

**ENC 4260:  
Advanced  
Professional  
Communication**

Instructor: Laura Gonzales, Ph.D.  
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Office: TUR 4358  
Office Hours: W 12:45-3:45pm & by appt.  
Class location: MAT 0051  
Class meets: MWF 11:45-12:35pm

## **D**escription

This class threads together concepts, practices, and methods from Human-Computer Interaction (HCI), technical and professional communication (TPW), user-experience (UX), as well as community literacy (CL). The goal of this course is to help students understand how technology designers, professional writers, and researchers can collaborate with communities to design tools, technologies, and other media to benefit a specific community's goals, needs, and desires. Students will read about and practice different research methods to develop their own orientation to technology design. Ultimately, students will leave this course with experience innovating, designing, testing, revising, and presenting a tool or technology for and with a community of their choice.

## **G**oals and **S**tructure

This course is designed with three primary learning goals in mind:

- 1) To provide an opportunity to practice and refine primary research skills with an emphasis on empathy and relationality
- 2) To acquaint you with technology design and community literacy research practices, considering issues of access, accessibility, diversity, advocacy, and ethics
- 3) To learn about how the humanities and sciences can collaborate to make important interventions and provide support to human actions and activities

You will meet these goals through our course readings and discussions, and by collaborating with both your peers and members of various communities.

**Note:** This course satisfies 6000 words of the University Writing Requirement, provided you earn a final grade of C or higher.

# Materials

It is especially important that you check the Course Schedule before every class meeting, as our assignments and readings will definitely change throughout the course. Most of our required materials will be available through Canvas. You will also need to get access to one book:

**Baxter, K., Courage, C., & Caine, K. (2015). *Understanding Your Users: A Practical Guide to User Research Methods* (2<sup>nd</sup> edition).**

Because this course focuses on the connections between communities and technologies, you will need access to online materials during our class time. Please bring your laptops to every class meeting. If you cannot access a laptop, please reach out to me during the first week of class so that I can help secure one for you. You are not required to purchase any additional materials.

# P projects

Our work will be threaded through the following major projects and assignments, which accumulate to 450 possible points:

PROJECT	DESCRIPTION
<p><b>P1: Knowledge Sharing</b> (50 points possible)</p>	<p>The exciting part about technology design research is that there's always something new--people, products, policies, websites, apps, technologies, uses. It's also the biggest challenge. How can we stay on top of it all? During most classes, we will hear from one of you about recent innovations, compelling people, and current events relevant to technology design.</p> <p><b>Deliverable:</b> 5-7-minute presentation. Must include link to the source material (show it to us in the form of screen captures and live demo), image of whatever it is you are reporting on, and your analysis of the material from the perspective of a technology designer. Format can vary (presentation via Google or PowerPoint, pdf, prezi, etc.). Turned in on the day of your presentation for credit.</p>
<p><b>P2: Community and Technology Analysis</b> (100 points possible)</p>	<p>After reading about user-experience, technology design, and community literacy, you will conduct what is typically known as a landscape or competitive analysis. The purpose of this project is to study how a tool or technology is taken up, used, and localized in a community of your choice. You will learn how to assess, compare, and contrast the ways in which content is organized and presented to various audiences. This analysis will help you begin to understand content elements, types, and objects. I specifically mention websites, but your team might want to analyze software, apps, digital magazines, or other kinds of digital content.</p> <p><b>Deliverable:</b> You will deliver a final report in a genre of your choice.</p>
<p><b>P3: User-research report</b> (100 points possible)</p>	<p>During the middle of the semester, we will work on learning new methods in user research. You will practice these user research methods to study a particular activity or practice, reporting back on what you learned and how you could design or localize a tool or technology for and with a specific community.</p> <p><b>Deliverable:</b> You will deliver a final report in a genre of your choice.</p>
<p><b>P4: Design prototype and presentation</b> (100 points possible)</p>	<p>Using your user-research data, you will prototype, design, and test a tool or technology that can be used in a specific group of community that you are a part of.</p>

**Reading Quizzes** (100 points possible)

**Deliverable:** Class presentation and supporting design materials. Reading quizzes will take place throughout the semester as part of your engagement and participation grade. Quizzes can take place in written, verbal, and/or alternative formats.

## Class Policies

My evaluation of your work in this class will be based not only on the materials that you submit, but also on your broader engagement with your colleagues in our classroom community. My expectation is that all members of our class community will attend every class session and will submit all work on time, so that we can build and sustain a reciprocal and collegial relationship. I will take attendance during every class period, so please come speak with me immediately if you anticipate not being able to attend class and/or to submit your work on time.

According to University policy, if students accrue 3 absences during the term, they will receive a lowered grade. If students accrue 5 absences, they will automatically fail the course.

Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance> ) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

In general, all work is due on the day indicated on the course calendar. Late class participation assignments are not accepted in this course and receive a grade of zero. Major assignments which are submitted late will lose 10 points with an additional 10 points deducted for every 24 hours late, including weekends. Within the scope of these policies, I also understand that things happen outside of our own control. Please come speak with me ahead of time if you need more time on an assignment or if something happens to negatively impact your engagement with the course.

If there is anything I can do to make the classroom environment more accessible to you for any reason, please come speak with me during the first week of class so that we can ensure that you have everything you need to be successful in this course and in the graduate program.

# Inclusion & Accessibility

No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material. Perhaps you prefer to process information through speaking or listening, but all I am providing are written handouts, making it difficult for you to process. Please speak with me if you would like to think through other options for engaging with the material and activities in the course.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please speak with me and register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) as soon as possible.

**U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392- 1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 392-1575

**Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161

## Grading

Grades will be assigned on each project and your final grade will be assigned cumulatively based on your scores on each assignment. If you are concerned with your grade at any point in the semester, please come see me during office hours. I will not discuss grades via email at any point. The table below outlines grade percentages and their corresponding letter grades.

Percent	Grade
93.0 - 100.0	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C

70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
0 - 59.9	E

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Evaluation

Your feedback, both during at after our course, helps me improve my pedagogical practices and course accessibility. At UF, students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. 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/results/>.

## Schedule

Week	Date	Readings and Assignments Due Before Class
1	1/5	No readings due
	1/7	Kapor Center Data Brief, "Women and Girls of Color in Computing" <b>Knowledge Sharing:</b>
2	1/10	Tuck, "Suspending Damage" <b>Knowledge Sharing:</b>
	1/12	Rose et al Community-Based UX <b>Knowledge Sharing:</b>
	1/14	Kwon and de los Ríos, "See, Click, Fix" <b>Introduce P2 in class</b> <b>Knowledge Sharing:</b>
3	1/17	No Class-MLK Day
	1/19	<b>Design concept pitches in class</b> <b>Knowledge Sharing:</b>
	1/21	<b>Field work: Submit design concept proposals to Canvas by 11:59pm</b>
4	1/24	Understanding your users Ch. 1

		Baker-Bell, A., Paris, D., & Jackson, D. (2017). Learning Black Language Matters: Humanizing Research as Culturally Sustaining Research. <i>International Review of Qualitative Research</i> , 10(4), p. 360-377. <b>Knowledge Sharing:</b>
	1/26	Understanding your users Ch. 2 <b>Knowledge Sharing:</b>
	1/28	Understanding your users Ch. 3 <b>Knowledge Sharing:</b>
5	1/31	Understanding your users Ch. 4 Flores, T. T. (2018). Cultivando la voz mujer: Latina adolescent girls and their mothers rewriting their pasts and imagining their futures. <i>Literacy Research: Theory, Method, and Practice</i> , 67(1), 211-227. <b>Knowledge Sharing:</b>
	2/2	Understanding your users Ch. 5 <b>Knowledge Sharing:</b>
	2/4	Understanding your users Ch. 6 <b>Knowledge Sharing:</b> <b>Submit P2 to Canvas by 11:59pm</b>
6	2/7	Understanding your users Ch. 7 Alvarez, S., & Alvarez, S.P. (2016). "La biblioteca es importante": A case study of an emergent bilingual public library in the Nuevo U.S. South. <i>Equity &amp; Excellence in Education</i> , 49 (4), 403-413. <b>Knowledge Sharing:</b>
	2/9	Understanding your users Ch. 8 <b>Knowledge Sharing:</b>
	2/11	Understanding your users Ch. 9 <b>Knowledge Sharing:</b>
7	2/14	Understanding your users Ch. 10 Reed, P., & Butler, T. (2015). Flipping the script: When service-learning recipients become service-learning givers. <i>Theory into Practice</i> , 54(1), 55-62. <b>Knowledge Sharing:</b>
	2/16	Understanding your users Ch. 11 <b>Knowledge Sharing:</b>
	2/18	Understanding your users Ch. 12 <b>Knowledge Sharing:</b>
8	2/21	Understanding your users Ch. 13 San Pedro, T., & Kinloch, V. (2017). Toward Projects in Humanization: Research on Co-Creating and Sustaining Dialogic Relationships. <i>American Educational Research Journal</i> , 54(1S), pp. 373S-394S. <b>Knowledge Sharing:</b>
	2/23	Understanding your users Ch. 14 <b>Knowledge Sharing:</b>
	2/25	TBD
9	2/28	Spring Break
	3/2	Spring Break

	3/4	Spring Break
10	3/7	Understanding your users Ch. 15 <b>Knowledge Sharing:</b>
	3/9	Begin user research <b>Knowledge Sharing:</b>
	3/11	User research <b>Knowledge Sharing:</b>
11	3/14	User research <b>Knowledge Sharing:</b>
	3/16	<b>Field work:</b> user research
	3/18	<b>Field work:</b> user research
12	3/21	User research <b>Knowledge Sharing:</b>
	3/23	<b>Field work:</b> user research
	3/25	<b>Field work:</b> user research
13	3/28	<b>User Research Report due in Canvas by 11:59pm</b>
	3/30	P4 research <b>Knowledge Sharing:</b>
	4/1	P4 research <b>Knowledge Sharing:</b>
14	4/4	P4 research <b>Knowledge Sharing:</b>
	4/6	P4 research <b>Knowledge Sharing:</b>
	4/8	P4 research <b>Knowledge Sharing:</b>
15	4/11	P4 research <b>Knowledge Sharing:</b>
	4/13	P4 research <b>Knowledge Sharing:</b>
	4/15	P4 research <b>Knowledge Sharing:</b>
16	4/18	Final design presentations
	4/20	Final design presentations
	4/23	Final design presentations