

ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES

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COURSE DESCRIPTION

ENC 3254 Writing for Interior Design is designed to help students master a variety of communication strategies and genres of writing relevant to professional settings, including everyday acts of communication, such as email, memos, and letters, as well as more specialized documents such as technical descriptions, instructions, and reports.

Writing for Interior Design is organized in 3 units, each designed to develop a different aspect of writing, from crafting a professional identity to research writing to writing about specific designs: Marketing the Professional Self, Writing Research in Interior Design, Writing about Design.

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

Although there are no required texts for this class, many of the readings come from three texts:

- *Writing for Interior Design*, Patricia Eakins, Fairchild Books, 2005
- *Research-Inspired Design: A step by step guide for interior designers*, Robinson and Parman, Fairchild Books, 2009
- *Evidence-Based Design for Interior Designers*, Linda Nussbaumer, Fairchild Books, 2009

In addition to selected chapters, other readings from the trade and academic literature will be included. All readings are linked within the class units.

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
- **Explore** – low stakes activities that help students identify and describe elements of the project
- **Analyze/Activate** – higher stakes activities in which students analyze, appraise, and critique authentic works
- **Perform/Publish** – content assignments for which students produce work relevant to their field

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, mini-design project)

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 write a letter of application and a résumé for this particular job. Finally, students will construct a mini-portfolio showcasing at least 2 projects and a short professional bio.

Research Inspired Writing: Review Paper

Students will choose a design project and write an academically appropriate review paper on a topic associated with their design project.

Annotated Bibliography

To write the review, students will need at minimum of 10 sources. The Annotated Bibliography is the collection of sources analyzed for information pertinent to the topic.

Research Inspired Writing: Research Report

Students will conduct primary research to gather user-data about the design project and write a brief research report. This report will be combined with the review paper.

Research Inspired Writing: Mini-Design Project Portfolio

This project culminates in a design project that includes the review and report, along with well-described designs that clearly demonstrate research-inspired design.

Activities 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.

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	40	300
Job Application: Resume	40	200
Job Application: Cover Letter	40	400
Job Application: mini portfolio + bio	45	400
Synthesis Paper	60	750
Annotated Bibliography	100	600
Review + Report	150	1500
Trade Paper	75	750
Mini-Design Project	100	600
Design Writing Portfolio + Presentation	200	750
Activities (10 @ 15 pts ea)	150	
Total Possible Points	1,000	6250

GRADING SCALE

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.

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.

	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.

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.

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. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. For absences due to illness or injury, your instructor may require a signed doctor's note.

Since this class is based on active learning, any lesser number of absences, excused or unexcused, will affect your grade because of missed workshops or activities that are graded. Repeated tardiness will also hurt your grade. Arriving more than 15 minutes after class starts will count as an absence.

Since so much of professional writing is collaborative, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner designed to support the success of the groups.

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 before 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.

CLASSROOM 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.

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://evaluations.ufl.edu>. 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.

Notes/Questions

CLASS SCHEDULE

Week 1 -- Course Introduction

- Reading: Tips on Writing Professional Biographies (instructor-adapted from various career sites)
- Activities/Assignments: Update Your Canvas Bio, Worthy of Admiration, Your Design Idiolect, Planning Memo 1: Professional Profile

Week 2 – Topic –Job application materials

- The Professional Portfolio Assignment
 - Reading: Eakins, Chapter 12
- Activities:
 - A bit of excavation, resume draft

Week 3 – Job application

- Reading: Robinson and Parman: pp 75-81
- Activities: Reading and Writing for the Job Ad, Uncovering your “why”, Cover Letters

Week 4 – Job application

- Activity: Writing about Design Work, mini-portfolios

Week 5 – Research-Based Writing in Interior Design

- Readings
 - Nussbaumer: Introduction to Evidence-Based Design
- Activities: Database Scavenger Hunt, Synthesizing Sources, Understanding RFPs

Week 6 – Research-Based Writing in Interior Design

- Readings
 - Robinson and Parman, Part II and related resources
- Activities: Library Resources, Planning Memo 2: Writing a Pitch

Week 7 -- Research-Based Writing in Interior Design

- Activities/Assignments: Writing Reviews, Observation-based Design, Survey-based Design

Week 8 – Research-Based Writing in Interior Design

- Activities/Assignments – Peer review: Review Synthesis

Week 9 –Research-Based Writing in Interior Design

- Readings

- Excerpts on Describing Design Plans

Week 10 – Research-Based Writing in Interior Design

- Activities/Assignments -- Peer review: Design Plan

Week 11 – Research-Based Writing in Interior Design

- Readings
 - Excerpts on presenting designs to various audience
- Activities/Assignments – Assembling the Proposal, Proposal Presentation Prep

Week 12 – Presenting Design

- Activities/Assignments: Proposal Presentations

Week 13 – Writing Design

- Readings
 - Eaken, Chapter Two: Description: the Basis for Writing about Design
- Activities/Assignments – what you see is what you get...maybe; what do clients want?; peer-to-peer design talk

Week 14 – Writing Design

- Activities/Assignments: Picture this! Creating your personal visual-textual design dictionary

Week 15 – Writing Design

- Activities/Assignments: Design Dictionary or e-Portfolio

Week 16 -- Class Closure

- Activities/Assignments – Class Evaluations, Revisions DUE