

ENC 3254 Professional Communication for Construction Management

GEN-ED Composition – WR:6000 words

Section #s: 12041, 19714

Instructor Information:

Dr. Andrew J. Wehle, STSC

M.E. Rinker, Sr. School of Construction Management

Fluor Program for Construction Safety

312 Rinker Hall

Gainesville, FL 32611

(352) 294-0527

wehleaj@ufl.edu

Office Hours

Mon & Wed	3 rd Period	9:35am-10:25am
-----------	------------------------	----------------

Course Goals and Objectives

Students will strengthen communication skills needed for success in the construction field. Students will learn to write documents important to the construction industry (proposals, requests for information, scope narratives, memos, letters, meeting agendas, etc.), as well as written correspondence that will be important to their individual careers (resumes and application letters). The course will also focus on oral communication skills by providing practical experiences through interviews and team presentations.

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, Writing in Building Construction and Management**, these objectives are met in a variety of ways. Students write and present across the semester, using the standard processes of construction management and project documentation. These processes include organization-based memos, letters, emails and reports, as well as client-oriented letters and reports. In addition, students learn how to read and write requests for projects, followed by the bidding process and requests for information.

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.

Writing Assignments (counts as a 6,000 word university writing requirement course)

Memo and Email revision

In this assignment, students revise poorly written email messages and memos using effective writing strategies learned in class. (600 words)

Writing Situations

Students are given two situations typical of the construction industry (an accident has occurred on the job site, a worker must be disciplined, materials have not been delivered, etc.). Role-playing as a supervisor, the student must inform another party of the situation, choosing the proper format and wording to convey the message in the most effective manner. (600 words)

Resume and Application Letter

Students create a resume and application letter to use to apply for a construction internship. (500 words)

Annotated Bibliography

Students locate eight sources to be used for the proposal assignment and write annotations for each source. (1500 words)

Request for Information (RFI)

Using proper formatting, students create an RFI seeking clarification from an architect regarding building specifications. (300 words)

Meeting Agenda

Each student plans and writes an agenda for one in-class team meeting. (300 words)

Meeting Minutes

Each student plans and writes the minutes for one in-class team meeting. (300 words)

Proposal

Working in teams, students will each plan, design, and write a 20-page minimum proposal section in response to a Request for Proposals (RFP). (4000 words)

Points will be taken from the final grade for each missing or inaccurate component:

1. Did you follow guidelines provided in class re: minimum length of paper, including fonts and spacing?
2. Did you include all required information/sections as outlined in class?
3. Is the information you included in each section relevant to that section, as discussed in class?
4. Did you provide proper citations/sources for both written sections and graphics/pictures used?
5. Is your writing clear, concise, professional, not redundant, and grammatically correct?
6. Did you use proper punctuation and spelling?
7. Are you writing with a professional tone?

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. UWP policy further stipulates that to receive a C or higher in the course, the Writing Requirement must be met.

Assignment Grading

Fundamentals of Professional Writing		25%
Memorandum	100 pts	
Business Letter	100 pts	
Memo/Letter Assignment	100 pts	
Meeting Agenda	100 pts	
Meeting Minutes	100 pts	
RFI	100 pts	
Progress Reports	100 pts	
Professional Development		10%
Resume	100 pts	
Cover Letter	100 pts	
Interview	100 pts	
Annotated Bibliography		5%
Annotated Bibliography Assignment	100 pts	
Graphic Communications		10%
Sketch-Up Model	50 pts	
Exterior Plans	100 pts	
Interior Plans	100 pts	
Project Written Proposal		25%
RFP Proposal	100 pts	
Project Oral Presentation		15%
Team Presentation	100 pts	
Roll Call Attendance		10%
Total		100%

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](#). 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%
E	< 60.0 %	to 0.0%

It is this class’s 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.

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 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.

NOTE: This course has a prerequisite of ENC1101 and ENC 1102. It is the expectation that all students taking this course have a high knowledge and proficiency in college level English grammar and writing. This course is intended to apply your college level writing skills into the needs and demands of the field of construction management. All assignments will be graded according to college level English standards.

IMPORTANT CONSIDERATIONS

- Email Response Time (including Canvas messages)
 - Allow 48 hours for replies to emails. This may be extended to 72 hours if the email is left over a weekend or holiday.
- Student Concerns
 - If you have concerns or questions about any assignment or situation in this course

please contact me right away, vs. waiting until right before a test or an assignment is due.

- The calendar is tentative and thus subject to change if circumstances require it.
- Additional information is included in the appendices of this syllabus, as required by the University of Florida and the M.E. Rinker, Sr. School of Construction Management; please make sure you read all of it.
- Success in this course requires the following:

Class

Attendance

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 every three absences, your final grade will be lowered one-half grade.** The reason for this policy is simple: unlike some of your classes, this is a skills-based course. Consequently, the effects of this course are cumulative and frequent absences will affect your progress and success dramatically. Even if you have an excused absence, you should make every attempt to turn assignments in on time.

The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

Requirements for class attendance, make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to both in-person and synchronous Zoom classes. When attending a Zoom class, make sure you join the class early enough to correct any technological issues you encounter. Make sure to mute your microphone upon entry.

NO EXCEPTIONS.

Please note absences are based on hours not days so if you miss a double period, you have missed two class contact hours. Being late more than 10 minutes or leaving before the official end of the class period will be counted as an absence. Also, updates to this syllabus, additional

course material (that will be on quizzes/assignments), and helpful hints for projects will often be provided during class. If you miss class, you will miss that information. In that situation, you are responsible for obtaining it from other students, as it will not be repeated in future classes or provided in office hours. Contact me prior to class for absences due to illness or severe personal problems. If a true emergency prevents you from contacting me prior to class, contact me as soon as possible following the emergency.

Please note, your course time is assigned exclusively through the university schedule. ***Other courses cannot intrude or excuse you from attending this course during the assigned time allotted to this course. NO EXCEPTIONS.***

II. **You must pay attention in class.**

Just showing up isn't enough; you must be invested in the material. All students are expected to remain focused and to respect other students and the instructor by not engaging in distracting activities. Please keep classroom eating to a minimum. During class discussions, please stay on topic and respect the opinions of your colleagues. Turn off your cell phones for every class, and restrict use of laptops to note-taking. Texting, taking personal calls, and other distracting behaviors will result in you receiving an absence for that class period, **NO EXCEPTIONS.**

Please note: **any material discussed or presented in class can and will be used in any quiz, test, or assignment.** Not all course material tested will be course power point. It is the student's responsibility to take class notes.

III. **You must produce quality work.**

In order for you to do well in this course, you **MUST** take the course material seriously. Please be diligent in preparing for class, studying assigned material, and researching/writing your assignments. And please follow all guidelines and requirements (provided in this syllabus and in class) or you will lose significant points.

IV. **You must be honest.**

This is your one and only warning: I have a zero-tolerance policy for any violation of the academic honesty policy including but not limited to cheating and plagiarism. Be sure you fully understand what constitutes plagiarism and cheating, because any form of either will result in disciplinary action, to up a failing grade for the **ENTIRE COURSE**. Additionally, I will seek the harshest judicial penalties allowable under UF's policies.

APPENDIX A – COURSE OUTLINE/GENERAL INFORMATION

SACS SLO	ACCE SLO	Course Learning Outcome (CLO)	Assignments	Percent students passing with a min. of 70%
1		Plan, draft, revise, edit, and proofread construction-specific	Average of the following assignments: Memo, Letter, In-Class Writing Assignment, Meeting Agenda, Meeting Minutes, Progress Report, Request for Bid Information, Sketch Up Assignment	80%
2		Use research, critical thinking, peer collaboration, and problem-solving skills to develop a team proposal	Average of the following assignments: Meeting Agenda, Meeting Minutes, Progress Report, Request for Bid Information, Team Meeting	80%
3		Identify and write/speak to specific audiences	Average of the following assignments: Memo, Letter, In-Class Writing Assignment, Resume, Cover Letter, Annotated Bibliography, Meeting Agenda, Meeting Minutes, Team Meeting, Progress Report, Request for Bid Information, RFP Written Proposal, RFP Oral Presentation	80%
4		Develop academic research skills using library and research databases	Annotated Bibliography Grade	80%
5		Understand and appreciate the need to be environmentally responsible	Average of the following assignments: Annotated Bibliography, RFP Written Proposal	80%

6		Participate in groups as peer reviewers and collaborators	Average of the following assignments: Meeting Agenda, Meeting Minutes, Team Meeting, RFP Written Proposal, RFP Oral Presentation	80%
7		Accurately cite and incorporate others' ideas and designs into projects	Average of the following assignments: Annotated Bibliography, Meeting Agenda, Meeting Minutes, Team Meeting, Progress Report, RFP Written Proposal, RFP Oral Presentation	80%
8		Prepare and effectively deliver oral presentations individually and as part of a team	Average of the following assignments: Interview, Team Meeting, RFP Oral Presentation	80%
9		Develop and present a resume, application letter, and interview tailored to a specific internship position	Average of the following assignments: Resume, Cover Letter, and Interview	80%
	1	Create written communications appropriate to the construction discipline.	Average of the following assignments: Memo, Letter, In-Class Writing Assignment, Resume, Cover Letter, Annotated Bibliography, Meeting Agenda, Meeting Minutes, Progress Report, Request for Bid Information, RFP Written Proposal	80%
	2	Create oral presentations appropriate to the construction discipline.	Average of the following assignments: Interview, RFP Oral Presentation	80%
<i>ACCE = American Council for Construction Education</i>				
<i>SLO= Student Learning Outcome</i>				

Classroom Demeanor

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate

respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Cell Phones

You may not use cell phones in this class. If your cell phone rings in class more than twice over the course of the semester, you will receive one absence from the course.

Headphones/Ear Buds/Air Pods

Please do not use these items while in class.

If attending class via Zoom, there are a few guidelines we expect you to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?
- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.
 - **You will need a web cam and microphone for Zoom class. If you work in a noisy or distracting environment, we strongly recommend headphones with a microphone.**

In-Class Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. In general, students are expected to contribute constructively to each class session.

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. Late projects lose one full letter grade for each day beyond the original due date.

Make-up Work

The following does NOT apply to the interview, team meeting, and proposal assignments. Students are expected to attend these assignments as scheduled.

If you need to miss class when a quiz or is being given, you will only be given a make-up quiz/exam if you: 1) contact me ahead of time to let me know, and 2) provide appropriate documentation. Guidelines for acceptable and unacceptable documentation are:

Appropriate Documentation	Inappropriate Documentation
<ul style="list-style-type: none"> • A letter from the UF Student Health Care Center or the UF Counseling Center supporting your request and stating why you were unable to take the quiz/test • A letter from non-UF physicians, counselors, therapists, etc. supporting your request with specific language that addresses why you were unable to take the quiz/test • A police report, jury duty notice, or other official legal document that supports your case • Plane/bus/train tickets, turnpike toll receipts, or other travel documents that show you were called away from campus for an emergency on the day of the quiz/test • Funeral announcements, obituaries, or death certificates of relatives that clearly show your inability to take the quiz/test on that specific day 	<ul style="list-style-type: none"> • Letters from friends, parents, or other relatives supporting your request • Letters from employers stating you had to work on the day of the quiz/test • Letters from student clubs, fraternities/sororities, etc. stating that you were involved with an event or activity on the day of the quiz/test • Statements from anyone suggesting that you may not qualify for employment, financial aid, housing, graduate or professional school, or other activities/opportunities if you do poorly in this class due to missing a quiz/test • Funeral announcements, obituaries, or death certificates of people whose relationship to you cannot be verified

Make-up quizzes/exams must be taken on a mutually agreeable date as soon reasonable after the original quiz/exam date. Content will be similar, but not the same as the original quiz/exam. A student who misses a quiz or exam with appropriate documentation also has the option of asking that their final grade be calculated based only on assessments completed, instead of taking a make-up; the final decision is up to the instructor.

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>.

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Submission Requirements

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. 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 writing coach to turn in the work as soon as is feasible given the situation.

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.

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, and using work you have previously submitted without permission from the instructor.

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.

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.

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class. For more information, see the Student Conduct and Conflict Resolution Web site: <https://www.dso.ufl.edu/sccr> or call 352-392-1261 x207.

Turnitin Percentages

Turnitin Percentage Found	Minimum Consequences
≤ 15%	Generally acceptable after review by instructor and the nature of material used. If all 15% is from one block of text, the instructor considers that plagiarism. It is up to the discretion of instructor to determine if plagiarism has occurred and will refer to Honor Court.
16-25%	Reduction of points, report to Honor Court
26-50%	Zero on assignment, report to Honor Court
>50%	E in entire course, report to Honor Court

While Turnitin is a valuable instructor resource, violations of the Honor Code are not limited to cases indicated by this service. The instructor reserves the right to investigate and refer all cases of suspected Honor Court violations outside of the use of this service.

By remaining enrolled in this course, you consent to all of these policies.

AI Use Policy

Purpose:

This course encourages the exploration and integration of emerging technologies, including artificial intelligence (AI), to enhance learning and professional development. The use of AI tools, such as ChatGPT, Grammarly, and other generative technologies, can be valuable resources for drafting, brainstorming, and refining ideas.

Guidelines:

1. Transparency:

If you use AI tools in your work, you must clearly indicate how and where you have utilized them. For example, you might add a note at the end of an assignment that states, "This document was reviewed using Grammarly" or "ChatGPT was used to generate initial ideas for this assignment."

2. Originality:

While AI tools can assist in the creative process, all submissions must be your own original work. AI should not replace your critical thinking, problem-solving, or the creative process. Plagiarism, including submitting AI-generated content as your own, will not be tolerated.

3. Attribution:

If AI tools are used to generate specific content (e.g., text, code, design), proper attribution must be provided. This could be as simple as a footnote or a brief mention in your submission. Failure to provide attribution may be considered a breach of academic integrity.

4. Academic Integrity:

Misuse of AI tools to complete assignments in a way that violates the course's learning objectives or academic honesty policies will be treated as academic misconduct. This includes using AI to generate entire assignments, plagiarize others' work, or bypass critical learning tasks.

5. Ethical Considerations:

Students are encouraged to critically evaluate the ethical implications of AI use, including bias, fairness, and the potential for misuse. Discussions around AI ethics will be integrated into course content to foster responsible and informed use.

Support:

If you're unsure about how to appropriately use AI tools for a specific assignment, please consult with the instructor. I am here to help you navigate the ethical and effective use of AI in your academic work.

Notification Letter from Dean of Students Required for Personal Emergency

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – [click here to get started](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

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) 392-1261
- Counseling 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, 352-294-2208
- Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

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 and Questions:

Schedule of Classes and Assignments

This schedule is subject to change. The online syllabus and schedule supersede the paper copy. Unless otherwise indicated, assignments and readings are strictly due on the day/time as listed in Canvas.

Unit 1: Professional Writing for Construction Management

Week 1 – Jan 13 – Jan 18

- Introduction: Syllabus, Texts, Goals, and Course Organization.
- Fundamental Skills of Communication; Writing and Speaking
- Writing effective Memos and Letters
- How to write “bad news” messages
- **Assignment: Memo and Letter Revision, see Canvas for due date.**

Week 2 – Jan 20 – Jan 24; Monday: holiday)

- Introduction: Syllabus, Texts, Goals, and Course Organization.
- Fundamental Skills of Communication; Writing and Speaking
- Writing effective Memos and Letters
- How to write “bad news” messages
- **Assignment: Memo and Letter Revision, see Canvas for due date.**
- **Assignment: Locate a job or internship announcement, see Canvas for due date.**

Unit 2: Resume, Employment Interviews, and Career Fair

Week 3 -- Jan 27 – Jan 31

- Application of writing skills
- Resume writing for Construction Management
- Writing Resumes and Writing Letters of Application, Application Letter Elements, Letter Format, Resume Tips
- Construction Skill Fundamentals: Oral Communication.
- **Submit resume, cover letter and Internship/Position: Write your professional resume in the *required format* for Construction Management, see Canvas for due date.**

Week 4 – Feb 3 – Feb 7

- **Participate in the Mock Interviews—Attendance is strictly required on the date assigned.**
- **Homework: Watch Sketch Up Tutorial Videos**
- **Assignment: Create Sketch Up Model, see Canvas for due date.**
- **The schedule is subject to change due industry representative availability**

Unit 3: Creating a Construction Proposal (RFP)

Week 6 – Feb 17 – Feb 21

- Detailed presentation of the assignment, see RFP posted in Canvas Assignments.
- Team Assignments
- **In Class Assignment: Memo and Letter Revision**
- **Assignment: Request for Proposal (RFP), see Canvas for due date.**
- **Establishment of Team Meeting Schedule**
- **Assignment: Create Team Meeting Schedule, see Canvas for due date.**

Unit 4: Creating an RFP – Annotated Bibliography

Week 7 – Feb 24 – Feb 28

- Annotated Bibliography.
- Writing Agendas and Minutes for meetings
- How to conduct effective team meetings
- Proofing and Formatting the Final Written Proposal
- Class Slides: Proofing and Formatting Final Written Proposal
- **In Class Assignment: Team Meeting**
- **Assignment: Annotated Bibliography, see Canvas for due date.**
- **Assignment: Progress Report Memo see Canvas for due date**

Unit 5: Creating an RFP – RFI and RFB

Week 8 – March 3 – March 7

- Writing Requests for Information (RFIs)
- RFI Guidelines, Sample RFIs
- **Assignment: Create RFI, see Canvas for due date**
- **Assignment: Create Exterior and Interior Plans in Sketch Up**
- **In Class Assignment: Team Meeting**

Unit 6: Creating an RFP – Effective Oral Presentations

Week 9 – Mar 10 – Mar 14

- Creating Effective Oral Presentations
- Class Slides: Team Presentations
- **Assignment: Create Exterior and Interior Plans in Sketch Up**
- **Assignment: Create RFP Presentation slides**
- **In Class Assignment: Team Meeting**

Week 10 – spring break

Week 11 – Mar 24 – Mar 28

- Proofing and Formatting the Final Written Proposal

- Class Slides: Proofing and Formatting Final Written Proposal
- **Assignment: Create Exterior and Interior Plans in Sketch Up**
- **Assignment: Create RFP Presentation slides**
- **In Class Assignment: Team Meeting**

Unit 7: RFP – Editing, Formatting, and Proofing

Week 12 – Mar 31 – Apr 4

- Proofing and Formatting the Final Written Proposal
- Class Slides: Proofing and Formatting Final Written Proposal
- **Assignment: Create Exterior and Interior Plans in Sketch Up**
- **Assignment: Create RFP Presentation slides**
- **In Class Assignment: Team Meeting**

Unit 8: Finalizing RFP and Presentation ***Tentative

Week 13 -15 – Apr 7 – Apr 23

- Proofing and Formatting the Final Written Proposal
- Team Practice Oral Presentation, See Canvas for Team Schedule
- **Assignment: Create Exterior and Interior Plans in Sketch Up**
- **Assignment: Create RFP Presentation slides**
- **In Class Assignment: Team Meeting**
- Team Practice Oral Presentation
- Final RFP Oral Presentations, see Canvas for Team Schedule