

ENC 2210 – Technical Writing

Section 9150 - Class #22659 - Fall 2020

Instructor Name: Samantha Baugus

Course meeting times & locations: Check course calendar

Office Location and Hours: Virtual Office Hours Tuesday & Wednesday 1:30-3:30 by appointment

Course website: Canvas & others (see the “Web Applications” section for more details)

Instructor Email: sbaugus@ufl.edu

Course Description

ENC 2210 is an introduction to technical and professional writing. This course is a practical and hands-on course. Students will be introduced to a number of genres they will need to succeed in technical, scientific, and professional workplaces. Students will also produce their own versions of these genres to practice and gain experience in these genres. Additionally, this class recognizes that in the workplace we rarely produce material and products on our own, so students will be put into groups to collaborate on creating materials. The course will end with the submission of a job application packet which will focus on how to discuss academic and class work on a resume and position yourself for a job a technical field.

COVID Statement

The current circumstances are troubling, exhausting, stressful, draining, and scary—among other things. In recognition of this, this class is going to spend very little time in synchronous Zoom meetings. Zoom meetings are exhausting and we do not all have equal access to high speed internet, webcams/computer with webcams, or private space to be able to give attention to an hour-long lecture. Instead, this course will rely on a mixture of Zoom lectures, recorded lectures, and groupwork. I have made about a third of the assignments groupwork because of various struggles we might encounter over the semester. If someone doesn't have internet access, their group member can upload a submission, for instance. Additionally, since we won't be able to foster real community and conversation since we aren't face-to-face, being in groups for the semester will allow students to interact with each other and learn from each other.

Internet Privacy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

General Education Objectives and Learning Outcomes

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.

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.

Course Specific Objectives

- Understand the differences between some of the most common genres of technical writing
- Produce professional-quality documents that demonstrate a grasp of the principles of visual and textual design
- Know how to communicate with different audiences and how to tailor documents to appeal to different audiences, meet their needs, and take into account accessibility questions and concerns
- Gain experience in working in group settings, especially in formally working in groups.

Required Course Materials

Texts

Technical Communication Today, 6th Edition

You are required to purchase the e-book and access the textbook via Pearson-Revel. Please do not buy the print book. This course is participating in the UF All Access program. Information for logging in is provided on our Canvas page.

Web Applications

DropBox (UF account)

GroupMe (personal account)

Zoom (UF account)

VoiceThread (UF Account)

Assignments

Detailed descriptions are posted on Canvas.

Assignment Group: Introductions

VoiceThread Introduction – 20 points

After watching posted videos about how to use VoiceThread and the videos introducing myself and the course, post your own introduction video. Then leave comments on your classmates' videos.

Course Mission Statement – 30 points

You will propose a short mission statement about the goals of the course.

Student & Career Inventory – 20 points

Answer a brief survey about your current situation and your career goals.

Zoom Etiquette Memo – 30 points, 300 words

Write a memo to the class that presents a policy you'd like to see from instructors and students during our synchronous Zoom classes.

Assignment Group: Episode Analyses x 3 – 50 points, 300 words each

In each short essay, you will analyze a TV show episode for its treatment of a specific component of technical communication according to the textbook definition.

Assignment Group: Team Building

Introductory Email – 20 points

Write a professional email introducing yourself to your teammates.

Team Contract – 50 points

Through the formation of a group contract, your group will collaboratively set expectations for the team.

Team Mission Statement – 15 points

You will individually propose a short mission statement about the goals of your team.

Performance Review Rubric – 30 points

Per the team contract, your team will create a performance review rubric that you will use to assess each other.

Work Plan – 60 points, 125 words/each

Through developing a work plan, your team will establish the who, what, where, when, why, and how of the project.

Assignment Group: Audience Research

Writer-Centered Analysis – 25 points

Identify the primary, secondary, tertiary, and gatekeeper readers for each section of the project.

Reader Analysis – 25 points

Identify the needs, values, and attitudes of primary, secondary, tertiary, and gatekeeper readers for each section of the project.

Context Analysis – 25 points

Identify the contents in which the readers will experience your document.

Audience Report – 75 points, 125 words/each

Through this report, you'll cohesively present the information you've collected about your audience.

Final Project

Infographic – 25 points

Apply the principles of design and graphics to create an infographic giving some quick facts about your project.

Elevator Pitch – 15 points, 300 words

Create an elevator pitch as a precursor to developing your longer proposal.

Proposal – 35 points, 500 words/each

Write a proposal for the final project.

Technical Definition – 15 points, 300 words

Write a definition of a technical term that is of central important to your product or an aspect of your product.

Technical Description – 35 points, 500 words/each

Write a technical description of the product your organization is producing per the proposal you submitted.

Troubleshooting Guide – 15 points, 300 words

To help prepare for writing the instructions, you will compose a troubleshooting guide that can accompany you instructions to help users address common problems that might arise either in construction or use of your product.

Instructions – 35 points, 500 words/each

Write a set of instructions to teach someone how to use your product.

Bios – 15 points, 300 words

You will write a professional biography that will be included in your final project.

Formal Report – 35 points, 500 words/each

Write a formal report about the completion of the project and present ideas for the next steps and implementation of a product.

Usability Report – 25 points

Conduct a usability report for another group's project before final submission.

Final Project Revised – 25 points

Through this project, you'll move through all the different genres presented in the textbook. You will create an imaginary organization and establish your position in it. Along with a group of classmates, you'll propose a project and then create documentation to go along with that project.

Note: The 25 points are for revising the final project based on the usability reports you and your group receive

Progress Report x2 – 25 points each, 300 words each

A short report informing me (the instructor) about your progress in the overall project and the upcoming assignment.

Assignment Group: Job Application Packet – 50 points, 250 new words

For this assignment, you'll create a resume, application letter, and professional portfolio in preparation for applying for a job.

Quizzes x5 – 10 points each

Five quizzes will be assigned through the Revel portal.

Course Policies

1. Bullying, intolerance, aggressive behaviors, verbal and physical assault, or any behavior either in the Zoom classroom or virtually will **not** tolerated. If you are the victim of such treatment reach out to me or appropriate authorities to address the behavior. If you are the perpetrator of such treatment know I will do everything in my power to find justice for the victims of your behavior.
2. You must complete all *assignments* to receive credit for this course.
3. Attendance in Zoom lectures is mandatory. "Attendance" for recorded lectures is taken through students posting a comment on the VoiceThread posts. Students are allowed one unexcused absence from the Zoom meetings and one unexcused "absences" from the VoiceThread posts. If you go over the two allotted unexcused absence you'll receive a 5% (50 points) deduction from your grade for every additional absence.
4. 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. Unless otherwise stated, all assignments must be submitted via the Dropbox linked posted in the assignment description.

6. You have 24 hours from the posted deadline to submit materials without being late. Assignments will be graded in the order they are received. This also means if you submit work early, I will grade your work first. After 24 hours, assignments will be considered late and will not be graded (in fact the Dropbox will no longer accept submissions).
7. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. 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.
9. Plagiarism is defined in the student Honor Code as:
 - 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.
10. 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.
11. 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/>
12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. 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.
14. 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>

Schedule

Much of this course will be self-paced. When we have in-person classes they will be Thursday period 3 (9:35 am) so I expect the readings or viewing I assign for the week to be completed by Thursday 9:35 am at the *latest*. Much of the reading and viewing material will be necessary for you to complete assignments due earlier in the week.

Unless otherwise stated, all assignments are due at 9 am on the due date.

Week One (August 31 -September 5)

Reading & Viewing

Chapter One: Technical Communication in the Entrepreneurial Workplace
Chapter Four: Managing Ethical Challenges
Course Introduction VoiceThread
Instructor Introduction VoiceThread

Assignments

VoiceThread Introduction (due 08/31)
Student/Career Inventory (due 09/02)
Course Mission Statement (due 09/04)

Class Meeting: September 3 @ 9:35 am

Week Two (September 7 – September 11)

No Class September 7

Reading & Viewing

Chapter Six: Emails, Letters, and Memos
Chapter Three: Working In Teams
Function of Teams VoiceThread
Final Project Introduction VoiceThread

Assignments

Episode Analysis: Ethics (09/08)
Team Introduction Emails (09/09)
Zoom Memo (09/09)
Team Contract (09/11)

Class Meeting: September 10 @ 9:35

Week Three (September 14 – September 18)

Reading & Viewing

Team member roles & Instructor Roles VoiceThread

Assignments

Episode Analysis: Teams (due 09/14)
Performance Review Rubrics (due 09/15)
Mission Statement (09/18)

Week Four (September 21 – September 25)

Reading & Viewing

Chapter Two: Profiling Your Readers
Chapter Fifteen: Organizing and Draft
Significance of Audience VoiceThread

Assignments

Work Plan (due 09/21)
Writer-Center Analysis Chart (due 09/22)
Reader Analysis (due 09/23)
Context Analysis (09/24)

Class Meeting: September 24 @ 9:35

Week Five (September 28 – October 2)

Reading & Viewing

Chapter Seventeen: Designing Documents and Interfaces
Chapter Eighteen: Creating and Using Graphics
Universal Accessible Design VoiceThread

Assignments

Audience Report (due 09/28)

Class Meeting: October 1 @ 9:35

Week Six (October 5 – October 9)

Reading & Viewing

Chapter Nine: Proposals
Chapter Fourteen: Researching in Technical Workplace
Types of Proposals VoiceThread

Assignments

Infographic (due 10/05)
Episode Analysis: Design (10/06)
Elevator Pitch (10/09)

Class Meeting: October 8 @ 9:35

Week Seven (October 12 – October 16)

Reading & Viewing

Chapter Thirteen: How to Be Persuasive
Myth of Objectivity VoiceThread

Assignments

Proposal (due 10/16)

Week Eight (October 19 – October 23)

Reading & Viewing

Chapter Seven: Technical Descriptions and Specification
Chapter Sixteen: Using Plain and Persuasive Style
Plain Language Fixes VoiceThread

Assignments

Technical Definition (due 10/23)

Class Meeting: October 22 @ 9:35

Week Nine (October 26 – October 30)

Reading & Viewing

Chapter Ten: Brief Reports
Identifying & Explaining Progress VoiceThread

Assignments

Progress Report (due 10/28)
Technical Description (10/30)

Week Ten (November 2 – November 6)

Reading & Viewing

Chapter Eight: Instructions and Documentation
How-Tos, FAQs, Troubleshooting VoiceThread

Assignments

Troubleshooting Guide (due 11/06)

Class Meeting: November 5 @ 9:35

Week Eleven (November 9 – November 13)

No Class November 11

Reading & Viewing

Adding Humor, Style, and Personality VoiceThread

Assignments

Progress Report (due 11/10)
Instructions (due 11/13)

Week Twelve (November 16 – November 20)

Reading & Viewing

Chapter Eleven: Formal Reports
Types of Reports VoiceThread

Class Meeting: November 19 @ 9:35

Week Thirteen (November 23-27)

No Class November 25-27

Week Fourteen (November 30 – December 4)

Reading & Viewing

Chapter Nineteen: Revising and Editing for Usability
Explaining Peer Review VoiceThread

Assignments

Bios (due 12/01)
Formal Report (due 12/02)

Class Meeting: December 3 @ 9:35

Week Fifteen (December 7 – December 9)

Half week and last day of classes

Reading & Viewing

Chapter Five: Starting Your Career

Assignment

Usability Report (due 12/07)

Class Meeting: TUESDAY December 8 @ 9:35

Finals Week (December 14 – December 18)

Assignments

Job Application Packet (due 12/14)
Final Project (due 12/14)

Grading Scale and Rubric

Scale

This is a 1,000-point course; assignments are not weighted instead the total of the all the assignments adds up to 1,000 total points.

Letter	Percentage	Letter	Percentage
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

General Rubric

A-Level

- Follows all the instructions specific to the assignment description *and* all the details included on the rubric to near perfection.
- Generates and elaborates on original ideas that demonstrate a mastery of course material (videos, live lectures, and reading).
- Demonstrates thoughtful and creative attention to visuals and formatting.
- Tone and language are at professional standards and communicate complex thoughts clearly and precisely.
- Few to no grammar or punctuation errors.
- Exceeds assignment expectations.

B-Level

- Follows the instructions specific to the assignment *and* all the details included on the rubric well.
- Incorporates and elaborates on ideas relevant to the course that demonstrate a good comprehension of course material (videos, live lectures, and reading).
- Demonstrates care and attention to visuals and formatting.
- Tone and language are generally professional and communicate complex thought.
- Few grammar or punctuation errors
- Meets assignment expectations

C-Level

- Follows some of the instructions specific to the assignments and/or the details included on the rubric.
- Incorporates ideas relevant to the course that demonstrate some comprehension of course materials (videos, live lectures, and reading).
- Incorporate visuals without much critical thought; formatting is basic.
- Tone and language are sometimes professional, and/or complex communication is confusing.
- Several grammar or punctuation errors.
- Meets some assignment expectations

D-Level

- Follows a few of the instructions specific of the assignment *and* the details included on the rubric.
- Incorporates few ideas relevant to the course and demonstrates little understanding of course materials (videos, live lectures, and reading).
- Incorporate few to no visuals, and formatting hinders comprehension of content.
- Tone and language are rarely professional, and complex communication is incomprehensible
- Grammar and punctuation errors are distracting
- Meets few assignment expectations

F-Level

- Follows no assignment instructions and rubric details
- Incorporates no ideas relevant to the course and demonstrates no understanding of course materials (videos, live lectures, and reading).

- Incorporates no visuals or formatting features.
- Tone and language are unprofessional, and there is no evidence of complex communication
- Grammar and punctuation errors obscure meaning.
- Meets no assignment expectations.