



ENC 2210: Technical Writing

Section 4B48 / Class #13326 / Fall 2020

Instructor: Alexander Slotkin

Email: aslotkin@ufl.edu

Office Location: *All meetings will be held through Zoom. You can find the link to reach my office on Canvas.*

Office Hours: W (10:00 – 11:30) & by appt.

Classroom: Online

Course Website: Canvas

Class Meetings: *Asynchronous, with a synchronous class held every other Thursday unless stated otherwise in the Course Schedule.*

Class Period: T (3:00 – 4:55) & Th (4:05 – 4:55)

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, such as issues of audience, organization, visual design, style, and the material (digital) production of documents.

Online course meetings and discussions will 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.

Course Outcomes

By the end of the course, students enrolled in ENC 2210 should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing;
- Produce professional caliber technical documents;
- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses;
- Develop strategies for addressing multiple audiences in any given technical document, including accommodations for expert and lay audiences;
- Write documents that are accessible and reader-centered;
- Strategically orchestrate elements of document design and layout, including type, spacing, color, and medium;
- Integrate tables, figures, and other visuals into documents;
- Produce documents both collaboratively and independently;
- Develop and administer user tests;
- Analyze and synthesize user test data;
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis;
- Critique and revise documents to ensure that they fulfill their intended purposes;
- Work with peers to provide written feedback to one another.

COVID-19 Statement

Online Instruction

This class was originally designed as a face-to-face class. Due to the exceptional circumstances with the outbreak this year, this course has been changed to an online class. The choices I made as an instructor in designing this course are meant to make this shift as manageable as possible. Namely, I have kept group work as streamlined as possible to prevent different personal timelines from clashing. I have also included more collaborative discussion to attempt to bring the gaps between our computer screens.

This course will be principally comprised of asynchronous learning. That is to say, students will complete much of their reading, drafting, workshopping, and revising on their time and according to their own schedule. (Do keep in mind that students will still be expected to submit assignments by their respective due dates). As such, students are expected to practice producing professional quality papers and projects remotely—a key transferrable skill in today’s job market.

The instructor however reserves the right to conduct synchronous learning opportunities via Zoom. These learning opportunities will be held every other Thursday unless noted otherwise. Synchronous classes may be explicitly identified in the “Course Schedule” section of this syllabus and/or on Canvas. ***In the event that a synchronous class is planned mid-semester, the instructor will provide at least two weeks notice to students.*** This format has been chosen after considering the various challenges of online instruction in general, as well as the specific challenges of teaching writing and discussion-based classes online.

Student Conferences

Despite not meeting often as a class, students will be expected to attend scheduled Zoom meetings with me throughout the semester. These meetings will serve as invaluable opportunities for me to assess your progress in the course, as well as how to best support your online learning.

COVID-Related Hardships

If you as an individual have any COVID-related hardships which may obstruct your performance in this class--unexpected work or family obligations, financial struggles, mental or physical health issues, or lack of technological access--please communicate with me as well as making use of all UF resources available to you. We can then assemble a plan to help you complete the class and fulfill all requirements in the way most beneficial for you.

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

1. Johnson-Sheehan, Richard. *Technical Communication Today*, 6th edition, Revel Access Digital Format. Pearson. ISBN-13: 9780134438658
 - a. Students: Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.
2. All other readings will be posted to our Canvas page. Any demonstrative videos (e.g., movies or TV shows) will be made easily accessible.

Assignments

Points /1000

Please note that these are abbreviated descriptions. See the “Assignments” tab on Canvas for more information on each assignment, including grading rubrics.

Discussion Posts, 1000 words (200 words each) 100

Throughout the semester, students will complete five short analytical responses to readings or case studies. These responses should be clear, concise, and carefully edited.

Introductory Email, 200 words 50

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, doctor, teacher, or engineer).

Letter From a Nut, 500 words

100

Following the conventions of professional letter writing, write a “letter from a nut” to a major company or organization of your choice. Please make sure that the content of your letter, while hilarious, is PG. Check out the page “[Classic Letters From a Nut](#)” to see some examples. *Extra Credit (+5) available to students who elect to mail or email their letters to the intended recipient(s) using an alias; documentation (e.g., screenshots or forwarded emails) is required.*

Application Packet, 650 words total

125

This assignment is made up of three parts, which are as follows:

1. *Description and Analysis*, 300 words

Find a specific posting for a job, internship, graduate school, and/or professional organization that interests you and write an analysis and description of the application. Your analysis should contain the following:

- A link to the original posting;
- A description of the materials (e.g., a resume or writing sample) being requested;
- A characterization of the ideal candidate.

2. *Cover Letter*, 350 words

Write a professional cover letter for your application in which you:

- Introduce yourself as an ideal candidate;
- Address any shortcomings in your resume;
- Provide specific examples from previous work or school experiences that illustrate the primary and/or secondary skills that make you an ideal candidate.

3. *Resume*, 1 page

Craft a clear and attractive resume demonstrating your skills and qualifications for the position.

Extra Credit (+5) available to students who elect to apply for their chosen posting; documentation (e.g., screenshots or forwarded emails) is required.

Technical Description, 600 words

125

Following the conventions of professional blogging, compose a blog post in a Word document that either provides a clear description for a specific technical term in your field of study to a general, non-expert audience or argues for the implementation of a specific process or device in regards to some technical aspect of your field. Sources, when used, must be properly cited.

Proposal, 750 words

125

Students will write a detailed proposal for a podcast series that attempts to solve or explain an issue related to their field of study. Podcast projects may cover an issue(s) facing a particular profession (or field of study) or students or young professionals more generally. Student podcasts may also cover a problem that overlaps several fields. Keep in mind that your target audience is made up of either a general or specific group of college students.

Progress Report, 500 words

75

Midway through the podcast assignment, students will individually write and submit a progress report detailing the progress you have made on the project, including what has been finished and what still needs to be finished. You should include a plan for completing the project, as well as a reflection on working with your group.

Usability Report, 800 words

125

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 technical manual or guide (i.e., your script). Based on the data you gather and your evaluation of that data, you will then revise your instructional podcast series before submitting it for a final grade.

Instructional Podcast Series, 1000 words per student

175

Working in groups, students will create a mini podcast series designed to provide advice or instruction to the general UF student body or a specific group of students (e.g., first-year students or senior engineering students). The instructional guide will take the form of a series of three podcasts housed on Soundcloud. Each member of the group is responsible for writing and submitting a 1000 word instructional manual or guide written in longhand form; this will be the script for a particular podcast episode. Your podcast episodes may be designed and produced individually or collaboratively.

Course Policies

You must complete all assignments to receive credit for this course.

Attendance

Because we will be incrementally building technical writing skills together throughout the semester, all of what we do in and for class is important and difficult to make up. You are therefore required to watch all pre-recorded lectures, review course material, and complete any and all writing assignments. ***Attendance will be taken based on your online participation, as well as your presence in synchronous class periods.***

Failing to submit an assignment when due, respond to a question(s) posed at the end of a video lecture, and/or schedule or attend a conference meeting will be counted as an absence. Students who accrue four or more absences will earn a lowered course grade (e.g., an “A” will become an “A-,” an “A-” will become a “B+,” and so on). ***More than six absences will result in failure from the course.*** Missing a double session will count as two absences.

The university exempts from this policy ***only*** absences involving university-sponsored events (e.g., athletics and band) and religious holidays. Any absence related to university-sponsored events and religious holidays must be discussed with me prior to the date that will be missed. ***Absences due to illness may be excused if I am presented with a doctor’s note.*** For more

information on UF's attendance policies, please see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Please Note: If you are absent, it is your responsibility to make yourself aware of syllabus due dates and assignments. You will *not* earn credit for any activity you miss due to absence. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness

Students who enter class after attendance is taken are late, which disrupts the entire class. Three instances of tardiness count as one absence.

Preparation and Participation

Come to class prepared. Read and think carefully about the texts we will be discussing before each class. Reading the text in preparation for class is required, not optional. If you come to class prepared, you will find class discussion and activities much more interesting than if you come to class unprepared. Additionally, coming to class prepared will help you to take better notes, a major benefit when completing writing assignments. In general, students are expected to contribute constructively to each class session.

Collaborative Work

Learning how to write collaboratively is an essential and valuable skill. Some assignments and projects in this course will be completed in groups. Each and every student is responsible for completing work for individual and group work thoroughly and in a timely fashion. Failing to effectively contribute to collaborative work will negatively impact grades.

Netiquette

Students are expected to behave with respect, both to each other and to the instructor. Beside your own intellectual growth, this course is also about what we do together as members of the UF community. Inappropriate language or tone of voice, interruptions, dominating class discussion, and other behaviors that might impede the creation of a safe and comfortable learning environment will not be tolerated. We cannot discuss and debate ideas without respect for our friends and their intellectual growth. Treat your peers' writing as seriously as the articles and/or books we might read.

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/>.

Paper Format and Submission

All papers must be in 12-point Times New Roman/Arial font, double-spaced with 1-inch margins, and every page should include your last name and a page number. All sources used (if any) *must* be cited.

Papers must be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to Canvas by their designated due date and time.

Late Submissions

Late submissions will incur a ten-point penalty for each day they are late. All assignments and projects are due by their designate 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.

Paper Maintenance Responsibilities

Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and the 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.

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:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing;
2. 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;
3. Submitting materials from any source without proper attribution;
4. 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.

Accommodations

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.

Students in Distress

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/>

A student with an increased risk for severe illness from COVID-19, as determined by the [CDC \(Links to an external site.\)](#), can register with the Disability Resource Center to request a

temporary course modification and/or academic accommodation. The student will need to provide medical documentation that identifies their diagnosis and their medical provider's concerns related to possible COVID-19 exposure. Students should be mindful that remote course access is not always a feasible modification for every course. The DRC will work in partnership with the student's instructor to determine a reasonable modification that meets the course requirements while considering the student's concerns for exposure. Students can begin the process to register with the DRC by completing the form located on the [DRC website \(Links to an external site.\)](#). For questions, please contact the DRC at 352-392-8565 or drc@ufsa.ufl.edu

The following is a list of campus resources, as well as their contact information and/or location, should you need it:

U Matter We Care	Website: http://umatter.ufl.edu Email: umatter@ufl.edu Phone: 352-294-2273 (CARE)
Dean of Students	Website: https://dso.ufl.edu/ Location: 202 Peabody Hall Phone: 352-392-1261
Counseling and Wellness Center	Website: https://counseling.ufl.edu/ Location: 3190 Radio Road Phone: 352-392-1575
Field and Fork Pantry	Website: https://fieldandfork.ufl.edu/ Location: Near McCarty B Phone: 352-294-2208
Student Health Care Center	Website: http://shcc.ufl.edu/ Location: Multiple locations Phone: 352-392-1161

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See <https://writing.ufl.edu/writing-studio/> to learn more.

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). Please contact Ms. Blount at cblount@ufl.edu 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>

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>

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.)

Course Schedule

The course schedule below is subject to change. I will notify students of any changes to the schedule well in advance. Students should check their email and Canvas regularly for important updates. Readings and/or assignments should be completed **before** coming to class.

Date	Topics and Activities	Readings and Assignments
Unit 1: Professional Correspondence		
Week 1: What is Technical Communication?		
T 9/1 Synchronous	-Introductions -Go Over Syllabus -Introduce “Introductory Email”	- <i>Technical Communication Today</i> (TCT from hereon) Chapter 1: Technical Communication in the Entrepreneurial Workplace (pp. 1-20)
Th 9/3	-Introduction to Technical Writing	-TCT Chapter 6: E-mails, Letters, Memos (pp. 137-169)
Week 2: Memos, Emails, Letters		
M 9/7	Due: Introductory Email @ 11:59pm	
T 9/8	-Types of Professional Correspondences -Introduce “Letter From a Nut”	-TCT Chapter 2: Profiling Your Readers (pp. 21-40)
Th 9/10	-Audience and Purpose -Letter Writing Activity	-TCT Chapter 13: How to Be Persuasive (pp. 366-385)
Week 3: Audience and Persuasion		
T 9/15	-Rhetoric and Technical Writing	-TCT Chapter 16: Using Plain and Persuasive Style (pp. 449-473)
Th 9/17 Synchronous	-Concise Writing -Concise Memo Activity	-TCT Chapter 4: Managing Ethical Challenges (pp. 71-96); -Canvas “Cultural Differences in Response to Pain” (p. 1)
F 9/18	Discussion Post #1 due @ 10:00am	
Unit 2: Drafting, Style, and Persuasion		
Week 4: Ethics and Professionalism		
M 9/21	Due: Letter From a Nut @ 11:59pm	
T 9/22	-Identifying Ethical Representation -Introduce “Job Application Packet”	-TCT Chapter 5: Starting Your Career (pp. 99-134)
Th 9/24	-Analyzing Jobs and Internship	-Canvas Quincy Larson “You in 6

	Postings	Seconds;” - <i>Canvas</i> Nicola Rushton “How to Make Your Resume as User-Centered as You Are”
Week 5: Job Applications		
M 9/28	Due: Discussion Post #2 @ 10:00am	
T 9/29	-Resumé Analysis and Review -Cover Letters	- <i>TCT</i> Chapter 15: Organizing and Drafting (pp. 420-446);
Th 10/1 Synchronous	-Principles of Designing and Drafting -Drafting Activity	- <i>TCT</i> Chapter 17: Designing Documents and Interfaces (pp. 476-502)
Week 6: Grammar and Style		
T 10/6	-Active vs. Passive Language -Grammar and Style	- <i>TCT</i> Appendix A: Grammar and Punctuation Guide (pp. 617-634); - <i>TCT</i> (Optional) Appendix B: English as a Second Language (pp. 635-639)
Th 10/8	-Peer Review -Individual Zoom Meetings (Check-Ins)	
Unit 3: Technical Documentation		
Week 7: Reader-Centered Communication		
M 10/12	Due: Job Application Packet @ 11:59pm	
T 10/13	-Technical Descriptions -Descriptive Activity	- <i>TCT</i> Chapter 7: Technical Descriptions and Specifications (pp. 176-198)
Th 10/15 Synchronous	-Document Analysis Activity	- <i>TCT</i> Chapter 21: Writing for the Internet (pp. 594-614) - <i>TCT</i> (Skim) Appendix C: Documentation Guide (pp. 640-655)
Week 8: Writing for a General Audience		
M 10/19	Due: Discussion Post #3 @ 10:00am	
T 10/20	-Blogging -Social Media Engagement	- <i>Canvas</i> Tom Kuegler “50 Lessons I Learned After 50 Months of Blogging”
Th 10/22	-Peer Review -Individual Zoom Meetings (Check-Ins)	- <i>TCT</i> Chapter 9: Proposals (pp. 244-278)
Unit 4: Collaborative Writing and Documentation		
Week 9: Writing Proposals		
M 10/25	Due: Technical Description @ 11:59pm	
T 10/26	-Reading Proposals and Approaching the Genre	- <i>TCT</i> Chapter 14: Researching in Technical Workplaces -Quincy Larson “A Month Ago I Knew Nothing About Podcasting”

Th 10/28 Synchronous	-Researching Techniques -Brainstorming and Researching Activity	- <i>TCT</i> Chapter 11: Formal Reports (pp. 308-345); - <i>Canvas</i> Purdue Owl “Planning and Organizing Proposals and Technical Reports”
Week 10: Team Planning		
M 11/2	Due: Discussion Post #4 @ 10:00am	
T 11/3	-Group Conferences	- <i>TCT</i> Chapter 3: Working in Teams (pp. 47-67)
Th 11/5	-Peer Review/Team Planning	- <i>TCT</i> Chapter 8: Instructions and Documentation (pp. 204-230)
Week 11: Instructive Documentation		
M 11/9	Due: Proposal @ 11:59pm	
T 11/10	-Group Writing Activity -Usable Documentation	- <i>TCT</i> Chapter 8: Instructions and Documentation (pp. 230-240)
Th 11/12 Synchronous	-Writing Podcast Scripts	- <i>TCT</i> Chapter 10: Brief Reports (pp. 284-300)
Week 12: What is Usability and Usability Testing?		
M 11/16	Due: Discussion Post #5 @ 10:00am	
T 11/17	-Meet in Groups to Outline Progress Report	- <i>Canvas</i> SurveyMonkey “Writing Good Survey Questions;” - <i>Canvas</i> Sam Lloyd “The 10 Commandments for Writing Outstanding Survey Questions”
Th 11/19 Synchronous	-Testing for Usability (Prep and Discussion)	
Week 13: What is Usability and Usability Testing? (Cont.)		
M 11/23	Due: Progress Report @ 11:59pm	
T 11/24	Due: Podcast Script Draft -Conduct Usability Test	- <i>TCT</i> Chapter 19: Revising and Editing for Usability (pp. 530-549)
Th 11/26	Thanksgiving Break—Enjoy Your Holiday!	
Week 14: Rewriting for Usability		
T 12/1	-Conduct Usability Test	
Th 12/3	-Peer Review -Work on Drafting and Revising Your Podcast Script	- <i>Canvas</i> Buzzsprout “How to Get the Best Sounding Audio for Your Podcast” - <i>TCT</i> Chapter 20: Presenting and Pitching Your Ideas (pp. 553-591)
Week 15: Final Reflections		
M 12/7	Due: Usability Report @ 11:59pm	
T 12/8 Synchronous	-Last Day of Class Recap -Presenting Your Script on Audio	
F 12/15	Due: Instructional Podcast Series @ 11:59pm	

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment or project illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment or project will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, *every* assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive ZERO credit.**

More information on UF grading policies may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades.>

Grading Scale

A	4.00	93-100 (%)	930-1000 (pts.)	C	2.00	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.00	83-86	830-869	D	1.00	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	00-59	000-599

General Grading Rubric

While different writing assignments are assessed or graded according to individualized criteria—all of which may be found on Canvas—the following is a general overview of the grading criteria I follow:

A	“A” papers far exceed the goal of the assignment. The drafts are thoughtful, the writing is clear, the content is sophisticated and demonstrates critical thinking, and the reflection is candid and shows growth. Since careful editing and proofreading are essential in effective, technical communication, “A” papers must be free (or mostly free) of typos and grammatical or mechanical errors.
B	“B” papers meet and sometimes exceed the goal(s) of the assignment. Perhaps there are some mechanical or organizational issues, or the process is not what it should be, or the thinking could be more developed. Papers in this grade range are adequate and/or complete in content, organization, and style, but need further revision.
C	“C” papers fall short of the goal(s) of the assignment in some way. They might not demonstrate critical thinking, or they might not include part of the process, or fail to show significant revision based on feedback. Papers that fall into this grade range are, at a minimum, complete in content and logically ordered. “C” paper may also feature a straightforward but unremarkable style, imprecise word choice, and/or numerous mechanical errors.
D	“D” papers fall significantly short of the goals of the assignment, are missing significant pieces, or show a significant lack of clarity and effort. For “D” papers, the content (and support) is often incomplete and/or the organization is hard to discern. The ideas presented in papers that fall into this grade range are oversimplified or

	superficial and/or are not organized around a central argument. Attention to style and mechanics in “D” papers is uneven and/or nonexistent.
E	“E” letter grades are typically reserved for missing assignments and plagiarized work. Any paper that is short of the word requirement, does not demonstrate an awareness of the task at hand, and/or is sufficiently deficient across the board in terms of content, organization, mechanics and style will also earn an “E” mark.