ENC 3254
Syllabus, Summer A/B

Summer B 2018

Course Description

Professional communication is the practice of conveying technical information to various 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 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 instructions. The course culminates with a research report and professional proposal.

Students analyze writing situations in professional workplaces and develop strategies for addressing audiences, organizing information, using appropriate style, and presenting the work. 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.

Outcomes

In ENC 3254, students will learn to
- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

Instructor
Email: z.shaw@ufl.edu   Office:
Office hours:

Required Texts

Markel, M. (2014). *Technical Communication* (11th ed.). Boston, MA: Bedford/St. Martins. (Hard copy or e-book; Launchpad will not be required this semester.)

General Education Learning Outcomes: (C) and (WR)

Composition Credit: Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). To earn general education Composition credit, students will
- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals);
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others;

- Organize complex arguments in writing, using thesis statements, claims, and evidence;
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic;
- Write clearly and concisely consistent with the conventions of standard written English;
- Use thesis sentences, claims, evidence, and logic in arguments.

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 now 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 following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Course Units and Assignments

The following is a general outline of the topics covered in this course by module. Readings and assignment due dates are available on Canvas.

The types of assignments fall into these categories:

Major, word-credit assignments (MWA) – These are the major "papers" you will write; **without them, you cannot earn the writing credit for the course or pass the class**. These are graded holistically and assigned point values that represent A-level work (excellent), B-level work (very good, above average), C-level work (acceptable), D-level work (less than acceptable). These papers are highlighted in bold in the list below.

Preparation Activity Memos – These activities will practice skills and help you work out ideas that will be used in your MWAs. These memos also contribute to the word count requirement.

Activities – Activities prepare you for the MWAs and help you practice specific skills. Because most workplace environments require collaboration, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner when activities are collaborative.

Peer Reviews – You will participate in peer reviews for most of the MWAs; peer review is not grammar-checking, but rather it is providing feedback to a writer from a knowledgeable reader's perspective. Peer reviews will usually happen in-class and are graded pass/fail. To participate, you must have a paper to share: there is no partial credit.

Assignment Values

Job Application Documents	50 pts	500 words
Instructions	75 pts	500 words
Annotated Bibliography	100 pts	500 words
Innovation White Paper	100 pts	1000 words
Research Report	150 pts	1250 words
Proposal/Recommendation Report	200 pts	1500 words
Preparation Activity Memos (5 x 25 pts)	125 pts	750 words

	Peer Reviews (5 x 20 pts)	100 pts	
	Activities (5 x 20 pts)	100 pts	
	TOTAL	**1000 pts**	**6000 words**

ALL assignments with a word requirement MUST be turned in to be eligible for receiving the 6000-word requirement <u>and</u> to pass the class.

Assessment Rubric

The rubric below is intended as a general guide to how work is graded. "Satisfactory" does NOT mean an "A" grade – "Satisfactory" represents a range of acceptable work from "C" to "A".

	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.

Grading

Grading for this course will be rigorous. Do not rely on your instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count.

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

At the discretion of the instructor, minor assignments or 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.

Due dates and Attendance policy

Professional Communication is a skills-based class. Because we develop skills by practicing, attendance and participation is vital--the more we write, the better writers we become. Consequently, frequent absences will affect students' success in the course. Because writing skills are gained by experience, instruction is often based on in-class activities, which are difficult or impossible to replicate outside of class. Graded class activities that are missed due to absences cannot be made up.

Attendance is required. **The policy of the University Writing Program is that if students miss more than 4 periods during the summer term, they will fail the entire course.** The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. For absences due to illness or injury, your instructor may require a signed doctor's note. Repeated tardiness will also hurt your grade. Arriving more than 15 minutes after class starts will count as an absence.

Papers and drafts are due at the assigned date <u>and</u> time in the correct place (in class or online – instructors will specify their preferences)**.** Late work will receive a zero. 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.

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.

Revision Policy

During the course of the semester, you may revise and resubmit one of these papers for regrading: the Job Application Portfolio, the Instructions, the Innovation Paper, or the Research Report. Your new

grade will replace the previous one. Revisions must be exhaustive; that is, ALL changes recommended by the instructor must be made or no new score will be given. Revisions are due by the last day of classes. They must be submitted in the original assignment location and you must include a memo addressed to your instructor naming the assignment revised and summarizing your revisions.

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. 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.)

If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning it in.

Conferences and Writing Studio

Students are encouraged to use the instructor's office hours (electronic and face-to-face) if there are questions about progress in the course, work underway, or any other course-related concerns. Having conferences on assignments is often the best way to improve the quality of final drafts. The Writing Studio (http://writing.ufl.edu/writing-studio/) also offers one-on-one assistance on writing projects and is available to students of all levels. The Writing Studio's website includes instructional videos for some of the most common questions about writing.

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.

Tentative Schedule

WEEK 1, DAY 1 Course Introduction Activity Begin Unit 1/Mod 1	WEEK 1, DAY 2 Unit 1 / Mod 1 Unit 1 / Mod 2 Activity	WEEK 1, DAY 3 Unit 1 / Mod 2 Activity PAM 1 DUE	WEEK 1, DAY 4 Unit 1 / Mod 2 Activity/Workshop	WEEK 1, DAY 5 Job Application Documents Peer Review Intro: Unit 2 / Mod 3
WEEK 2, DAY 1 Unit 2 / Mod 3 Activity Job Application Documents DUE	WEEK 2, DAY 2 Unit 2 / Mod 3 Activity	WEEK 2, DAY 3 Unit 2 / Mod 3 PAM 2 DUE	WEEK 2, DAY 4 Library Orientation	WEEK 2, DAY 5 Instruction Manual Peer Review Intro: Unit 2 / Mod 4
WEEK 3, DAY 1 Unit 2 / Mod 4 Instructions DUE	WEEK 3, DAY 2 Unit 2 / Mod 4 Activity	WEEK 3, DAY 3 Unit 2 / Mod 4 Activity PAM 3 DUE	WEEK 3, DAY 4 Unit 2 / Mod 4 Intro: Unit 2 / Mod 5 Activity	WEEK 3, DAY 5 Annotated Bibliography DUE Unit 2 / Mod 5

WEEK 4, DAY 1 Unit 2 / Mod 5 Activity	WEEK 4, DAY 2 Unit 2 / Mod 5 Activity	WEEK 4, DAY 3 Unit 2 / Mod 5 Activity/Workshop PAM 4 DUE	WEEK 4, DAY 4 Unit 2 / Mod 5 Activity/Workshop	WEEK 4, DAY 5 Innovation Paper Peer Review Intro: Unit 3 / Mod 6
WEEK 5, DAY 1 Unit 3 / Mod 6 (Ch 2) Innovation Paper DUE	WEEK 5, DAY 2 Unit 3 / Mod 6 Activity / Workshop	WEEK 5, DAY 3 Unit 3 / Mod 6 (Ch 6 130-143) Activity/Workshop PAM 5 DUE	WEEK 5, DAY 4 Unit 3 / Mod 6 (Ch 17) Unit 3 / Mod 7 (if using groups)	WEEK 5, DAY 5 Research Report Peer Review Intro: Unit 3 / Mod 8
WEEK 6, DAY 1 Unit 3 / Mod 8 Research Report DUE	WEEK 6, DAY 2 Unit 3 / Mod 8 (Ch 8) Workshop	WEEK 6, DAY 3 Unit 3 / Mod 8 (Ch 18) Workshop	WEEK 6, DAY 4 Unit 3 / Mod 8 Proposal Peer Review	WEEK 6, DAY 5 Unit 3 / Mod 8 Proposal DUE