

ENC 2210: Technical Writing

Fall 2019

Course Information

<u>Instructor:</u>	Andrea Medina
<u>Class Number:</u>	25072
<u>Section #:</u>	5072
<u>Classroom:</u>	Weimer 1094
<u>Class Meeting Times:</u>	MWF, Period 8 (3:00 – 3:50)
<u>Office Hours:</u>	Wednesday, Period 6&7 (12:50 – 2:45) or by appointment, location TBA
<u>Email:</u>	andream@ufl.edu

Course Description:

ENC 2210: Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in different workplace environments and discourse communities. Throughout the semester students will produce and analyze texts within a number of common technical writing genres, including: emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals.

Students will analyze and respond to the different rhetorical situation each assignment presents. Students will also consider concepts such as audience, organization, visual design, style, and the material production of documents. Class meetings provide students with the opportunity to participate in on-going class 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. Technical writing is produced individually as well as collaboratively. Accordingly, ENC 2210 emphasizes both individual and team efforts.

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 and oral feedback to one another

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.

Textbooks

Johnson-Sheehan, Richard. *Technical Communication Today, 6th edition*. Pearson, 2017. Print. Revel Online Access.

Assignments

Emails: Over the course of the semester students will write three emails addressed to the instructor and they will be submitted via Canvas (email template doc available on Canvas):

#1 – Write an introductory email describing yourself: year at UF and major; include any service activities, community outreach, or hobbies. Please also include what you hope to learn in this class. (Word Count: 250)

#2 – You will write your second email to inform your instructor as to what subjects/terms you intend to address in your technical description/definition assignment. (Word Count: 250)

#3 – Explain the subject of your manual assignment, why you have chosen it, and how you plan on completing the assignment. (Word Count: 250)

Memos: There will be two memo assignments:

#1 – Collaborative Proposal: For this memo, you will work in groups to propose a solution to a problem in the Gainesville area. (Word Count: 300 per student)

#2 – Reflection: In this memo, you will evaluate your writing ability over the course of the semester and provide the instructor with one way to improve the course. (Word Count: 300)

Projects: There are four major projects this semester. These projects allow students to put the concepts they learn in reading and lecture into action.

#1 – *Job Application Packet*: You will produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in chapter 5 of *Technical Communication Today*. You will submit drafts for peer evaluation and instructor feedback. (Word Count: 300)

#2 – *Technical Description*: For this assignment, you will define a specific process or device in your field. You must provide a clear description for either a specific term or device that is easily understood by a general, non-expert audience. (Word Count: 500)

#3 – *Proposal*: In professional fields, a proposal is a document that argues for the funding of a particular project or attempts to win a contract to develop or build a product. Though the requirements can be described in different ways, the global structure of proposals is virtually always the same: Problem → Solution. You must first define a significant problem and then explain a feasible solution. Another very important requirement is that you establish the significance of the problem and the benefits associated with the solution. (Word Count: 1,500)

#4 – *Instruction Manual*: You 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 manual will be housed on WordPress (though the writing itself will be submitted via Canvas). The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate. (Word Count: 1,350)

4a – *Progress Report*: Students will provide the instructor with a report of all the work that has been accomplished for the instruction manual. You must also include the work that will be completed. This will be in memo format. (Word Count: 1,000)

Total Word Count: 6,000

Course Policies

- You must complete *all* assignments to receive credit for this course. All work outlined above counts towards the Writing Requirement, so any missing assignments will lead to an “Incomplete” in the course, regardless of the grade you see on Canvas.

- **Attendance:**

This is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

Consequently, if you miss more than **3 class periods** during the semester, your grade will drop; each absence beyond 3 will lower your overall course letter-grade by 2 points. If you miss 6 class periods, you will fail the course.

Exempt from this policy are only those absences involving university-sponsored events, such as athletics and band, for which you must provide appropriate documentation in advance of the absence. Absences for illness or family emergencies will count toward your 3 allowed absences. I advise that you save your absences for when absolutely necessary.

If you are absent, it is still your responsibility to make yourself aware of all class discussions and activities as well as any new developments, such as assignments and due dates. You are still responsible for turning assignments in on time. However, you will not be able to make up any in-class assignments. I will not approach you regarding absences and missing or late assignments, nor will I inform you of what you miss during class. Please establish contact with a classmate in order to update yourself on the course happenings in the event that you miss class. If you anticipate having a prolonged absence for any reason, please speak with me in advance to make appropriate arrangements.

Late Arrival: Our class is discussion-based, and as such late arrival is both rude and disruptive. If you are not in the room when class starts, you are late, however, if you are more than 10 minutes late twice, you will be penalized one absence.

- **Participation:**

Participation is a necessary component of your time in this class, and as such will factor into your grade. You are expected to arrive to class prepared, with homework done, articles/books read, and paper and writing utensils at hand. You will work individually, in small groups, and in class-wide discussions. I will expect each of you to participate actively each day.

- **Class Discussion:**

You are expected to add constructively to the conversation we have each day or respond to questions posed by the instructor. You will treat the instructor and your fellow classmates with respect at all times, especially when you disagree with them. Anyone who breaks that rule will be asked to leave the room.

- **Paper Maintenance Responsibilities:**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

- **Assignment 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 name and a number. If a source has been used in a paper, it **must** be cited on a references page.

Every paper will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas by the due date and time. Canvas does not read other formats. To prevent issues, please use only .doc or .rtf files.

Assignments on Canvas will close at the time they are due, meaning students will not be able to submit the assignment after that point. I will remove points for late submissions, even if it's late by a few minutes.

Save and submit all papers in Canvas using the following file name:
lastnameENC2210nameofassignment (MedinaENC2210LetterOne).

Failure of technology (hard drive crashes, printer out of ink, etc.) is not an excuse. If Canvas is not functioning properly when you attempt to submit a paper, you must immediately email me and apprise me of the situation and bring a hard copy to class, which you may submit for no penalty.

- **Email Correspondence:**

This is an English class, so I expect your emails to me to be professional and follow rules of grammar and etiquette. Please include proper salutations and a signature that includes your name.

- **Plagiarism:**

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.

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.

- **Important Tip:**

You should never copy and paste something from the Internet without providing the exact location from which it came, including the date cited.

- **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>

- **Disability Policy:**

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor early in the semester.

- **Personal Difficulties:**

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/>

Please do not hesitate to reach out to me if you are having a hard time and are not sure how to proceed. I will gladly sit down with you and try to figure out who you should speak to and how to make sure you succeed. You are not alone.

- **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/>

- **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.)

- For information on UF Grading policies, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- **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.

Grading Points

Emails (3)	150 points
Memos (2)	100 points
Job Application Packet: Resume and Cover Letter	100 points
Technical Description	100 points
Proposal	150 points
Progress Report	100 points
Instruction Manual	200 points
Professionalism and Participation	100 points
Total Points:	1000 points

Grading Scale

A	4.0	93-100, 930-1000	C	2.0	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	3.0	83-86, 830-869	D	1.0	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	0-59, 0-599

WEEK-TO-WEEK SCHEDULE

Week 1 – August 20th

W 8/21 Discussion: Course introductions, Syllabus overview, Collaborative goals for the course: What do you hope to gain? What is this course designed to provide?

F 8/23 Discussion: What is technical writing?

Week 2 – August 26th

M 8/26 Discussion: Go over Canvas, email procedure, introduce email template (*TCT 6*)
Homework: Read *TCT 4*

W 8/28 Discussion: Ethics and technical writing. What is “ethics”?
Homework: **Introduction Email** due tonight by 11:59pm

F 8/30 In-class activity

Week 3 – September 2nd

M 9/2 **NO CLASS** – Labor Day
Homework: Read *TCT* 5

W 9/4 Discussion: Introduction to Job App Packet project + examples
Homework: find a real job/internship – this will be the focus of the Job App

F 9/6 Discussion: Continue reviewing examples of resumes and cover letter
Homework: continue searching for a job/internship if you have not found one

Week 4 – September 9th

M 9/9 In-class activity

W 9/11 Discussion: in-class conferences for job/internship selection + workshop
Homework: work on your packets

F 9/13 Discussion: Workshop for your Job App Packets

Week 5 – September 16th

M 9/16 In-class activity

W 9/18 Discussion: Job Application Packet peer review session

F 9/20 Discussion: The Elevator Pitch, introduce Technical Description project
Homework: **Job Application Packet** due at 11:59pm

Week 6 – September 23rd

M 9/23 In-class activity

W 9/25 **Library Day** – meet at Library West to learn how to use UF’s databases

F 9/27 Discussion: use class time to conduct research in preparation for tonight’s email
Homework: **Technical Description Email** due tonight at 11:59pm

Week 7 – September 30th

M 9/30 In-class activity
Homework: TCT 7

W 10/2 Discussion: Getting ready to write the Technical Description

F 10/4 **NO CLASS** – Homecoming

Week 8 – October 7th

M 10/7 Discussion: Going over citations, synthesizing sources activity
Homework: Work on Project

W 10/9 Discussion: in-class conferences + workshop day
Homework: Continue working on Project

F 10/11 Discussion: Technical description peer review
Homework: **Technical Description** due tonight at 11:59pm

Week 9 – October 14th

M 10/14 Discussion: Introduction to Proposal project + examples
Homework: *TCT* 9

W 10/16 Discussion: What is a proposal? Review in-class *TCT* 13

F 10/18 Discussion: persuasive arguments activity
Homework: think of your proposal topic, we will discuss this next class

Week 10 – October 21st

M 10/21 Discussion: in-class conferences for Proposal topic
Homework: begin conducting research for your proposal

W 10/23 Discussion: Collaborative Proposal Memo
Homework: work on Collaborative Proposals

F 10/25 Discussion: conclude Collaborative Proposal Memo with group
Homework: **Collaborative Proposal Memo** due tonight at 11:59pm

Week 11 – October 28th

M 10/28 In-class activity

W 10/20 Discussion: persuasive arguments activity + workshop day

F 11/1 Discussion: in-class conferences for proposal
Homework: continue working on Project

Week 12 – November 4th

M 11/4 Discussion: Workshop day for Proposal
Homework: Continue working on project

W 11/6 Discussion: Proposal peer review
Homework: Edit your Proposal with feedback from peer review

F 11/8 In-class activity
Homework: **Proposal** due tonight at 11:59pm

Week 13 – November 11th

M 11/11 **NO CLASS** – Veterans Day
Homework: TCT 8

W 11/13 Discussion: Introduction to the Instruction Manual Project + example
Homework: TCT 8 + think of an idea for this project

F 11/15 Discussion: in-class research + conferences for Project ideas
Homework: **Instruction Manual Email** due tonight at 11:59pm

Week 14 – November 18th

M 11/18 Discussion: Instructions activity – “Make an Object”
Homework: Continue working on the Project

W 11/20 Discussion: Workshop for the Instruction Manual
Homework: Continue working on the Project

F 11/22 Discussion: Workshop for the Instruction Manual
Homework: Continue working on the Project

Week 15 – November 25th

M 11/25 Discussion: In-class activity
Homework: **Progress Report** for the Instruction Manual due tonight at 11:59pm

W 11/27 **NO CLASS** – Thanksgiving Break

F 11/29 **NO CLASS** – Thanksgiving Break

Week 16 – December 2nd

M 12/2 Discussion: Instruction Manual peer review session

W 12/4 In-class activity

F 12/6 **NO CLASS** – Reading Day
Instruction Manual due @11:59pm