ENC 3213 – Professional and Technical Writing

How To Communicate Effectively in Professional Contexts

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. – Steve Jobs

Spring 2016 ENC 3213 – 12390 Syllabus

Nancy Fox Edele

ENC 3213 e-Learning Site – All course information will be available on eLearning, and I’ll use the website daily for announcements, assignments, and grade reports.

Class Meeting: 11-12:15 TR, Building 72 Room 209
Office & Hours: Building 50 Room 238 TR 8-9; 9-10 online & by appointment
Email: nedele@uwf.edu

WHAT IS THE STORY OF THIS COURSE?

ENC 3213 is designed to engage you in the strategic practices of technical writing, and introduce you to the distinctive genres of professional communication, with particular focus on your own communities of practice (i.e., anthropology; art; business; criminal justice; education; engineering; journalism; management; marketing; medicine; physical therapy; sport; etc.).

Given the rapid and exhilarating pace of technological discovery, the delivery of your texts – in verbal, visual, and multimodal forms – is a crucial part of the 21st-century workplace, and you will analyze and construct relevant projects in each of these media. You will depart from the course with an e-portfolio of documents that will serve you well as you move from classroom to candidacy in your professional field.
WHAT ARE THE COURSE GOALS?

1. You will learn how to recognize and use the rhetorical elements of writer, audience, subject, and context that construct a powerful argument in a variety of professional and technical genres – and you will learn how to shape your professional writing in ethical ways, for multiple audiences, in various professional settings.

2. Through a variety of written and digital media, both solo and collaborative you will learn how to add your distinctive voice to the conversations, or discourses, of your professional community. I hope in the process you will experience a sense of increasing competence, confidence, creativity, and clarity in your technical and professional writing.

3. You will design and deliver your work in written, visual, and multimodal forms, which define professional discourse in the 21st century, and discover the writing process (planning, research, development, organization, drafting, revision, and editing) that is most comfortable and effective for you.

WHAT ARE THE COURSE TEXTS & REQUIRED MATERIALS?

- Alred, Gerald J. et al. *Handbook of Technical Writing*. (bookstore)
- Mycoskie, Blake. *Start Something That Matters*. (bookstore)
- Class library on eLearning: supplemental readings/videotexts.
- Documentary films (“Bloomberg Game Changers”; “The Pitch”; “The Office”)

*Please bring all texts under investigation to class every day.*

WHAT ARE THE COURSE REQUIREMENTS?

- **Internet access** and an active MyUWF ID and email account.

  - **Attendance at every class.** (Please see the attendance policy detailed below.)

  - **Participation in every class.** Arrive on time prepared to engage in our inquiries, (short projects, discussion, conferences, peer review, presentations, quizzes, reflections, seminar groups, & workshops that will require a laptop (available at Pace Library if you need one.))

  - **Daily responses to our discussions, films, or readings**, composed in a variety of professional genres (memos; email notes; one-pagers; briefs; conference notes; outlines; summaries; etc.)
- **Four (4) projects, individual & collaborative** (print and multimodal), and a final e-portfolio.

- **Four (4) reflections** on your work in these various genres.

- **Presentations** of projects, research, and seminar group material.

- **Midterm and final critical reflections.**

**WHAT IS THE ATTENDANCE POLICY FOR THIS COURSE?**

Your attendance in class is expected & recorded daily on a sign-in sheet and in the gradebook. This is a participatory class that requires your engagement for success in papers and projects.

- You should not miss class except for circumstances outlined in the University catalog. Excused absences include religious holidays, legal and military obligations, official university activities for which you are an agent of the school, and emergency situations such as illness or family urgency. I will ask for documentation of an excused absence.

- Please notify me if you will be absent from class, and let me know as soon as possible if an emergency arises, so I can help you manage the time.

- We will arrange a convenient time for you to complete work & tests you’ve missed during an excused absence. Please note that all schedules, texts, assignments, and dropboxes are available on our eLearning site, and I am available via email and during office hours.

- **If you do miss more than three class meetings and the absence is unexcused**, you will lose 5 grade points in your overall score for each unexcused absence over 3. For example, 95 = 91 (A becomes A-); then 91 = 86 (A- becomes B); 86 becomes 81 (B becomes B-); 81 = 76 (B- becomes C); 76 = 71 (C becomes C-); 71 = 66 (course fail). Take this grade deduction under serious consideration – you don’t want to lose ground.

- You receive specific points (totaling 20% of your grade: see grading chart below) for participation in each class.

As UWF policy states, “The University expects students to take full responsibility for their academic work and academic progress. To progress satisfactorily,
students must meet the requirements of each course for which they are registered. Successful work depends to a large extent on regular class attendance."

**WHAT ARE THE CLASSROOM POLICIES & PROTOCOLS?**

- **Due Dates:** All work is due the day it is due at the start of class – this includes electronic submissions in the Dropbox. Short papers, drafts, and in-class assignments are (1) keyed to the class inquiry at that moment, and (2) regarded by me and counted as a step in your progress through the course and the sequence of assignments. *Points will be deducted (1/2 grade per day) if a major paper or short project is late. Also, late drafts will receive no commentary or peer review, and no participation points are coming your way for those classes.*

- **Classroom & Writing Lab Etiquette & Expectations:** The following list covers non-negotiable in-class behavior:
  
  - **Turn off all electronics:** cell phones, iPods, iPads, IM’s, iPhones, etc. I’ll let you know when tech for this coursework only is okay (e.g., writing lab).
  
  - Arrive on time: 3 tardies = one absence.
  
  - No cross-talk during discussions, lectures, presentations, writing sessions, etc.
  
  - Be courteous. In the university, it’s your job to challenge and be challenged – but this communication, with your colleagues and with me, is to be respectful.
  
  - Be prepared with all readings and bring all texts under investigation.
  
  - Emails to me should include your full name and complete statement of your concern or question in standard written English (not the time or place for txtng).

  *Please note that failure to comply with these protocols = leaving class with a recorded absence & zero credit for the day’s endeavors.*

- **Professional Presentation of Your Texts:** All work must be typed (double-spaced, 1” margins, 12-point font) in APA style (see *Handbook*, 135-141, or OWL Purdue online) & presented according to the directions posted for each task in the prompt. No emails, please. Revised drafts must show evidence of editing and proofreading.
HOW IS WORK IN THIS COURSE GRADED?

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS EACH</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Projects</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm &amp; Final Critical Reflection</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Writing &amp; Project Work (discussion posts; short projects, reading responses, reflections, peer reviews, presentations, quizzes; etc.)</td>
<td>per task as noted</td>
<td>30%</td>
</tr>
<tr>
<td>Participation: Attendance, Effort, &amp; Leadership (i.e., active engagement in class discussion &amp; workshops; meeting deadlines; and other notable activity)</td>
<td>per task as noted</td>
<td>20%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**GRADING SCALE 100-point scale**


**WHAT STUDENT RESOURCES ARE AVAILABLE TO MAKE LIFE EASIER?**

The University Writing Lab offers a range of services for you. You may consult with a writing tutor by phone, through email, or face-to-face appointments. Got a grammar question? Call the Grammar Hotline: (850) 474-2029. You may reach the Writing Lab staff by email, writelab@uwf.edu, or walk-in, Bldg. 51.

**Link to Academic Calendar**
- [Academic Calendar 2015-2016](#)

**UWF John C. Pace Library** Britt McGowan, bmcgowan@uwf.edu, English and Foreign Language specialist
The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of individual students.

Counseling and Wellness Services at UWF assist students with physical and mental health, working through times of trauma as well as helping you learn how to take a proactive stance in your own well-being and safety. Students who are interested in scheduling an appointment can call Counseling Services at (850) 474-2420 or visit the Center in Bldg. 960, Mon.- Fri., 8-5 – or visit the website: http://uwf.edu/cws/.

Veterans Services: The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following with coordinating academic advising, tutoring, counseling, disability accommodations, GI Bill education benefits, and referral to state/federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit http://uwf.edu/militaryveterans.

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages: Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/
WHAT ARE THE UNIVERSITY POLICIES AND PROCEDURES?

**Integrity and Ethical Research Practice:**
The [Student Code of Conduct](http://uwf.edu/academic/policies/misconduct/misconduct.cfm) sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and comply with these expectations. The [Academic Misconduct Policy](http://uwf.edu/academic/policies/misconduct/misconduct.cfm) (2009) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

**Integrity of Scholarship:** The English Department has a very stringent policy regarding plagiarism. Plagiarism is academic dishonesty, cheating—especially that kind of copying/cheating born of intent to deceive. Plagiarism is willfully copying someone else's work, in part or in full, without acknowledging the source(s) and submitting it as your own or pretending that the work of a "ghost writer" is your own. Plagiarism is a very serious offense, and both the English Department and the University have stringent policies for handling offenders. If a student is found guilty of plagiarism, an instructor can record a failing grade for the particular paper, test, or assignment in which the offense occurred, or the instructor can fail the student in the course. The instructor also has the option of referring the charge of cheating or plagiarism to the Dean for adjudication by the Academic Standards Committee and the Student Conduct System. A full statement of the university academic integrity policy and misconduct procedures are available at [http://uwf.edu/academic/policies/misconduct/misconduct.cfm](http://uwf.edu/academic/policies/misconduct/misconduct.cfm)

**BASIC TENETS OF THE COMPOSITION PROGRAM**

- Democracy is best sustained by an educated and informed public versed in the practices of critical perception and expression;

- University students need preparation not just for their academic careers, but also for dealing with the world at large, beyond the campus. This preparation should include the teaching of those practices of critical perception and expression that will enable them to become contributing members not only of the academy but also of the democratic public;

- Composition courses teach not just writing, but also critical reading, evaluation, and synthesis of information and ideas;
• Students learn best to write in real genres by practicing those real genres, as opposed to artificial genres manufactured exclusively for the writing classroom;

• All good writing, academic or public, is based on sound research.

ENC 3213 Fox Technical and Professional Writing Learning Outcomes

In ENC 3213 students learn to identify, analyze, and produce a wide variety of texts that comprise the discourses of the professions, with particular emphasis on their own individual fields of interest. In the process they encounter texts that require diverse research methods and styles of delivery, both written and multimodal. The course also contains a critical component in which students reflect on and evaluate the effectiveness of their own writing within professional contexts.

Students will learn how to:
1) Experience initiation in professional discourse through close reading of technical texts and critical analysis of their genres and purposes;
2) Demonstrate understanding of the interplay of context, author, audience, and subject in the rhetorical purposes of various professional and technical texts;
3) Identify how different professional discourse communities employ particular strategies for researching, delivering, and evaluating information;
4) Develop effective methods of critical inquiry into the discourse community of their chosen profession;
5) Through a recursive process of planning, drafting, revising, and editing, construct texts that have real-world application in their chosen fields;
6) Develop and demonstrate expertise in presenting focused and relevant information and analysis, either in partnership or solo;
7) Research and report on representative genres and typical workplace settings in their professional fields, expanding their understanding of text beyond the written page to include visuals and objects;
8) Use and critique presentation programs and strategies including PowerPoint, Prezi, etc., by creating and delivering materials using these multimedia;
9) In pairs, create and deliver a well-theorized critical discourse analysis of a professional workplace intended to serve a particular population;
10) Create a complete e-portfolio for use in a real-world professional workplace;
11) Demonstrate professionalism by participating actively in class discussions and engaging in collaborative projects with their colleagues in class.
ENC 3213 COURSE OUTLINE AND DAILY CALENDAR

Note: This schedule is tentative. Some of the due dates may change as we get into the semester and establish a pace for the class. Also, additional specific reading assignments may be announced in class at each meeting. Thus, you should add/revise assignments as they are given. If you are absent, it is your responsibility to find out the assignment from someone in your seminar group for the next class. A = Alred’s Handbook of Technical Writing; M = Mycoskie, Start Something That Matters; eL = eLearning.

Week 1- Introduction to Professional, Technical, & Public Writing
Tuesday, January 5
In-Class: Introduction to Course; Navigate course website on eLearning; Defining Rhetoric; Definition of “Dream America”

Thursday, January 7
For Class: Read Satterwhite, “Stop! In the Name of Rhetoric”; (eL); and explore “Idealist Careers” at link provided (eL) for in-class writing assignment. Discussion of prompt for Short Project #1, Visual Text and Rhetorical Analysis Assignment.

Week 2-Presentations in Visual Rhetoric
Tuesday, January 12
For Class: Read Fox Edele, “Why Does Rhetoric Matter” 1-8 (eL) and visual models; bring visual text to class for presentation. Visual Text and One-Page Rhetorical Analysis due in the dropbox by 5:00 p.m. on Friday, January 15.

Thursday, January 14
For Class: Read “The One Piece of Advice You Need to Hear Again and Again” (eL); “Ethics in Writing,” “Audience,” “Persuasion” (A), and course syllabus for quiz; bring draft of Rhetorical Analysis to class for peer review.

Week 3-Creating Your Professional ID
Tuesday, January 19
For Class: Meet in Pace Library to set up ePortfolio frames. Read Miller “So You Like to Play with Bones?” (eL) and (A) “Writing for the Web.” Discussion of prompt for Project #2, Group Field Report.

Thursday, January 21
For Class: Read A: (selected topics); “Discourse Communities & Communities of Practice” (eL). Prepare for in-class rhetorical analysis of your professional languages.

Week 4-Your Professional Discourse Communities (First group meeting will be held this week.)
Tuesday, January 26
Class Online: Read A: “Reports”; “Process Explanation”; groups complete field trip activities. Multimodal project due for class presentation on Tuesday, February 9. Team report is due in dropbox by 11:30 p.m. on February 18.

Thursday, January 28
For Class: Read A: “Job Descriptions”; “Interviewing for a Job”; “Executive Summary”; read NYT CEO Interviews. Bring reports to class for presentation.

**Week 5-More Professional Communities of Practice** (Conferences will be held this week.)
Tuesday, February 2
For Class: Read A: “Inquiries and Responses.” Continue CEO interview reports. Bring laptop to draft CEO interview letter/email.

Thursday, February 4
For Class: Read A: “Presentations and Meetings”; “Collaborative Writing”; bring material to conferences at appointed time.

**Week 6- Team Multimedia Field Reports**
Tuesday, February 9
For Class: Read A: “Acknowledgement Letters”; “Notetaking”; team multimedia presentations for email response letters.

Thursday, February 11
For Class: Continue multimedia presentations.

**Week 7-Processes of Revision** (Midterms will be held this week.)
Tuesday, February 16
For Class: Meet in Pace Library for conferences; read A: “Content Management”

Thursday, February 18
Class Online: **Midterm Critical Reflection & Project #2 Report due in dropbox by 11:30 p.m. Friday night.**

**Week 8- “Start Something That Matters” & Civic Engagement in the Professions**
Tuesday, February 23
For Class: Read Mycoskie, pt. 1 (M). Discussion of Prompt for Project #3, Conference Poster.

Thursday, February 25
For Class: Read Mycoskie, pt. 2 (M); prep Q’s for analysis of argument.


**Week 9-More Civic Engagement** (Second Group Project will be held this week.)

Tuesday, March 1

Online Class: Read A: “Design and Visuals”; Mycoskie, pt. 3; create poster.

*Project #3 Conference Poster due for presentation and photo of poster in dropbox by classtime on Tuesday, March 8.*

Thursday, March 3

For Class: Meet in Pace Library for orientation in data and statistical sources; read A: “Research and Documentation.”

**Week 10-The Conference Poster**

Tuesday, March 8


Thursday, March 10

For Class: Continue conference poster presentations and follow-up letter.

**Week 11-Spring Break**

**Week 12-Project Advocacy: Writing Your Proposal**

Tuesday, March 22

For Class: Read Dyson, “The Public Obligation of Intellectuals” (eL); read (A) “Division and Classification” & “Comparison” in prep for Briski film, “Born into Brothels”; discussion of Prompt for Project #4

Thursday, March 24

For Class: Finish Briski film and analyze “Comparison” with Mycoskie, Dyson, Briski re: advocacy.

**Week 13- Plan & Prospectus for Proposal**

Tuesday, March 29

Online Class: Read (A) “Bibliographies” and “Proposals.” *Research prospectus and plan, with annotated bibliography, due in dropbox by 5:00 p.m. today.*

Thursday, March 31


**Week 14- Presentations of Proposals & PSA’s** (Final multimedia presentations will be held for the next two weeks. Draft candidacy documents.)

Tuesday, April 5

For Class: Multimedia presentations; read A: “Memo”
Thursday, April 7
For Class: Continue multimedia presentations; read A: “Reference Letter”; write responses on group Google Flash Report.

Week 15- More Presentations of Proposals

Tuesday, April 12
For Class: Continue multimedia presentations; read A: “Acceptance Letter”; write responses on group Google Flash Report. Project #4 Proposal and PSA final drafts are due in the dropbox by 5:00 p.m. on Friday, April 15.

Thursday, April 14
For Class: Continue multimedia presentations; write responses on group Google Flash Report.

Week 16- Finish ePortfolios; Evals (Final Critical Reflection is due this week.)

Tuesday, April 19
For Class: Meet in Pace Library; bring candidacy docs for ePortfolio; review (A) “Writing for the Web”; complete course evaluations.

Thursday, April 21
Class Online: Write final critical reflection, due in dropbox by 5:00 p.m. today. Include link to ePortfolio.

Related Course Material. Consult the Related Handouts (essay assignments, peer reviews, evaluation criteria, etc.) posted on eLearning.