ENC 2256: WRITING IN THE DISCIPLINES: SUMMER B

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

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CLASS MEETING DAYS/TIMES: MTWRF PERIOD 4 KEENE-FLINT 109
OFFICE HOURS: TBA   **OFFICE LOCATION:** TURLINGTON HALL 2215

ENC 2256: Communication course adjusted to specific professional discipline. Covers major elements of organizational communication with emphasis on composition of reports, proposals, letters and memos, manuals, and oral presentations.
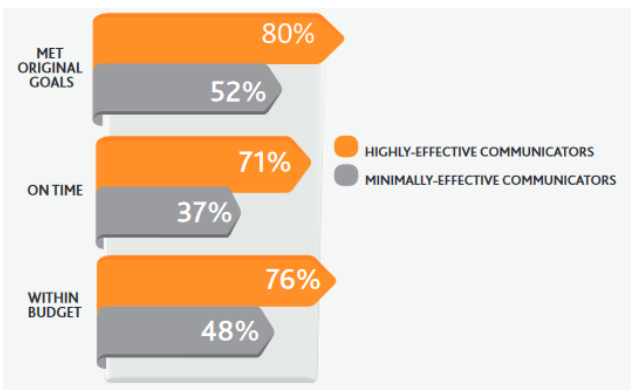
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COURSE DESCRIPTION

We are all members of communities – of places and spaces, institutions and organizations, with their own vocabularies and communication styles. Professional workplaces and academic disciplines are no different: each has its own types of texts, kinds of presentations, and communication conventions. To be a participating member, you must be able to "talk the talk."

The High Cost of Low Performance, pg. 3

In the workplace, professional communication manages workplace projects, stakeholder relationships, and individual contributions. Project management entails standardized texts such as memos and reports that carry similar expectations regardless of workplace. Other stakeholders, such as clients, project partners, and the public, have different needs for which the writer employs more creative forms with a keen eye toward document design. Individuals pitch their ideas via mixed media, including presentations and texts.

In academic fields, communicators maximize their impact by meeting discipline-specific expectations. They know how to convey technical information to various audiences with different goals and levels of expertise. They know how to organize information according to the genres in their fields, thereby contributing new knowledge.

ENC 2256 is designed to help students master a variety of communication strategies and genres of writing relevant to specific academic disciplines and contemporary workplaces. In doing so, the student builds professional literacy skills using modern technologies, such as AI/LLMs. The overarching goal of this class is to learn to respond in writing to complex rhetorical situations in the professional communities students will join. ***Therefore, this class requires that each student create material with regards to his/her/their major and/or career path.***

ENC 2256 STUDENT LEARNING OUTCOMES

Upon completing ENC 2256, students will be able to:

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.

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: COMPOSITION (C) AND UNIVERSITY WRITING REQUIREMENT (WR)

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 2256, 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). This course accomplishes the General Education objectives of the subject areas listed above. Courses intended to satisfy General Education requirements cannot be taken S-U.

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 writing assignments that specify a minimum number of words**. Please see "Assignment Values" below for that information.

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).

REQUIRED TEXTS AND TECHNOLOGIES

- **Required**: The Bedford Bookshelf, Bedford/St Martins (2023).
  - The Bedford Bookshelf is a digital product available through Canvas and also through the app.
  - The Bedford Bookshelf includes writing handbooks, technical guides, and discipline-specific handbooks.
- 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.

Materials and Supplies Fees: there are no material or supply fees in this class.

ENC 2256 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

Scaffolding Assignments: Prep Memos and Instructor Choice Activities
Writing professional-level documents requires project management. ENC 2256 includes two types of assignments to model effective project management: prep memos and Instructor Choice activities. For **prep memos**, students practice two key skills: writing appropriately formed memorandums (a common workplace activity) and communicating ideas, plans, and schedules for completing work. **Instructor choice activities** help students build the components of a project (the "Explore" and "Analyze/Activate" steps). Instructor choice activities may include reading quizzes, in-class activities, peer reviews, research assignments, and short writing assignments.

Continuous Learning Project (*starts Week 1, 4 entries over the semester*)
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 2256 employs self-directed learning. 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 using a communication platform such as Microsoft Sway.

Job Application Packet *(Cover Letter, Résumé – 1 week)*
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 *(3 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 for the required 6 sources for the paper.

Short Proposal

Research often leads to innovation. Given the work you did on the IA paper, what could improve or change in your field to lead to better outcomes? This short proposal takes as its starting point the final section of the IA paper, in which you speculated on the future of the topic

Sharing Knowledge Project *(1 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

Continuous Learning Project	(4 x 50 pts)	**200 pts**	**1600 words**
Job Application Documents		**100 pts**	**500 words**
Industry Analysis Paper		**150 pts**	**1200 words**
IA – Annotated Bibliography		**60 pts**	**600 words**
IA – Proposal		**75 pts**	**1000 words**
Knowledge Application Project		**100 pts**	**500 words**
Prep Memos (5 x 30 pts)		**150 pts**	**600 words**
Instructor's Choice (Activities	/Peer Review)	165 pts	N/A
TOTAL		**1000 pts**	**6000 words**

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+.

With regard to weather events such as hurricanes, minor assignments (homework and class activities) may be dropped from 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, students may rewrite **one major writing assignment** (the final versions of a project) of their choosing (the new grade will replace the previous one). Revisions must respond to all comments made by the instructor. Missing assignments may not be revised.

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. To confer 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 will be delivered during the course of the semester. These rubrics will be provided in UF's e-learning system.

The General Assessment rubric broadly indicates qualities/features of satisfactory and unsatisfactory work. Satisfactory work includes grades ranging from 74% - 100%.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	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	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas.

	adequate discussion with basic understanding of sources.	Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	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.
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 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.
MECHANICS	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.

COURSE POLICIES AND PROCEDURES

ATTENDANCE

Attendance is required. The policy of the University Writing Program is that if students accrue more than **six periods** of unexcused absences during the term, they will fail the entire course. Double periods count as two absences.

The UWP exempts from this policy **only** those absences that are considered excused by university standards. Students should discuss absences related to university-sponsored events with the instructor **prior** to the date that will be missed.

UWP 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.

- For absences due to quarantine or illness, your instructor may require a signed doctor's note.
- For extended absences due to illness or other circumstances, students should consult with U Matter We Care: http://umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE), Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261

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.

Campus classes: Students are expected to attend face-to-face classes in person. Instructors may grant permission to attend class via Zoom in certain circumstances. Attending class via Zoom is by **instructor permission only** and instructors have no obligation to grant such requests. 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.
- 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.
    o 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.

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.
    o **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.

- o 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

Students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Much of this class is discussion-based, so it is vital that we show respect for each other's views. Please demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Students are required to mute cell phones, laptops, and tablets during class. Ringing phones and text messaging is an unprofessional disruption, which may result in being asked to leave the classroom and being counted absent. Please let your instructor know about personal emergencies requiring phone contact.

Treat class time as an opportunity *not* to multi-task!

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.

DUE DATES AND MAKE-UP POLICY

Papers and drafts are due at the beginning of class or online at the assigned deadline. Failure of technology is not an excuse. Late papers will not be accepted except in cases of documented absences. 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:
1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at https://my-ufl.bluera.com

Guidance on how to provide constructive feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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. PDFs will be accepted **only** when document design or graphics is critical, such as for a resume or infographic. 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.

ACADEMIC HONESTY

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. *See the **UF Conduct Code website** for more information.* If you have any questions or concerns, please consult with the instructor or TAs in this class.

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**.

Each student's work will be tested for 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 quotation, citation, or attributive tags, and using work you have previously submitted without permission from the instructor.

Cheating is defined as using or attempting to use "unauthorized materials or resources in any academic activity for academic advantage or benefit". *Cheating includes use of "entities" to complete work.* "Entity" is defined in the Student Honor Code and Student Conduct Code (https://policy.ufl.edu/regulation/4-040/) in Section 2, "Definitions" as:

Entity	This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

Several items in "Cheating" refer to the use of Entities.

> 1. Using any materials or resources prepared by another person or **Entity** without the other person or Entity's express Consent or without proper attribution to the other person or Entity.
> 2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to a Student.

5. Collaborating with another person or **Entity**, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

6. Commissioning or seeking to commission another person or **Entity**, with or without compensation, to produce or complete academic work or to impersonate a student in any academic activity.

Instructors may choose if students can use an Entity for class assignments and if so, under what conditions. If you are not sure about the instructor's policy regarding the use of Entities for completing assignments, please ask *before submitting an assignment.*

If you commit academic dishonesty, the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

CAMPUS RESOURCES: 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.

CAMPUS RESOURCES: 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.

CAMPUS RESOURCES: HEALTH AND WELLNESS

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, 352-294-2273 (CARE)Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261
- 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
- Counseling and Wellness Center*:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center*:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department*:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center*:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services*:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

CAMPUS RESOURCES: ACADEMIC RESOURCES

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at 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: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *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.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Notes/Questions:

COURSE SCHEDULE

WEEK 1 (6/30 – 7/04) -- COURSE INTRODUCTION + CLP

Readings Week 1 (complete all readings by Wednesday)
- Reading: BB, *A Guide to Professional Writing*, Introduction + Thinking Like a Professional Writer, pg 1-5
- Reading: Continuous Learning
- Reading: BB: *Writing that Works*, Chapter 7, Writing Emails, Memos, and Letters, pp. 242 - 263

Monday - Tuesday

- Introduction to class
- "Introducing my Profession" Memo
- Begin work on Canvas Bio

Wednesday

- Professional Correspondence: Writing Memos
- Canvas Bio **DUE**
- Introduction to CLP Project

Thursday

- "Introducing my Profession" Memo DUE
- Finding CLP Sources
- In class: CLP Prep Memo
- CLP Prep Memo DUE

Friday -- Holiday

Saturday – Sunday
- Read over Job Application Project Page, especially finding an internship or appropriate position

WEEK 2 (7/07 – 7/11) – JOB APPLICATION PROJECT

Readings Week 2 (complete all readings by Wednesday)
- Reading: BB: *Writing that Works*, Chapter 14 Finding the Right Job, pp. 492 - 542

Monday

- The Job App Project
- Finding Internships

Tuesday

- Writing Resumes
- In class: work on Job App prep Memo

Wednesday

- Prep Memo DUE
- Writing Cover Letters

Thursday

- Writing CLP Entries

Friday

- CLP Post 1 DUE
- Peer Review/Share CLP
- Peer Review Job App Materials

Saturday – Sunday
- Work on resume and cover letter

WEEK 3 (7/14 – 7/18) – INDUSTRY ANALYSIS PROJECT

Readings (complete all readings by Wednesday)
- Bedford Bookshelf, WAC/WID section – **choose your major/field**, read the Introduction + "how to think like", usually pp. 1-6 (up to pp 8 in a couple of the guides)
- BB: *Writing that Works*, Chapter 4 Conducting Research, pp. 103 - 148

Monday -- Holiday
Tuesday

- Job Application Portfolio DUE
- The Industry Analysis Project
    - Project Options
- Library Work: Academic sources and High Quality Trade sources

Wednesday

- Synthesizing Sources
- The Annotated Bibliography Assignment

Thursday

- In-class: IA Prep Memo

Friday

- IA Prep memo DUE
- CLP Entry 2 DUE

Saturday – Sunday
- Keep working on Annotated Bibliography

WEEK 4 (7/21 – 7/25) – INDUSTRY ANALYSIS PROJECT

Readings (complete all readings by Wednesday)
- BB: *Writing that Works*, Chapter 5, Designing Text and Visuals, pp 153 – 200
- BB: *In Conversation*, Chapter 23, section 2 "Create Maps and Outlines" pp 208-214

Monday
- Synthesizing Sources DUE
- Organizing the IA Paper

Tuesday
- IA Annotated Bibliography DUE
- In-class: mapping AB to IA

Wednesday
- Images and Graphics for IA paper

Thursday
- In-class writing: Work on CLP Entry 3 or IA Paper

Friday

- CLP Entry 3 DUE
- Peer Review IA Paper (may be a combo of draft plus outline)

Saturday – Sunday
- Work on IA Paper

WEEK 5 (7/28 – 8/01) – INDUSTRY ANALYSIS PROJECT: PROPOSING SOLUTIONS

Reading (complete reading by MONDAY)
- BB: *Writing that Works*, Chapter 12 Writing Proposals, pp 403 - 414

Monday
- IA paper DUE
- The Short Proposal

Tuesday

- In-class: Short Proposal Prep Memo

Wednesday

- Short Proposal Prep Memo **DUE**
- Begin working on CLP Entry 4

Thursday

- In-class: Work on Short Proposal and CLP Entry 4

Friday

- CLP Entry 4 DUE
- Short Proposal DUE

Saturday – Sunday
- Read over Sharing Knowledge Project Page

WEEK 6 (8/04 – 8/08) -- SHARING KNOWLEDGE PROJECT

- Reading: The Importance of Sharing your Knowledge with Others

Monday

- The Sharing Knowledge Project
- Begin Prep Memo

Tuesday

- In-class: outline/map Sharing Knowledge content
- Sharing Knowledge Prep memo DUE

Wednesday
- In-class: Work on Sharing Knowledge content

Thursday
- The Big Share **DUE**

Friday

- Class Evaluations
- Revision **DUE**

READINGS ENC 2256 ONLINE SUMMER A

Titles from The Bedford Bookshelf

Bernhardt, S. A., & Sommers, N. (2020). A Guide to Professional Writing with 2020 APA Update. Macmillan Higher Education. https://bookshelf.vitalsource.com/books/9781319370336

Oliu, W. E., Brusaw, C. T., & Alred, G. J. (2021). Writing That Works: Communicating Effectively on the Job with 2020 APA and 2021 MLA Updates (13th ed.). Macmillan Higher Education. https://bookshelf.vitalsource.com/books/9781319459673

Miller, R. E., & Jurecic, A. (2023). Habits of the Creative Mind (3rd ed.). Macmillan Higher Education. https://bookshelf.vitalsource.com/books/9781319511333

Ball, C. E., Sheppard, J., & Arola, K. L. (2021). Writer/Designer: A Guide to Making Multimodal Projects (3rd ed.).

Macmillan Higher Education. https://bookshelf.vitalsource.com/books/9781319415815

Palmquist, M., & Wallraff, B. (2022). In Conversation with Exercises (3rd ed.). Macmillan Higher Education. https://bookshelf.vitalsource.com/books/9781319412463