

To: Dr. Winston Wimbley, Ph.D.  
CC: Mr. Paul McGee  
Subject: Rhetoric website and handout  
Date: September 12, 2018  
From: Rhonda L. Thomas rlthomas@ualr.edu

Dear Dr. Wimbley:

I enjoyed our recent chat about Isocrates' *Antidosis* at the yearly fundraiser. I was also delighted to hear from you and about the idea you and Mr. McGee have to introduce high school students to rhetoric. I think this is an exciting proposal and I believe between the three of us we can create an engaging experience for students to learn about the art of persuasion. I also think it's a wonderful idea to have a website; *youngsters* will find it accessible and, of course, we'll make it fun. We can reach out to teachers to ensure that we maintain focus on the requirements of the state and AP exams as we design the program. Naturally, I would be honored to share author credit on the website; however, as a government employee, I have to check whether it would be appropriate for me to do so.

I still need to discuss with Mr. McGee how I'll go about balancing other AGB commitments with the needs of this project. It looks like I can allocate two hours every Monday and Wednesday afternoon (3:00-5:00pm) to this work. I'll speak to Mr. McGee and get back to you on this. If I may, I'd like to recap the preliminary project specifications, as I understand them from your email and the conversation I had with Mr. McGee. Please let me know if there are any gaps in my understanding.

### **Project Specification**

1. Design a website. The website will serve two primary purposes:

- (a) It will serve as a resource for local teachers;
- (b) It will provide help and resources for students to learn about or brush up on rhetoric skills in preparation for spring exams.

2. Design handouts, synthesized from 1985 class handouts and new ideas.

3. Transcribe course lectures.

Based on my current understanding, I've taken the liberty of creating the attached *tentative* task schedule. The task schedule will keep our project focused, moving forward, and on schedule by indicating who is responsible for doing what by when. It also has built-in padding to allow for the unexpected. I'm eager to meet and fine-tune our plans. Please let me know your availability either by email or by calling me at 123-456-7890 and I'll put the coffee on!

Kindest regards,

Rhonda L. Thomas  
Arkansans Give Back  
email: rlthomas@ualr.edu

# Project Task Schedule

<b>Project Name:</b>	<b>Lessons in Rhetoric by Dr. Wimbley [Working title]</b>
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Deadline	Who	Task to be completed	Status
		<b>Transcriptions</b>	
9/17/2018	Rhonda	Transcribe course lectures <sup>1</sup>	
9/21/2018	Dr. Wimbley	Edit lecture transcriptions	
		<b>Website</b>	
9/22/2018	Dr. Wimbley	Draft teacher resource text (Word)	
9/24/2018	Rhonda	Edit teacher resource text (Word)	
9/24/2018	Dr. Wimbley	Draft student resource text (Word)	
9/26/2018	Rhonda	Edit teacher resource text (Word)	
9/26/2018	Dr. Wimbley	Draft 'About Dr. Wimbley' text	
10/1/2018	Rhonda	Edit 'About Dr. Wimbley' text	
10/3/2018	Rhonda/Dr. Wimbley	Select website graphics	
10/8/2018	Rhonda/Dr. Wimbley	Layout teacher resource page	
10/10/2018	Rhonda/Dr. Wimbley	Layout student resource page	
10/10/2018	Rhonda/Dr. Wimbley	Layout 'About Mr. Wimbley' page	
10/15/2018	Rhonda	Create 'Contact' page	
		<b>Handouts</b>	
10/15/2018	Dr. Wimbley	Draft content for handouts	
10/15/2018	Rhonda	Edit content for handouts	
10/17/2018	Dr. Wimbley / Rhonda	Design handouts	
	Mr. McGee	Reach out to area schools; set appointments	
	Mr. McGee	Signed consent from schools to photograph	
		<b>Visit schools</b>	
		We will brainstorm this at our initial meeting.	

<sup>1</sup> As you can see, I placed course lecture transcriptions near the top of the task schedule. It was my thinking that once the course lectures are transcribed, you may want to use lecture notes on either your website, the handouts, or both. If this seems logical to you, I'd like to suggest that you bring the cassettes with you to our first meeting.