

# ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES | | SPRING 2025

(THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT)

**SECTION:** 19701, 11991, 12024, 19627, 19744, 16605, 16543, 12008, 16548, 16565 – instructor names, class meeting times, and class meeting locations will be posted in the course registration system

## CLASS MEETING DAYS/TIMES:

**INSTRUCTOR:**

**EMAIL:**

**OFFICE HOURS:**

**OFFICE LOCATION:**

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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. This course is designed to help students master a variety of communication strategies and genres of writing relevant to specific professional disciplines, including everyday acts of communication, such as email, memos, letters, technical descriptions, and various reports. In doing so, the student builds professional literacy skills essential to modern workplaces.

The objective of this class is to learn to respond in writing to complex rhetorical situations, preparing students for the professional communities they will join. ***Therefore, this class requires as part of its writing goals that each student create material with regards to his/her/their major and/or career path.***

## 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.

#### 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*, 7<sup>th</sup> 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.

**Some portions of this course may be recorded.** The instructor will announce when a recording is taking place. Students who keep a camera on and display a profile image are consenting to have these recorded as part of the session. Likewise, students who participate orally are consenting to have their voices recorded. If a student does not consent to being recorded, then the student should turn off the camera and microphone. The chat feature may be used for class activities. Chat content may be recorded but will only be shared with consent. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students should inform instructors of accessibility or technology assistance before the course begins.

## 3254 COURSE LEARNING OUTCOMES

In ENC 3254, students will learn:

### Content

- Identify academic, trade, and consumer literature intended for a profession or field of practice
- Recognize how their profession is represented through various modes of communication
- Describe their profession's communication practices

### Critical Thinking

- Evaluate writing choices for specific audiences
- Analyze publication formats
- Make language choices that maximize the writer's message for a given genre

### Communication

- Create informative and persuasive text
- Write memos, email, and reports appropriate to an organizational setting
- Present information orally to peers using discipline-appropriate visuals.

## 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

### ***Continuous Learning Project*** (whole semester, 4 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 4 short reports. Then, students use this information to share knowledge with the public on behalf of your field.

### ***Job Application Packet*** (Cover Letter, Résumé – 2 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 Project*** (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 the required 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 slides, 2 minutes, 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.

ASSIGNMENT VALUES

<b>Continuous Learning Project (4 x 25 pts)</b>	<b>100 pts</b>	<b>1000 words</b>
<b>Job Application Documents</b>	<b>100 pts</b>	<b>500 words</b>
<b>Industry Analysis Paper</b>	<b>200 pts</b>	<b>1500 words</b>
<b>IA – Annotated Bibliography</b>	<b>60 pts</b>	<b>700 words</b>
<b>Proposal and Presentation</b>	<b>150 pts</b>	<b>1300 words</b>
<b>Sharing Knowledge Project</b>	<b>100 pts</b>	<b>500 words</b>
<b>Prep Memos (5 x 30 pts)</b>	<b>150 pts</b>	<b>600 words</b>
Instructor’s Choice (Activities /Peer Review)	140 pts	N/A
<b>TOTAL</b>	<b>1000 pts</b>	<b>6000 words</b>

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.

#### REVISION OF ASSIGNMENTS

During the course of the semester, you may rewrite any one major writing 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)
<b>CONTENT</b>	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.
<b>ORGANIZATION AND COHERENCE</b>	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.
<b>ARGUMENT AND SUPPORT</b>	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.
<b>STYLE</b>	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.

<b>MECHANICS</b>	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.
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## COURSE POLICIES AND PROCEDURES

### 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.

The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and 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 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.

### CLASS RECORDING POLICY

The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
  1. For the student’s own personal educational use;
  2. In connection with a complaint to the University where the recording is made
  3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a



particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.

- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.
  - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
  - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### 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.

**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.

#### 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.

### 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](mailto: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](mailto: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:

## CLASS SCHEDULE

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

### **Week 1 -- Course Introduction (Jan 13 – Jan 17)**

- Reading: Chapter 1, Introduction to the Technical Communication Environment
- Identifying the Professional Self
  - Activities: Social Media and your Profession, Create Canvas Profile
- The Professional Playing Field
  - Reading: Chapter 14, Corresponding in Print and Online: Writing Memos
  - Activities: Getting to know your profession, Professional Bio Memo DUE

### **Week 2 –Continuous Learning Project (Jan 20 – Jan 24; Jan 20: Holiday)**

- Reading: [Continuous Learning](#)
- Activities: CLP Prep memo DUE

### **Week 3 – Career Development (Jan 27 – Jan 31)**

- Context of Professional Communication
  - Reading: Chapter 5, Analyzing Audience and Purpose
  - Reading: Chapter 14, Corresponding in Print and Online: Writing Letters

- Résumés, Cover Letters
  - Activities: Finding internships, reader-centered communication in Job applications, reading the job ad

#### **Week 4 – Career Development (Feb 3 – Feb 7)**

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

#### **Week 5 – The Industry Analysis Project (Feb 10 – Feb 15)**

- Readings
  - Chapter 11, Designing Print and Online Documents
- Activities: Analyzing Page Design / Using Library Sources
- CLP #1 DUE

#### **Week 6 – IA Project: Using Sources (Feb 17 – Feb 21)**

- Readings
  - Chapter 6, Researching your Subject
  - Chapter 7, Organizing your Information
- Activities: It's on the Web / Annotated Bibliography

#### **Week 7 -- IA Project (Feb 24 – Feb 28)**

- Readings
  - Chapter 20, Writing Definitions
  - Chapter 10, Writing Effective Sentences
- Activities/Assignments: Annotated Bibliography DUE / Outlines and Images / Synthesizing Sources
- CLP #2 DUE

#### **Week 8 – IA Project: Field test your writing (Mar 3 – Mar 7)**

- Activities/Assignments – Peer Review Industry Analysis Paper / Imagining Solutions
- IA Paper DUE

#### **Week 9 – Propose and Present Project (Mar 10 – Mar 14)**

- Readings
  - Chapter 2: The Ethics of Technical Writing
  - Chapter 8, Communicating Persuasively
- Activities: Understanding Criteria / Prep Memo DUE
- CLP #3 DUE

#### **Week 10 – Propose and Present Project (Mar 17 – Mar 21; Spring Break)**

### **Week 11 – Propose and Present (Mar 24 – Mar 28)**

- Readings
  - Chapter 12, Creating Graphics
  - Chapter 21: Making Oral Presentations
- Activities/Assignments – Peer review short proposal
- CLP #4 DUE

### **Week 12 – Propose and Present (Mar 31 – Apr 4)**

- Presentations
- Short proposal DUE

### **Week 13 – Sharing Knowledge (Apr 7 – Apr 11)**

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

### **Week 14 – Sharing Knowledge (Apr 14 – Apr 18)**

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

### **Week 15 – Class Closure (Apr 21 – Apr 23)**

- Readings – none
- Activities/Assignments – The Big Share / Class Evaluations