

ENC 2210 – Technical Writing (Section 35F2, Class #13765) Spring 2020

Instructor Name: Rebecca McNulty

Course meeting times & locations: Online

Office Location and Hours: Email and Canvas Chat, by appointment.

Course website: Canvas.

Weekly messages and assignment notes will be posted in the “Announcements” tab of the Canvas classroom.

Instructor Email: rlmcnulty@ufl.edu

Course Description:

ENC 2210: Technical Writing introduces students to technical and professional writing in the workplace. Besides learning how to communicate in various workplace environments, students will analyze various technical writing genres such as resumes, letters, memos, emails, proposals, technical definitions, and technical manuals. Through assignments modeling such genres, students will produce documents of their own, learning how to adapt to the rhetorical situations each genre presents, as well as considering issues of audience, style, organization, visual design, and the material production of documents.

The online classroom will provide students with the opportunity to participate in written discussion as well as in group work to analyze assigned readings and to share written assignments. Students will also work closely with the instructor and their peers in the writing and revision process, which will include collaborative writing projects. Because technical writing is oftentimes both collaborative and individual, students will practice both forms.

By the end of the course, students should be able to:

- understand the differences between the various genres of technical writing
- identify and adapt to rhetorical situations within technical discourse communities
- produce professional-quality documents
- address the specialized needs of audiences, including multiple audiences
- provide constructive feedback to peers
- evaluate and critically revise their own work based on feedback

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:

Technical Communication Today, 6th edition. Pearson. Richard Johnson-Sheehan.

ISBN: 9780134425733. Print or E-book, any format. **Revel** access is **not required** for this course.

Style: The Basics, 5th Edition. Pearson. Joseph M. Williams.

ISBN: 9780321953308. Print or E-book, any format.

Assignments (see end of syllabus for Grading Rubric):

Persuasive Discussion Posts, 250 words x 4

For several weeks, you'll submit persuasive posts to the Discussion Board on Canvas in response to a given prompt or group activity. You will be asked to respond to two other classmates' posts.

Analytical Journal Entries, 250 words x 4

You will submit individual journal entries analyzing textbook readings and responding to assigned prompts. These entries will not simply summarize readings; instead, they will be a place to disseminate information from multiple sources into singular topics.

Introductory Email, 250 words

Using a standard email format and an effective professional style, you'll post an email your instructor to the discussion board, which will introduce yourself, your goals for the course, and your professional/academic interests. After submitting, you will respond to two of your classmates.

Application Packet, 1450 words total

The application packet assignment is made up of four parts:

1. Job description and analysis
2. Cover letter (x2)
3. Resume (x2)
4. Thank You Email (x1)

Job Description and Analysis, 300 words (x2)

Find two job/application descriptions for a specific job, internship, graduate school, and/or professional organization. Include both links to this description when you turn in your assignment. Once you find the job description/application instructions, write an analysis of both job descriptions examining what type of applicant they are looking for, what skills they require, and how you plan on customizing your resume/cover letter to each job.

Cover Letter, 300 words (x2)

Write two cover letters 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. Consider how you'll adjust each cover letter to the company/school/organization.

Resume, 1 page

Craft two concise resumes demonstrating your skills and qualifications for the two positions. Consider how each resume will differ based on what each job is looking for.

Thank You Document, 250 words

Craft a single formal thank you letter or email reiterating why you are the ideal candidate for **ONE** of the applications you are using for your assignment. Feel free to address any fictional shortcomings you might imagine could have come up in your fictional interview.

Technical Definition, 1000 words

You will first select an item from a list of technical terms and then identify an audience and a purpose for the term. You will first write a one sentence definition of the term. Then, you will write an expanded definition of the term for a first-year student in your professional field. Next, you will write an expanded definition for a lay person. You will also detail the four expansion strategies you use for both versions, including at least one visual and one rough diagram. You must cite and document at least four outside sources, using MLA style, for your expanded versions.

Instruction Manual, 500 words

You will construct an instruction manual for a product, process, or task. The actual technical instructions will be for a "thing" most students at UF would find useful. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete the task, use the product, or fulfill the process. The manual will be assessed on the quality and readability of the instructions, on the functionality of the instructional visuals, on the effectiveness of the design, and on the rhetorical style of the steps, sequencing, and transitions.

Proposal, 500 words per person

After drop/add, you will be assigned to groups for peer reviews and for your proposal assignment.

This final small group project will be a technical proposal for the campus or for an academic unit within UF. Your proposal will seek to persuade a target audience that something needs to be done and offer a specific solution to the problem your group has identified. The assessment of this final project will be on the proposed course of action, your audience analysis, your rhetorical strategy, your document design, and the visual quality and effectiveness of your graphics.

For example: can you think of a concrete plan to make Preview more accessible? Can you fix parking on campus? How would you improve Canvas? What could you do to make the UFO experience more effective for online students?

Progress Report, 300 words

During the process of writing the proposal, you will write an individual progress report. This will track activities, problems, and progress for both your individual assigned tasks and the group's overall task. The focus will be on schedules, setbacks, problems solved, and the dates and stages of your progress.

Total Word Count: 6,000 Words

Point Values

Assignment	Total Points
Introduction Email (50 pts) <ul style="list-style-type: none"> Initial Email Post Respond to two classmates 	Discussion Post: 40 pts Classmate Responses: 2 x 5 = 10 pts
Discussion Posts (100 points) <ul style="list-style-type: none"> Initial Discussion Post Respond to two classmates 	Discussion Post: 4 responses x 15 points = 60 total points Classmate Responses: (2 classmate responses x 4 posts) x 5 points = 40 total points
Journal Entries (100 points)	4 x 25 = 100 points
Application Packet (300 points) <ul style="list-style-type: none"> Cover Letter Resume Thank You Letter Job Description Analysis 	Cover letter: 2 x 50 points = 100 points Resume: 2 x 50 points = 100 points Thank You Document: 50 points Job Description/Analysis: 2 x 25 pts = 50 points
Technical Definition (100 points)	100 points
Instruction Manual (100 points)	100 points
Progress Report (50 points)	50 points
Proposal (100 points)	100 points
Peer Reviews (100 points)	4 x 25 points = 100 points

Total: 1,000 Points

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: This is an asynchronous online course, but attendance to the material is still required. As with a regular classroom, those students who attend and keep up with their work will do well, and those who rush things through at the last minute after skipping class and ignoring readings will do poorly. Your effort to “attend” to the material presented in this course will be reflected in your class performance and grade.

As you can see from the course requirements, the last few assignments require collaborative work. If you are not willing to engage in collaborative projects in an online environment, you will not want to take this course, as non-participation is not an option. This is a deliberate aspect of the course since so much of professional writing is collaborative.

3. *Classroom behavior and netiquette*: This is an online class, but all discussions will need to adhere to the same professionalism and civility necessary in an in-class environment. Students are free to disagree with classmates so long as that disagreement is constructive and polite. Some examples of proper netiquette follow.
 - a. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
 - b. Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is very easy to forward a message to hundreds or thousands of people.

- c. Spelling, grammar, and punctuation matter. Online courses demand the same standard of academic communication as face-to-face courses.
 - d. Never use profanity in any area of an online course. Transcripts of online course communications are savable.
 - e. When responding to messages, use "Reply to All" only when you really intend to reply to all.
 - f. Avoid sarcasm and use humor with care. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your comments may be lost, and your message may be misinterpreted.
4. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>
5. *Paper Format and Submission*: Unless otherwise specified, all assignments will be turned in to Canvas at 11:59 PM EST the day an assignment is due. Make sure the assignment is formatted to the instructions/the specific document genre.

Unless otherwise noted, all assignments for the week are due the last listed day of that week, normally Sunday. You are free to submit assignments early. Peer reviews will follow their own schedule, with separate deadlines for submitting drafts and for submitting comments. Usually, drafts will be due midday on Wednesday (12:00 noon), while comments will be due Friday at 11:59 PM. This may change, so check announcements for any given week to confirm.

6. *Late Papers/Assignments*: Late work will be 10% for every day it is late, except for the peer review assignments, which will be given no credit after the deadline.

The instructor may issue extensions on a case-by-case basis, but these will only be considered if they are requested at least 24 hours before the assignment deadline.

Note: Extensions will not be issued for group/collaborative assignments or peer review assignments.

7. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

From the UF Student Honor Code:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

- c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
9. 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 your instructor early in the semester.
 10. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 12. *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.
 13. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>
 14. *Policy on environmental sustainability*. In this online course, all materials will be electronic. 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.)

SYLLABUS

Readings and due dates are subject to change, with notice

“Chapter” designates Johnson-Sheehan *Technical Communication Today*

“Lesson” designates William’s *Style: The Basics*

Wk	Dates	Reading/Viewing Material	Due: Last Day of Date Range, at 11:59 PM EST
1	1/6 – 1/12	Introduction to Course Read: Chapter 1: Technical Communication in the Entrepreneurial Workplace	
2	1/13- 1/19	Read: Chapter 6: Emails, Letters, and Memos	Introductory Email (Discuss Post)
3	1/20- 1/26	Read: Chapter 16: Using Plain and Persuasive Style Read: Lesson 1: Understanding Style 1/20: Martin Luther King Jr. Day, no class	Journal #1
4	1/27- 2/2	Resumes, Cover Letters, and Formal Letters Read: Chapter 13: How to be Persuasive Read: Lesson 2: Actions	Discussion #1 Journal #2
5	2/3- 2/9	Read: Chapter 5: Starting Your Career Read: Lesson 11 Basics of Clarity and Grace	Discussion #2
6	2/10- 2/16	Application Packet Peer Review	Application Packet
7	2/17- 2/23	Technical Definitions Read: Chapter 7: Technical Descriptions and Specifications Read: Lesson 3: Characters	Journal #3
8	2/24- 2/28	Read: Chapter 15: Organizing and Drafting	Discussion #3
9	2/29 – 3/8	Spring Break, no class	
10	3/9- 3/15	Technical Definition Peer Review	Technical Definition

11	3/16-3/22	Instruction Manuals Read: Chapter 8: Instructions and Documentation Read: Lesson 9: Shape	Journal #4 Discussion #4
12	3/23-3/29	Read: Chapter 17: Designing Documents and Interfaces Read: Lesson 6: Motivation	
13	3/30-4/5	Instruction Manual Peer Review Read: Chapter 18: Creating and Using Graphics	Instruction Manual Due
14	4/6-4/12	Proposals Read: Chapter 9: Proposals Read: Chapter 3: Working in Teams	Discussion #5
15	4/13-4/19	Read: Lesson 4: Cohesion and Coherence	Progress Report
16	4/20-4/24	Proposal Peer Review 4/22: Classes End	Proposal Due Friday 4/24, 11:59 PM EST

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

	<ul style="list-style-type: none">• Assignment incorporates source material• Assignment has an identifiable organizational structure• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	<ul style="list-style-type: none">• Follows very few instructions specific to the assignment description• Incorporates ideas irrelevant to the course content• Assignment provides little to no evidence to support its claims• Assignment incorporates no (or very little) source material• Assignment has an unclear organizational structure• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none">• Follows very few instructions specific to the assignment description• Incorporates ideas irrelevant to the course content• Assignment provides little to no evidence to support its claims• Assignment incorporates no (or very little) source material• Assignment has an unclear organizational structure• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors