

## ENC 2210 — Technical Writing (Sect. 025C) Summer B 2018

**Instructor Name:** Romy Rajan

**Course meeting times & locations:** MTWRF 6, TUR B310

**Office Location and Hours:** TUR 4367, Tuesdays and Thursdays period 5

**Course website:** Canvas

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

### Course Description:

This course introduces you to technical and professional writing. It offers practical information about communicating in different kinds of workplace environments and professional 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.

Classroom discussions and activities will be vital to the success of this course, since some of the work will be done collaboratively. The classroom also offers a space for the student to interact directly with the instructor and improve her/his writing skills.

### General Education Objectives:

- This course confers General Education credit for 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.

## **Recommended Texts**

- Johnson-Sheehan, Richard. *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2017. Print. ISBN: 978-0134425733 (Available through Revel on Canvas)

**Assignments** (see below for Grading Rubric):

### **Discussion Posts, 250 words each (100pts)**

Throughout the semester, I will ask you to write short, persuasive responses to readings or case studies. These may be assigned in class or for homework. Check our detailed schedule on Canvas for homework dates for discussion posts.

### **Introductory Email, 200-300 words (20pts)**

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, writer, musician, doctor, teacher, engineer, etc.).

### **Professional Correspondence, 500 words (50pts)**

Using professional correspondence style, send a hypothetical “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, 800 words (80pts)**

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. Make sure that your memo is properly researched and includes sources where appropriate.

### **Application Packet (200pts)**

The application packet assignment contains three main sections:

1. *Job description and analysis (300 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
  - a. the materials they are requesting to be included in the application
  - b. the qualities they are looking for in their ideal applicant

2. *Cover letter (350 words)*: 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.
3. *Resume (1-2 pages)*: Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs. of your textbook for formatting and style guidelines.

### **Proposal, 1000 words (200 pts)**

For the proposal assignment, students will write a detailed proposal for a mobile application that solves a problem within their field of study. Alternatively, students may write a funding proposal for a specific grant from within their field. (Grant must be approved by instructor.)

### **Instruction Manual, 1000 words per student (200 pts)**

Working in groups of three, students will create an instructional guide within a specific area around campus designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instruction manual will be housed on a website created with Wix free website editing software. The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate.

Each student is responsible for writing the content for their specific section of the website. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific technical roles.

### **Progress Report, 500 words (50pts)**

This assignment refers to the instruction manual assignment described above. Midway through the project, you will need to submit a progress report to your instructor detailing the progress you have made on the manual assignment. Include information about what work you have finished, what you still need to finish and how you plan to do so. You may also use the progress report to address any difficulties working with specific group members or other group related difficulties.

### **Usability Report, 800 words (100pts)**

Develop a user test methodology for your instruction manual. 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.

The Report should include:

1. Methodology
  - a. Summary of instructions

- b. Statement of test goals
- c. User profile
- d. Description of assigned tasks for user test
- 2. User test data
- a. Step by step analysis of each question from your questionnaire
- 3. Recommendations
- a. Plan for revising the instruction manual based on feedback conducted during the user tests.

TOTAL

100%

### Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** 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.
3. Missing more than four classes will result in an automatic failure of the course. Not being able to attend an entire week of classes in a six-week course would mean that you would not be able to do justice to the course objectives. Arriving late to class inconveniences not only the instructor but also students who arrive on time. Two instances of tardiness will count as one absence. Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing material to each class meeting.
4. **Paper Format & Submission:** Final drafts should be revised versions of initial drafts and must be presented in a professional manner. **All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered and correct MLA formatting. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.**
5. **Late Papers/Assignments:** Late papers will not be accepted, except in cases of situations outside the student's control. In such cases, make sure you let me know about the situation at least 24 hours in advance so that a schedule for submission can be worked out.
6. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. **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/>.
8. 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.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. **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.
11. **Course Evaluations.** Toward the end of the semester, you will receive email messages asking you to provide evaluations for this course: <https://evaluations.ufl.edu/evals/Default.aspx>

12. 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>
13. Your policy on *classroom behavior and netiquette*: Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. I welcome e-mails if you have any concerns about the course or questions regarding a particular assignment. Make sure that these e-mails are formatted professionally. **Allow one business day after sending the mail before checking in about the status of your query.**
14. *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/>
15. *Policy on 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.)

**Weekly Schedule** (The dates indicated here are tentative and are subject to change)

**Week 1: May 14 - 18**

<b>Subject: Introduction to Technical Writing; Audience &amp; Correspondences</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b> <b>5/14</b>	Intro to Tech Writing	Chapter 1: Communicating in the Technical Workplace	
<b>T</b> <b>5/15</b>	Correspondences	Chapter 5: Letters, Memos, and E-mails, working on writing an introductory e-mail during class.	Introductory email (by end of class)
<b>W</b> <b>5/16</b>	Rhetorical Situations	Chapter 16: Using Plain and Persuasive Style and Chapter 13: Persuading Others	
<b>Th</b> <b>5/17</b>	Letters	Chapter 2: Communicating in a Reader Focused Way, working on writing a professional letter during class.	Professional Letter (by end of class)
<b>F</b> <b>5/18</b>	Ethics	Chapter 4: Managing Ethical Challenges	

**Week 2: May 21 - 25**

<b>Subject: Drafting, Style &amp; Persuasive and Technical Writing</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b> <b>5/21</b>	Job Applications	Chapter 11: Starting Your Career	
<b>T</b> <b>5/22</b>	Job Application Packet	Chapter 15: Organizing and Drafting	Case Study Memo due
<b>W</b> <b>5/23</b>	Job Application Packet continued	Chapter 17: Designing Documents and Interfaces	

<b>Th</b> <b>5/24</b>	Peer Review Job Application Packet	Find sample resumes and cover letters online to discuss in class	
<b>F</b> <b>5/25</b>	Problems & Solutions	<a href="#">Read “The Writer’s Handbook: Conducting Peer Reviews” (link available on Canvas)</a>	Job Application Packet

**Week 3: May 28 – June 1**

<b>Subject: Collaborative Projects &amp; Writing Proposals</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b> <b>5/28</b>	No Class – Holiday		
<b>T</b> <b>5/29</b>	Pitch Letter	Read at least 3 examples of successful pitch letters on the online forum <i>The Writer’s Residence</i> . ( <a href="https://writersresidence.com/blog/2009/12/02/samples-of-query-letters-that-work/">https://writersresidence.com/blog/2009/12/02/samples-of-query-letters-that-work/</a> )	
<b>W</b> <b>5/30</b>	Technical Definitions	Chapter 6: Technical Descriptions and Specifications	
<b>Th</b> <b>5/31</b>	Writing Day	Writing workshop	Technical Definition (by 9am)
<b>F 6/1</b>	Proposal Assignments	Chapter 8: Proposals	

**Week 4: June 4 – June 8**

<b>Subject: Proposals and Usability</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b> <b>6/4</b>	Committee Meetings- Proposal	Read “Why Understanding and Utilizing both Document and User-Centered Design Principles is Important to Technical Writers” (Link on Canvas)	
<b>T</b> <b>6/5</b>	Committee Meetings- Proposal Editing	Read the page titled “Planning and Organizing Proposals and Technical Reports” on the Purdue Online Writing Lab (OWL) website. ( <a href="https://owl.english.purdue.edu/media/pdf/20080628094326_727.pdf">https://owl.english.purdue.edu/media/pdf/20080628094326_727.pdf</a> )	Proposal (by end of class)
<b>W</b> <b>6/6</b>	Usability	Chapter 19: Revising and Editing for Usability	
<b>Th</b> <b>6/7</b>	Committee Meetings— User Tests	Read “Usability Testing: What Is It?” (Link available on Canvas)	

<b>F 6/8</b>	Presentations and Administration of User Tests		
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**Week 5: June 11 - 15**

<b>Subject: Formal and Informal Reports</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M 6/11</b>	Committee Meetings- Analyze User Tests	Analyzing the stylistic efficiency of your writing through The Writer's Diet tool. ( <a href="http://writersdiet.com/?page_id=4">http://writersdiet.com/?page_id=4</a> )	
<b>T 6/12</b>	Committee Meetings-User Test Reports	Read Sample User Reports (Available on Canvas)	
<b>W 6/13</b>	No Class-Writing Day	Office Hours in Class	User Test Report due (by end of class)
<b>Th 6/14</b>	Feasibility Reports	Chapter 21: Writing for the Web	
<b>F 6/15</b>	Committee Meetings: Feasibility Reports	Chapter 18: Creating and Using Graphics	Progress Report (by end of class)

**Week 6: June 18 - 22**

<b>Subject: Reports and Course Wrap Up</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M 6/18</b>	TBA		
<b>T 6/19</b>	Committee Meetings: Feasibility Reports	Read sample feasibility reports. A good source with diverse examples is the Colorado State University's Communications department website. Link below: <a href="http://lib.colostate.edu/research/communic/examplesJTC300.pdf">http://lib.colostate.edu/research/communic/examplesJTC300.pdf</a>	
<b>W 6/20</b>	Committee Meetings: Feasibility Reports	Read "Design and Feasibility Reports" (Link Available in Canvas)	Final Instructions due (by end of class)
<b>Th 6/21</b>	<b>No Class</b>		
<b>F 6/22</b>	In-Class Reflection		Assessment Letter (by end of class)

### Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

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.

**Note:** You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.