

ENC 2210 – TECHNICAL WRITING (section 025A), Summer A 2018

Instructor Name: Olubunmi M. Oguntolu

Course Meeting: MTWRF Period 4, TUR B310

Office Location and Hours: Turlington 4332, TR Period 3, or by appointment

Course website: Canvas, elearning.ufl.edu

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Course Description

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in various 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 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 we produce workplace communications collaboratively as well as individually, ENC 2210 emphasizes both collaborative and individual writing projects.

General Education Objectives

- This course confers General Education credit for either Composition (C), and 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 Texts

Johnson-Sheehan. *Technical Communication Today*, 6th ed. New York: Pearson/Longman, 2018. REVEL E-book.

Note: Students will have the choice to “Opt-In” to the digital access through a link provided in Canvas once classes begin for a reduced price and pay for these materials through their student account. Students who do not choose this option will be able to purchase a standalone code through the UF Bookstore. Both options provide access to the same online materials however the discounted price will only be available through the Gator1 Central portal. You can log into the Gator1 Central portal and view your participating courses when classes begin here: <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>

Other assigned reading materials are accessible in our E-learning/Canvas course site.

Assignments (see below for Grading Rubric)

Complete assignment prompts with their corresponding rubrics are located within the E-learning/Canvas course site.

Analytical Discussion Posts	10%
Students will write discussion posts to readings or case studies. Your responses will provide concise, focused, and carefully edited analyses. The responses may be assigned in class or for homework. After initial postings, students will provide substantive and professional comments to at least two of their classmates' responses. (5 x 300 words)	
Professional Correspondences	6%
Over the course of the semester, students will write documents relating the different types of correspondences found in the workplace. (700 words)	
Job Application Packet	15%
Students will produce an application packet with a job description analysis, cover letter, and résumé. Students will find and use a specific posting for a job, internship, and/or professional organization and write an analysis of the job description that details requested materials and a characterization of ideal candidates, along with a cover letter and résumé to submit to the posting. (700 words)	
Technical Description	12%
Each student will compose a professional blog that either provides a clear description for a specific technical term from their field to a general, non-	

expert audience or argues for the implementation of specific process or device in regard to some technical aspect of their field. (700 words)	
Podcast Series Proposal For the podcast project, students will write a detailed proposal for a podcast series that attempts to solve or explain an issue in their field of study. The podcasts may be an issue facing a profession or field of study, problems facing students or young professionals generally, or an issue that overlaps several fields. (700 words)	10%
Instructional Podcast Series Working in groups, students will create an instructional guide designed to provide advice or instructions for either a specific group of students at UF or young professionals. The instructional guide will take the form of a series of three podcasts housed on Soundcloud . (1000 words per student)	20%
Progress Report Midway through the podcast series project, students will submit a progress report detailing the progress they have made, including what has been finished and what still needs to be completed. You will include a plan for finishing the assignment as well as a reflection on working with your group and any difficulties you have experienced. (500 words)	5%
Usability Report Students will develop a user test methodology for their instructional podcast series. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your instructional manual. Based on the data you gather and your evaluation of that data in the usability report, you will then revise your instructional podcast series before submitting it for a final grade. (700 words per student)	12%
Participation Participation includes completing assigned readings, homework, in-class activities, workshops, quizzes, and discussions.	10%
TOTAL	100%

Course Policies

You must complete all *assignments* to receive credit for this course. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PARTICIPATION AND ATTENDANCE

Regular attendance and active participation are **necessary and required**. Class participation includes contributing to class discussions; coming to class on time, prepared with books, articles, handouts, 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 in each class session.

In this course, we will follow a strict attendance policy. **You will lose 10% of course participation points for each absence beyond three periods. If you miss more than four periods during the term, you will fail the entire course.** Missing double-period class meetings

constitutes two absences. The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. 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, you can expect absences to have a negative impact on grades. For more information on UF's attendance policies, see:

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

Please Note: If you are absent, it is your responsibility to make yourself aware of all syllabus due dates and assignments. You will not earn credit for any in-class activity you miss due to absence. If absent due to a scheduled event, you 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. Tardiness will be reflected in lost participation points.

CLASS CONDUCT

Please treat your classmates and myself professionally, with respect. Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning: phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please put them on silent and keep them out of sight.

ASSIGNMENT MAINTENANCE RESPONSIBILITIES

You are responsible for maintaining copies of all work submitted in this course and retaining all returned, marked work until the semester is over. Should the need arise for a resubmission of papers or a review of marked papers, it is your responsibility to have and to make available this material.

LATE WORK POLICY AND MODE OF SUBMISSION

I do not accept late work. All papers will be submitted as MS Word (.doc or .docx) documents to E-learning/Canvas by **the designated due date and time**. I may consider extenuating circumstances, but you must contact me at least twenty-four hours before the assignment is due and provide relevant documentation. All assignments and postings should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages.

STATEMENT ON ACADEMIC HONESTY

All students must abide by the Student Honor Code. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

STUDENTS WITH DISABILITIES

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

STATEMENT OF HARASSMENT

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexharassment.htm>.

U MATTER, WE CARE

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

FINAL GRADE APPEALS

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Course Schedule

The tentative schedule contains the reading and writing assignments for the semester. Readings are due and will be discussed on the day they appear, and assignments will be due on the assigned dates. Bring textbook, readings, and laptop/tablet/writing materials to each class.

Week One: 14 May – 18 May	
Monday	<ul style="list-style-type: none"> • Introduction to Technical Writing • <i>Technical Communication Today (TCT)</i> Chapter 1, “Technical Communication in the Entrepreneurial Workplace” • Workshop Discussion: Creating and Generating Ideas

Tuesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 6, “Emails, Letters, and Memos” • Workshop Discussion: Types of Professional Correspondences • Professional Email Due
Wednesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 13, “How to be Persuasive” • Workshop Discussion: Rhetorical Strategies • Workshop Discussion: Discussion Post Setup
Thursday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 2, “Profiling Your Readers” • Workshop Discussion: Audience Analysis • Professional Letter Due
Friday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 16, “Using Plain and Persuasive Style” • Workshop Discussion: Reason Verses Values
Week Two: 21 May – 25 May	
Monday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 4, “Managing Ethical Challenges” • Workshop Discussion: Applied Ethics • Professional Memo Due
Tuesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 5, “Starting Your Career” • Workshop Discussion: Analyzing Job and Internship Postings
Wednesday	<ul style="list-style-type: none"> • Quincy Larson, “You in 6 Seconds: How to Write a Résumé That Employees Will Actually Read” • Nicola Rushton, “How to Make Your Résumé as User-Centered as You Are” • Workshop Discussion: Résumé Analysis • Discussion Post 1
Thursday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 15, “Organizing and Drafting” • Workshop Discussion: Principles of Design
Friday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 17, “Designing Documents and Interfaces” • Workshop Discussion: Peer Review • Job Application Packet Draft Due
Week Three: 28 May – 1 June (Memorial Day 28 May)	
Monday	NO CLASS
Tuesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 7, “Technical Descriptions and Specifications” • Workshop Discussion: Partitioning for Explanation • Job Application Packet Final Due
Wednesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 21, “Writing for the Internet” • Workshop Discussion: Social Media Engagement

	<ul style="list-style-type: none"> • Discussion Post 2
Thursday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 18, “Creating and Using Graphics” • Workshop Discussion: Analyzing Graphics
Friday	<ul style="list-style-type: none"> • Tom Kuegler, “50 Lessons I Learned After 50 Months of Blogging” • Workshop Discussion: Peer Review • Technical Description Draft Due
Week Four: 4 June – 8 June	
Monday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 9, “Proposals” • Workshop Discussion: Evaluating Requests for Proposals (RFPs) • Technical Description Final Due
Tuesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 14, “Researching in Technical Workplaces” • Workshop Discussion: Research Activity
Wednesday	<ul style="list-style-type: none"> • Quincy Larson, “A Month Ago I Knew Nothing About Podcasting” • Workshop Discussion: Podcasts • Discussion Post 3
Thursday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 20, “Pitching Your Ideas” • Workshop Discussion: Proposal Presentations
Friday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 8, “Instructions and Documentation” • Workshop Discussion: Peer Review • Podcast Series Proposal Draft Due
Week Five: 11 June – 15 June	
Monday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 3, “Working in Teams” • Workshop Discussion: Four Stages of Teaming • Podcast Series Proposal Final Due
Tuesday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 10, “Brief Reports” • Workshop Discussion: Scripting Podcasts
Wednesday	<ul style="list-style-type: none"> • ProofHub, “Why You Should Be Using Gantt Chart to Manage Your Projects” • Workshop Discussion: Gantt Charts • Discussion Post 4
Thursday	<ul style="list-style-type: none"> • Buzzsprout, “How to Get the Best Sounding Audio for Your Podcast” • Workshop Discussion: Audacity • Progress Report Due
Friday	<ul style="list-style-type: none"> • <i>TCT</i> Chapter 11, “Formal Reports”

	<ul style="list-style-type: none"> • Workshop Discussion: Web Design
Week Six: 18 June – 22 June	
Monday	<ul style="list-style-type: none"> • SurveyMonkey, “Writing Good Survey Questions” • Sam Lloyd, “The 10 Commandments for Writing Outstanding Survey Questions” • Workshop Discussion: Survey Drafting • Instructional Podcast Series Draft Due
Tuesday	<ul style="list-style-type: none"> • TCT Chapter 19, “Revising and Editing for Usability” • Workshop Discussion: Usability Testing
Wednesday	<ul style="list-style-type: none"> • Tom Johnson, “Has Plain Language Deepened or Ruined Our Delight in Language?” • Workshop Discussion: Evaluating Primary Research Data • Discussion Post 5
Thursday	<ul style="list-style-type: none"> • Tom Johnson, “Balancing Writing, Editing, and Learning in Equal Measures” • Workshop Discussion: Revising for Usability • Usability Report Due
Friday	<p>NO CLASS</p> <ul style="list-style-type: none"> • Instructional Podcast Series Final Due

Grading Criteria

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%

General Assessment Rubric

A	Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
B	Proficient: You did what the assignment asked of you at a high quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.

C	Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you're working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.
D	Poor: You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.
E	An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.