

ENC 2210: Technical Writing
Spring 2019, Section 34F7, Class No. 14022

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Class times: T/R, 2-3/3

Class location: FLI 0101

Office: Turlington 4341

Office Hours: T Period 4, W Period 4 and by appointment

UF Catalog Description:

A survey of the forms and methods of communication used in business, industry and government, including non-formal and formal reports, letters, resumes and proposals.

Overview:

This course introduces you to technical and professional writing. It offers practical information about communicating in different kinds of workplace environments and professional communities. You will produce and analyze many common technical writing genres: email messages, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, proposals, etc.

We will draw course content and case studies from pop culture and work-based television shows such as *The Office*, *Brooklyn Nine-Nine*, *Parks and Recreation*, among others, as well as draw from your own real world experiences.

In class meetings, you will discuss assigned readings and projects, receive feedback from me on your writing, write and revise documents in peer workshops, and collaborate with other students on writing projects.

General Education Objectives:

- This course confers General Education credit for either Composition (C) or Humanities (H). This course 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.

Text(s):

Johnson-Sheehan, Richard. *Technical Communication Today*, 6th edition with Revel Access (2018).

Williams, Joseph M. and Joseph Bizup. *Style: The Basics of Clarity and Grace*, 5th Edition. Pearson (2015)

We will be watching the following episodes for assignments, which you can find through various online platforms like Netflix, Hulu, Amazon, Google Play, and iTunes.

- *Brooklyn Nine-Nine* (1.01) "Pilot"
- *Brooklyn Nine-Nine* (1.02) "Tagger"
- *The Office* (5.3) "Business Ethics"
- *The Office* (7.25 and 7.26) "Search Committee"
- *Parks and Recreation* (3.2) "Flu Season"
- *Parks and Recreation* (3.5) "Media Blitz"
- *Parks and Recreation* (3.7) "Harvest Festival"
- *VEEP* (1.1) "Fundraiser"

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance and Participation:** Unlike some of your classes, this course is skills-based. In other words, practice makes all the difference to writing; the more you write, the better you become. Consequently, the effects of this course are cumulative, and frequent absences will affect your progress and success dramatically—Learning to write is based on process and experience. This is not a course where you can “catch up” on what happens during class. *If you fall behind, you will stay behind.*

You cannot pass the course with more than six absences. Missing a double-periods counts as two absences. Since this is a participatory workshop class, any lesser number of absences, excused or unexcused, will affect your grade. Repeated tardiness will also hurt your participation grade.

Tardiness: If you are more than 15 min late to class, you will be marked tardy and receive a half absence. If you are more than 30 min late, you will receive a full absence. Courtesy and respect in the work place is demonstrated by being on time.

Participation is crucial to a discussion based class, and so you are expected to show up prepared to collaborate with your peers. Collaboration is an integral part of the course design and applicable to real world work place environments.

3. **Paper Format & Submission:** All assignments will be submitted via the Canvas drop box. Save documents as a .doc/.docx/.rtf file with your name and assignment. Example: naltabaa_memo1.docx. Please follow MLA style and citation guidelines. <https://owl.english.purdue.edu/owl/resource/747/01/>
4. **Late Papers/Assignments:** You are responsible for getting assignments in on their due dates. Late papers will not be accepted and will receive a zero; if you are absent, you are still responsible for assignments due that day.
5. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

6. **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/>.

A Note on Plagiarism:

***Important tip: There should never be a time when you copy and paste something and don't provide the exact location and citation information for the source. ***

Plagiarism has serious consequences on your academic career. If a student plagiarizes all or any part of any assignment, they will earn a failing grade on the assignment. Additionally, University policy suggests that, as a minimum, instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. You should know that your work might be tested for its “originality” against a wide variety of databases by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations to include in your assignments

7. **Disability Resources:** 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.
8. **Grades:** For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. **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.
10. **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>
11. **Getting Help:** There are resources available on campus to help you succeed and do your best during your time at UF, please take advantage of these programs.

Counseling and Wellness Center: 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>

Someone is on call 24/7, so please reach out when you need help and support.

The Writing Center: The University Writing Center is located in Tigert 302 and is available to all UF students. <https://writing.ufl.edu/writing-studio/>

While I encourage you to come to office hours, this is another excellent resource to get writing help for any of your classes.

12. Policy on Classroom Disruptions and Technology Use: Our class is as discussion-based as possible, and you are expected to communicate respectfully. Please keep your cell phones and other devices silent. The textbook is available as an e-book, so you may use your devices to access the book when relevant to the course discussion and/or to take notes.

13. Readings/Viewings: Reading Assignments appear in the syllabus on the date on which they are due. You should have completed these readings before coming to class that day and be prepared to discuss the materials.

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/>

15. 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.)

CLASS ASSIGNMENTS

Unit 1 Workplace Correspondence Package: 1750 words, 160 points

As seen in the recent news, media, and politics, memos are an integral part of the work place structure. You will write memos and bring them to class for workshopping. At the end of the unit you will submit all the memos in a packet for a final grade. Each memo should be a **minimum of 250 words, and a maximum of 500 words each**. You will be

evaluated on the quality of the individual memos, content, clarity, and overall improvement in the memo writing process.

Memo #1: Welcome Memo

For this assignment, you will introduce yourself to your instructor and state what you hope to work in the course as well as your reasons for taking a technical writing course.

Memo #2: Work Place Conduct

For this assignment, you will respond to the *Brooklyn Nine-Nine* episode “Pilot” and write a memo to the precinct from the perspective of Captain Holt addressing the importance of a prescient wide mandatory dress code.

Memo #3: Work Place Ethics

For this assignment, you will respond to the *Office* episode “Business Ethics” (5.3) and write a memo from the perspective of Michael Scott to the office about ethical practices in an office setting.

Memo #4: Staff Communication

For this assignment, you will respond to the *VEEP* episode “Fundraiser” (1.1) and write a memo (from the office of Vice President Selina Meyer to her staff addressing the PR and communication issues that the office deals with during the episode.

Memo #5: Memo about Memos

For this assignment, you will respond to the *Washington Post* article, “James Comey’s memo has shaken a presidency. Here’s why memos have always mattered.” You will a memo to your instructor discussing the article and the significance of the memo genre in the recent political climate.

Memo #6: Health Advisory Note and Infographic:

For this assignment, you will respond to the Parks and Recreation Episode, 3.2 “Flu Season.” You will write a memo (from Nurse Ann Perkins to the employees of City Hall about the flu epidemic and appropriate flu prevention. This assignment will include at least 1 infographic to help illustrate your points.

Your info graphic can be one that you create yourself, or one that you find that exists already (make sure to cite your source for non-original content). The infographic should be embedded into your memo and discussion to help support your claims. The infographic is a visual way of engaging your ideas and argument.

Memo #7: Reflection Memo

For this assignment, you will write a reflection on the memo writing process to your instructor. What have you learned about efficient communication, revision, and memo format.

Unit 2: Proposal Projects 2350 words, 450 points

Part 1: Harvest Festival 1250 words, 200 points

Proposing the Harvest Festival (500 words, 70 points): For this assignment, you will analyze *Parks and Recreation's* Harvest Festival story arc of the Harvest Festival in Parks and Recreation (3.1-3.7). What is the project? What is the benefit to the community? What issue arise that need to be addressed?

A Note to Our Sponsors: (250 words, 30 points)

For this assignment, you will write a letter to a desired sponsor or vendor asking them to donate goods or services from the perspective of one of the Pawnee Parks and Rec staff (Leslie, April, Tom, Donna, Jerry, Ron, or Ben). For example, you could write the Pawnee Police Department asking them to donate officers for security.

Harvest Festival Promotional Materials: 500 words, 100 points

You will create visual documents as part of your Harvest Festival promotion. You will write a brief press release (250 words) promoting the event, as well as design a professional flyer/poster to promote the festival. You will take into account design choices and write a brief (250 word) reflection on the design choices you made.

Part 2: Group Project Proposal: 1100 words, 250 points

Proposal Memo: 250 words, 30 points (one per group)

For this assignment, you will research and propose a project you would like to implement in your field and community as a group and pitch the topic to your instructor. More information will be provided on Canvas.

Informal Progress Report: (25 points)

Provide a brief overview of work done and future work. Learning Outcome: Understand the basics and function of progress reports for projects.

Proposal Project: (600 words per group member; one paper per group), 150 points

For this assignment, as a group, you will write a research driven proposal and the topic of your choosing. More information will be provided on Canvas.

Proposal Oral Presentation: (25 points)

You will pitch your proposal to the class, include relevant visual aids, 5-10 min.

Proposal Writing Reflection: (Individual) 250 words, 20 points

For this assignment, you will write a reflection on writing proposals to your instructor.

Unit 3: Technical Concepts 1250 words, 250 points

Research Analysis (500 words, 50 points)

Option 1: For this assignment, you will write a brief memo to your instructor addressing the issues and rhetorical strategies used in the John Oliver segment on “Vaccines”

https://www.youtube.com/watch?v=7VG_s2PCH_c

Option 2: For this assignment, you will conduct a failure analysis of Facebook’s language features based on the John Oliver, Last Week Tonight, segment:

<https://www.youtube.com/watch?v=OjPYmEZxACM>

What technical issues occur and how can the company address these issues in the future?

Technical Concept Project: 750 words, 200 points

For this assignment, you will pick a term or concept that is significant to your field. You will conduct research and provide an overview (500 words) of that term for a lay audience. You must include 1-2 secondary sources.

- Part 1: You will write a traditional technical concept paper backed by research (500 words)
- Part 2: You will create a digital document (video/podcast/website, viral post, etc.) to engage your concept. You will create the actual digital document.

Unit 4: Job Packet 750 words, 140 points

Analyzing a Job Ad: (250 words, 20 points)

Find an application description for a job, internship, graduate school, and/or professional organization. Once you find the job description/application instructions, write a memo (250 words) to your instructor in which you analyze this ad based on the following questions:

- What is the overall role of the position within the organization?
- What skills, experience, qualifications, training, abilities and qualities are “essential” for the position?

- What skills, experience, qualifications, training, abilities and qualities are “preferred” for the position?
- In the context of organization, what are the important needs, and how will the position address them? What outcome is the position expected to achieve?
- What are the potential challenges and barriers in the role and what knowledge, skills and abilities are necessary to meet them?
- What kinds of opportunities does the position provide?
- What are the keywords in the job ad?

Write a Job Ad! (250 words, 20 points) Group Assignment

You will write a job ad for the position of “Manager” for the Scranton Branch of Dunder Mifflin based off *The Office* episode “Search Committee” (7.25-6).

Job Packet Portfolio, 100 points

Write a Cover Letter (**250 words**) and Resume for the job ad you analyzed in part one. In your cover letter, make sure you:

- Introduce yourself as an ideal candidate
- Address any shortcomings in your resume
- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.

Remember, your cover letter should highlight the *most important* elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume.

In addition to the cover letter, craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult your textbook for formatting and style guidelines.

Also, include a brief follow up email, which thanks the interviewer and is an opportunity for you to make one final impression.

Finally, you will create a professional website to show case your skills and relevant course work. More information will be provided on Canvas.

Schedule* Tentative

Assignment Due Dates

Course Assignment	Due Date	Points
Unit 1		
Memo #1	1/15 in class	--
Memo #2	1/17 in class	--
Memo #3	1/24 in class	--
Memo #4	1/31 in class	--

Memo #5	2/5 in class	--
Memo #6	2/12	--
Unit 1 Memo Packet + Memo #7: Reflection	2/14	160
Unit 2		
Proposing the Harvest Festival	2/21	70
A Note to Our Sponsors	2/26	30
Harvest Festival Promotional Materials	2/28	100
Proposal Memo (Group)	3/12	30
Informal Progress Report (Group)	3/19	25
Proposal Project (Group)	3/28	150
Proposal Writing Reflection	3/28	20
Proposal Oral Presentations	4/2-4/4	25
Unit 3		
Research Analysis Memo	4/4	50
Technical Concept Project	4/16	200
Unit 4		
Analyzing Job Ad Memo	4/18	20
Write a Job Ad (Group)	4/23	20
Job Packet Portfolio	4/23	100

Week 1: Introduction to Technical Communication

T: Course Introduction

R: *Technical Communication Today*, Chapter 1: Technical Communication in the Entrepreneurial Workspace

Memo writing workshop

Week 2: Technical Communication Basics

T: *Technical Communication Today*, Chapter 6: Emails, Memos, and Letters and Chapter 19: Revising and Editing for Usability

Style: Basics of Clarity and Grace, Lesson 1: Understanding Style

Brooklyn-Nine "Pilot" (1.1) and "Tagger" (1.2) episodes

Memo #1 Due in Class, workshop

Brainstorm Memo #2

R: *Technical Communication Today*, Chapter 2: Profiling Your Readers

Style: Basics of Clarity and Grace, Lesson 2: Actions

Memo #2 Due in class, workshop

Week 3: Ethical Communication

T: *Technical Communication Today*, Chapter 4: Managing Ethical Challenges

Style: Basics of Clarity and Grace, Lesson 11: The Ethics of Style

The Office, “Business Ethics,” brainstorm memo #3

R: *Technical Communication Today*, Chapter 15: Organizing and Drafting

Style: Basics of Clarity and Grace, Lesson 11: Basic of Clarity and Grace

Memo #3 Due, workshop

Week 4: Effective Communication

T: *Technical Communication Today*, Chapter 13: How to be Persuasive

Style: Basics of Clarity and Grace, Lesson 3: Characters

VEEP episode “Fundraiser” (1.1). brainstorm Memo #4

R: *Washington Post* article: “James Comey’s memo has shaken a presidency: Here’s Why Memos have Always Mattered”

https://www.washingtonpost.com/news/retropolis/wp/2017/05/17/james-comeys-memo-has-shaken-a-presidency-heres-why-memos-have-always-mattered/?utm_term=.2c41e855512f&noredirect=on

Memo #4 Due in class, workshop

Brainstorm Memo #5

Week 5: Writing with Graphics

T: *Technical Communication Today*, Chapter 18: Creating and Using Graphics

“10 Steps to Creating the Perfect Info Graphic”

<https://www.creativebloq.com/design/10-steps-creating-perfect-infographic-3145672>

Workshop on using and analyzing visuals

Memo #5 Due in class, workshop

R: *Technical Communication Today*, Chapter 9: Proposals

Parks and Recreation Episodes 3.1 and 3.2 “Flu Season”

Brainstorm memo #6

Week 6: Writing Cohesion

T: *Technical Communication Today*, Chapter 10: Brief Reports and Chapter 11: Formal Reports

Parks and Recreation Episodes 3.3-3.5

Memo #6 Due in class, workshop

R: *Style: Basics of Clarity and Grace*, Lesson 4: Cohesion and Coherence

Parks and Recreation Episodes 3.6-3.7

Unit 1 Memo Packet Due with Memo #7, reflection

Week 7: Writing Coherently

T: Lesson on Proposing Projects

Peer Review of “Proposing the Harvest Festival”

R: Workshop on Visual Design

Technical Communication Today, Chapter 17: Designing Documents and Interfaces

Proposing the Harvest Festival Due

Week 8: Writing Collaboratively

T: Assign Project Groups; Brainstorm with groups – picking topics

Technical Communication Today, Chapter 3: Working in Teams

A Note to Our Sponsors Due

R: Coming up with a Problem Statement

Brainstorm with groups

Harvest Festival Promotional Materials Due

SPRING BREAK

Week 9: Writing Emphasis

T: *Style: Basics of Clarity and Grace*, Lesson 5: Emphasis

Group Research Day in class

Work on Audience and Problem Statement

Proposal Project Memo Due

R: Group Research Day in class

Project Outline

Week 10: Communicating Motives

T: Group Research Day in class

Work on Progress Report and Project Budget i

Style: Basics of Clarity and Grace, Lesson 6: Motivation

Informal Progress Report Due

R: Group Research Day in class

Work on Incorporating Research

Style: Basics of Clarity and Grace, Lesson 9 “Shape”

Week 11: Breaking Down Concepts

T: *Technical Communication Today*, Chapter 7: Technical Descriptions and Specifications and Chapter 8: Instructions and Documentation

Watch John Oliver, *Last Week Tonight*, “Vaccines Segment”
https://www.youtube.com/watch?v=7VG_s2PCH_c

Peer Review, Proposal Project

R: *Technical Communication Today*, Chapter 12: Thinking Like an Entrepreneur

Watch John Oliver, *Last Week Tonight* “Facebook Segment”
<https://www.youtube.com/watch?v=OjPYmEZxACM>

Brainstorm Research Analysis Memo

Proposal Project Due
Proposal Reflection Due

Week 12: Writing Technical Concepts

T: *Technical Communication Today*, Chapter 21: Writing for the Internet

Brainstorm Technical Concept Topics

Oral Presentations of Proposal Projects

R: *Technical Communication Today*, Chapter 14: Researching in the Technical Workspace

Oral Presentations of Proposal Projects

Research Analysis Memo Due

Week 13: Knowing Your Audience – Pitching Your Ideas

T: *Technical Communication Today*, Chapter 20: Presenting and Pitching Your Ideas

Workshop on Technical Concept Projects

R: *Style: Basics of Clarity and Grace*, Lesson 10: Elegance
Workshop on Technical Concept Projects

Week 14: Searching for Jobs

T: *Technical Communication Today*, Chapter 5: Starting Your Career

Analyze Job Ads!

Watch *The Office* "Search Committee"

Technical Concept Project Due

R: Writing Resumes and Cover Letters
Workshop on Resumes and Cover Letters

Analyzing a Job Ad Memo Due

Week 15: Jobs!

T: Read Job Ads

In Class -- Write a Job Ad Group Activity Due

Job Portfolio Due

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