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Classroom: Pugh 120
Class Period: M-F: Period 2 (9:30-10:45)
Course Website: Canvas
Office Hours: M Per 3 & by appt.

Course Description

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Materials

Johnson-Sheehan, Richard. *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2017. Print. ISBN: 9780321907981
Daily access to electronic materials (distributed over Canvas and UF Email).

Description

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in different kinds of

workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. Students will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

Class meetings provide students with the opportunity to participate in ongoing class discussions about assigned readings and writing projects, to work closely with the instructor, to work with peers in writing and revision workshops, and to collaborate with peers on projects. Because as much of the communicative work produced in the workplace is collaborative as it is individual, ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

Course Outcomes

By the end of the course, students enrolled in ENC 2210 should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing, including letters, memos, emails, resumes, reports, proposals, technical descriptions, and technical definitions
- Produce professional caliber technical documents
- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses
- Develop strategies for addressing multiple audiences in any given technical document, including accommodations for expert and lay audiences
- Write documents that are accessible and reader-centered
- Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium
- Integrate tables, figures, and other images into documents
- Produce documents both collaboratively and independently
- Develop and administer user tests; analyze and synthesize user test data
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Critique and revise their own documents to insure that they fulfill their purposes

| Assignments | Points /100 |
|---|--------------------|
| <p>Discussion Posts, 1000 words (250 words each) Throughout the semester, I will ask you to write eight 250 word analytical responses to readings or case studies. These responses are focused, crafted, and carefully edited. These may be assigned in class or for homework. Check our detailed schedule on Canvas for homework dates for discussion posts.</p> | 15 |
| <p>Introductory Email, 200 words Using a standard email format and an effective professional style, send a message to a teacher or professional working within your field (e.g nurse, doctor, teacher, engineer, etc.).</p> | 2 |
| <p>Professional Correspondence, 500 words</p> | 5 |

Using professional correspondence style, send a “letter from a nut” to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out [Ted L. Nancy’s website](#) for examples.

Technical Description, 700 words 8

Write a professional memo that either provides a clear description for a specific technical term from your field to a general, non-expert audience, or argues for the implementation of specific process or device in regard to some technical aspect of your field.

Application Packet, 700 words 20

Produce an application packet with a job description analysis, cover letter, and a resume. Students will find and use a specific posting for a job, internship, graduate school, and/or professional organization and write an analysis of the job description that details requested materials and a characterization of ideal candidates. Students will craft materials in response to the posting with rhetorical savvy.

Proposal, 700 words 15

For the proposal assignment, students will write a detailed proposal for a podcast series which attempts to solve or explain an issue in the profession. These may be an issue facing a profession or field of study, problems facing students or young professionals generally, or an issue which overlaps several fields.

Instructional Podcast, 1000 words per student 20

Working in groups of three, students will create an instructional guide designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instructional guide will take the form of a series of three podcasts and a Wix website to house the podcasts.

Progress Report, 500 words 5

This assignment refers to the instructional podcast assignment. Midway through the project, you will need to submit a progress report detailing the progress you have made, including what has been finished and what still needs to be completed. You may include a plan for finishing the assignment as well as a reflection on working with your group and any difficulties you have experienced.

Usability Report, 700 words 10

Develop a user test methodology for your instructional podcast. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your technical manual. Based on the data you gather and your evaluation of that data in the usability report, you'll then revise your instruction manual before submitting it for a final grade.

Course Policies

You must complete all *assignments* to receive credit for this course.

Participation

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.**

Collaborative Work

Workplace writers often find themselves contributing and completing documents and projects with co-workers. Learning how to collaborate is an essential and valuable skill. In this course, students will complete some assignments in groups. I will also require students to respond and/or evaluate to each other's writing. Each student is responsible for completing work for both individual and group work thoroughly and in a timely fashion. Failing to effectively contribute to collaborative work will negatively impact grades.

Attendance

In this course, we will follow a strict attendance policy. **If students miss more than four periods during the term, they will fail the entire course.** More than four absences will make it impossible for students to keep up with the course's pace. The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays, or documented extenuating medical circumstances. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, students can expect absences to have a negative impact on grades. Please note that **if** students are absent, it is their responsibility to stay aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness

Tardiness creates a problem for the entire class since it can disrupt work in progress. If you know that you will need to leave class early or will be arriving late, please alert me ahead of time. **Please note that two tardies count as an absence in this course.**

Paper Format & Submission

All papers will be submitted online through our course Canvas website. All drafts should be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents. Final drafts should be polished and presented in a professional manner and submitted in .pdf format.

Late Papers/Assignments

All work is due on the day indicated on the course calendar below. Late assignments are not acceptable in this course and will receive a grade of Zero.

Paper Maintenance Responsibilities

Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and Definition of Plagiarism

Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Accommodations

Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.

Grades and Appeals

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

Course Evaluations

Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

Wellness

Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>

Classroom Behavior/Netiquette

Please keep in mind that professional settings include diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Online or in the classroom, students should always conduct themselves with courtesy, respect, and professionalism. Disrespectful classroom behavior will result in dismissal, and accordingly absence, from the class.

Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

Environmental Sustainability

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others

after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

Course Calendar

Below is the projected calendar for our course. I will notify students of any changes well in advance via email. Students should check email and Canvas regularly for updates. Assignments and readings in the right-hand column are due **before** coming to class.

| Date | Daily Topic & In-Class Assignments | Readings & Assignments Due Before Class |
|--------|--|---|
| Week 1 | | |
| M | -Syllabus overview -Discussion Post 1 | -Read: Ch. 1, “Communicating in the Technical Workplace” |
| T | -Writing Introductory Emails workshop -Due: Introductory e-mail | -Read: Ch. 5, “Letters, Memos, and Emails” |
| W | -Audience and Purpose Activity | -Read: Ch. 13, “Persuading Others” |
| Th | -Professional Letter Activity -Listen to Ted L. Nancy Podcast | -Read: Ch. 2, “Communicating in a Reader Focused Way” |
| F | -Discussion Post 2: Concise Memo Activity | -Due: Professional Letter -Read: Ch. 16, “Using Plain and Persuasive Style” |
| Week 2 | | |
| M | -No Class (online class day) -Discussion Post 3: Case Studies in Applied Ethics | -Read: Ch. 4, “Managing Ethical Challenges” |
| T | No Class (4 th of July Holiday) | |
| W | -Application Letter Activity -Analyzing Job and Internship Descriptions | -Read: Ch. 11, “Starting Your Career” |
| Th | -Resume Activity | -Ch. 15, “Organizing and Drafting” |
| F | -Peer Review Application Packet | -Due: Application Packet Review Draft |

| Week 3 | | |
|--------|---|--|
| M | -Technical Description Podcast Discussion. | -Due: Application Packet Final Draft |
| T | -Mini-lecture on technical descriptions. -Discussion Post 4 (Technical Description). | -Read: Ch. 6, “Technical Definitions and Specifications” |
| W | -Document analysis activity | -Read: Ch. 17, Designing Documents and Interfaces” |
| Th | -Writing Workshop | |
| F | -Peer Review | -Due: Technical Description Review Draft |

| Week 4 | | |
|--------|---|---|
| M | -Brainstorming instructional assignment ideas -Discussion Post 5 (Proposal Brainstorm) | -Due: Technical Description -Read: Ch. 8, “Proposals” |
| T | -Research techniques activity | -Read: Ch. 14, “Researching in Technical Workplaces” |
| W | -No class (online class day) -Discussion Post 6 (Proposal Draft) | |
| Th | -Due: Proposal Draft -Proposal review workshop | -Read: Ch. 19, “Preparing and Giving Presentations” |
| F | -Proposal Presentations | |

| Week 5 | | |
|--------|--|---|
| M | -Form groups for instruction manual project -Group podcast series description | -Due: Proposal -Read: Ch. 7, “Instructions and Documentation” |
| T | -Discussion Post 7 (podcast script) -Team feedback | -Read: Ch. 3, “Working in Teams” |
| W | -Script revisions -Audacity workshop | -Read: Ch. 10, “Analytical Reports |
| Th | -Web design workshop | |

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|---|---|----------------------------------|
| F | -Meet in groups to outline progress report (no class meeting) | -Read: Ch. 9, "Activity Reports" |
|---|---|----------------------------------|

| Week 6 | | |
|--------|--|--|
| M | -Discussion Post 8 (usability test prep). -Due: Progress Report | |
| T | -Conduct usability test | -Due: Podcast series draft |
| W | -(Optional Class): Finalize edits to instruction manual based on data gathered from User-Testing | -Due: Usability Report |
| Th | -Course wrap up discussion -Fill out student work release forms | -Due (Optional): Extra Credit Discussion Post |
| F | -Optional Office Meetings | -Due: Instructional Podcast Series (Link due at 5 pm on Canvas) |

| Grading Scale | | | | | | | |
|---------------|---------|----|---------|----|---------|----|---------|
| A | 93-100 | B | 83-86.9 | C | 73-76.9 | D | 63-66.9 |
| A- | 90-92.9 | B- | 80-82.9 | C- | 70-72.9 | D- | 60-62.9 |
| B+ | 87-89.9 | C+ | 77-79.9 | D+ | 67-69.9 | E | 0-59.9 |