

## ENC 2210 - TECHNICAL WRITING (Sec. 4F11), Summer B 2018

**Instructor Name:** Ms. Claire Karnap

**Course meeting times & locations:** MTWRF 2 (9:30 AM – 10:45 AM); BLK 0415

**Office Location and Hours:** TBA; Monday (11:30 AM – 12:30 PM) and Wednesday (11:30 AM - 12:30 PM) and by appointment.

**Course Website:** Canvas

**Instructor Email:** ckarnap248@ufl.edu

**Note to Students:** \*CRW ENC 2210: *Your course is C + WR credit, but not H*

**Course Description:** ENC 2210: Technical Writing is a course that introduces students to both professional and technical writing. Throughout the semester you will analyze and produce texts from different genres of technical writing, which will include emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. This course also provides students with the fundamentals necessary for their individual interests and field of study.

Daily attendance to class is essential to excel in your academics for this course. Students receive multiple opportunities to improve communication skills, write cohesively, and perform professionally within the classroom environment. Students who miss a peer evaluation preparatory workshop will have the relevant assignment penalized. Lectures and in-class workshops offer students the necessary groundwork to begin implementing obtained knowledge on technical writing. Students are required to read the material assigned on the syllabus and come to class on time and prepared to contribute to in-class discussions. This course offers a welcoming environment to contribute new ideas and for students to learn how to work both individually and collaboratively in a professional atmosphere.

### 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 6e REVEL Access* Digital Format, 2018.

**Note to students:** Students will have the choice to “Opt-In” to the digital access through a link provided in Canvas once classes begin for a reduced price and pay for these materials through their student account. Students who do not choose this option will be able to purchase a standalone code ( 9780134438665 ) through the UF Bookstore. Both options provide access to the same online materials however the discounted price will only be available through the Gator1 Central portal. You can log in to the Gator1 Central portal and view your participating courses when classes begin here: <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>

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

### **Discussion Posts, 250 words each**

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, 300 words**

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, 450 words**

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, 650 words**

Write a professional memo that either:

1. provides a clear description for a specific technical term from your field to a general, non-expert audience

OR

2. argues for the implementation of specific process or device in regard to some technical aspect of your field.
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Make sure that your memo is properly researched and includes sources where appropriate.

### **Application Packet**

The application packet assignment contains three main sections:

1. Job description and analysis
2. Cover letter
3. Resume

*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

1. the materials they are requesting to be included in the application
2. the qualities they are looking for in their ideal applicant

*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.

*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.

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### **Proposal, 1000 words**

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.)

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### **Instruction Manual, 750 words per student**

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

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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, 450 words**

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, 750 words**

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.

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**TOTAL**

100%

Total Word Count Possible for Term: 6,000

### **Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance is required and will be taken every day. If you miss more than four (4) classes, you will automatically fail the course. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be

found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time. A note on tardiness: Students who enter class after roll has been taken are late, which disrupts the entire class. Three instances of tardiness (more than 15 minutes) count as one absence.

3. **This course includes workshops, lectures, and group activities; therefore, students should bring their laptop, paper, writing equipment, and have access to the e-book for each class meeting.**
4. *Paper Format & Submission*: Final drafts must be thoroughly polished and professionally structured. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and page numbered using correct MLA formatting. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
5. *Late Papers/Assignments*: Late assignments and late papers will not be accepted. Only under extenuating circumstances will I consider an extension—students must contact me at least 48 hours before the assignment is due if an emergency arises.
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 go online and evaluate 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. *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 he or she will be counted absent for the class period.
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/>

**Weekly Schedule (subject to change): Students are required to read before coming to class.**

**Week 1: July 2 - 6**

<b>Subject:</b> Introduction to Technical Writing; Audiences & Correspondences			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Intro to Tech Writing	Chapter 1: Technical Communication in the Entrepreneurial Workplace	
<b>T</b>	Correspondences	Chapter 6: Emails, Letters, and Memos	Introductory email (due at 5pm)
<b>W</b>	No Class (Holiday)		
<b>Th</b>	Persuasive Style	Chapter 16: Using Plain and Persuasive Style and Chapter 13: How to Be Persuasive	
<b>F</b>	Professional Letters: How to Be Professional Ethics <b>In-class activity: The Office episode (5.3) "Business Ethics"</b>	Chapter 2: Profiling Your Readers and Chapter 4: Managing Ethical Challenges Watch The Office episode (5.3) "Business Ethics" before class meeting.	Professional Letter (due at 5pm)

**Week 2: July 9 - 13**

<b>Subject:</b> Drafting, Style & Persuasive and Technical Writing			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Job Application Packet (JAP) Elements and Explain Case Study Memo <b>In-class Activity: Reader-Centered Communication in Job Applications</b>	Chapter 5: Starting Your Career	Discussion #1: Case Study Memo "The Lie" on page 136 due at 11:59 pm
<b>T</b>	Effective Résumés and Cover Letters Show clip from Friends—Joey's Resume <a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a>	Read handout on resumes and cover letters: <a href="http://careersapps.usc.edu/docs/handouts/Resume_Booklet_Small.pdf">http://careersapps.usc.edu/docs/handouts/Resume_Booklet_Small.pdf</a>	

	<a href="https://www.youtube.com/watch?v=pZxsxaFJ3YQ">h?v=pZxsxaFJ3YQ</a> In-class: Application Letters		
<b>W</b>	Job Application Packet: Drafting, Designing, and Revising / Individually Work on JAP Show clip about proofreading from Friends <a href="https://www.youtube.com/watch?v=o5PhUErm8I4">https://www.youtube.com/watch?v=o5PhUErm8I4</a>	Chapter 15: Organizing and Drafting	
<b>T h</b>	Peer Review #1: Job Application Packet	Chapter 17: Designing Documents and Interfaces	
<b>F</b>	Workshop: Grammar Practice In-class Activity: "The Top Ten Grammar Mistakes" and MLA Practice	Appendix A: Grammar and Punctuation Guide and Appendix C: Documentation Guide (Just Read MLA Section)	Job Application Packet due at 11:59pm

### Week 3: July 16 - 20

<b>Subject:</b> Collaboration & Writing Proposals			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Pitches	Chapter 20: Presenting and Pitching Your Ideas <a href="https://www.youtube.com/watch?v=98WIZJqscVk&amp;t=6s">https://www.youtube.com/watch?v=98WIZJqscVk&amp;t=6s</a>	
<b>T</b>	Technical Descriptions	Chapter 7: Technical Descriptions and Specifications  Bring to class a job or internship advertisement and prepare yourself to pitch the idea in a 1-2-minute elevator pitch to the prospective employer.	
<b>W</b>	Writing Proposals / Proposal Topic Activity	Chapter 9: Proposals	Technical Definition by 11:59pm
<b>T h</b>	Committee Meetings and Brainstorm Proposal Topics	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>	

<b>F</b>	In-class writing day for Proposal	Chapter 11: Formal Reports	Discussion #2: 2 Ideas and Justification per student (due by 5pm)
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**Week 4: July 23 - 27**

<b>Subject: Proposals and Usability</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Peer Review #2 Proposal Day	Read over the peer review worksheet on Canvas before class and bring copy of worksheet with your rough draft to class.	Bring Printed Copy of Rough Draft for Proposal
<b>T</b>	In-Class Workshop and Mini-Conferences	Complete: <a href="#">The Writer's Diet</a> Test by Helen Sword and bring to class.	Proposal due by 5 pm
<b>W</b>	Usability Assign groups and meet members	Chapter 19: Revising and Editing for Usability	
<b>Th</b>	Choose Topic for Instructional Manual and Plan out User Tests	Chapter 8: Instructions and Documentation	
<b>F</b>	Committee Meetings and Administration of User Tests	Read <a href="https://medium.com/level-up-web/how-to-write-a-user-manual-technical-writing-blog-e2c7f1e16f87">https://medium.com/level-up-web/how-to-write-a-user-manual-technical-writing-blog-e2c7f1e16f87</a>	Write brief statement explaining results and draft of instruction manual (Email by 11 pm)

**Week 5: July 30 - August 3**

<b>Subject: Formal and Informal Reports</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Committee Meetings-Analyze User Tests	Analyzing conciseness <a href="https://owl.english.purdue.edu/owl/resource/572/01/">https://owl.english.purdue.edu/owl/resource/572/01/</a>	Discussion #3: Audience and Purpose Activity

			(due by 11pm)
<b>T</b>	Committee Meetings-User Test Reports <b>In-class Activity: Collaborative Work Icebreaker</b>	Chapter 3: Working in Teams	
<b>W</b>	In-class Workshop on Usability Report <b>In-class Activity: Collaborative Writing Activity "Group Plans"</b>	Chapter 10: Brief Reports	Usability Report (due by 11pm)
<b>T h</b>	Feasibility Reports	Chapter 18: Creating and Using Graphics and Chapter 21: Writing for the Internet	
<b>F</b>	Feasibility Reports In-class workshop on Progress 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>	Progress Report (by 5 pm)

### Week 6: August 6 - 10

<b>Subject: Final Reports &amp; Course Wrap-Up</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Committee Meetings: Instruction Manual	Read <a href="http://www.bbc.com/future/story/20180403-inside-the-world-of-instruction-manuals">http://www.bbc.com/future/story/20180403-inside-the-world-of-instruction-manuals</a>	
<b>T</b>	Committee Meetings and Conferences	Listen to audio of interview and also read the article on <a href="https://www.marketplace.org/2018/05/29/business/history-story-instruction-manuals">https://www.marketplace.org/2018/05/29/business/history-story-instruction-manuals</a>	
<b>W</b>	Committee Meetings: Instruction Manual	Read <a href="https://www.themuse.com/advice/the-professional-bio-template-that-makes-everyone-sound-accomplished">https://www.themuse.com/advice/the-professional-bio-template-that-makes-everyone-sound-accomplished</a>	Final Instruction Manual (due by 11 pm)
<b>T h</b>	<b>No Class Meeting **Available in office between 9:30 am -10:45 am</b>	No class—Writing Day for Discussion #4	

<b>F</b>	Course wrap-up -Ethical Companies in the Workplace and In- class self- assessments and evaluations	Read <a href="https://www.forbes.com/sites/larryalton/2017/09/12/how-much-do-a-companys-ethics-matter-in-the-modern-professional-climate/#40171bd01c79">https://www.forbes.com/sites/larryalton/2017/09/12/how-much-do-a-companys-ethics-matter-in-the-modern-professional-climate/#40171bd01c79</a>	Discussion #4: Submit a paragraph (250 words) on Canvas of "Yourself Professional " and refer back to Wednesday' s reading for guidance or suggestions on structure and content. Due by 9 am
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### Points Breakdown for Assignments:

Discussion Posts (4)	<b>25 points each</b>
Introductory Email	<b>50 points</b>
Professional Correspondence	<b>50 points</b>
Technical Description	<b>100 points</b>
Application Packet	<b>150 points</b>
Proposal	<b>150 points</b>
Instruction Manual	<b>200 points</b>
Progress Report	<b>100 points</b>
Usability Report	<b>100 points</b>
Total Points Possible	<b>1,000</b>

### Rubric Structure for Assignments

Content	30%
Development	20%

Organization	20%
Style	15%
Grammar	15%

**Example of Grading**

Content	A/A-
Development	B
Organization	B
Style	A-
Grammar	A-
<b>Final Grade</b>	<b>B+</b>

**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%

**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.