

Team Charter¹: Wimbley's Rhetoric / AP Student Website

Broad Team Goals

1. Create an engaging website that introduces 11th grade students to basic rhetorical concepts.
2. Create a visually appealing handout for teachers to pass out in class that connects website concepts to the AP exam.
3. Write a memo to Dr. Wimbley and Mr. McGee that effectively explains the audience-based design choices made on this project that also impresses our instructor.

Measurable Team Objectives

1. Meet all 'Excellent' assessment criteria in the assignment rubric:
 - (a) **Designed Audience-Friendly Handout and Memo (Chapter 4 of BWS):** Documents demonstrate principles of effective design from the Ramsey textbook.
 - (b) **Designed Audience-Friendly Website:** Website demonstrated principles of effective design according to the team research completed in Week Five
 - (c) **Followed Team Charter & Task Schedule:** Team followed their established goals and schedule to complete the team project efficiently.
 - (d) **Edited and Proofread All Materials for Grammar, Punctuation, and Navigation:** Final documents contained no errors of grammar or punctuation and all hyperlinks on documents were properly embedded and functional.
2. Meet or beat all deadlines agreed on in the task schedule.
3. Create a website that 80% of classmates agree is user-friendly and engaging.
4. Have fewer than one grammatical error per page of the website.
5. Have no grammatical errors on the handout.
6. Have no grammatical errors in the Wimbley/McGee email.

Personal Goals

Rhonda: Improve project management, writing, editing, web content development skills.
Team Member 2:
Team Member 3:

Individual Commitment

Rhonda: Willing to put in 100% effort and work extra hours in the evenings and on the weekend.
Team Member 2:
Team Member 3:

Team Charter: Rhetoric For AP Student's Website

Other Concerns

Rhonda: Somewhat worried that other commitments and classes (16 hours) will impede getting the work in on time.

Team Member 2:

Team Member 3:

Conflict Resolution

1. Negative contributors: Because this is an artificial, web-based workplace scenario and because class assignments are due weekly and because each student is graded based upon, not their own work, but on that of the team as a whole, a team member will be considered a **negative contributor** if he or she, without previous disclosure, remains socially *unpresent* by Wednesday morning 9:00 a.m. A negative contributor creates conflict within the team and therefore must immediately be brought to the attention of the instructor who will advise the students on how to proceed.²

2. Irreconcilable Differences: Because this is an artificial, web-based workplace scenario and because class assignments are due weekly and because each student is graded based upon, not their own work, but on that of the team as a whole, any disagreement that can't be resolved in a respectful discussion either by email or on the designated Blackboard forum by Wednesday 11:59 p.m. of each working week will be considered a conflict and will be immediately brought to the attention of the instructor. Each student will present their side anonymously to the instructor who will advise students on how to proceed by no later than Thursday morning 9:00 a.m.

Missed Deadlines

Because this is an artificial, web-based workplace scenario and because class assignments are due weekly and because each student is graded based upon, not their own work, but on that of the team as a whole, missed deadline will be brought to the attention of the instructor who will advise the students on how to proceed.

Unacceptable Work

This team has agreed that unacceptable work is any work that does not meet the guidelines of [Team Objective 1](#) above.

¹ Team charter format adapted from "Figure 3.2 Team Charter," in *Team Writing: A Guide To Working In Groups*, by Joanna Wolfe, (Boston: Bedford/St. Martin's, 2010), 38.

² Joanna Wolfe, "Troubleshooting team problems: A teammate disappears completely," in *Team Writing: A Guide To Working In Groups* (Boston: Bedford/St. Martin's, 2010), 109.