



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

Instructor	Stephanie Larson, MA
Class Day and Time	Wednesdays, 4:00-6:30pm
Class Location	DSH 132
Office Hours	Wednesdays 6:30pm-7:30pm or by appointment
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**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. Then 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:**

Swain, J. & K.D. Swain. *Effective Writing in the Public Sector*. Routledge, 2014 (Required). Additional readings will be available on our course UNM Learn site.

### **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 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 make others feel uncomfortable or unsafe will result in immediate dismissal from the classroom, and disciplinary action.

## Assignment Breakdown

Assignment Type	Percentage
Presentation	15%
In-Class Writing	10%
Portfolio Check-Ins	10%
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. Starting in the fifth week of classes, the student will spend ten to fifteen minutes introducing the class to their genre's rhetorical situation and leading a short writing exercise. I am happy to consult and provide resources if you have any questions about your chosen genre. Students will submit a lesson plan that also includes the writing exercise 48 prior to the presentation.
  - **Grading Criteria:** Complete/Incomplete

### In-Class Writing: 10%

- Writing can only improve through practice. Each class period students will complete a writing exercise. These exercises will include reflections, revisions, and practice composing in the genre at hand. While I will collect these assignments and sometimes provide feedback, I will not assign letter grades. I want students to use these exercises as space to be creative and experiment in their writing.
  - **Grading Criteria:** Complete/Incomplete

### Portfolio Check-Ins: 10%

- Throughout the semester I will conduct five portfolio checks worth two points each. During the check you will submit a polished draft of one of your five writing pieces and a draft of your introductory text. The goal of portfolio check-ins is to encourage you to get an early start on your final project. The portfolio check-in is due the class meeting after the genre in which you are writing has been introduced.
  - **Grading Criteria:** Complete/Incomplete

### 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 on the following page):

<b>A</b>	Student has consistently provided thoughtful, constructive peer review
<b>B</b>	Student demonstrates the ability to provide thoughtful, constructive peer review, but has failed to turn in every peer review assignment
<b>C</b>	Student demonstrates the ability to proof read for basic mechanical and grammatical errors, but does not evidence higher order editing for the rhetorical situation (i.e. content)
<b>F</b>	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
<b>A</b>	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 they completed throughout the semester The letter does not exceed 500 words	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 content, mechanical, and grammatical errors	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 Each introduction does not exceed 300 words
<b>B</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
<b>C</b>	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
<b>F</b>	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 1-4: The Writer's Toolbox

Week	Date	Lesson	Readings	Notes
One	Aug. 21	<i>Introductions and The Rhetorical Situation</i>	Ch. 1	
Two	Aug. 28	<i>Mechanics</i>	Ch. 2	
Three	Sept. 4	<i>Writing Ethics</i>	BlackBoard	
Four	Sept. 11	<i>Polishing and Proofreading</i>	Ch. 3 & 4	Remote Class

### Weeks 5-7: Genres of Public Administration I (Public Audiences)

Week	Date	Lesson	Readings	Notes
Five	Sept. 18	<i>Memos, Letters, and Emails</i>	Ch. 5 & 6	
Six	Sept. 25	<i>Media Releases, Social Media, and Public Service Announcements</i>	Ch. 7	
Seven	Oct. 2	<i>Newsletters, Blogs and Videos</i>	Ch. 8	
Eight	Oct. 9	<i>Abstracts and Conference Presentations</i>	BlackBoard	Day Before Fall Break
Nine	Oct. 16	<i>Reports</i>	Ch. 9	
Ten	Oct. 23	<i>Funding Proposals</i>	Ch. 10 & 11	
Eleven	Oct. 30	<i>Budget Justification</i>	Ch. 12	
Twelve	Nov. 6	<i>Cover Letters and Letters of Intent</i>	BlackBoard	
Thirteen	Nov. 13	<i>Literature Reviews</i>	BlackBoard	
Fourteen	Nov. 20	<i>Rules</i>	Ch. 13	
Fifteen	Nov. 27	<i>Journal Articles and Theses</i>	BlackBoard	Day Before Thanksgiving Break Remote Class
Sixteen	Dec 4	<i>Student Selected Genres</i>	Blackboard	

### Finals Week (No Class): December 9-14

Portfolio Due Wednesday, December 11 at 11:59pm