



**Syllabus for PADM 590: Professional Writing for Public & Health Administration:
From Memos to Proposals (3 Credit Hours)**

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| Instructor | Stephanie Larson, MA |
| Class Day & Time | Tuesdays, 7:00-9:30pm |
| Class Location | Dane Smith Hall 134 |
| Office Hours | By Appointment |
| Email | StLarson@UNM.edu |
| Skype | Stephanie.a.larson2 |
| Phone | (619)760-3762 [Please no texts after 9pm] |

About Your Instructor

Name: Stephanie Larson (Pronounced: Stef-a-nee; Lar-son)

What to call me: Stephanie or, if you don't feel comfortable using my first name, then Ms. Larson is fine

Preferred Pronouns: She/Her/Hers

Course Description:

This course will elevate students' writing abilities and prepare them for the range of professional writing tasks they will be expected to conduct as public or health administrators. Students will assess their own writing strengths and weaknesses and identify resources to improve their composition skills. Students will explore and compose in the most common genres of professional writing. As they write, students will gain experience with revision and peer review. By the end of the semester students will submit a complete writing portfolio consisting of descriptions of the most common genres of professional writing, sample writing pieces, and resources.

Course Objectives and Student Learning Outcomes:

Competencies addressed: Communication Skills--Students will develop the professional writing skills expected from public & health administrators.

Upon completion of this course, the student will be able to:

- Locate and evaluate the information from a variety of peer-reviewed publications.
- Become familiar with correct writing and referencing styles.
- Demonstrate understanding of different types of professional writing.
- Apply knowledge of different types of professional writing by composing different professional writing projects and revising with feedback.

- Understand how to work in small discussion groups to maximize product development while minimizing time.

Access and Accommodations

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at UNM, so please let me know if anything is preventing you from doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 (voice) or arcsrvs@unm.edu (email) for additional information.

Textbooks and Supplies:

All readings will be available on our course UNM Learn site

For additional reference you may want to purchase:

Swain, J. & K.D. Swain. *Effective Writing in the Public Sector*. Routledge, 2014 (Suggested)

Plagiarism

Plagiarism is the use of an original idea, data, or information that is not common knowledge without properly attributing said content to its original source through a reference and citation. It is also possible to plagiarize yourself if you reprint material you have previously written without letting your reader know the material is not new.

Plagiarism does not depend on intent. Many cases of plagiarism are unintentional and due to sloppy notetaking, citations, or poor understanding of the boundaries of plagiarism. In this class students will learn about plagiarism and how to avoid it through careful notetaking and familiarity with the American Psychological Association (APA) citation style.

Please note that I have a zero-tolerance policy for plagiarism. If you turn in work that is not your own without attribution to the originator, you will receive an F on the assignment and possibly face disciplinary action from the department. Please be proactive and reach out if you have any questions about whether you might be committing plagiarism. There is no penalty for being proactive and consulting me. I'm always happy to help!

Class Ground Rules

Writing and peer review can be a vulnerable activity. Many students often come to class with previous negative experiences with writing instruction, which can make the process of composition all the more raw. I have designed this class to give students space to be creative and make mistakes. All members of this class, myself included, are expected to make the writing and peer review process a safe and productive environment. Feedback should be

constructive. Any instance of a student degrading their peer's work will result in a one-on-one meeting with the instructor. Hate speech, harassment, or any other actions that create an unsafe or hostile classroom environment will result in immediate dismissal from the classroom, and disciplinary action.

*****A Note About Writing and Privacy In this Class******

Peer review is a key element of writing pedagogy and praxis. During almost every class meeting you will engage in peer review. Because this course is focused on professional writing, I may ask you to source or compose documents you may encounter through your job. I understand some of these documents may contain sensitive information. Prior to submitting *any* document for this course (whether for instructor or peer review) please anonymize or scrub any sensitive information. While, as a rule, all documents and discussion are not to leave class, you should take all precaution with sensitive information that may appear in your writing.

Assignment Breakdown

| Assignment Type | Percentage |
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| Presentation | 20% |
| In-Class Writing and Participation | 15% |
| Portfolio | 50% |
| Peer Review | 15% |

Assignment Descriptions

Presentation: 15%

- The best way to crystalize learning is by teaching. In this assignment, students will choose and become an expert on one genre from our class list posted on BlackBoard Learn. This assignment involves sharing a reading related to your genre, presenting on your genre, and leading a class activity. Because this assignment has multiple components, I have outlined a presentation timeline below:
 - One week before your presentation: Submit, through BlackBoard, one class reading related to your chosen genre
 - 48 hours before your presentation: Submit, through BlackBoard, your slidedeck or lesson plan (if you will not be using a visual aid)
 - Day of presentation: Spend 10 to 15 minutes introducing the class to your chosen genre. Close by leading a short class writing exercise to reinforce your lesson
- I am happy to consult and provide resources if you have any questions about your chosen genre. Students will submit a lesson plan to BlackBoard that also includes the writing exercise 48 hours prior to the presentation.
 - **Grading Criteria:** Letter Grade (see rubric on the following page)

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| A | Student has submitted all components of the assignment on time. Student's presentation evidences thought and preparation. The genre is well-defined and audience members could easily compose in said genre after attending the presentation. The in-class writing exercise thoughtfully reinforces the lessons presented on the genre at hand. Instructions are clear, the assignment is relevant, the presenter actively engages and leads their peers in the activity and post-activity discussion. |
| C | Student may have turned in some element of the presentation late (or not at all). The student may appear unprepared to present. The student's presentation may demonstrate a lack of research and understanding regarding the genre at hand. The student's in-class assignment may be disorganized. It may be difficult to link the lessons learned in the genre with the outcomes of the in-class assignment. The presenter may fail to engage peers during and after the in-class writing |
| F | Student not turned in one or more elements of the assignment. |

In-Class Writing and Participation: 15%

- Writing can only improve through practice. During class meetings students will be expected to actively engage with the instructor and peers through written and oral communication. Assignments may include class discussion, group writing projects, rubric development, and reflective exercises. I will neither collect these assignments nor will I grade them. Instead, students will be marked complete or incomplete each class meeting. The goal of in-class writing and participation is to encourage students to use these exercises as space to be creative and experiment in their writing.
 - **Grading Criteria:** Holistic Letter Grade. I will consider each student's participation and engagement throughout the semester in conjunction with group evaluations and assign a letter grade accordingly.

Peer Review: 15%

- Peer feedback is invaluable. Whether you are soliciting advice from an expert in the field or a colleague's review of an email before you hit send, getting at least one other person to read one's work can produce stronger, more polished and professional writing. Throughout the semester students will learn how to provide constructive peer review. Students will then apply their new knowledge to peer review exercises to their colleagues' writing.

- **Grading Criteria:** Holistic Letter Grade. I will consider each student's peer review performance throughout the semester and assign a letter grade accordingly (see rubric below):

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| A | Student has consistently provided thoughtful, constructive peer review |
| B | Student demonstrates the ability to provide thoughtful, constructive peer review, but has failed to turn in every peer review assignment |
| C | Student demonstrates the ability to proofread for basic mechanical and grammatical errors, but does not evidence higher order editing for the rhetorical situation (i.e. content) |
| F | Student is needlessly cruel and hypercritical in their peer review. Their feedback creates a hostile writing environment |

Portfolio: 50% Due Wednesday, December 11, 2019

- The portfolio is the culmination of the student's development as a writer throughout the semester. The goal of the portfolio is to give students a source they can reference in their professional lives when they encounter writing situations. The portfolio will consist of the following:
 - A cover letter of no more than 500 words in which the student explains how they improved their writing over the semester, what they learned, and next steps for a lifelong practice of professional writing. The student's answers to these questions should draw on evidence from their writing throughout the semester.
 - Five **polished** pieces of writing selected from the genres covered in class.
 - A short (no more than 300 words) introduction for each piece of writing in which the student explains the genre, rhetorical situation, and two resources (cited in APA format) for writing in said genre.
 - **Grading Criteria:** Letter grade (see rubric below)

| | Portfolio Letter | Writing Samples | Genre Introductions |
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| A | Polished, thoughtful, and answers the following questions: how has the student improved their writing? What has the student learned? Next steps for a lifelong practice of professional writing? Student supports their answer with evidence drawn from writing | Five pieces from five different genres covered in class The five pieces evidence the student's understanding of each genre Each piece is polished and free of | Five short introduction that demonstrate the student's understanding of each genre of writing The student explains the genre, rhetorical situation, and provides two resources (cited in APA format) for writing in said genre |

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| | they completed throughout the semester The letter does not exceed 500 words | content, mechanical, and grammatical errors | Each introduction does not exceed 300 words |
| B | Although the letter may have minor mechanical or grammatical errors, it still answers the core questions of the assignment The student draws on evidence to support their claims, but the evidence is weak or poorly placed The letter does not exceed 500 words | The five writing pieces may contain small content, mechanical, or grammatical issues The five pieces evidence the student's understanding of each genre | The introductions, overall, demonstrate the student's understanding of each genre, but may contain minor grammatical, content, or mechanical errors The student explains the genre, rhetorical situation, and provides two resources for writing in said genre although this section may contain small errors Each introduction does not exceed 300 words |
| C | The letter contains major mechanical or mechanical errors The student does not adequately answer the questions The letter exceeds 500 words | All five writing pieces are present, but contain major content, mechanical, or grammatical issues The students shows an overall understanding of each genre, but could improve and refine the details of their knowledge | The introductions show the student has an overall grasp of each genre, but the student could improve and refine and the details of their understanding Each introduction exceeds 300 words |
| F | The student has failed to turn in one or more elements of the portfolio | | |

Class Schedule

The Schedule of Activities is subject to change. Please check your email and BlackBoard Learn for any updates.

Weeks 1-5: The Writer's Toolbox

| Week | Date | Lesson | Due |
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| One | Jan. 21 | <i>Introductions and Class Goals</i> | Nothing |
| Two | Jan. 28 | <i>Genre, The Rhetorical Situation, and Notetaking</i> | <p>Assignments:</p> <ul style="list-style-type: none"> • 11:59pm Jan. 27 Rhetorical Situation Example (BB) • 11:59pm Jan. 28 Genre Presentation Sign-Up (BB) <p>Readings:</p> <ul style="list-style-type: none"> • The Rhetorical Situation by Bitzer • The Rhetorical Situation by Jory • Genre by Writing Commons • "Write that Down" by Lewis |
| Three | Feb. 4 | <i>Style, Mechanics, and Grammar</i> | <p>Assignment:</p> <ul style="list-style-type: none"> • 11:59pm Feb. 3 Example of Good Writing (BB) <p>Readings:</p> <ul style="list-style-type: none"> • An Approach to Style (With a List of Reminders) by William Strunk, Jr. & E.B. White p. 61-74 (read section V in full, skim the rest of the book) • Active Voice and "Be" Verbs by University of Louisville Writing Center • Active and Passive Voice by University of Louisville Writing Center • Articles by University of Louisville Writing Center • Modifiers by University of Louisville Writing Center • Parallelism by University of Louisville Writing Center • Prepositions by University of Louisville Writing Center • Semicolons by University of Louisville Writing Center |

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| | | | <ul style="list-style-type: none"> • That, Which, and Who by University of Louisville Writing Center • Making a Case for Rhetorical Grammar by L.R. Micciche |
| Four | Feb. 11 | <i>APA Formatting & Writing Ethics</i> | <p>Assignment:</p> <ul style="list-style-type: none"> • 11:59pm Feb 10 APA Question Submission • By start of class: Download and set up your Zotero account (https://libguides.unm.edu/Zotero) <p>Readings:</p> <ul style="list-style-type: none"> • Ethics in Technical Writing by Annemarie Hamlin, Chris Rubio, & Michele DeSilva • American Society for Public Administration Code of Ethics • American College of Health Executives Code of Ethics • Purdue Online Writing Lab (OWL) APA Guidelines (explore the website, become familiar with the information offered regarding APA style and citations) |
| Five | Feb. 18 | <i>Polishing, Proofreading, and Accessible Writing</i> | <p>Assignment:</p> <ul style="list-style-type: none"> • By start of class: Download and set up your Zotero account (https://libguides.unm.edu/Zotero) <p>Readings:</p> <ul style="list-style-type: none"> • Shitty First Drafts by Anne Lamott • Public Law 111-274 (the Plain Writing Act of 2010) • Federal Plain Language Guidelines (Skim only) • Plain Language Principles by the Food and Drug Administration • Guidelines for Writing about People with Disabilities by the ADA National Network |

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| | | | <ul style="list-style-type: none"> • How to Make your Presentation Accessible to All by the Web Accessibility Initiative • Tips for Getting Started Writing for Web Accessibility by the Web Accessibility Initiative |
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Weeks 6-16: Genres of Public Administration

| Week | Date | Lesson | Due |
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| Six | Feb. 25 | <i>Writing for the Record: Memos, Letters, and Emails</i> | Assignments: <ul style="list-style-type: none"> • 11:59pm Feb. 24 Proofreading Annotation Readings: Check BB |
| Seven | Mar. 3 | <i>Writing for the Public I: Media Releases, Social Media, and Public Service Announcements</i> | Assignments: <ul style="list-style-type: none"> • 11:59pm Mar. 2 Group Rubric • 6:59pm Mar. 3 Memo, Letter, or Email Draft Readings: Check BB |
| Eight | Mar. 10 | <i>Writing for the Public II: Op-Eds, Newsletters, Blogs, and Videos</i> | Assignments: <ul style="list-style-type: none"> • 11:59pm Mar. 9 Sign-Up For One-On-One Meeting • 11:59pm Mar. 9 Group Rubric • 6:59pm Mar. 10 Media Release, Social Media Post, or PSA Draft Readings: Check BB |
| Nine | Mar. 17 | No Class; Enjoy Spring Break | |

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| Ten | Mar. 24 | <i>Mid-Semester One-On-One Check-In</i> | <p>Assignment:</p> <ul style="list-style-type: none"> Review One-On-One Conversation Questions <p>Readings:</p> <ul style="list-style-type: none"> None |
| Eleven | Mar. 31 | <i>Writing for Academia Part I: Research, Evaluating Sources, and Literature Reviews</i> | <p>Assignments:</p> <ul style="list-style-type: none"> 6:59pm Mar. 31 Op-Ed <p>Readings:</p> <ul style="list-style-type: none"> Check BB |
| Twelve | Apr. 7 | <i>Writing for Academia Part II: Abstracts, Conference Presentations, Journal Articles, and Capstones/Theses</i> | <p>Assignments:</p> <ul style="list-style-type: none"> 11:59pm Apr. 6 Group Rubric 6:59pm Apr. 7 Lit Review <p>Readings:</p> <ul style="list-style-type: none"> Check BB |
| Thirteen | Apr. 14 | <i>Writing for Money: Funding Proposals, Budget Justifications, and Reports</i> | <p>Assignments:</p> <ul style="list-style-type: none"> 11:59pm Apr. 13 Group Rubric 6:59pm Apr. 14 Abstract, Conference Presentation, Journal Article, or Capstone/Thesis <p>Readings:</p> <ul style="list-style-type: none"> Check BB |
| Fourteen | Apr. 21 | <i>Writing for Career Advancement: Cover Letters, Resumes, and CVs</i> | <p>Assignments:</p> <ul style="list-style-type: none"> 11:59pm Apr. 20 Group Rubric Before Class Apr. Funding Proposal Research or Funding Proposal |

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| | | | (if already working on one) Readings: Check BB |
| Fifteen | Apr. 28 | <i>Student-Chosen Genres and End-Of-Semester Peer Review Workshop</i> | Assignments: <ul style="list-style-type: none"> • 11:59pm Apr. 22 Genre Suggestion Survey • 6:59pm Apr. 28 Cover Letter, Resume, or CV • 6:59pm Apr. 28 Any Other Documents You Want Peer Reviewed Readings: None |
| Sixteen | May 5 | <i>Portfolio Presentations</i> | Assignments: <ul style="list-style-type: none"> • 11:59pm May 4 visual aid Readings: None |

Finals Week (No Class):

Portfolio Due Friday, May 15 at 11:59pm