



ENC 2210.015:
Technical Writing for Allied Health Sciences
CRN: 20131; 3 Credit Hours

COURSE SYLLABUS

Semester: Spring 2022
Class Meeting Days: T, R
Class Meeting Time: 12:30– 1:45 pm
Class Meeting Location: CPR 462
Instructor: Justiss Burry (he/him/his)
Office Location: CPR 317
Office Hours: T/R 11:00am-12:00pm
Office Phone: 813-974-3224
Email: Jburry@usf.edu

Welcome

Hello Everyone! You may be wondering what this course is about, and that's a valid question. While the course material on Canvas will make course content, I wanted to take some time to explain to you how this course will help you in your future career endeavors. According to the National Association of Colleges and Employers, [career readiness requires competencies](#) that help students move successfully into the workplace. This course will directly impact and help with competencies such as critical thinking/problem solving, demonstrating, and articulating successful communicative ideas and thoughts, strengthening your leadership skills, developing your work ethic, and learning to learn from differences and intercultural situations.

University Course Description

This course is located within the [Professional and Technical Communication \(PTC\) program](#) and the purpose of this program is to help students prepare for the type of writing they will do in the workplace and in their lives. The emphasis on practical application is achieved through problem-based scenarios that allow students the opportunities to work through complex communication problems in the safe environment of the classroom. The course of this purpose is to facilitate student learning through the following objectives:

- Investigate rhetorical principles of discourse and technical written communication
- Analyze rhetorical situational purposes, audiences, and these design choices
- Promote critical thinking and exploration of ethical documents and the work they do

From the Course Catalogue:

3246: This is a 3-credit hour course and it has no prerequisites. It's offered through the Department of English in the School of Humanities, College of Arts and Sciences. The course meeting time(s) and location are listed above.

This is a 6ACT Communications course (formerly, Gordon Rule). Students in this course will engage in writing as a “process,” which means employing strategies such as pre-writing, co-authoring, document design, peer feedback, revising, and editing. Students will learn how to develop ideas and texts that follow academic/disciplinary conventions for different contexts, audiences, and purposes. An integral part of writing instruction is the opportunity to revise documents in response to feedback, so students will be required to revise at least some course writing assignments (including one major assignment) after receiving feedback from the instructor. At a minimum, students will write 4500 words for this course. Students must achieve a proficiency level of at least C- in the course in order to receive Gordon Rule Communication credit.

Course Requirements

This is primarily a writing class, but students are also expected to read carefully, engage in meaningful discussions, complete exercises, and conduct research for major projects. There will be both individual and collaborative work throughout this class. Students will complete four major writing projects (that include several deliverables each), complete reading and homework assigned, participate in activities online, and conduct regular document review.

Course Format

This course will rely heavily on class discussions and activities completed both in class and online and will typically be formatted by some lecture notes followed by exercises (individual and groups) that ask for application of course material. This is a face-to-face course, so the expectation is that students will attend class as we all have to be here. I prefer face-to-face pedagogical strategies when teaching as most of the time our material and class discussions result in us learning about practical lessons in the workplace environment.

Student Learning Outcomes

- Analyze and write in a specific context defined by purpose and audience
 - Analyze professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication, and public discourse.
- Learn effective document design
 - Learn to argue with visual data, understanding and implementing various principles of format, layout, and design of documents that meet multiple user/reader needs.
- Write within a genre
 - Learn and practice writing in various genres of professional and technical discourse like the memo, letter, technical reports, proposals, and descriptions, etc.
- Develop your writing process, style, and editing techniques
 - Develop and understand various strategies for planning, researching, drafting, and revising documents. Develop a clear, concise, and functional writing style. Develop techniques to become an effective critic and editor.
- Practice Collaboration
 - Learn and apply strategies for successful collaboration, such as working and communicating on-line with colleagues, setting and achieving project goals, and responding constructively to peers' work.

Course Goals

Students completing this course will develop the following skills and abilities:

- Rhetorical strategies for writing in the workplace
- Genres and conventions of technical and professional communication
- Collaborative writing and project management
- Document design and writing technologies
- Ethics, accessibility, and inclusion in the workplace

Required Texts and/or Readings and Course Materials

The following text is required for the course and should be purchased by the second week of the course: *A Rhetorical Approach to Workplace Writing (RAWWr)*. Available for \$32.00 via USF Writes at <https://usfwrite.usf.edu/>. Other materials will be provided if needed.

How to Succeed in this Course

Come to class and do the work. I greatly value effort and the work that you put into this course as I appreciate students who consider my job responsibilities and engage with the course materials. I do not expect every student to love the course material, but I do expect every student to try. If you are having difficulty in the course, please come to me and ask for help. I am here to help you!

Academic Continuity

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic or hurricane season. We will continue to meet online should the university prohibit meeting face-to-face. All our meetings will be online via MS Teams and the link will be posted in the announcements portion of the class. All students will be required to attend these online class sessions.

Email Expectations

Make sure that you utilize your USF email to send me communications. Remember that these are public record. Note that I tend to email back fairly quickly, but please allow me time to respond should I not be around a computer/I'm playing Archero/Toon Blast on my phone. Also, please make sure to employ professional language and tone in your emails to me, or you will receive an email that asks you to reorient your email and/or tone as a learning moment. Here's an example of a good email that a previous student sent to me (don't indent):

Good Afternoon Professor Burry,

This is the photo of the practice plan from my flip grid video since it wouldn't focus. I had such a hard time trying to finish it... just my luck. It took three laptops and about 8 attempts, but I did my best and the working video is now posted. Thank you for your help... again!

Best regards,

Student Student

Classroom Etiquette

Fostering a conducive and positive learning environment is the responsibility of every participant in this classroom and is especially important during current politicized times with politics, masks, vaccine

hesitantly, etc. In fact, one tenet of this fostering is the expectation that everyone treats one another with respect. You may disagree with others' opinions/comments in this class (including in person and/or online), and that's ok...an important learning crux for academics is disagreeing and navigating others' ideas. *It is the way people express their disagreement that matters.* Be aware of your tone, language, and body language when disagreeing, and remember to keep it appropriate for the classroom which includes online discussion spaces. Also, you must avoid crude, disrespectful comments, and/or jokes that may disrupt the positive learning environment. Some of these comments may be but are not limited to: making jokes and/or comments about one's race, sex (see Title IX regulations), religion, sexual orientation, age, or personal history. Failure to foster and maintain this respectful environment may result in a severe detriment to one's grade. If problems should arise, or if this paragraph is unclear, please see me during my office hours to discuss.

Grading Scale

Final Points Grade and Equivalent Letter	
97 – 100	A+
94 – 96.9	A
90 – 93.9	A-
87 – 89.9	B+
84 – 86.9	B
80 – 83.9	B-
77 – 79.9	C+
74 – 76.9	C
70 – 73.9	C-
67 – 69.9	D+
64 – 66.9	D
60 – 63.9	D-
0 – 59.9	F

Grade Categories and Weights

Assessment	Percent of Final Grade
Project 1 (Document Series) This project asks students to consider how letters, memos, and emails function rhetorically in various scenarios.	15%
Project 2 (Information Design) This project requires students to integrate prose and visuals in a technical report to a selected audience.	20%
Project 3 (Research Summary) This project encourages students to examine research in PTC and create their own report using similar data collection and analysis strategies.	20%
Project 4 (Collaborative Report)	35%

Lastly, this project synthesizes concepts from the course in a formalized group project (of their choosing) to demonstrate workplace writing and PTC research and delivery methods.	
Exercises Exercises are the weekly work assignments (process work) that are scaffolded throughout the term leading up to the major writing assignments listed above.	10%

Critical Assignments

The critical assignments relate to and measure the Student Learning Outcomes. The major writing assignments are listed above with brief descriptions and their respective grade weights. Peer review is a required component in this course as well, and all students are expected to participate in peer review work associated in and out of this course. Participation is deliberately built into online and in-person modules that students are required to complete. There are weekly assignments whose completion is mandatory by students to facilitate their work within the course.

Diversity Statement

This course is an inclusive classroom space. We are committed to a learning atmosphere that acknowledge and appreciate the diverse students at USF and their views on race, ethnicity, ability, gender, religion, and socio-economic status. In this class you will have the opportunity to express and experience that cultural diversity through the varied voices of your classmates as it relates to the content of the course. The diversity that students bring to this class will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs.

For me, diversity is actively championing and campaigning for the rights of those that have been disenfranchised. Activism without action is just another “ism” that people employ to make themselves feel like they are helping and contributing to another cause. For this reason, my ontological approach to diversity is to *do* something that engages students in work that isn’t myopic. As such, this course is an inclusive classroom space. We, as a community of students, are committed to a learning atmosphere that acknowledge and appreciate the diverse students at USF and their views on race, ethnicity, ability, gender, religion, and socio-economic status. In this class you will have the opportunity to express and experience that cultural diversity through the varied voices of your classmates as it relates to the content of the course. The diversity that students bring to this class will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs.

Tardiness

If you are consistently late to the course (more than 5 minutes), that's rude. Just don't do it all the time? I will respect your time too.

Feedback Expectations

Please allow me up to two weeks to grade your work as I am also busy getting ready to hopefully defend my dissertation prospectus sometime in early February.

Other Expectations

I am a human. It's strange to really understand, perhaps, but I am. As John Dryden, a famous poet noted, "To err is human / to forgive divine." In other, non-fancy academic speak, respect me and my time and I promise to do the same for you! I consider myself a facilitator of learning and our classroom is our thinking space. Trust, I'm not here to flex about my knowledge etc., but I know a few things; y'all do too, so let's all learn together.

Course Schedule/Student Work Syllabus

A digital version of this schedule can be found [by clicking this link](#). Use this chart to keep up with assignments and homework both online and in class. Keep in mind that this chart is here to help you but may change throughout the semester, so keep returning for updates. Remember that all readings are located in Canvas and your textbook for the course is located in usfwrite.usf.edu.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Student Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

Statement on Academic Freedom

The University of South Florida affirms the Principles of Academic Freedom and Responsibility, and the College of Arts and Sciences has as its mission to advance knowledge in ways that prepare us to address complex social and scientific problems and enhance the quality of life for people and communities. These principles are rooted in a conception of the University as a community of scholars united in the pursuit of knowledge and wisdom in an atmosphere of inclusivity, engagement with diverse ideas, and dialogue.

The College of Arts & Sciences respects and supports the professional judgment of all faculty in their right to select topics for teaching and research, including issues related to race, gender, class, disability, and sexuality, among others. This implies the understanding that while material reflecting diverse perspectives may at times make some people feel uncomfortable, this is part of a rigorous education that provides the tools necessary for responsible and engaged citizenship in the twenty-first century.

Course Policies: Grades

Late Work Policy

Except for extenuating circumstances, late work is not accepted.

Extra Credit Policy

There may be extra credit offered throughout the term, but this is not a guarantee. These opportunities are offered in class and must adhere to the specifics of the extra credit. Attending every class period greatly increases your chance of gaining extra credit.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether the student is in residence, and/or graduation, whichever comes first.

Essay Commentary Policy

Commentary on essays will be delivered in written format, on the rubric in USF Writes and throughout the document itself. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech.

Group Work Policy

Our final project for this course is a group project with a significant weight (40%). Everyone must take part in this group project and learn collaboration strategies from myself and each other. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, it will be up to the class to average individual scores as well and we will discuss the difference and approaches in class as we get closer to starting Project 4.

Final Examinations Policy

All final exams are to be scheduled in accordance with the University's final examination policy, and this class doesn't have a final exam.

Course Policies: Technology and Media

Canvas

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

WhatsApp, GroupMe, and Student-to-Student Communication

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

Technology Policy

It is 2022, so I do not mind electronics in the classroom. However, if I notice that your work is not getting done in class, or if you are not participating in class discussion and/or peer groups, your participation grade may be negatively affected. In short, I encourage use of technology in the classroom, but remember that Facebook and the like are ancillary to learning in the classroom, especially with the limited time we will all have together. This policy is conditional and subject to change at any time during the term if technology use distracts from learning.

Course Policies: Student Expectations

Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.

Professionalism Policy

Per university policy and classroom etiquette, mobile phones, iPods, etc. **must be silenced** during all classroom meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the

use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates.

Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Important Dates to Remember

The following is a list of important dates. Note that assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the [Academic Calendar](#) at <http://www.usf.edu/registrar/calendars/>

Drop/Add Deadline:	Fri, Jan 14, 2022
Dr. Martin Luther King, Jr:	Mon, Jan 17, 2022
Mid-term Grading Opens:	Mon, Feb 21, 2022
Mid-term Grading Closes	Tues, Mar 8, 2022
Spring Break:	Mon Mar 14 – 18, 2022
Withdrawal Deadline:	Sat, Mar 26, 2022
Final Examination Week:	Sat, Apr 30 – Thurs, May 5, 2022