

Tab 1



Instructor Information

[Joseph M. Moxley, Professor of English](#), He/Him/His
mox@usf.edu

Creative Challenges

1. [*Creative Challenge #1: What Is Professional Writing?*](#)
2. [*Creative Challenge #2: Information Visualization - PTC vs. Academic Writing*](#)
3. [*Creative Challenge #3: The Elements of Style*](#)
 - [*Part 1 - Individual presentations on The Elements of Style*](#)
 - [*Part 2: Team presentations on The Elements of Style*](#)
4. [*Creative Challenge #4 - Career Readiness*](#)
 - [*Part 1: Annotated Bibliography - How is AI Being Used in Workplaces?*](#)
 - [*Part 2: Report for NACE - What Competencies Constitute Career Readiness?*](#)
 - [*Part 3: Presentation for NACE - What Are the Core Job Competencies of Particular Professions Such as Finance, Accounting, Marketing, Communications, Data Analytics, and Entrepreneurship?*](#)
5. [*Creative Challenge #7: What Is Your Personal Development Plan?*](#)

Student Home Pages

1. [Octavio Arguello](#)
2. [Pam Arias Salguero](#)
3. [Naomi Eaker](#)
4. [Nicanor Echeverria](#)
5. [Loys Guillon](#)
6. [Morgan Kincade](#)
7. [Jennifer Le](#) (absent)
8. [Mbilu Mabilu](#)
9. [Mia Mariaca](#)
10. [Nathanael Moore](#)
11. [Giovanni Moscato](#)
12. [Irina Mucaj](#)
13. [Andrew Newman](#)
14. [Nick Nordquist](#)
15. [Denjo Paquette](#)
16. [Nick Randall](#)
17. [Nia Rowe](#)
18. [Harshu Sharma](#)
19. [Taylor Williams](#)
20. [Coleson Woods](#)



Week 1 Meeting Notes (1/14) - Students gDoc Pages

When we meet via Teams for this first time, please also open your Canvas portal for this class so you can view the assignments.

1. [Please review GCFGlobal's Guide to Google Docs](#). Please pay special attention to [Chapter 18. Sharing and Collaborating on Files](#)

2. Create a hyperlink:

Go to the [Course Sandbox](#). Either find or add your name on the sandbox. Create a link there to your own Google Docs file. This page will serve as your homepage throughout the course. Be sure to share the gdoc in Edit View. You will not receive credit for this assignment if it is not shared in Edit View. Throughout the course, all gdoc pages must be in edit view.

Please create a hyperlink to your own gdoc homepage for this course. On your gdoc homepage, you are expected to create links to your course projects. If your name is not on this list, please add it. See Canvas for particulars.

[Dustin Apol](#)

[Octavio Arguello](#)

[Pamela Arias Salguero](#)

[Naomi Eaker](#)

[Nicanor Echeverria](#)

[Loys Guillon](#)

[Fady Hanna](#)

[Morgan Kincade](#)

[Jennifer Le](#)

[Mbilu Mabilu](#)

[Mia Mariaca](#)

[Nathanael Moore](#)

[Giovanni Moscato](#)

[Irina Mucaj](#)

[Andrew Newman](#)

[Nick Nordquist](#)

[Denjo Paquette](#)

[Nicolas Randall](#)

[Nia Rowe](#)

[Harshu Sharma](#)

[Taylor Williams](#)

Coleson Woods

3. On the gdoc page you are sharing -- your homepage for this course -- write a 100 word bio. Include a pic. The bio should address your academic major, career goals, and most successful writing project (either self-authored or collaborative).

Please make your bio scannable; see [Page Design – How to Design Messages for Maximum Impact](#)

Notes

1. Nothing needs to be uploaded to Canvas. I will review the [Course Sandbox](#) to assign credit.

2. I will use this assignment for the "USF first-day attendance policy."

Finally, please be sure to review next week's assignment so you are prepared for next week.

Between Teams Meetings

Please review the guidelines for Creative Challenge #1 on the course syllabus.

Week 2 Meeting Notes (1/21) - Discussion of Summaries Regarding PTC and Academic Writing Style.

DELIVERABLE #1 - Please review the assignment guidelines on the course syllabus

Part 1: Using gDocs, by 12:30 at the start of class on 1/21 -- provide a link to the gdoc where you analyze the differences b/n PTC and academic writing needs to be linked below. Be sure to share an Edit Version.

I will assign you credit for this exercise as I click through these discuss them. This is

class participation point.

1. [Pamela Arias Salguero](#)
2. [Naomi Eaker](#)
3. [Nicanor Echeverria](#)
4. [Loys Guillon](#)
5. [Fady Hanna](#) - Here -tech issues.....pls create your link to get credit by end of class. (i will be finishing it up by 5pm (Fady typed this))
6. [Morgan Kincade](#) --- talked to him.
7. [Jennifer Le](#)
8. [Mbilu Mabilu](#)
9. [Mia Mariaca](#) - - NOT IN EDIT VIEW (fixed)
10. [Nathanael Moore](#)
11. [Giovanni Moscato](#)
12. [Irina Mucaj](#)
13. [Andrew Newman](#) ABSENT
14. [Nick Nordquist](#)
15. [Denjo Paquette](#)
16. [Nicolas Randall](#)
17. [Nia Rowe](#)
18. [Harshu Sharma](#)
19. [Taylor Williams](#)
20. [Coleson Woods](#)

Part 2: Professor Moxley will click through your evaluative notes and make comments

NOTE: UPLOAD BOTH DELIVERABLES, ONE AFTER THE OTHER, AT CANVAS.

Between Teams Meetings

After class, review the assignment guidelines for the 2nd Creative Challenge. Be sure to read the readings for this assignment:

1. [Infographics](#)
2. [Heuristic for an Infographic](#)
3. [Design Principles – The Big Design Principles You Need to Know to Create Compelling Messages](#)

Week 3 Meeting Notes (1/28) Discussion of Visualizations/Infographics

Part 1: Mox Review of Creative Challenge #1 & Discussion of Readings

Per the syllabus, the following were the grading criteria I gave you for the first assignment: Hence I will be looking to see

- that you place word count on top of page (not counting references)
- that you use a professional writing style
- that you understand the need for [exemplification](#) in [workplace writing](#)
- that you support [claims](#) with [evidence](#)
- that you use APA 7 when you quote, paraphrase, or summarize the three assigned readings. Be sure to reference all four sources.
- that you can write college-level, [reader-based prose](#).

Now, I'd like to give you some group feedback, pulling from your assignments to explicate ways your texts celebrate these conventions -- or break them.

MOX NOTES ON STYLE IN PTC

Part 2: Sketch of Visualization of PTC vs. Academic Writing

Mox reviews guidelines for Creative Challenge #2. Mox reviews drafts from perspective of [Proximity](#), [Alignment](#), [Repetition](#), [Contrast](#).

Please create a link to your visualizations by the start of the class (12:30). THIS DISCUSSION WILL CONSTITUTE THE PARTICIPATION POINT FOR TODAY'S TEAMS MEETING

1. If possible, link directly to your illustration. That said, if your illustration is hidden behind a paywall, go ahead and just copy paste it on to a gdoc page and then link to that.
2. Also link to your narrative on design choices
 1. [Dustin Apol Infographic](#) | [250 Narrative on Design Choices](#)
 2. Octavio Arguello | 250 Narrative on Design Choices
 3. [Pamela Arias Salguero](#) | [250 Narrative on Design Choices](#)
 4. [Naomi Eaker](#) | [250 Narrative on Design Choices](#)
 5. [Nicanor Echeverria](#) | [250 Narrative on Design Choices](#)
 6. [Loys Guillon](#) | [250 Narrative on Design Choices](#)

7. FadyHanna | 250 Narrative on Design Choices
[Professional Vs Educational Writing Infographic](#)
8. [Morgan Kincade](#) | [250 Narrative on Design Choices](#)
9. [Jennifer Le](#) | [250 Narrative on Design Choices](#)
10. [Mbilu Mabilu](#) | [250 Narrative on Design Choices](#)
11. [Mia Mariaca](#) | [250 Narrative on Design Choices](#)
12. [Nathanael Moore](#) | [250 Narrative on Design Choices](#)
13. [Giovanni Moscato](#) | [250 Narrative on Design Choices](#)
14. [Irina Mucaj](#) | 250 Narrative on Design Choices
15. [Andrew Newman](#) | [250 Narrative on Design Choices](#)
16. [Nick Nordquist](#) | [250 Narrative on Design Choices](#)
17. [Denjo Paquette](#) | [250 Narrative on Design Choices](#)
18. [Nicolas Randall](#) | [250 Narrative on Design Choices](#)
19. [Nia Rowe](#) | [250 Narrative on Design Choices](#)
20. [Harshu Sharma](#) | 250 Narrative on Design Choices
21. [Taylor Williams](#) | [250 Narrative on Design Choices](#)
22. [Coleson Woods](#) | 250 Narrative on Design Choices

Part 3: Small Group Work in Teams

In the small team you are assigned to in Microsoft Teams, share (1) your Creative Challenge 2 (the infographics) and (2) your 250 word narrative explaining your design choices.

Evaluative Criteria

1. Is the visualization accurate?
2. Is the visualization honest? complete?
3. Is advice on the visualization paraphrased or quoted correctly?
4. From the perspective of design principles, does the illustration make sense?

Initially, working collaboratively, identify the best parts of one another's visualizations. Next, write a one-to-two page gdoc that uses screenshots to illustrate the best infographics.

1. Begin work on a report that your team can give to classmates next week. You do not need to use slides. Instead, just use a gDoc and link it below.
2. Your report should adopt a professional writing style: [Professional Writing – How to Write for the Professional World](#).

Between Teams Meetings

1. Choose a document (or multiple documents) to critique from the perspective of [The Elements of Style](#). Ideally, this document will be from the field you are expecting to work in (e.g., accounting, finance, marketing). If you wish, you may critique multiple documents.)

Using Google Slides, create a slide that *critiques* the document at least from four of the following elements. Extract a bit of text -- such as a sentence or paragraph -- and then show how it violates the conventions for style. Create one slide for four attributes and in the notes explain how that example/sample violates the convention under discussion. So, in total there will be 5 slides -- one with your name on it and four others exemplifying the concept.

- a. [clarity](#)
- b. [brevity](#)
- c. [coherence](#)
- d. [flow](#),
- e. [inclusivity](#),
- f. [simplicity](#)
- g. [Unity](#)

In preparation for next class meeting: Begin Work on Creative Challenge #3

Choose a document (or multiple documents) to critique from the perspective of [The Elements of Style](#). Ideally, this document will be from the field you are expecting to work in (e.g., accounting, finance, marketing, data analytics). If you wish, you may critique multiple documents.)

Or, if you prefer, critique one the following academic articles from the perspective of style. Evaluate the [clarity](#) of the article by addressing these elements of style: [brevity](#), [coherence](#), [flow](#), [inclusivity](#), [simplicity](#), and [unity](#):

1. [Effectiveness of intervention programs in reducing plagiarism by university students: a systematic review](#)
2. [Do college anti-plagiarism/cheating policies have teeth in the age of AI? Exploratory evidence from the Internet](#)
3. [The Problem with False Positives: AI Detection Unfairly Accuses Scholars of AI Plagiarism](#)
4. [ChatGPT improves creative problem-solving performance in university students: An experimental study](#)

Using Google slides, create four slides that *critique* the document(s) at least from four of the following elements.

1. [Clarity](#)
2. [Brevity](#)
3. [Coherence](#)
4. [Flow](#),
5. [Inclusivity](#)
6. [Simplicity](#)
7. [Unity](#)

For each slide, extract a bit of text -- such as a sentence or several sentences -- and then show how the selected text violates the conventions for style. You may use a small font, given space considerations.

Create one slide for the four attributes and explain how that example/sample text violates the convention under discussion. In the notes (or if there's space, on the slide) provide the bibliographical information for the example/sample text.

So, in total there will be 5 slides -- one with your name on it and four others exemplifying the concept.

Deliverables

At the start of class, provide a link to your gDoc presentation at the course sandbox.

Week 4 Meeting Notes (2/4) - Creative Challenge #3 - Critique of Document(s) from The Perspective of The Elements of Style

Part 1: Review -- Reflective Comments on Creative Challenges #2

Mox discusses some of the best visualizations from the perspective of

5. Is the visualization accurate?
6. Is the visualization honest? complete?

7. Is advice on the visualization paraphrased or quoted correctly?
8. From the perspective of design principles, does the illustration make sense?

Mox discusses some of the best visualizations and narratives from the perspective of [Proximity, Alignment, Repetition, Contrast](#).

1. Note the clever use of contrast in [Pam's visualization](#) and also note her professional formatting design/focus in [her narrative on design choices](#).
2. As we discussed in class last week [Naomi's visualization is a brilliant use of space](#) (use her tabs). It's tightly focused/written. No unnecessary words. Notice how much ground she covers in so little space. This epitomizes the goals of ptc (to communicate a lot in a visualization).
3. Check out [Jen's use of prof writing style...and her use of terms of art/design](#). Nice! Wisely she backs up her narrative with citation. [My favorite part of Jen's design is the way it's so comprehensive](#). Beyond that, it's engaging. Plus no typos. TBH, it's remarkable.
4. [IMO, Nathanael does the best job w/ paraphrasing on the infographic](#). One comment, though -- the citation should be the name of the author and date. You wouldn't want to cite all of WC because we have 800 articles there. But the big point here is he's making a prof move here: citing his courses. Another strength of N's is his comprehensiveness.
5. Ok, in terms of persuasiveness, you've got to love Giovanni's! Note [his visualization](#) has "the hook" -- the line that pulls you into the infographic, that attempts to garner the interest of the reader. He does stumble there a bit on that first sentence; nonetheless, Giovanni has "sold me" in the first sentence. He's pulled me into the discourse. Made me interested. No BS. Hook. Wow. I wish that Laurinavicus quote hadn't got squished. But really good.
6. [I really liked the clarity of Nick's narrative](#). He has a strong voice there. Simple sentences, yet direct -- a convention of ptc discourse. In terms of being substantive, I greatly admire Nick's infographic. His work is robust: it's in his voice -- a direct, prof writing style....I appreciate the statistic for the 2nd visual cuz it's on point.
7. As we discussed in class, [Nia's is most comprehensive](#).
8. IMO, the strongest narrative was Taylor's. Why? She defines the terms/paraphrases them/and then has the citations. She uses a PTC format.
9. So, so, so, so many good ones. Check out Taylors':

Part 2: In-class work on Creative Challenge #3

Please link below to your gSlides, which critique a document (or multiple documents) from the perspective of [The Elements of Style](#).

Note: I'll use this exercise for today's Teams Meeting for the participation score. For that score, I'll look for the link below

After class, you have the opportunity to revise it and submit it as Creative Challenge #3. Don't forget to submit the gSide url to Canvas.

1. [Dustin Apol](#)
 2. [Octavio Arguello](#)
 3. [Pamela Arias Salguero](#)
 4. [Naomi Eaker](#)
 5. [Nicanor Echeverria](#)
 6. Loys Guillon
 7. Fady Hanna
 8. [Morgan Kincade](#)
 9. [Jennifer Le](#)
 10. [Mbilu Mabilu](#)
 11. [Mia Mariaca](#)
 12. [Nathanael Moore](#)
 13. [Giovanni Moscato](#)
 14. [Irina Mucaj](#)
 15. [Andrew Newman](#)
 16. [Nick Nordquist](#)
 17. [Denjo Paquette](#)
 18. [Nicolas Randall](#)
 19. [Nia Rowe](#)
 20. [Harshu Sharma](#)
 21. [Taylor Williams](#)
 22. [Coleson Woods](#)
-

Some Terrific PowerPoints

3 Elements of Style Clarity

Clarity

Sample:	Critique:	Revised Text:
"The search strategy was based on the research question	The sentence structure is clear, but the placement of the research question within the sentence could be more direct.	"We investigated,
"What are the effects of interventions to reduce plagiarism in university students?"	Rephrasing the sentence to directly state the research question enhances clarity and readability.	"What are the effects of interventions to reduce plagiarism in university students?"

Clarity

Original Text	Critique	Revision
"The integration of ethical considerations in university education plays a role in shaping responsible professionals and minimizing negative behaviors in academic settings "(Smith & Jones, 2022)"	The phrase <i>"plays a role"</i> is vague, and <i>"negative behaviors"</i> lacks specificity. What kind of negative behaviors?	"Incorporating ethics into university curricula helps develop responsible professionals and reduces academic dishonesty, such as plagiarism and data manipulation (Smith & Jones, 2022)."

Inclusivity

— — —

Extracted Text:

"The young entrepreneur is often characterized by his innovative mindset and willingness to take risks."(Perna, 2024)

Critique:

The use of "his" assumes the entrepreneur is male, which is not inclusive of all genders.

Revised Text:

"Young entrepreneurs are often characterized by their innovative mindset and willingness to take risks."

Simplicity

- **What is Simplicity?** Simplicity is judgement made by people about whether something is as simple as possible depending on the complexity of the topic and situation (Moxley, 2024b). Simplicity is a textual attribute, an element of style, that describes a style of writing that is very straightforward and not extremely complicated depending on the topic (Moxley, 2024b). Simplicity aims to minimize unnecessary complexities in language and structure to convey the intended message clearly and efficiently (Moxley, 2024b).
- **Extracted Text:** "The reasons for this are twofold. First, the training data for GTP-3.5 consisted of potentially controversial resources (Brown et al., 2020): common internet texts (60%), reddit posts (22%), books (16%), and Wikipedia pages (3%). The second reason is that ChatGPT is trained using so-called reinforcement learning from human feedback (RLHF). In RLHF, hired human participants (typically paid volunteers via services such as Amazon Mechanical Turk) reward or punish the AI in line with goal achievement."
- **Critique:** These sentences are needlessly obtuse. The wording and structure of these sentences make it more convoluted than it needs to be. The audience could better understand the main idea by creating a more clear statement.
- **Revised Text:** There are two main reasons for this. First, the training data for GPT-3.5 came from a mix of sources, including internet texts (60%), reddit posts (22%), books (16%), and Wikipedia (3%), which could include controversial material. Second, ChatGPT is trained using reinforcement learning from human feedback (RLHF), where human workers (often paid volunteers) help guide the AI by rewarding or punishing its responses.

Clarity

- Ensures the text is understandable and audience-sensitive.
- Issues: Long, complex sentences; assumes research knowledge.
- Example: "Plagiarism in universities is a problem with potential academic, social, ethical, and legal implications."
- Fix: "Plagiarism in universities has academic, social, ethical, and legal consequences."
- Edits: Break up paragraphs, define technical terms, reduce jargon.

Between Teams Meetings

In preparation for next class meeting: Prepare a Collaborative Presentation

1. Finalize your group's presentation on The Elements of Style, and embed it below.
2. Read these guidelines on how to write an [Annotated Bibliography](#)

Teamwork on Elements of Style

Note: This exercise serves as a participation project for next week. See table below to see which group you are in.

In small teams, please break into the following Teams. Collate your presentation into one larger presentation that chooses from the best of one another's presentations. Each team presentation should have two examples of examples/texts that violate the following stylistic conventions:

2. [Clarity](#)
3. [Brevity](#)
4. [Coherence](#)
5. [Flow](#),
6. [Inclusivity](#)
7. [Simplicity](#)
8. [Unity](#)

Team 1	Link to Team's gSlide Presentation on The Elements of Style Group Members: 1. Dustin Apol - email 2. Octavio Arguello 3. Pamela Arias Salguero-ariassalguerop@usf.edu 4. Naomi Eaker: naomieaker@gmail.com
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	 Creative Challenge 3 Group Slides
Team 2	Link to Team's gSlide Presentation on The Elements of Style Group Members: 1. Nicanor Echeverria- Echeverria.nicanor@gmail.com 2. Loys Guillon - Iguillon@usf.edu 3. Fady Hanna 4. Morgan Kincade 5. Taylor Williams : Taylormcken@gmail.com
Team 3	Link to Team's gSlide Presentation on The Elements of Style Group Members: 1. Jennifer Le Jennniferlle@gmail.com - I can create the presentation! 2. Mbilu Mabilu mbilu.mabilu@icloud.com 3. Mia Mariaca miamariaca@usf.edu 4. Nathanael Moore n.moore@invisionadvisors.com

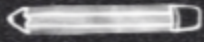
Team 4	Link to Team's gSlide Presentation on The Elements of Style Group Members: 1. Giovanni Moscato - I can create gdoc link and share here -  Team 4 ENC (1 slide per topic and 2 examples per person) - E-mail: moscato@usf.edu or realgiomos@gmail.com 2. Irina Mucaj 3. Andrew Newman 4. Nick Nordquist - nnordquist@usf.edu 5. Coleson Woods
Team 5	Link to Team's gSlide Presentation on The Elements of Style  Group assignment Group Members: 1. Denjo Paquette - denjo@usf.edu 2. Nicolas Randall - nicolasrandall@usf.edu 3. Nia Rowe nia94.rd@gmail.com 4. Harshu Sharma-harshusharma@usf.edu 5. Adrian Williams- awllms96@gmail.com

Week 5 Meeting Notes (2/11) - Group Presentations on The Elements of Style

Note: This week you do not need to upload anything to Canvas. Rather, I'll use the list of teams below to assign credit.

First, I want to congratulate Morgan Kincade for his awesome revision to CC#2:

Academic Writing Vs Professional Writing



Academic writing is intended for a scholarly audience and emphasizes in-depth research and critical analysis of a specific topic

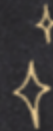
Purpose and Audience



Professional writing focuses on solving problems and facilitating collaboration among colleagues, clients, and business partners.

Academic writing is formal, objective, and evidence-based, aiming to demonstrate critical thinking through well-supported arguments

Tone and Style



Professional writing is concise and action-oriented, often designed to prompt the recipient to take a specific action.

Academic writing presents ideas in a clear, structured manner, typically through formats such as essays and research papers.



Structure

Professional writing includes emails, reports, proposals, and memos, often incorporating bullet points, headings, and visuals to enhance clarity and readability.



Academic writing requires citations from credible sources, such as peer-reviewed journals, books, and scholarly publications, following specific citation formats like APA, MLA, or Chicago.

Research and Sources



Professional writing relies on internal data, market research, and industry reports, emphasizing practical, up-to-date information relevant to the field.

I also want to complement Andrew Newman for his excellent revisions. [I could only cut a few pieces of his but you can see it's excellent from a coverage/depth perspective.](https://infograph.venngage.com/ps/pB8H5dVuPDA)
<https://infograph.venngage.com/ps/pB8H5dVuPDA>



The main goal of academic writing is to inform, explain, or persuade based on research and evidence.



Professional writing communicates information clearly for decision-making in a business context.



Scholars, researchers, and students who are familiar with specialized terminology are the audience for academic writing.



The professional writing audience includes colleagues, clients, or stakeholders with varying levels of expertise; focuses mainly on accessibility.



Academic writing requires detailed citations and adherence to specific guidelines to credit sources.



Professional writing rarely uses formal citations.



Academic writing is both formal and objective, avoiding colloquial language.



Professional but flexible (e.g., formal for reports, conversational for emails).



Dense, technical, and discipline-specific language. Assumes a knowledgeable audience.



Plain language prioritizing clarity, with minimal jargon unless necessary.

Also, ck out Nicolas Randall's great revisions:



Professional Writing

Writing that fits everyday needs, tasks, and expectations

Factors	Audience
Enhances clarity and accessibility	Email to a manager or executive
Brevity using bullets and headings	Memo to colleagues or employees
Common language for simplicity	Website for a company
Practical uses	Promotional document
Quickly defines purpose	Instructions to complete a task

Academic Writing

Writing that details information for peer-review



Factors	Audience
Looks to elaborate and emphasize on topics	Essay to a professor
Uses longer, more complex sentences	Article in scientific journal
Specialized terms	Discussion board posting
Analysis of expert subjects	Review of a text
Encourages analysis and critical thinking	Description of an experimental study

Part 1: Team Presentations

Today's class will be focused on the group's presentation on The Elements of Style. You will earn credit for today's class by linking to your team's gSlide presentation below.

1. Team 1:  Creative Challenge 3 Group Slides
2. [Team 2](#)
3. [Team 3](#)
4. [Team 4](#)  Team 4 ENC
5. [Team 5](#)  Group assignment

Part 2: Review of Creative Challenge #4:

1. [Mox review of Creative Challenge #4 \(Part 1\): Annotated Bibliography – How is AI Being Used in Workplaces?](#)
2. Discussion of the genre of Annotated Bibliographies

Between Teams Meetings

In preparation for next class meeting: Prepare a solid draft Creative Challenge #4 (Part 1): Annotated Bibliography – How is AI Being Used in Workplaces?

Week 6 Meeting Notes (2/18) - In class quiz & In class reviews of Creative Challenge #4 (Part 1): Annotated Bibliography– How is AI Being Used in Workplaces?

Part 1: Are there any questions regarding the Assignment Guidelines/Deliverables for CC#5.

Part 2. Quiz -- Style & Visualization Summary - See Participation Assignments at Canvas for Week 6 Meeting Notes. The quiz will be accessible at start of class in Canvas.

Part 3: Review of Annotated Bibliographies.

Please link to your annotated bibliographies below. To receive participation credit for this assignment during the Teams meeting, be sure to share a link in edit view.

1. Dustin Apol
2. Octavio Arguello
3. [Pamela Arias Salguero](#)
4. [Naomi Eaker](#) **in the tabs!!
5. [Nicanor Echeverria](#)
6. [Loys Guillon](#)
7. [Morgan Kincade](#)
8. Jennifer Le
9. [Mbilu Mabilu](#)
10. [Mia Mariaca](#)
11. [Nathanael Moore](#)
12. [Giovanni Moscato](#)
13. [Irina Mucaj](#)
14. [Andrew Newman](#)
15. [Nick Nordquist](#)
16. [Denjo Paquette](#)

17. [Nicolas Randall](#)
18. [Nia Rowe](#)
19. [Harshu Sharma](#)
20. [Taylor Williams](#)
21. [Coleson Woods](#) (I tried a new way to add links. Is it still editable for you?)
22. Adrian Williams

This assignment is due 30 minutes into the class period.

Between Teams Meetings

Begin Work on [Creative Challenge #4 \(Part 2\): Report for NACE – What Competencies Constitute Career Readiness?](#)

Part 3: Review of Annotated Bibliographies.

Please link to your annotated bibliographies below. To receive participation credit for this assignment during the Teams meeting, be sure to share a link in edit view.

23. [Octavio Arguello](#)
24. [Pamela Arias Salguero](#)
25. [Naomi Eaker](#) **in the tabs!!
26. [Nicanor Echeverria](#)
27. [Loys Guillon](#)
28. [Morgan Kincade](#)
29. [Jennifer Le](#)
30. [Mbilu Mabilu](#)
31. [Mia Mariaca](#)

32. [Nathanael Moore](#)
33. [Giovanni Moscato](#)
34. [Irina Mucaj](#)
35. [Andrew Newman](#)
36. [Nick Nordquist](#)
37. [Denjo Paquette](#)
38. [Taylor Williams](#)
39. [Coleson Woods](#)
40. [Nicolas Randall](#)
41. [Harshu Sharma](#)

Week 7 Meeting Notes (2/25) - Creative Challenge #6 - [Creative Challenge #4 \(Part 2\): Report for NACE – What Competencies Constitute Career Readiness?](#)

At the start of class, please link to literature reviews/memos below. To receive participation credit for this assignment during the Teams meeting, be sure to share a link in edit view.

1. [Octavio Arguello](#)
2. [Pamela Arias Salguero](#)
3. [Naomi Eaker](#)
4. [Nicanor Echeverria](#)
5. [Loys Guillon](#)
6. [Morgan Kincade](#)
7. [Jennifer Le](#)
8. [Mbilu Mabilu](#)
9. [Mia Mariaca](#)
10. [Nathanael Moore](#)
11. [Giovanni Moscato](#)
12. [Andrew Newman](#)
13. [Nick Nordquist](#)
14. [Denjo Paquette](#)

15. [Nicolas Randall](#)
16. [Nia Rowe](#)
17. [Harshu Sharma](#)
18. [Taylor Williams](#)
19. [Coleson Woods](#)

After class, if you wish, you can make edits. The final draft is due tonight. Please upload the url to Canvas.

Between Teams Meetings

Begin Work on [Creative Challenge #4 \(Part 3\): Presentation to NACE's Executive Board – What Competencies Constitute Career Readiness?](#)

Week 8 Meeting Notes (3/4)

WE WILL NOT HAVE A TEAM'S MEETING THIS WEEK SO YOUR TEAM CAN FOCUS ON COLLABORATING ON DEVELOPING THE PRESENTATION

Between Teams Meetings

Finalize Work on [Creative Challenge #4 \(Part 3\): Presentation to NACE's Executive Board – What Competencies Constitute Career Readiness in Particular Professions \(e.g., Finance or Accounting\)?](#)

Week 9 Meeting (3/11)

1. Very quick -- 5 minutes -- In Class discussion of Course AI Policy and metacognitive footnotes

[Metacognitive Footnotes](#)

As I mentioned earlier, I'm fine with you writing with AI. That said, I do need you to write a Metacognitive Footnote that details your usage. As I mentioned earlier, I'd like you to categorize your usage as follows

AI Policy

You are encouraged to use AI in this course. However, if you do use AI you must also write and submit with the assignment an extended "metacognitive footnote" that reports on how you used AI, such as

1. **Thought Partner.** Engaging with AI tools in a dialogic manner to discuss, critique, and synthesize ideas, including intellectual strategies such as rhetorical reasoning, genre analysis, critical information literacy practices, counterarguments, and methodological critique.
2. **Research Assistant.** Using AI tools to engage in strategic searching, identify canonical texts, visualize relationships among sources, and develop gaps in knowledge.
3. **Composing Assistant.** Using AI tools to facilitate intellectual processes associated with writing (e.g., prewriting, inventing, drafting, collaborating, researching, planning, organizing).
4. **Citation Assistant.** Using bibliography tools to manage references.
5. **Publishing and Remediation Assistant.** Using AI tools for SEO purposes or for remediating texts in different media (e.g, text to speech; text to image; text to video).
6. **Designer.** Using AI tools for creating visual elements (e.g., photographs, tables, figures, illustrations).
7. **Editorial Assistant.** Using AI tools to conform to standard written English
8. **Teaching Assistant.** Using AI tools to teach oneself about the genre of the dissertation, information-literacy standards of the STEM community, scholarly conventions for citing sources, writing and rhetorical processes, or the stylistic conventions of the scientific community.

Your metacognitive footnote should be comprehensive. Illustrations are encouraged.

While AI usage is encouraged in this class, it's important to note that in school settings and work settings it is a violation of academic and/or professional integrity for you to submit work that has made up sources and evidence. Thus, if you experiment with AI, you must not simply "copy and paste." Instead, you need to check every source and quotation -- really every word. Works submitted that have "hallucinated references" will receive an FF.

So, from my perspective, it's fine for you to work with AI but whatever you turn in needs to be yours: it needs to reflect your voice, tone, voice, persona -- and thinking. I recommend you use one "window" for composing, and another for AI-assisted writing.

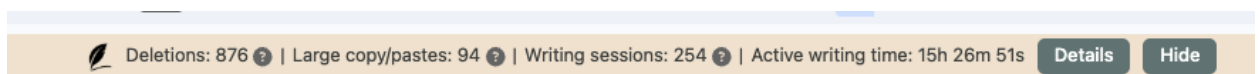
Xtra Credit Opportunity

Your last two assignments -- the annotated bibliographies -- illustrated that many of you used AI. That's fine, per above. However, some of you didn't include a metacognitive footnote or did a poor one. Here I'm not saying it's your fault. Instead, please note this is new territory: we are all trying to figure out how to leverage AI while maintaining academic/scientific integrity. Hence, below I make a few notes on some of your comments, which we will discuss in class.

Following our class discussion, if you want to try to help me develop a better explanation of how to do the metacognitive footnote so you can help me write a more comprehensive AI Policy for the metacognitive footnote, and you do a good job with that, I will replace an *"incomplete"* with a *complete*.

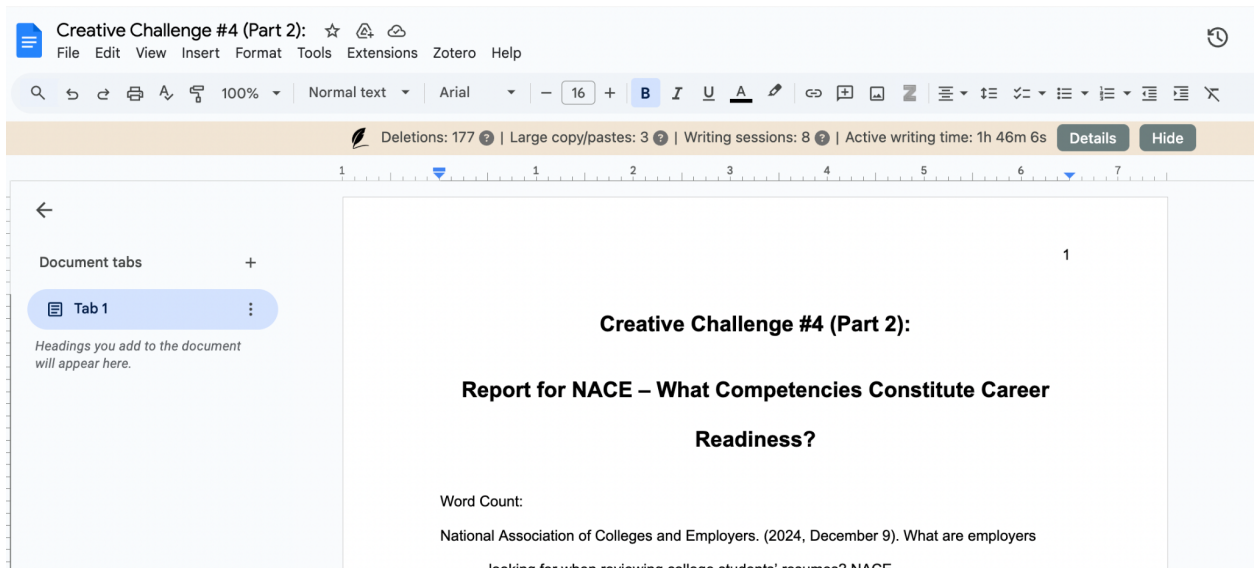
Professor Moxley's reflections

1. The AI policy should include a mandate to use gDocs and students sharing in "edit view" so the instructor can use a revision history tool. Note, e.g., the effort put into this course sandbox:

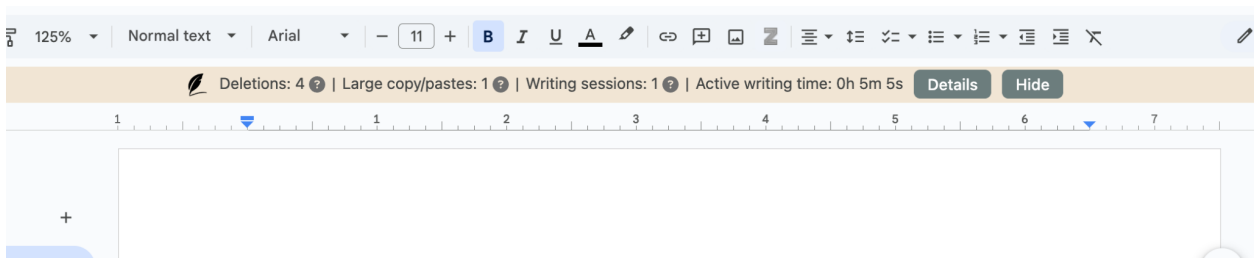


And then maybe students need to this tool as well and reflect on it?

Here's an example of when I can see a student has worked on the project:



And here's another example where the student turns in well written, perfect annotations yet doesn't include a metacognitive footnote. When I see her revision history it shows she worked on it for 5 minutes. Here it's possible she wrote in Word and copy pasted it over. Or, maybe she wrote inside Chat and edited there? What should I do?



2. In order for me to assess student labor -- I need to ask students to SHOW their efforts. Do you think I should ask them to upload their chat history OR do you think I should ask them to write a process review and use screenshots of their history?

Metacognitive Footnote:

In composing this annotated bibliography, I aimed to synthesize key insights from multiple sources while maintaining clarity and conciseness. I carefully analyzed each document to

extract relevant competencies that align with workforce expectations for 2025. Throughout this process, I paid close attention to the evolving role of AI, digital literacy, and interpersonal skills in shaping employability. Additionally, I ensured that the summaries, definitions, and significance sections provided a logical flow and demonstrated the connections between various competencies. This exercise deepened my understanding of how academic research informs real-world workforce readiness and reinforced the importance of adaptability in professional growth.

Metacognitive Footnote

I partnered with an AI tool as a thought partner throughout the editing process. It helped me reorganize and refine my annotations by grouping information more effectively, enhancing clarity and conciseness, and ensuring coherence without losing the key insights. This collaborative approach not only streamlined the research synthesis but also improved the overall readability and structure of the final document.

Metacognitive Footnote

While writing this bibliography, AI tools helped organize information, as a thought partner, and as an editing partner. AI helped me make this more clear and concise.

Metacognitive Footnote: ChatGPT was utilized as an editor in this bibliography, especially when editing sentences to remove or add words that can create a better flow. I also asked AI to suggest a more extensive vocabulary to present a more articulate and professionally written product. Human judgment was applied to look at the work that AI-generated and presented to me. The work was reviewed and then scrutinized to make sure that it made sense as AI can sometimes make mistakes as well.

Metacognitive Footnote

I used deepseek, the new chinese AI and asked it to critique my work and tell me what it needed to be better and when it did i used its feedback by putting it in my work.

Metacognitive Footnote

- **Thought Partner:** I used AI in order to critique and make my ideas more concise. I also used AI to make sure I included and explained the competencies for each article

METACOGNITIVE FOOTNOTE: ChatGPT was used as a research assistant to find my 4th source. It was also a composing assistant in drafting the bulk of information in a way that answers the prompts given.

That being said, my judgement and editing was used to create a final product. I created a text with proper citations, formatting, and flow of thoughts and ideas. It was imperative to adjust the content to my liking and include a human voice.

Metacognitive Footnote

I used AI as a thought partner and a composing assistant. I read the articles and wrote out each section. I then asked AI to simplify my thoughts and put the definition sections into simple bullet points.

 <https://www.nacweb.org...>   

I teamed up with an AI writing helper to think about how to organize my paragraphs, define the major ideas, and keep things clear. Whenever I got stuck on phrasing or sentence structure, I asked for suggestions and then changed the text to sound more like me—a middle school student. This process helped me make sure I used simple language while still explaining the competencies clearly.

In class presentation to NACE's Executive Board – What Competencies Constitute Career Readiness in Particular Professions (e.g., Finance or Accounting)?

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Core Competencies of Marketing

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- Taylor Williams taylor8@usf.edu
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Team 4 - Psychology

Psychology Career Competencies

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Team 5 - Finance - Link

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Team 6 - Supply Chain Management

- Denjo Paquette - Denjo@usf.edu

Team 7 - Entrepreneurship

- Nathanael Moore - nwmoore001@gmail.com

Week 10 Meeting Notes (3/18)

Spring Break Week

In class writing activity:

Throughout this course, we have researched career competencies. We began with an analysis of how professionals compose and define style in workplace writing. We looked at a Microsoft/LinkedIn study that explored how gen AI is changing communication practices in the workplace. And then we reviewed literature on workforce competencies across disciplines and within specific disciplines such as finance, accounting, marketing, communications, data analytics?

For this in-class exercise, I ask that you self-reflect on your personal strengths when it comes to the workplace competencies you'll need to develop to obtain a job in a particular profession -- and, subsequently, succeed.

Use gDocs to write a brief reflection on some professional competencies you'd like to develop prior to graduation or within the next year.

Between Teams Meetings

Do the interviews outlined below. **Do research as your curiosity guides you.....**

Week 12 Meeting Notes (4/1) - No - Class - Out of Class Research

How to Prepare for this Tuesday's Class (Week 13)

Dear Class,

I hope you've had a great week.

As I hope you recall, in our Teams meeting during Week 11, I improvised: I decided to cancel the two bibliographies I'd originally planned on AI and Superintelligence. I did so because I came to feel you'd do a better job on your PDP (Personal Development Plan) if I gave you more time for it. TBH, I'm pretty interested in AI....and I'm giving a talk on Superintelligence as a keynoter in two upcoming Conferences....so I enjoy reading and thinking about that.....But I also came to feel that it might bore you and that at your age/stage of life it may be more personally relevant to really dive into developing a career plan--ESPECIALLY ONE BASED ON EVIDENCE AND OUR PREVIOUS LAST 3 OR 4 WEEKS' OF READINGS.

Ok, last week we did not have class. Instead, during Week 11, I asked you to work on your PDPs: [Week 12 Participation Grade Assignment](#)

IOWs, I asked you to "Reach out to professors, SMEs, and friends in a field that interests you and interview them. Ask them to discuss their work--which competencies are most important to success in their business? How do they believe AI will change their profession? Think about your strengths and weaknesses and what you have to do to make yourself competitive for a particular job. Upload your interview notes. This can be informal. Whom did you interview? What did you learn?"

I suggested you should interview at least two or three people but maybe more if necessary to get insights. The interviews don't have to be long...but they need to be insightful....so sometimes you need to interview more people.....

After the Week 11 meeting, I reviewed your in-class, team-based presentations. It was clear that they needed more work. These visualizations are important because I want them to inform your PDP. Due last Friday, I asked for revisions -- a revision of the visualization and a note about your contributions to the team's revision. I see from the Sandbox (see below) three teams have pasted their revised visualizations at the Sandbox. See [Week 12 Announcement for details](#).

Now, for our Team's meeting on 4/8 (Week 13), I will discuss the revised visualizations. I will ask for each of you to speak about the interviews you've conducted thus far. I will also give you more specific guidelines for the PDPs.

After, our meeting, [per Creative Challenge #5, Part 1 -- Interview notes](#), I have asked you to upload your interview notes by the evening of 4/8.

See you Tuesday. Best, Prof Mox

Week 13 Meeting (4/8): In class work on Personal Development Plan

Please bring a draft of your PDP to class.

I ask that you speak with friends, professors, and SMEs (subject matter experts) about particular careers. Search the internet as well. Try to think about your strengths and weaknesses with regards to particular workplace competencies required by specific careers.

1. [Reminder: Your Interview Notes are due by](#) Friday
- 2.

Week 12 Revisions

Step 1
In each circle, write a number representing how prepared you feel to be competitive in your chosen field.

1. Highly Unprepared
2. Somewhat Unprepared
3. Neutral
4. Well Prepared
5. Highly Prepared

Step 2
In each box, write one thing you can do to enhance these skills.

Are You Prepared For Your Career?

Leadership

Professionalism

Teamwork

Technology

Critical Thinking

Adaptability

Career & Self-Development

Communication

Revised Draft of the Visualization Exercise: Team 1

Everyone contributed to the original draft by coming up with competencies and ideas about how we could improve on each competency. Taylor created the final draft.

Taylor W, Jennifer L, Morgan K, and Harshu S

Values

1. **Advancement Potential**
2. **Autonomy**
3. **Belonging & Community**
4. **Creative Freedom**
5. **Earning Potential**
6. **Emotional Well-being**
7. **Ethical Alignment**
8. **Geographic Preference**
9. **Hands-On Tasks**
10. **Helping Others**
11. **Intellectual Challenge**
12. **Professional Status**
13. **Recognition**
14. **Sense of Purpose**
15. **Social Interaction**
16. **Spiritual Fulfillment**
17. **Stability & Safety**
18. **Structure vs. Flexibility**
19. **Work Environment**
20. **Work-Life Balance**

Force Rank

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

STEP 1
Identify 10 values that are
important to you right now.

Group 2: Nicholas N created and generated the graphic and overall format as well as brainstorming. Giovanni M helped with layout and brainstorming. Mbilu M and Pamela A collaborated and helped with ordering and brainstorming values to use on the list. We all worked well as a team to complete this project.

10 Year Career Plan

What do you hope to achieve in the next 10 years?



In 10 Years	In 5 Years	In 3 Year	In 6 Months
Business:	Business:	Business:	Business:
Role:	Role:	Role:	Role:
Income:	Income:	Income:	Income:
Location:	Location:	Location:	Location:
Status:	Status:	Status:	Status:
Misc:	Misc:	Misc:	Misc:

Group 4: Coleson, Nathanael Moore, and Irina Mucaj

Names:

Group 3: Naomi Eaker, Loys Guillon, Nia Rowe, & Nicolas Randall ↓

All of us contributed to brainstorming how to complete the assignment. Naomi edited the template in Canvas to include the ideas we came up with.

What do I want to work on right now?			
Mental / Emotional / Career Skills	begin working on	already confident	long-term goal
1. Critical Thinking (Mental)	✓		
2. Self-Development (Mental/Emotional)			✓
3. Verbal Communication (Career Skills)		✓	
4. Time Management (Mental/Career)	✓		
5. Leadership (Career Skills)			✓
6. Teamwork (Career Skills)		✓	
7. Adaptability (All Three)			✓
8. Professionalism (Mental/Career Skills)			✓
9. Confidence and Outgoingness (Emotional)	✓		
10. Work-Life Balance (Mental/Emotional)			✓

2. [Discussion of PDP genre, expectations](#)

3. [In class reporting on interviews](#)

a. How to use APA 7 to cite your interviews for your PDPsd:

Moxley, J. M. (2025, April 15). *Interview about the effects of AI on workplace competencies* [Personal interview].

And then, inside the text it would “According to Moxley (personal communication) April 15, 2025...

Between Teams Meetings

1. Revise PDP

Week 14 Meeting Notes (4/15) -- Week 14 Meeting - Solid Drafts of Your PDPs are due for in-class Peer Review

As we discussed last Tuesday, I expect for you to have completed a rough draft of your PDP by next Tuesday. At the beginning of class, you need to link to a gdoc version of your PDP at the Sandbox. At the start of Tuesday's meeting, I'll spend some time sorting you into groups, using topic as the main criterion. IOWs, I think it makes sense to put the marketing people together; etc for finance, analytics, etc. I will mark participation for Tuesday's course by your presence at the meeting so long as you link to your PDP at the start of the class.

Be sure to read and re-read the assignment guidelines for the [PDP](#)

Creative Challenge #7 – Personal Development Plan

Exigency

Understanding the Genre and Audience

Writing Prompt

Requirements

Evaluation Criteria

Example of an Embedded Visualization (Text-Based Sample)

Tips for Success

Submission Requirements

Related Articles

PDP - Peer Review Session

Accounting

- Giovanni Moscato moscato@usf.edu [Link to Giovanni's PDP](#)
- Coleson Woods- coleson.woods05@gmail.com [Link to Coleson's PDP](#)

- Nick Nordquist - nnordquist@usf.edu [Link to Nick's PDP](#)
- Irina Mucaj - imucaj@usf.edu [Link to Irina's PDP](#)

Cyber Security

- Loys Guillon laquillon@usf.edu [Link to Loys's PDP](#)

Finance

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- [Octavio Arguello](#) - arguello16@usf.edu
- Harshu Sharma- harshusharma@usf.edu  Prof dev plan harshu
- [Morgan Kincade](#) mkincade@usf.edu
- [Mia Mariaca](#) miamariaca@usf.edu

Marketing/Advertising

- Jennnifer Le Jenniferle@usf.edu
- Taylor Williams taylor8@usf.edu [Link to Taylor's PDP](#)
- Nia Rowe niasaranrowe@usf.edu [linkDPD](#)

Software Development

- Mbilu Mabilu - mabilu@usf.edu [Link to PDP](#)

Business Management/Hospitality Management

- Naomi Eaker naomieaker@usf.edu [Link to Naomi's PDP](#)
 - Nicanor Echeverria nicanorecheverria@usf.edu [Link to Nick's PDP](#)
 - **Nicolas Randall** - nicolasrandall@usf.edu [Link to Nicolas's PDP](#)
 - **Nathanael Moore** nwmoore37@usf.edu
 - [Denjo Paquette](#) - Denjo@usf.edu
-

-Week 15 Meeting Notes (4/22) - Peer Review of Career Plans

Engage in peer review by the end of class of two of your peers' career plans. Be sure the link you share is in edit view so your peers can make comments. Please paste the following evaluative criteria at the bottom of your peers' documents.

Evaluator: Place Your Name Here

Evaluation Criteria

1. Clarity and Organization

- Is the plan easy to follow with clear headings and logical transitions?
- Does it present a cohesive narrative for career development?

2. Depth and Relevance of Content

- Does the plan provide a realistic, detailed strategy for the next three years?
- Are career goals specific, and are the competencies well-supported by research?

3. Reflection on AI

- Does the plan offer a thoughtful, evidence-based analysis of AI's impact on future competencies?
- Are suggested adaptations practical and informed by credible sources?

4. Use of Sources

- Are at least three sources used to anchor workforce competencies?
- Are at least two sources used to explore changes driven by AI or emerging technology?
- Are sources cited accurately using APA 7 style?

5. Professional Writing and Tone

- Is the tone suitably professional, and is the document polished and error-free?

6. Visualization

- Does the embedded chart or timeline clearly depict goals, tasks, and deadlines over three years?
- Does it enrich the plan and enhance its clarity?

Week 16 Meeting Notes (4/29) - No Class. Final Personal Development Plans Are Due