ENC 3254:
PROFESSIONAL WRITING IN THE DISCIPLINES

INSTRUCTOR: ISAAC ROOKS
EMAIL: irooks@ufl.edu
Office Hours: MWF 1:00-2:00 EST or by appointment

COURSE DESCRIPTION

Professional communication is the practice of conveying technical information to audiences with different goals and levels of expertise. In this class students learn how to research, organize, and present technical information in effectively written documents, work in collaboration with other professionals, and use various technologies to support their communication efforts.

This course will help students in any major master a variety of communication strategies and genres of writing. In addition to learning how to present a compelling professional profile, students will practice everyday acts of communication (emails, letters, memos, etc.), as well as specialized documents.

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 their major and/or career path.***

OUTCOMES

In ENC 3254, students will

- Develop their professional profiles and produce documents that can aid them in securing internships and/or jobs.
- Conduct research and synthesize reputable sources into an objective informational report.
- Identify and apply rhetorical techniques used to persuade readers.
- Organize complex arguments in writing, using thesis statements, claims, and evidence.
- Adapt their writing styles, approaches, and formats to satisfy different audiences, purposes, and contexts.
- Supplement their writing with visual aids and adapt written reports into oral presentations.
- Revise and edit their own writing and the writing of others.
- Practice writing clearly and concisely, in a manner consistent with the conventions of standard written English.

REQUIRED TEXT

Mike Markel & Stuart A. Selber. *Technical Communication*, 12th ed. (2018).

MAJOR ASSIGNMENTS

Professional Profile

Establishing your identity in a community is a common first step in a position that you have recently secured. While creating or revising a LinkedIn profile, students will craft a compelling professional bio. Professional bios generally include a well-chosen mix of personal and professional information; together, this information both advertises your professional skills and interests while cultivating a personal, real-world identity.

Job Application Packet *(Résumé & Cover Letter)*

In this multi-part assignment, students will first identify an internship or job they are interested in and could reasonably apply for. Next, students will research the field and construct a profile for the ideal candidate for this position. Finally, students will write a résumé and a letter of application for this particular position.

Annotated Bibliography

To write the Innovation White Paper, students will need at least six high-quality sources. Students must find and summarize six sources before assessing what role these sources might play in completing the Innovation White Paper.

Innovation White Paper

White papers can be used within an organization for the purpose of informing peers and educate clients or the public. Our version of a white paper will be an objective explanation of an innovation 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.

Analyzing a Community Campaign

In order to prepare for their final Recommendation Report, students will perform a rhetorical analysis of an existing community campaign. They will analyze how the campaign seeks to persuade its target audience to take a specific action and will assess the success of its presentation. Students will identify specific takeaways that will be useful in proposing their own community campaign.

Recommendation Report for a Community Campaign

The capstone project will be a recommendation report proposing how the students' field can be of use in addressing a problem in their community. The report will seek to persuade a target audience that a significant problem exists and offer several feasible solutions before ultimately identifying the best option. Drawing on all of the skills developed over the semester, students will analyze the rhetorical situation and employ communication strategies designed to persuade the audience to act on the plan.

Activities, Planning Activity Memos, and Peer Reviews

The major writing assignments will be supported by in-class activities, homework assignments, and peer reviews. Some writing assignments will begin with a Planning Activity Memo: a professionally formatted document in which students will communicate plans for writing assignments to instructors.

GRADING

ASSIGNMENT VALUES

Assignments	Points	Words
Professional Profile	25	100
Job Application	60	600
Annotated Bibliography	60	600
Innovation White Paper	125	1200
Analyzing a Community Campaign	125	1000
Rec Report for Community Campaign	250	2500
Community Campaign Report Presentation	50	
Activities	90	
Peer Reviews (4 x 20)	80	
PAMs (3 x 20)	60	
Participation & Attendance	75	
Total Possible Points	**1000**	**6000**

GRADING SCALE

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

It is UWP Policy NOT to round grades up or down. An 89.9 (899) is a B+.

Students must pass this course with a "C" or better (at least 730) 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 have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and must meet minimum word requirements totaling 6000 words.

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 (C or better)	UNSATISFACTORY (C- or below)
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.

REVISION OF ASSIGNMENTS

During the course of the semester, you may rewrite any one major assignment of your choosing (your new grade will replace the previous one). The final recommendation report is not eligible because there will not be sufficient time for a revision. 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 graded assignment is returned to the class**. **In order to qualify for a revision, an assignment must have been submitted by the original due date.**

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. The best way to ensure an on-time and productive meeting is to send an email beforehand setting up an appointment and clarifying what you wish to discuss. Having conferences on assignments is often the best way to improve the quality of final drafts, although students should not rely on the instructor for copy-editing, even on drafts. The Writing Studio also offers one-on-one assistance on writing projects and is available to students of all levels.

COURSE POLICIES AND PROCEDURES

Professional Communication is a skills-based class, as opposed to a theory-based class. Because we develop skills by practicing through in-class activities and forum posts, attendance and participation is vital -- the more we write, the better we write. Although the basic PowerPoints used in lecture will be posted online, frequent absences will affect students' success in the course. Students' grades will also be affected by missing graded activities conducted in-class.

The University Writing Program excuses absences involving university-sponsored events and religious holidays. For absences due to illness or injury, your instructor may require a signed doctor's note. Students are not required to explain unexcused absences, but students should inform the instructor about extenuating circumstances that are likely to affect their performance or attendance (family emergencies, mental health concerns, etc.). In any case, it is your responsibility to inform the instructor about issues that will affect your participation and attendance as soon as possible. You will also need to make your own arrangements to get notes from your peers.

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

ZOOM BEST PRACTICES

Please consider the following:

- Per UF guidelines, most class meetings will be synchronous. Asynchronous classes will be signaled ahead of time. At the start of the semester, let the instructor know if you anticipate having issues with connectivity, participation, and/or attendance for synchronous classes.
- Participation and breakout rooms will be a regular feature; do not log in and walk away from your computer – you will not get credit for being logged in for class but inactive (if you need to go to the bathroom, just take off and come back, you don't need permission).
- Seek out a quiet workspace for class time and limit distractions.
- To maximize class flow, physically raise your hand before unmuting yourself, and/or use the "Raise your hand" function on Zoom.
- When not speaking, mute yourself to minimize distractions caused by background noises. You are expected to respond to prompts verbally and turn on your mic for group work.
- If possible, enable your camera – dress as you would for class and be conscious of your background. Set a Zoom profile picture in order to distinguish and identify yourself if there are issues with your camera.

COMMUNICATING WITH INSTRUCTOR

Meetings and deadlines will operate according to Eastern Standard Time (EST). However, your instructor is on the West Coast. As a result, any meetings outside of office hours will need to occur after 11:30 AM EST. Similarly, do not anticipate that your emails will be seen or answered earlier than 11:30 AM EST. Please allow at least 24 hours for a response to class emails – longer over weekends or school holidays. When possible, work ahead of schedule to avoid sending urgent messages at the last minute.

ACADEMIC HONESTY

As a University of Florida student, your performance is governed by the [UF Student Honor Code](). 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.

<u>If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor must submit the incident to the Dean of Students Office as an Honor Code violation</u>. Punishments can vary, but the instructor will likely recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired.)

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.

DUE DATES, MAKE-UP POLICY, AND IN-CLASS WORK

For every 24-hour period after an assignment's original deadline (including weekends), 10% will be automatically deducted from the final score. After a week (seven days), late work will not be accepted. Do not wait until the last second to submit assignments as 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.

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.