

## ENC 2210 – TECHNICAL WRITING, Section 5147, Summer B 2017

**Instructor Name:** Neal Hammons

**Course meeting times & locations:** MTWRF 9:30–10:45 a.m., Physics Building (NPB), Room 1216

**Office Location and Hours:** Turlington 4358, M 1–3 p.m. and by appointment

**Course website:** elearning.ufl.edu

**Instructor Email:** nhammons@ufl.edu

**Course Description:** This class is an introduction technical and professional writing, which includes workplace communication and document creation for different work environments. Students will create memos, reports, job application materials (letters, resumes), instruction manuals, technical definitions, and proposals. Throughout the semester, the class will assess the intended audience and appropriate writing style for each of their assignments.

Some of the major writing assignments will require collaboration with classmates. In addition to writing, this class will give students the chance to have discussions about the readings and projects, to work with classmates in writing and revising, and to collaborate on group projects.

### General Education Objectives:

- This course confers General Education credit for Composition (C). 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 6,000 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 Texts:** Johnson-Sheehan, Richard. *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2017. Print. ISBN: 9780321907981

**Assignments** (see pages 5–6 for Grading Rubric):

- **Introductory Email, 200–300 words**  
Using a standard email format and an effective professional style, send a message to me that introduces yourself—where you’ re from, your major and educational goals, and what you might do as a career. *300 points.*
- **Job Application Materials**
  - **Job Description and Analysis, 500 words**  
Find a job/application description for a specific job, internship, graduate school, and/or professional organization. Include a link to this description when you turn in your assignment. Once you find the job description/application instructions, write an analysis of the job description that details (1) the materials they are requesting to be included in the application and (2) the qualities they are looking for in their ideal applicant. *300 points.*
  - **Two Cover Letters, 700 words (350 words each)**  
Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your resume, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume. *350 points.*
  - **Resume, 1–2 pages**  
Craft a clear, concise resume demonstrating your skills and qualifications for this position. *350 points.*
- **Technical Description, 1,000 words**  
Write a professional memo that either (1) provides a clear description for a specific technical term from your field to a general, non-expert audience, or (2) argues for the implementation of a specific process or device in regard to some technical aspect of your field. Make sure that your memo is properly researched and includes sources where appropriate. *1000 points.*
- **Instruction Manual, 1000 words**  
Create a set of instructions that describe to a general reader how to complete a task in your field, how to accomplish a task using an app or computer software. Instructions should include several visual aids, such as screenshots of the software being used. *1000 points.*
- **Progress Report, 500 words**  
Summarize the work you group has completed so far on the proposal and include summaries of each of the appropriate sections that will be included in your proposal. *500 points.*
- **Proposal, 2,000 words**  
Group project. Students will write a detailed proposal for either (1) a mobile application that solves a problem within their field of study, or (2) a funding proposal for a specific grant from within their field. (Other ideas must be approved by the instructor.) *3000 points.*

**Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* If you miss more than four classes, you will automatically fail. Your grade will be affected if you miss class on a day you are scheduled to do group work or present an assignment. Students participating in a university-sponsored event (e.g., athletics, theater, music, field trip) will be excused if there is documentation from an appropriate authority. Students excused from an absence are not excused from the work assigned for a class session; each student must arrange with the instructor to make up the work.

3. *Tardiness*: It can be disruptive. Both the overall grade and the grade for class participation may be lowered because of tardiness.
4. *Late Papers/Assignments*: Late papers will receive a lower letter grade.
5. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *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/>.
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *Grade Appeals*. 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.
10. *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>
11. 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>
12. *UF's policy on 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/>

## SYLLABUS

Wk	Day	Reading/Viewing Material	Due
1	M 6/26	Introduction to course.	
	T 6/27	Memo and e-mail format. Chapter 5: Letters, Memos, and E-mails.	Introductory e-mail (beginning of class)
	W 6/28	Introduction to Job Application Materials assignments.	
	R 6/29	Resume writing.	
	F 6/30	Portfolios. Discussion of Chapter 11: Starting Your Career.	
2	M 7/3	Library research—finding a job/internship description.	
	T 7/4	<b>NO CLASS.</b>	
	W 7/5	Keywords in resumes. Grammar/style exercise.	
	R 7/6	Chapter 16: Using Plain and Persuasive Style discussion. Finish discussion of Job Application materials—paper vs. online resumes, job interview tips.	
	F 7/7	Job Application Materials peer review	
3	M 7/10	Introduction to technical definition assignment.	Job Description and Analysis E-mail, Cover Letters, and Resume
	T 7/11	Word choice. Chapter 6: Technical Descriptions and Specifications.	
	W 7/12	Using appropriate language for technical-definition assignment. Visual aids.	Technical Definition topic
	R 7/13	Editing and revising your technical definition. Chapter 15: Organizing and Drafting.	
	F 7/14	Technical Definition peer review.	
4	M 7/17	Introduction to Instruction Manual assignment.	Technical Definition
	T 7/18	Format and structure of user documentation. Chapter 17: Designing Documents and Interfaces.	
	W 7/19	Communication style in user documentation. Chapter 19: Revising and Editing for Usability.	

	R 7/20	Visual aids in user documentation.	
	F 7/21	Peer review of Instruction Manual.	
<b>5</b>	M 7/24	Introduction to group work and Proposal assignment. Assign groups.	Instruction Manual
	T 7/25	Chapter 8: Proposals discussion.	
	W 7/26	Group work (topic for Proposal).	
	R 7/27	Library research (get three sources to cite).	
	F 7/28	Meet with instructor to discuss topic and proposal.	
<b>6</b>	M 7/31	Structure and organization of proposals.	Progress Report
	<b>T 8/1</b>	<b>NO CLASS.</b>	
	W 8/2	Peer review.	
	R 8/3	Group work.	
	F 8/4	Class wrap-up.	Proposal

<b>Grading Scale</b>
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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%

### General Assessment Rubric

A	<ul style="list-style-type: none"> <li>Follows ALL instructions specific to the assignment description</li> <li>Generates and elaborates on original ideas relevant to the course content</li> <li>Assignment provides evidence to support claims</li> <li>Assignment incorporates source material appropriately and effectively</li> <li>Assignment displays clear organizational forethought</li> <li>Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
B	<ul style="list-style-type: none"> <li>Follows most instructions specific to the assignment description</li> <li>Incorporates and elaborates ideas relevant to the course content</li> <li>Assignment provides evidence to support most of its claims</li> <li>Assignment incorporates source material appropriately</li> <li>Assignment has an identifiable organizational structure</li> <li>Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>

C	<ul style="list-style-type: none"> <li>• Follows some instructions specific to the assignment description</li> <li>• Incorporates ideas relevant to the course content</li> <li>• Assignment provides evidence to support some of its claims</li> <li>• Assignment incorporates source material</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
D	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment description</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment provides little to no evidence to support its claims</li> <li>• Assignment incorporates no (or very little) source material</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
E	<ul style="list-style-type: none"> <li>• Does not follow instructions specific to the assignment description</li> <li>• Incorporates no ideas relevant to the course content</li> <li>• Assignment has no identifiable organizational structure</li> <li>• Assignment incorporates no source material</li> <li>• Assignment provides no evidence to support its claims</li> <li>• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>