ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES

INSTRUCTOR: CASSIE FANCHER

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OFFICE HOURS/MODALITY: WEDNESDAYS 11:30AM-12:30PM VIA ZOOM OR BY APPOINTMENT

CLASS MEETING DAYS/TIMES/MODALITY: MONDAYS & WEDNESDAYS 9:35-10:25AM IN FAB 0103, FRIDAYS ONLINE ASYNCHRONOUS LESSONS

NOTE: This course may include classroom meetings, synchronous meeting times, and asynchronous days that require completing a lesson with activities on your own. Attendance will be taken for all scheduled meeting times. Please see the "Policy" section of the syllabus for more information.

COURSE DESCRIPTION

Professional communication is the practice of conveying technical information to various audiences with different goals and levels of expertise. In this class students learn how to research, organize, and present technical information in effectively written documents, work in collaboration with other professionals, and use various technologies to support their communication efforts.

This course is designed to help students master a variety of communication strategies and genres of writing relevant to specific professional disciplines, including everyday acts of communication, such as email, memos, letters, technical descriptions, and instructions. The course culminates with an informational report and professional recommendation report.

The objective of this class is to learn to respond in writing to complex rhetorical situations, preparing students for the professional communities they will join. *Therefore, this class requires as part of its writing goals that each student create material with regards to his/her major and/or career path.*

OUTCOMES

In ENC 3254, students will learn to
- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and papers must meet minimum word requirements totaling 6000 words.

REQUIRED TEXT & TECHNOLOGIES

Mike Markel. *Technical Communication e-book*, 12th ed. Boston: Bedford

Note: you may also use the hard copy of the book.

- Per CLAS policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
  - If you're in a noisy or distracting environment, we strongly recommend headphones with a microphone for online synchronous classes.
  - All students should have access to a web cam of some kind.
- Synchronous classes will require that you access Zoom using your UF Gatorlink account.

Some portions of this course may be recorded. The instructor will announce when a recording is taking place. Students who keep a camera on and display a profile image are consenting to have these recorded as part of the session. Likewise, students who participate orally are consenting to have their voices recorded. If a student does not consent to being recorded, then the student should turn off the camera and microphone. The chat feature may be used for class activities. Chat content may be recorded but will only be shared with consent. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students should inform instructors of accessibility or technology assistance before the course begins.

MAJOR ASSIGNMENTS

Crafting a Professional Biography
Establishing your identity in a community is a common first step in a position that you have recently secured. Professional bios generally include a well-chosen mix of personal and professional information; together, this information both advertises your professional skills and interests while cultivating a personal, real-world identity, too. For this assignment, students will use the Canvas Profile or LinkedIn to craft a professional bio.

Job Application Packet (Cover Letter, Résumé)
In this multi-part assignment, students will first identify an internship or job they are interested in and could reasonably apply for. Next, students will research the field and construct a profile for the ideal candidate for this position. Finally, students will write a letter of application and a résumé for this particular job.

Instructions

Students will write instructions for a device, process, or task in their discipline, major, or intended profession. The instructions will contain descriptions and specifications, warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to use the device, complete the process, or accomplish the task. The assignment will be assessed on the quality and clarity of the instructions, on the functionality of the instructional visuals, on the effectiveness of the design, and on the rhetorical style of the steps, sequencing, and transitions. Alternatively, students may write public-facing instructions for a discipline-specific task, such as is found on many websites. Document design for this option must match an existing website.

Innovation White Paper

White papers can be used within an organization for the purpose of informing peers as well as externally to educate clients or the public. Our version of a white paper will be an objective explanation of an innovation in your field—its history, its current state, and a current detailed example of it. Technical language is usually defined within the context of the paper, with key terms getting longer explanation.

Annotated Bibliography

To write the Innovation White Paper, students will need at minimum of 6 sources. The Annotated Bibliography is the preparation of at least 5 sources for the Technical Concepts Paper.

Field Report or Apps Research Report

Workplaces frequently request data reports before making decisions. In this assignment, students will research a current topic in their industry (or sector within an industry), such as public image or brand personas, in order to make suggestions for industry-public relations. Alternatively, students will research cloud-based applications in their industry.

Recommendation Report or Apps Proposal

The final project will be a recommendation report for a workplace innovation of some kind OR a proposal for adopting/creating an industry web application. The report will seek to persuade a target audience that a significant problem exists and offer a feasible solution. Drawing on all of the skills developed over the semester, students will analyze the rhetorical situation and employ communication strategies designed to persuade the audience to act on the plan. (Note: Individual instructors may use different final topics.) This project may be connected to the previous research report.

Activities, PAMs, and Peer Reviews

The major writing assignments will be supported by in-class activities and peer reviews. Most writing assignments will begin with a Planning Activity Memo: a professionally-formatted document in which students will communicate plans for writing assignments to instructors.

SCHEDULE

This schedule is tentative and subject to change based on the needs of the class. I will notify you in advance of any significant changes.

DAY	TOPIC	READINGS	DUE
Jan 11 M	Course Introduction		
Jan 13 W	Profiling the Audience	Chapters 1 & 5 of *Technical Communication*	
Jan 15 F	Getting to Know Your Profession	Chapter 14 of *Technical Communication*	
Jan 18 M	*No Class—MLK Jr. Day*		
Jan 20 W	Professional Correspondence: Emails & Memos		**Professional Profile**
Jan 22 F	Reading and Writing for the Job Ad		PAM #1: Internship Choice
Jan 25 M	Resumés & Cover Letters		
Jan 27 W	Reader Centered Communication in Job Applications		
Jan 29 F	Peer Review		Job Application Portfolio Draft
Feb 1 M	The Elevator Pitch		**Job Application Portfolio**
Feb 3 W	Introduction to Instruction Manuals & Sculpture Activity	Chapter 20 of *Technical Communication*	

Feb 5 F	Crafting Short Extended Definitions (discussion)		
Feb 8 M	How Expert is the Audience?		PAM #2: Instructions
Feb 10 W	Infographic Analysis & Document Design	Chapter 11 of *Technical Communication*	
Feb 12 F	Peer Review		Instructions Draft
Feb 15 M	Introduction to Annotated Bibliographies		**Instructions**
Feb 17 W	Evaluating Sources	Chapter 6 of *Technical Communication*	
Feb 19 F	Synthesizing Sources: Plants vs. Zombies & Guerilla Gardening		PAM #3: Professional Literature
Feb 22 M	TBA		
Feb 24 W	Conferences		
Feb 26 F	Innovation		**Annotated Bibliography**
Mar 1 M	It's on the Web	Chapter 7 of *Technical Communication*	PAM #4: Innovation White Paper
Mar 3 W	Citation Styles		
Mar 5 F	Outline Activity		
Mar 8 M	Introductions		
Mar 10 W	Conclusions		

Mar 12 F	Peer Review		Innovation White Paper Draft
Mar 15 M	Introduction to Informative Field Report & Working Group Surveys	Chapter 17 of *Technical Communication*	**Innovation White Paper**
Marc 17 W	Introduction to Apps Research Report		
Mar 19 F	Primary Research & Getting to Know Your Working Group Members	Chapter 4 of *Technical Communication* / Belbin Reading	
Mar 22 M	Crafting Survey Questions: From Data to Words		
Mar 24 W	*No class—Recharge Day*		
Mar 26 F	Working Group: Reporting Progress		
Mar 29 M	Peer Review		Informative Field Report/Apps Research Report Draft
Mar 31 W	Recommendation Reports & Proposals		**Informative Field Report/Apps Research Report**
Apr 2 F	Problems, Solutions & Sources Discussion	Chapter 8 of *Technical Communication*	
Apr 5 M	Analyzing Examples		PAM #5: Final Project

Apr 7 W	Writing Workshop		
Apr 9 F	Writing Workshop		
Apr 12 M	Writing Workshop		
Apr 14 W	Peer Review		Recommendation Report/Proposal Draft
Apr 16 F	Group Evaluation Letter		
Apr 18 M	Revision Workshop		
Apr 21 W	Conferences		
Apr 26 M	*No Class – Finals Week*		**Recommendation Report/Proposal**

GRADING

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count.

ASSIGNMENT VALUES

Assignments	Points	Words
Professional Profile	25	300
Job Application	60	600
Instructions	75	800
Innovation White Paper	125	1200
Annotated Bibliography	60	600
Field Report or Research Report	125	1200
Rec Report or Proposal	175	1500

Activities	155
Peer Review (5 x 20)	100
PAMs	100
Total Possible Points	**1,000** **6200**

GRADING SCALE

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

It is UWP Policy NOT to round grades up or down. An 89.9 is a B+.

At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

REVISION OF ASSIGNMENTS

During the course of the semester, you may rewrite any one individual assignment of your choosing (your new grade will replace the previous one). In addition to the revised project, you must also write a one-page memo addressed to the instructor in which you detail what, how, and why you've revised. Revised work is due two weeks from the day the assignment is first returned to the class and students are responsible for knowing the deadline.

CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The *Writing Studio* also offers one-on-one assistance on writing projects and is available to students of all levels.

GENERAL ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

While individual assignments have their own rubrics and expectations a general guideline is as follows.

A	All the qualities of a B-grade and imagination, originality, and mastery of style. Not only is the work expertly written technically, but also demonstrate a strong command of language and style in addition to creative and critical engagement with course materials and the medium of the assignment. In other words, this project not only uniquely satisfies the assignment description but also surpasses expectations.
B	Thorough and comprehensive execution of assignment's objectives, goals, and requirements. Language, style, tone, and grammar are utilized well and enhance the subject and content. Writing and argumentation are logical and clear. In other words, the assignment surpasses minimum requirements and demonstrates clear effort in thought and writing.
C	Assignment expectations are met minimally; all objectives, goals, and requirements are present. Language, style, tone, and grammar are sufficient. Writing and argumentation are understandable. In other words, the assignment is turned in and requirements are, technically, met.
D	Assignment expectations are not met or met only partially; at least some objectives, goals, and requirements are missing. While style, language, tone, and grammar are utilized, they are utilized poorly or with serious deficits. In other words, some of the elements of a C-grade are present but the submission is still lacking in some serious way.
F	Failure to submit assignment or complete lack of understanding of assignment expectations; poor organization, style, and tone; inconsistent and ineffective; illogical and unclear. In other words, if anything is submitted, it is either done so poorly as to be incomprehensible or the submission is so far afield of the assignment expectations as to be unrecognizable.

COURSE POLICIES AND PROCEDURES

Unlike some classes, Professional Communication is skills-based. Because we develop skills by practicing, attendance and participation is vital--the more we write, the better writers we become. Consequently, frequent absences will affect students' success in the course. Because writing skills are gained by experience, instruction is often based on in-class activities, which are difficult or impossible to replicate outside of class. Repeated tardiness will also hurt your grade. Arriving more than 15 minutes after class starts will count as an absence.

Attendance is required. The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods count as two absences. For synchronous Zoom students, attendance will be taken by your visual presence and active engagement in the class.

The UWP exempts from this policy only those absences involving **university-sponsored events**, such as athletics and band, **religious holidays**, and **illness-related quarantine**.

- Submitting medical documentation of illness is strongly encouraged but not mandatory.
- Absences due to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed.
- Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Spring 2021-Specific Policies:

- F2F (Classroom) – Students are expected to attend all F2F sessions while following health guidelines (see Illness Policy). F2F students may not substitute in-person with online attendance except with the instructor's permission (e.g., because of illness or suspected exposure to Covid).

- Online – Students are expected to attend all class sessions via Zoom (or other online modality, as specified by instructor). Online students may not substitute online attendance with in-person attendance.

ILLNESS POLICY

To monitor illness, students are expected to participate in UF's Screen Test Protect weekly health screening questionnaire and follow university protocol. **Students who have not been cleared by Screen Test Protect and show a red "not cleared" notice on ONE.UF (https://one.uf.edu/) will not be allowed in the classroom.** Clearance will be checked before admittance into each face-to-face class.

Students who feel ill should STAY HOME and notify the instructor as soon as possible. Submitting medical documentation of illness is strongly encouraged but not mandatory. For students attending in-person courses, students are expected to remain quarantined if ill and be tested and cleared before being admitted to the classroom. On campus, students are to comply with CDC guidelines for mask wearing and social distancing to ensure classroom safety.

- https://coronavirus.ufl.edu/forward-students-families/forward-students-families-health-safety/

ACADEMIC HONESTY

As a University of Florida student, your performance is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments.

Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

> **Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:**
>
> **1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.**
>
> **2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.**
>
> (University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor <u>before</u> turning in an assignment

The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotations and attributive tags, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation. Punishments can vary, but the instructor will recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired or even lose your career.)

Important tip: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

CLASS CONDUCT

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If

you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

Bullying, intolerance, aggressive behaviors, verbal and physical assault, or any behavior either in the Zoom classroom or virtually will **not** tolerated. If you are the victim of such treatment reach out to me or appropriate authorities to address the behavior. The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: https://titleix.ufl.edu/policy-statement/.

DUE DATES, MAKE-UP POLICY, AND IN-CLASS WORK

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation.

READINGS

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://ufl.bluera.com/ufl/. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

STUDENTS WITH DISABILITIES

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: http://umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE)Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261Counseling and Wellness Center: https://counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: https://fieldandfork.ufl.edu/, located near McCarty B, 352-294-2208Student Health Care Center: http://shcc.ufl.edu/, multiple locations, (352) 392-1161Aid-a-Gator: https://www.sfa.ufl.edu/aidagator/, S-107 Criser Hall, (352) 392-1275

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.