ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES ONLINE || FALL 2024

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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 STUDENT LEARNING OUTCOMES

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments in which students demonstrate understanding of their field. Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate information and document design when writing and speaking to various stakeholders, including colleagues and the public.

GENERAL EDUCATION OBJECTIVES: COMPOSITION (C)

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the General Education Objectives.)

In **ENC 3254, Professional Writing in the Disciplines**, these objectives are met in a variety of ways. Students write and present in project-based units across the semester. Each project features a particular audience and writing goals, and students work within their discipline, career, or major all semester. In the Continuous Learning Project, students read the trade literature in their field and write biweekly reports that summarize, analyze, and reflect. The Industry Analysis Project requires students to choose an issue in their field and use the academic literature to make claims about the issue in an appropriately styled report with required visual elements. In the Propose & Present Project, students use the work from their Industry Analysis project to propose change. In addition to a written proposal, students present this information to the class, thus demonstrating persuasion in written, visual, and spoken forms. Finally, the Sharing Knowledge Project requires students to create public-facing, multimodal content informing the audience about some aspect of their field using what they have learned from the Trade Journal Project. Throughout class, students practice appropriate professional communication and are expected to demonstrate mastery of clear prose with a logical argument in a manner appropriate for various professional stakeholders.

EARNING CREDIT FOR GENERAL EDUCATION OUTCOMES AND OBJECTIVES: (C) AND (WR)

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

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 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 major writing assignments**.

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 general assessment rubric (see below). More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

COUSE LEARNING OUTCOMES

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

REQUIRED TEXTS AND TECHNOLOGIES

- **Required**: Mike Markel, *Technical Communication e-book*, 13th ed. Boston: Bedford (2021).
  - Note: you may also use the hard copy of the book, though we recommend the e-version.
- Recommended: Diana Hacker and Barbara Fister, Research and Documentation in the Digital Age, 7th edition, MacMillan Publishing (2019).
- Per UF 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 synchronous classes.
  - All students should have access to a web cam of some kind.
- If offered, synchronous online classes will require that you access Zoom using your UF Gatorlink account.

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.

Propose and Present *(3 weeks)*

Research often leads to innovation. Given the work students did on the IA paper, what could improve or change in the field to lead to better outcomes? This short proposal takes as its starting point the final section of the IA paper, in which the student speculated on the future of the topic. In modern workplaces, presentations come in all forms and sizes. For this presentation, imagine yourself at a staff meeting where you've been asked to present your proposal. Time is short! This presentation is meant to be a 3-2-1 format: 3 minutes, 2 slides, 1 key message.

Sharing 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.

Continuous Learning Project (5 x 50 pts)	**250 pts**	**2000 words**
Job Application Documents	**60 pts**	**500 words**
Annotated Bibliography	**50 pts**	**500 words**
Industry Analysis Paper	**75 pts**	**1000 words**
Propose and Present Project	**150 pts**	**2000 words**
Sharing Knowledge Project	**75 pts**	**500 words**
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
TOTAL	**1000 pts**	**6500 words**

⇨ **ALL assignments with a word requirement MUST be turned in on time and fully complete to be eligible to earn the 6000-word requirement** <u>**and**</u> **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. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows UF grades and grading policies.

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 Practice 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 <u>and</u> 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.)

GENERAL 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". 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.

	SATISFACTORY (Y)	**UNSATISFACTORY (N)**
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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 at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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 sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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 some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy 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/)

OTHER COURSE INFORMATION

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.

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

UF 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.

Notes:

CLASS SCHEDULE

Unless otherwise noted, all readings are from the textbook. Instructors may indicate specific page ranges.

Week 1 -- Course Introduction (Aug 22 – Aug 23)

- Reading:
    - o Chapter 1, Introduction to the Technical Communication Environment
- Activities:
    - o Create Canvas Profile

Week 2 –Continuous Learning Project (Aug 26 – Aug 30)

- Reading:
    - o [Continuous Learning](#)
    - o Reading: Chapter 14, Corresponding in Print and Online: Writing Memos
- Activities: Professional Bio Memo, CLP Prep memo

Week 3 – Career Development (Sept 2 – Sept 6; Monday, 9/01: Labor Day Holiday)

- Reading:
    - o Chapter 5, Analyzing Audience and Purpose
- Activities: Résumés, Cover Letters
    - Finding internships, Prep Memo

Week 4 – Career Development (Sept 9 – Sept 13)

- Activity: The Elevator Pitch
- Activity: Peer Review Job App Portfolio

Week 5 – The Industry Analysis Project (Sept 16 – Sept 20)

- Readings
    - o Chapter 11, Designing Print and Online Documents
- Activities:
    - o Analyzing Page Design / Using Library Sources

Week 6 – IA Project: Using Sources (Sept 23 – Sept 27)

- Readings
    - o Chapter 6, Researching your Subject
    - o Chapter 7, Organizing your Information
- Activities:
    - o Annotated Bibliography

Week 7 -- IA Project (Sept 30 – Oct 4)

- Readings
    - o Chapter 20, Writing Definitions
    - o Chapter 10, Writing Effective Sentences
- Activities/Assignments:
    - o Outlines and Images / Synthesizing Sources

Week 8 – IA Project: Field test your writing (Oct 7 – Oct 11)

- o Activities/Assignments
    - o Peer Review / Imagining Solutions

Week 9 – Propose and Present Project (Oct 14 – Oct 18)

- Readings
    - o Chapter 2: The Ethics of Technical Writing
    - o Chapter 8, Communicating Persuasively
- Activities:
    - o Understanding Criteria / Prep Memo

Week 10 – Propose and Present Project (Oct 21 – Oct 25)

- Readings
    - o Chapter 12, Creating Graphics
- Activities/Assignments --
    - o Visualizing Options & Criteria / Using Subheadings for Document Design

Week 11 – Propose and Present (Oct 28 – Nov 1)

- Readings
    - o Chapter 21: Making Oral Presentations

- Activities/Assignments –
  - Storyboard presentation Graphic

Week 12 – Propose and Present (Nov 4 – Nov 8)

- Activity:
  - Discussion: Record and Post Presentations

Week 13 – Sharing Knowledge (Nov 12 – Nov 15; Monday, 11/11: Veteran's Day Holiday)

- Readings –
  - [The Importance of Sharing your Knowledge with Others](#)
- Activities/Assignments –
  - Prep Memo

Week 14 – Sharing Knowledge (Nov 18 – Nov 22)

- Readings – none
- Activities/Assignments:
  - Plan Sharing Knowledge content (storyboard, wireframe, outline, double script)

Week 15 – Thanksgiving Holiday (Nov 25 – Nov 29)

Week 16 -- Class Closure (Dec 2 – Dec 4)

- Activities/Assignments –
  - The Big Share / Class Evaluations