

# ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES ONLINE

SECTION: 21AF

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## 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.

ENC 3254 ONLINE is organized into projects, each with its own learning objectives which tie into the course objectives listed below. Our goal is to prepare you to meet expectations for professional literacy and workplace communication in **YOUR** field. This means you'll be working within your major, discipline, field, or profession all semester. Each writing project is designed around common communication scenarios which result in (or include) writing. This includes everyday acts of communication, such as email, memos, and letters, as well as more specialized documents such as technical descriptions, instructions, and reports. Remember: throughout class, you will work with topics and ideas that come from your **own** discipline.

GENERAL EDUCATION LEARNING OUTCOMES: (C) AND (WR)

### Content

- Identify audiences critical to discipline-specific situations
- Relate document design decisions to audience and text
- Analyze discipline-specific literature across genres

### Critical Thinking

- Select vocabulary appropriate to colleagues and clients
- Distinguish trade and academic literature
- Evaluate prose in terms of audience, genre, and purpose

### Communication

- Write research-based prose for an academic audience
- Write persuasive prose appropriate to a work environment
- Write prose that communicates effectively to colleagues and clients

**Composition Credit:** Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). To earn general education Composition credit, students will

- 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.

**University Writing Requirement:** 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 assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, students must complete all the Required Writing Assignments.

The instructor and coaches 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 semester.

#### REQUIRED TEXT

Markel, M. & Selber S. (2021). *Technical Communication* (13th ed.). Boston, MA: Bedford/St. Martins. (e-book or hardcopy). ISBN:978-1-319-24500-9. (There are older versions available, but page numbers on Canvas will correspond with the 13<sup>th</sup> edition).

#### MAJOR ASSIGNMENTS

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the “LEAP” model: Learn, Explore, Analyze/Activate, Perform/Publish.

- **Learn – readings, course lectures, and other learning materials that explain the genre and purpose of the project**
  - Watching video lectures earns points and annotation assignments encourage deeper understanding of class projects
- **Explore – low stakes activities that help students identify and describe elements of the project**
  - This work often takes place in Discussions
- **Analyze/Activate – higher stakes activities in which students analyze, appraise, and critique authentic works**
  - This work includes both discussions and writing activities
- **Perform/Publish – content assignments for which students produce work relevant to their field**
  - This work includes planning memos as well as major writing assignments

#### ***Continuous Learning Project (all semester with biweekly entries)***

For this semester-long project, students will practice a key professional skill set: continuous learning in your chosen work. Continuous learning is a profession-oriented subset of lifelong learning. In particular, ENC 3254 employs self-directed learning: obtaining a new skill or improving your knowledge and understanding of something does not have to be restricted to formal training or working with others. The CLP offers two

strategies to choose from, the "Trade Lit Savvy" approach or the "Passion Project Professional" approach. Both begin with reading the trade literature in your field, where "reading" really means reading, listening, or watching. Students write bi-weekly posts on their sources and incorporate the new knowledge in a final project training a newcomer to the field.

***Job Application Packet (Cover Letter, Résumé – 3 weeks)***

In this multi-part assignment, students will first identify an internship or job they are interested in and could reasonably apply for. Students will write a letter of application and a résumé for this particular job. Instructors may also include practice for oral communication, such as an elevator pitch or interview questions.

***Industry Analysis Paper (4 weeks)***

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 some practice 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. There are four project options to choose from: Innovation Paper, Sustainability Report, Work Culture Report, Foundational Concepts Paper.

***Annotated Bibliography***

To write the Industry Analysis Report, students will need at minimum of 6 high-quality sources. The Annotated Bibliography is the preparation of at least 6 sources for the paper.

***The Proposal Project (5 weeks)***

The proposal project will be a recommendation report for a workplace innovation of some kind. 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 situation, create motivated criteria for selecting among solutions, and employ communication strategies designed to persuade the audience to act on the plan. (Note: Individual instructors may use different final topics.) Pre-planned projects include "Apps in my Field", "Workplace Innovation in my Field", "Sustainability/CSR in my Field" – in addition, students may pitch a project related to their Industry Analysis Report.

***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), in order to make suggestions for industry-specific change in their proposals.

***Applying Knowledge Project (3 weeks)***

Using all the sources and knowledge gained across the semester, students will prepare a short piece of public-facing content on behalf of your organization or discipline. This project practices transforming discipline-specific knowledge to a wider audience and using multimedia formats.

<b>Continuous Learning Project (5 x 50 pts)</b>	<b>250 pts</b>	<b>2000 words</b>
<b>Job Application Documents</b>	<b>60 pts</b>	<b>500 words</b>
<b>Annotated Bibliography</b>	<b>50 pts</b>	<b>500 words</b>
<b>Industry Analysis Paper</b>	<b>75 pts</b>	<b>1000 words</b>
<b>Research Report + Proposal</b>	<b>150 pts</b>	<b>2000 words</b>
<b>Knowledge Application Project</b>	<b>75 pts</b>	<b>500 words</b>
Prep Memos (5 x 20 pts)	100 pts	N/A
Peer Reviews (3 x 20 pts)	60 pts	N/A
Discussion Boards (8 x 15 pts)	120 pts	N/A

Course Orientation Quiz + Canvas Bio	10 pts	N/A
Project Video Quizzes (5 x 10)	50 pts	N/A
<b>TOTAL</b>	<b>1000 pts</b>	<b>6500 words</b>

⇒ **ALL assignments with a word requirement MUST be turned in on time and fully complete to be eligible to earn the 6000-word requirement and to pass the class.**

## 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.

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

**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.

## SUBMITTING ASSIGNMENTS & DUE DATES

All work is due in Canvas at the assigned date and time in the correct place and in the correct file format (most work must be submitted as a Microsoft Word file: .docx or .doc).

For **final MWA papers** and **Prep Memos**, and **DBs** turned in within 24 hours past due date/time, there is no penalty on the first offense. Subsequent offenses and work submitted past due date/time will receive a zero.

**Peer review** drafts not submitted on time will miss the automatic partnering done at the due date/time and will receive a zero for the activity. Likewise, you will not get credit for incomplete peer reviews.

Failure of technology is not an excuse. Make sure you read and meet the UF Student Computing requirement (<https://it.ufl.edu/policies/student-computing-requirements/>).

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.

UF offers Microsoft Office 365 to all students and faculty through GatorCloud (<https://it.ufl.edu/services/gatorcloud-microsoft-office-online>). (Another option for word processing software is Google Docs. Papers must be saved as Word documents before being submitted.)

#### ASSESSMENT RUBRIC

The rubric below is intended as a general guide to how work is graded. “Satisfactory” does NOT mean an “A” grade – “Satisfactory” represents a range of acceptable work from “C” to “A”.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper’s argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.

#### ACADEMIC HONESTY

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>). University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

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

**Plagiarism.** A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the student did not author.

**Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came.

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 attribution, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, 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.)

If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning it in.

## CONFERENCES AND WRITING STUDIO

Students are encouraged to seek assistance from the Lead Instructor or Writing Coach if there are questions about progress in the course, work underway, or any other course-related concerns. The Writing Studio also offers one-on-one assistance on writing projects and is available to students of all levels. The Writing Studio's website includes instructional videos for some of the most common questions about writing.

(<http://writing.ufl.edu/writing-studio/>)

## EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from

GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### 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. Please let me know as soon as possible how I can help make this course accessible and effective for you!

#### STUDENTS IN DISTRESS

The Dean of Students Office and the Counseling and Wellness Center are dedicated to offering confidential aid to students. Please do not hesitate to contact them if you feel you or a friend need assistance.

<b>U Matter We Care</b>	umatter.ufl.edu	352-394-2273 (CARE)
<b>Dean of Students Office</b>	dso.ufl.edu	352-392-1261
<b>Counseling and Wellness Center</b>	counseling.ufl.edu	352-392-1575
<b>Field &amp; Fork Pantry</b>	pantry.fieldandfork.ufl.edu	352-294-3601

Notes:

## Class Schedule

### *Week 1 -- Course Introduction*

Wednesday - Thursday

- Watch Course Introduction Video
- Note that each intro video has a graded survey option!
- Complete the Course Orientation Quiz

Friday

- Begin CLP Project (Read over the page; Watch the project introduction video and complete the video survey)

Saturday - Sunday

Make sure to read the weekly announcement!

### *Week 2 – Continuous Learning Project*

Monday –

- Begin work for DB 1
- Course Orientation Video Survey **DUE**
- Orientation Quiz **DUE**
- ECO: Course Orientation **DUE**

Tuesday

- Read activity: “search strategies for CLP”
- Canvas Bio **DUE**
- CLP Project Video **DUE**
- Read the Prep Memo assignment

Wednesday

- Work on the CLP Prep Memo
- ECO: Understand the CLP Project **DUE**

Thursday

- DB 1 **DUE**

Friday

- CLP Prep Memo **DUE**

Saturday - Sunday

Make sure to read the weekly announcement!

### *Week 3 – Job Application Project*

Monday – Labor Day Holiday

Tuesday

- Start Job App Project! Read Page and Watch the "Finding Internships" video
- Job App Video **DUE** (you only have to choose one of three to watch for credit)

Wednesday

- Work on finding/selecting an internship/position
- ECO: The Job App Project **DUE**
- Begin working on CLP Entry 1

Thursday

- DB 2 **DUE**

Friday

- CLP 1 **DUE**
- Prep memo **DUE**

Saturday - Sunday

Make sure to read the weekly announcement!



*Week 4 -- Job App Project*

Monday

- Watch Resume Video (if you created a resume using a template, then watch this video!)

Tuesday - Friday

- Watch Cover Letters Video
- Work on drafts of resume and cover letter

Saturday - Sunday

Make sure to read the weekly announcement!

Begin working on CLP 2

*Week 5 – Job App Project*

Monday

**Drafts of resume and cover letter DUE to Peer Review Discussion**

Tuesday

- Work on peer review
- Work on CLP 2

Wednesday

Peer review **DUE**

Thursday

- Work on job app materials revision – check that your resume is NOT a template and that your cover letter has sufficient detail NOT found in your resume.
- DB3 **DUE**

Friday

- Job App Project **DUE**
- CLP 2 **DUE**

Saturday - Sunday

*Week 6 -- Industry Analysis Project*

Monday

- Begin Industry Analysis Project -- **read** the page, **read** each project option

Tuesday

- IA Project Intro Video **DUE**
- ECO IA Project **DUE**

Wednesday - Thursday

- Work on prep memo

Friday

- Prep Memo **DUE**

Saturday - Sunday

Begin finding sources for the project / Read weekly announcement

*Week 7 – IA Project*

Monday

- DB 4: Planning Procrastination (2 Ann Bib entries) **DUE**

Begin work on CLP 3

Tuesday

- Synthesizing Sources **DUE**
- Keep working on annotated bibliography
  - Use only academic and high-quality trade sources
  - Look for sources supporting criteria
  - One a day through Friday and you're done!

Wednesday - Thursday

- Work on annotated bibliography!

Friday – UF Homecoming

Saturday-Sunday

Read weekly announcement

- See "Signature Readings" associated with the Project Option to get started
- See "search hints" for finding additional, field-specific sources

### *Week 8 -- IA Project*

Monday

- **CLP #3 DUE**
- **Annotated Bibliography DUE**
- Work on map/outline/thumbnailed sketch of report

Friday

- **CLP 4 DUE**
- **Prep Memo: Pitch the Recommendation Project DUE**
- Make sure ALL your sources are academic OR high-quality trade –
  - No consumer sites, no .edu sites, no news sites

Tuesday

- **DB5: IA Paper Outline DUE**

Saturday - Sunday

- **Begin DB6: Planning Procrastination: Problems, Solutions, Sources**
- Read weekly announcement

Wednesday - Thursday

- Work on drafting paper

### *Week 10 - R & R Project*

Friday

- Work on Paper

Monday

- Work on DB 6
- Work on CLP 5

Saturday - Sunday

- Work on paper
- Read weekly announcement

Tuesday

- **DB 6 Planning Procrastination: Problems, Solutions, Sources DUE**

### *Week 9-- Research and Recommend Project*

Monday

- **IA Report DUE**
- Begin work on CLP 4

Wednesday - Thursday

- Begin working on the research report portion of the recommendation report

Tuesday

- Watch Research and Recommend Project Introduction Video – do survey
- Read through project options
- **ECO: R&R Project DUE**

Friday

- **CLP 5 DUE**
- Read weekly announcement

Saturday-Sunday

- Read weekly announcement
- Keep working on research report

Wednesday-Friday

- Begin working on Prep Memo -- it includes sources, so the sooner you start, the easier it will be!

*Week 11 -- R & R Project*

Monday

- Finish draft of the research report

Tuesday

- Submit Research Report for Peer Review **DUE**

Wednesday

- Work on Peer Review of Research Report

Thursday

- Peer Review **DUE**

Friday - Sunday

- Work on the Recommendation portion of the Recommendation report
- Work on revisions to the research report
- Read weekly announcement

*Week 12 -- R & R Project*

Monday - Thursday

- Work on the Recommendation portion of the Recommendation report
- Work on revisions to the research report

Friday – Veteran’s Day Holiday

Saturday - Sunday

Read weekly announcement

*Week 13 – Sharing Knowledge Project*

Monday

- Recommendation Report **DUE**
- Read SK Project Page, especially look at the four options
- Watch Project Introduction Video
- Begin ECO

Tuesday

- Video survey **DUE**
- ECO **DUE**

Wednesday - Thursday

- Work on Prep Memo

Friday

- Prep Memo **DUE**

Saturday-Sunday

- Read weekly announcement

*Week 14 – Sharing Knowledge Project*

Monday - Tuesday

- Work on Sharing Knowledge Project

Wednesday – Friday – Thanksgiving Holiday

- Read weekly announcement

*Week 15 -- SK Project*

Monday - Wednesday

- Work on Sharing Knowledge project

Thursday

- Sharing Knowledge “Big Share” Discussion **DUE**

Friday

Take time to respond to group members!

Saturday – Sunday

Read announcement

*Week 16 -- Finishing Up*

Monday – Wednesday

- Work on Revisions



