ENC 3254: PROFESSIONAL WRITING IN THE DISCIPLINES—WRITING FOR INTERIOR DESIGN

COURSE AND INSTRUCTOR OVERVIEW

Instructor: Dr. Emily Bald

Email: ebald@ufl.edu

Office hours and location: T 12:00-1:00 p.m. in Turlington 2215 B and by appointment

Class meetings: T periods 8-9 (3:00-4:55 p.m.); R period 9 (4:05-4:55 p.m.)

Class location: TUR 1105

COURSE DESCRIPTION

ENC 3254: Professional Writing in the Disciplines 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: Career Writing, Research-based Writing, and Design Writing. These units cover many aspects of research and communication for the profession, from developing evidence-based design solutions to crafting a professional identity.

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.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through students' performance on the written assignments in which students apply the information and practices described in the instructional materials. The communication outcome will also be assessed through the major writing assignments, in which students are required to convey their knowledge and ideas clearly, as well as through collaborative activities both in and out of class, such as the practice Cypress Hall case study. Critical thinking, a fundamental component of this course, will be assessed by evaluating the degree to which written assignments and presentations provide reasonable, evidence-based solutions to design challenges supported by accurate and focused synthesis of the professional literature.

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 TEXTS

There are no required texts to purchase for this class. All readings will be provided in Canvas.

RECOMMENDED WRITING MANUAL

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*, 4th ed. New York: W.W.
Norton & Co., 2021

MAJOR ASSIGNMENTS

Career Writing: Cover Letter (due 1/19)

Students compose a cover letter for a specific job or internship posting.

Career Writing: Design Portfolio (due 2/2)

Students will create a design portfolio pitched to a hiring firm.

Research-inspired Writing: Synthesis Paper (due 2/16)

Students will learn the basics of reading and synthesizing professional literature by writing a miniature literature review of four sources.

Research-inspired Writing: Review Paper (due 3/30)

Students will choose a design challenge or problem and write an academically appropriate review paper on evidence-based solutions to that challenge.

Annotated Bibliography (due 3/9)

To write the review, students will need a minimum of 8 sources. The annotated bibliography is the collection of sources analyzed for information pertinent to the topic.

Design Writing: Case Studies (due 4/6)

Students will write two case studies that demonstrate evidence-based design solutions that will be proposed in the white paper. Cases may come from students' own portfolios (e.g., studio projects with renders).

Design Writing: Evidence-based Solutions Presentation (due 4/8)

Students will deliver a presentation to the class explaining and advocating for evidence-based design solutions, using at least one case study as an example

Design Writing: White Paper (due 4/25)

Students will propose an evidence-based design solution in a white paper for a trade audience, using their literature review research and case studies to support and illustrate their ideas.

Activities and Peer Reviews

The major writing assignments will be supported by in-class activities and peer reviews

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
Cover letter	75	300
Design portfolio	100	500
Synthesis paper	75	800
Annotated bibliography	100	800
Literature review	175	1500
Case studies	75	600
Presentation	50	
White paper	200	1500
Activities	150	
Total Possible Points	**1,000**	**6000**

GRADING SCALE

A	4.0	94 - 100	940-1000		C	2.0	74 - <77	740-769
A-	3.67	90 - <94	900-939		C-	1.67	70 - <74	700-739
B+	3.33	87 - <90	870-899		D+	1.33	67 - <70	670-699
B	3.0	84 - <87	840-869		D	1.0	64 - <67	640-669
B-	2.67	80 - <84	800-839		D-	0.67	60 - <64	600-639
C+	2.33	77 - <80	770-799		E	0.00	0 - <60	0-599

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 you 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 are vital--the more we write, the better writers we become. Additionally, much of professional writing is collaborative, and participation is therefore a crucial part of the class. Students are expected to work with their peers in a professional manner to support the success of the groups. Consequently, frequent absences will affect students' success in the course. Writing skills are gained by experience, and instruction is therefore 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**. Missing a double period counts as two absences. The UWP exempts from this policy only those absences involving documented emergences / illness; 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. In-class assignments cannot be made up unless the absence is excused.

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

Writing assignments must be submitted in Canvas by the specified deadline. Late assignments will incur a grade penalty of 10% per calendar day late. Assignments submitted five or more days late will earn no more than a 50%. Failure of technology is not an excuse. If illness or injury prevents a student from submitting a paper on time, the student should consult with me 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 <u>before</u> 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.)

***Note:** The use of artificial intelligence or Chatbot software is considered academic dishonesty. As indicated in the Honor Code, "A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source."

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. Failure of technology is not an excuse. Late written work will be deducted 10% for each calendar day it is late; after 4 days late, the highest grade an assignment can receive is a 50%. 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.

COURSE CALENDAR

***NOTE: Any changes or new details will be added to the live calendar on our Canvas site. For an up-to-date course schedule, visit the calendar linked on our course home page in Canvas.

Career Writing

Week 1 (1/14 & 1/16)

T: Intro to course; Modules walkthrough

Th: Intro to portfolio assignment; Crafting a professional bio; Writing a cover letter

DUE: Cover letter due at 11:59 p.m. Sun. 1/19

Week 2 (1/21 & 1/23)

T: Portfolio for hiring firm

Th: Portfolio for hiring firm

DUE: OPTIONAL portfolio draft due at 11:59 p.m. Sun. 1/26 (Ok to submit written content only; design doesn't need to be complete)

Research-Based Writing

Week 3 (1/28 & 1/30)

T: Intro to synthesis paper and summary practice

- READ: Synth Series source #1 (Architecture you can smell)

Th: Reading the academic literature

- READ: Synth Series source 2 (Senses of place: Architectural design for the multisensory mind)

DUE: Portfolio due at 11:59 p.m. Sun. 2/2

Week 4 (2/4 & 2/6)

T: Reading the academic literature

- READ: Synth Series source #3 (Flourish theory)

Th: Synthesis

- READ: Synth Series source #4 (Multisensory design as health resource)

Week 5 (2/11 & 2/13)

T: Synthesis paper prep

Th: Synthesis paper prep; Peer review

- PREPARE: Bring at least two completed body sections for peer review

DUE: Synth paper due at 11:59 p.m. Sun. 2/16

Week 6 (2/18 & 2/20)

T: Intro to the review paper

Th: Exploring the library databases

Week 7 (2/25 & 2/27)

NO CLASSES: IND students on Atlanta trip

Week 8 (3/4 & 3/6)

T: Review paper intros and organization

READ: Sample reviews on Canvas

Th: Review conclusions

DUE: Annotated bib due at 11:59 p.m. Sun. 3/9

Week 9 (3/11 & 3/13)

T: Review drafting prep

Th: Review peer review
DUE: Review rough draft for peer review

~~~***SPRING BREAK***~~~

Design Writing

Week 10 (3/25 & 3/27)

T: Intro to the white paper

Th: White paper as content marketing

- READ: HKS's white paper on third places

DUE: Review paper due at 11:59 p.m. Sun. 3/30

Week 11 (4/1 & 4/3)

T: Case studies for trade literature; presentation strategies

- READ: Research-Inspired Design (Robinson & Parman): pp. 213-227 on case studies

- READ: Perkins-Eastman's white paper, "Inclusive communities: Designing places where people feel they belong"

Th: Case studies practice

DUE: Case studies due at 11:59 p.m. Sun. 4/6

Week 12 (4/8 & 4/10)

T: Case studies presentations

Th: Case studies presentations

Week 13 (4/15 & 4/17)

T: White paper intros

READ: The published white paper intros below, considering how they frame the problems, solutions, intended audience, and urgency of their report:

- HKS, "Brain Healthy Workplace"
- HKS, "Enriched Environments for Brain Health"
- HOK, "Trauma-informed Design for Homeless Populations"

Th: White paper organization and design

Week 14 (4/22)

T: White paper peer review and class wrap-up
DUE: White paper rough draft for peer review

DUE: White paper due at 11:59 p.m. Fri. 4/25