

ENC 2210 - TECHNICAL WRITING (Class #13737/sec. 34F7), Spring 2020

Instructor Name: Maxine Donnelly

**Course meeting times & locations: T Period 2-3 (8:30-10:25 AM), TUR 2346
H Period 3 (9:35-10:25 AM), MAT 0007**

Office Location and Hours: TUR TBD. M/T period -- and by appointment

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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 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, Richard. Technical Communication Today. 6th ed. New York: Pearson/Longman, 2018.

You are required to purchase the e-book and access the textbook by creating a Pearson-Revel account using the code given to you. Please do not buy the print book.

Assignments (see below for Grading Rubric/Instructions):

Professional Emails (2)	100 POINTS
Memos (2)	100 POINTS
Discussion Posts/Activities	50 POINTS
Progress Report	100 POINTS
Proposal	100 POINTS
Job Application Packet	150 POINTS
Technical Concept Papers (2)	250 POINTS
Usability Report	50 POINTS
Final Presentation	50 POINTS
Professional Behavior/Participation	50 POINTS

TOTAL

1000 POINTS

General Education Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. Papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Assignment Descriptions

--Emails

1. *Introductory Email*: Using a standard email format and an effective professional style, write a message to a teacher or professional working within your field (e.g. nurse, writer, musician, doctor, teacher, engineer, etc.). 250 words

2. *Letter from a Nut*: Using professional correspondence style, write 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. 350 words

Emails will be posted on our class discussion board to encourage collaboration and peer review and simulate the communal nature of email. For each posting, students will both provide the email they have written and write brief feedback for at least one other student.

--Memos

1. *Proposal Memo*: 300 words

2. *Analysis Memo*: Responding to the articles on workplace and academic burnout (linked on Canvas), write a summary of the main points at least two of these articles share. Then, writing as an employee of UF (whether a professor or a member of the Student Affairs staff), speculate on the implications of this information (particularly the ethics side) for the university and how it addresses student and employee burnout. OUTSIDE SOURCES PERMITTED IF CITED. 300 words

--Discussion Posts/Activities

Many class sessions will involve written activities that will be posted to our class discussion boards and will be included in the class word count. Each assignment will be unique, but will be posted two to three days before it is due, for a final total of **five** posts. See class schedule/Canvas for instructions and dates. 100 words each, 500 words total

--Progress Report

Imagine you have been hired by an out-of-town business owner to plan a party before the UF homecoming game. You have booked a location and begun acquiring supplies when your client contacts you for a progress report suitable to forward to his/her entire company. You will need to include a detailed list that outlines your intentions for the party, including a working budget, vendor list, and possible activities for the final party. (600 words)

Things to think about in writing your progress report:

What work have you done?

What work needs to be done?

How do you plan to tackle any issues and challenges?

Remember a progress report is a meta-discourse paper where you reflect back on your work and make a plan to execute the remaining work.

--Job Application Packet

The application packet assignment contains three main sections:

Job description and analysis (350 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. Explain where you found the job description you did, why you selected this job description, and what we can infer as readers about the job based on the description as it is presented. Then speculate how you might apply this ad based on your observations.

Cover letter (250 words)

Write a cover letter for the job ad you identified. In your cover letter, make sure to:

- Introduce yourself as an ideal candidate.
- Address any shortcomings in your resume.
- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.

Remember, your cover letter should highlight the most important elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume.

Resume (1-2 pages)

Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult your textbook and links on Canvas for formatting and style guidelines.

--Proposal

Write a detailed proposal for a mobile application that solves a problem within your field of study. Alternatively, you may write a funding proposal for a specific grant from within your field or a specific problem present on the UF campus. (Grant must be approved by me.) 800 words

--Technical Concept Paper #1

Pick a term or concept that is significant to your field, then conduct research and provide an overview of that term for a lay audience. You must include 2-3 secondary sources.

Option 1: Write a traditional technical paper that will circulate in a prose medium (blog post, social medium update, etc.). 800 words

Option 2: Create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you choose this option you must either create the actual digital document or write a script for it. 800 words (for script)

--Usability Report

Keeping in mind the feedback from the usability workshop, draft a usability report that outlines the potential changes you would make if you were to publish this content. What were the most prominent or powerful critiques your classmates made? How might you address those critiques? Are there any changes in style, mechanics, and formatting that would have helped your lay-audience understand your technical paper and its aims? Are there any changes you would make upon reconsidering the piece that your peer reviewer did not suggest? Explain in 350 words.

--Blog Post

Based on your first technical concept paper (or an approved alternative topic), compose a blog post on Canvas reworking the relevant details and importance for a general audience. Your blog post must contain all elements identified in class; include images, graphs, or other appropriate visuals; be written in a language appropriate for the target audience; and only contain the most relevant information of your project and its importance to a general readership. Your blog post needs to be both eye-catching and convincing for its target audience (300 words)

--Technical Concept Paper #2

Unlike the previous technical concept paper, you will be assigned a concept that may or may not be significant to your field. While you will be writing the final draft of the paper on your own, you will be working in groups to conduct research, bounce ideas off one another, and prepare for the final presentation. However, each person in the group will submit their own paper. You must include 3-4 secondary sources.

Option 1: You will write a traditional technical paper that will circulate in a prose medium (blog post, social media update, etc.). 1000 words

Option 2: You will create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you choose this option you must either create the actual digital document or write a script for it. 1000 words (for script)

--Final Presentation

For this assignment, you and your group members will create a 5-10 minute oral presentation (including at least one visual aid) explaining the topic of your second technical concept paper to the class and how you would complete the report as a group if required to do so in a work setting. Since your audience may not be familiar with your chosen technical

concept, presentations should be targeted, clear, and emphasize the topic's importance to its field.

--Professional Behavior and Participation

All workspaces and academic environments required engaged and professional participants to function. To facilitate learning in this class and earn a high participation grade, you will need to complete assigned readings, engage in class activities and discussions in good faith, and be courteous to your peers. See course policies for more concrete guidelines.

Course Policies:

1. You must complete all assignments to receive credit for this course.
2. **Attendance:** Absences beyond two unexcused absences will result in the loss of one third of a letter grade per absence. More than four absences will result in an E grade. Three tardies will amount to one absence.
3. **Paper Format & Submission:** All papers will be submitted electronically, via Canvas. Each submitted paper must be in .doc, .docx, or .rtf format.
4. **Late Papers/Assignments:** No late submissions will be accepted **UNLESS** an extension has been previously agreed upon with the instructor.
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/), which will provide appropriate documentation to give the instructor.
8. **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. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. **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>

10. **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.

11. **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-equitydiversity/resources/harassment/>

12. **Classroom Behavior and Netiquette:** Students should be respectful of their peers and different viewpoints on subjects discussed during each class meeting. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone—including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119). Do NOT use electronic devices to text during class or access social media. Students will receive one warning for the duration of the term; if the student continues they will be counted absent for the class period.

Schedule

(Subject to change--be sure to check Canvas page regularly for updates)

WEEK 1

1/7

Discussion: Course Introduction and Icebreaker; Defining Technical Writing

1/9

Discussion: The Ethics of Technical Writing

Reading: **Technical Communication** Chapter 4

Assignments Due: **Discussion Post 1**--Submit an example of an ethical or unethical business decision from the news or history. Be prepared to discuss in class.

WEEK 2

1/14

Discussion: Persuasion and Presentation

Reading: **Technical Communication** Chapter 16

Assignments Due: Introduction Email

1/16

Discussion: Protecting/Damage Control and Professional Courtesy

Reading: Watch professional behavior Youtube playlist and be prepared to discuss; read article on the problems of professionalism (linked on Canvas)

WEEK 3

1/21

Discussion: The Etiquette of Email

Reading: Ted L. Nancy Website and **Technical Communication** Chapter 1

Assignments Due: Letter from a Nut Assignment

1/23

Discussion: Proposals

Reading: **Technical Communication** Chapter 9

Assignments Due: **Discussion Post 2**--Find an example of a project (movie, political decision, business, etc.) that shouldn't have passed proposal stage; be prepared to discuss in class

WEEK 4

1/28

Discussion: Reporting Your Work and Gauging Your Audience

Reading: **Technical Communication** Chapter 10, Chapter 13

Assignments Due: Proposal Memo

1/31

Discussion: Promoting Your Work and Finding Opportunities

Reading: Nwazor, "8 Subtle but Practical Ways to Promote Yourself at Work" and Bianchi, "6 Smart Ways To Self-Promote At Work"

WEEK 5

2/4

Discussion: Creating A Resume and Interviewing

Reading: **Technical Communication** Chapter 5.1-5.3 and Quincy Larson, "You in Six Seconds"

Assignments Due: Analysis Memo

2/6

Discussion:Editing, Organization, and Visual Use

Reading: **Technical Communication** Chapter 17

Assignments Due:Draft resume for in-class peer review

WEEK 6

2/11

Discussion: Making a Pitch

Reading: **Technical Communication** Chapter 20

Assignments Due: Application Packet (11:59 PM)

2/13

Discussion: Writing Into Your Field and Researching in the Workplace

Reading: Katerina Guba "Academic writing as conversation: one important step towards a published paper"

Assignments Due: **Discussion Post 3**--Rough idea for proposal

WEEK 7

2/18

Discussion: The Ethics of Proposals and Research

Reading: Charlotte Hill, "America's Lobbying System is Broken" and Charlotte Hu, "Pharmaceutical companies..."

2/20

Discussion: Proposal Workshop

Reading: **Technical Communication** Chapter 8

Assignments Due: Rough Draft Proposal

WEEK 8

2/24

Discussion: Writing in the Disciplines and Writing to Order

Reading: Russell, "Rethinking the Articulation Between Business and Technical Communication and Writing in the Disciplines"

Assignments Due: Proposal (11:59 PM)

2/28

Discussion: Conventions (and Risks) of Reports and Reporting

Reading: **Technical Communication** Chapter 11 and Paul Sullivan, "The Price Whistle-Blowers Pay for Secrets"

WEEK 9: SPRING BREAK

WEEK 10

3/10

Discussion: Technical Description

Reading: **Technical Communication** Chapter 7

3/12

Discussion: Incorporating Visual Aids

Reading: **Technical Communication** Chapter 18

Assignments Due: Outline for technical paper #1

WEEK 11

3/18

Discussion: Dealing with Your Work Environment

Reading: Paul Walsh, "Precarity" and Marcel Schwantes, "7 Sure Signs That Your Workplace Is Toxic"

3/20

Discussion: Technical Paper Peer Review

Assignments Due: Technical concept paper draft

WEEK 12

3/25

Discussion: Writing to Order/In Digital Spaces

Reading: Daniel Petty, “Is social media destroying the news?” and Larry Alton, “Why The Gig Economy Is The Best And Worst Development For Workers Under 30”
Assignments Due: Technical Concept Paper #1 (11:59 PM)

3/27

Discussion: Usability and Taking Feedback
Reading: **Technical Communication** Chapter 19

WEEK 13

3/30

Discussion: Collaborative Work and Dealing with Conflict
Reading: Prossack, “How To Resolve Conflict In The Workplace”
Assignments Due: Usability Report (11:59 PM)

4/2

Discussion: Workplace Stress and Its Impacts
Reading: Cassidy Paul, “Behind the Strange Japanese Trend to Cope With Stress” and Mercer, “What Is “Role Conflict” in Organizations?”

WEEK 14

4/7

Discussion: Strategies for the New Workplace
Reading: Schwabel, “10 Workplace Trends You'll See In 2018”, McKinsey “Automation, jobs, and the future of work” and excerpt from “The Problem With Work”
Assignments Due: Blog Post (11:59 PM)

4/9

Discussion: Group Assignments for Final Project
Reading: Colbeck, “Grouping in the Dark: What College Students Learn from Group Projects”
Assignments Due: Preliminary research/ideas for technical paper #2

WEEK 15

4/14

Discussion: Professional Teamwork and Presentations

Reading: **Technical Communication** Chapter 3 and Ceri, “The seven worst presentations of all time”

Assignments Due: **Discussion Post 4**--Responding to reading/viewing material, create two “do’s” and two “don’ts for effective presentation

4/16

Discussion: Research Day/Group Project Conferences

Reading: Kim, “5 Collaboration Lessons From Partnerships Gone Terribly Wrong” and Carol, “‘A Kind of Artistic Séance’: The New Phase of Literary Collaborations”

Assignments Due: Group Update

WEEK 16

4/21

Group Project Presentations

4/23: READING DAY

FINAL TECHNICAL CONCEPT PAPER DUE 4/27 11:59 PM