

**ENC2210: Technical Writing**  
**Section 025A | Summer A 2014**  
**MTWRF 4 | Turlington B310**

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**Office Hours:** Tuesday, Period 5

**Course Description:**

ENC2210: Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Throughout the semester, students will produce and analyze common technical writing genres, including letters, resumes, memos, reports, proposals, etc. Students will work toward understanding how to analyze and react to rhetorical situations that each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

Class meetings provide students with the opportunity to participate in ongoing class discussions about assigned readings and writing projects, to work closely with the instructor, and to collaborate with peers. Because as much of the communicative work produced in the workplace is collaborative as it is individual, ENC2210 emphasizes both individual writing projects and collaborative writing projects.

Successful completion of ENC 2210, Technical Writing, satisfies the University of Florida's General Education Requirement for Composition (C). For more information regarding the University of Florida's General Education Requirement for Composition see: <https://catalog.ufl.edu/ugrad/1213/advising/info/general-education-requirement.aspx>

**Catalog Description:**

Credits: 3; Prereq: ENC 1101 or test score equivalency.

A survey of the forms and methods of communication used in business, industry and government, including informal and formal reports, letters, resumes and proposals. (C) (WR) (from the 2012-2013 University of Florida Undergraduate Catalog)

**Course Outcomes:**

By the end of the course, students enrolled in ENC2210 should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing, including letters, memos, emails, resumes, reports, proposals, technical descriptions, technical definitions, and technical manuals
- 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 images 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 your own documents to insure that they fulfill their purposes
- Work with peers in order to provide written and oral feedback to one another

**Required Texts:**

*Technical Communication in the Twenty-First Century, with TechComLab & eText.* 2<sup>nd</sup> Edition. Sidney I. Dobrin, Christopher J. Keller, and Christian R. Weisser. Pearson, 2012. (ISBN: 032190379X)

*Technical Communication in the Twenty-First Century* (companion WWW site).

**Assignments:**

**Letters:** Over the course of the semester students will write three letters:

1. The first letter assignment is written in response to case study #1 provided on page 391 in Chapter 13 of *TCTC*. In this case study, students are asked to write a letter in response to a series of letters written by the National Park Service in 2004. This letter will be submitted in draft form for instructor comment, will be presented in workshop for peer evaluation, and will be revised before submitted for a final grade. (word count: 300 words)
2. Students write their second letter to inform the instructor as to what subjects/terms they intend to address in their technical description and technical definition assignments. (word count: 300 words)
3. The third letter is written as an assessment and evaluation of the manual collaborative project. This letter is written from the student to the instructor. (word count: 600 words)

Total Word Count: 1200 words

**Memos:**

1. The first memo assignment serves as an introduction between students and teacher. Memo format is located at <http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf> (word count: 150 words)
2. The second memo is more detailed. For this project, students will read and analyze case study #1 found in chapter 2 of *TCTC* (p. 38-39) Once students are familiar with the case study, they will write a memo to the instructor explaining the relationship between ethics and technical writing as it is manifest in the case study. The memo should address how the writers

involved in this case might have avoided both the disaster explained in the case study as well as how they may have acted more ethically by way of their technical documentation. Of course, students may also argue in their memos that the writers identified in the case study did act ethically. In such cases, students should explain this conclusion in their memos.

(word count: 250 words)

3. For the third memo, students will explain to their instructor why they made the rhetorical choices they made in designing their job application packet.  
(word count: 300 words)

Total Word Count: 700 words

**Resume and Cover Letter:** Students produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in exercise 5 on page 438 of *TCTC*. Students will submit drafts for peer evaluation and instructor feedback.

Word Count: 450 words

**Technical Definition:** For this project, students will respond to case study #1 in chapter 15, page 462 of *TCTC*. Students will write the extended definition portion of the assignment.

Word Count: 600 words

**Proposal:** This project is the first of four linked projects.

Working in groups of three, four, or five, students will identify a problem that requires detailed technical instructions, policies, and/or procedures in order to solve. The problem should be one with which students are familiar and that is relevant to student lives. Once the group has identified the problem, they will produce a proposal (see chapter 20 of *TCTC*) that identifies how they intend to produce a manual that guides others through the process, procedure, or policy. The proposal will contain subject, schedule, method, and format for the manual. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal.

Word Count: Each student will produce 500 words of writing.

**Progress Report:** This project is the second of four linked projects.

Once each group's proposal has been approved and evaluated by the instructor, each group will begin work on its manuals (see below). Mid-way through the manual project, each group will be required to submit a formal progress report (see chapter 21). The progress report will detail what the group has accomplished, what remains to be completed, a revised schedule for completion, and a general assessment of the group's

efforts thus far. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal

Word Count: Each student will produce 500 words of writing

**Manual:** This project is the third of four linked projects.

For this project, each group will produce a technical manual (see chapters 18 and 19 of *TCTC*) that defines and provides instructions, policies, and/or procedures for solving the problem students have opted to solve (see proposal). This project is substantial, requiring not only the production of a large amount of text, but specific consideration of design, layout, images, organization, and accessibility.

Word Count: Each Student will produce 1500 words of writing

**User Test and Report:** This is the fourth of four linked projects.

For this assignments student groups will develop a user test methodology, including procedures and protocols (see chapter 11 of *TCTC*). Using test groups from outside of the class population, groups will conduct their user tests in order to measure the functionality and readability of their technical manuals. Based on the data they gather and the group's evaluation of that data, each group will then revise the technical manual before final submission for grade. In addition, each group will produce a user test report (see chapters 11 and 22 of *TCTC*) that identifies the user test methodology, the materials, the processes, and procedures. The report will provide evaluation of that data and will address how that data was considered in regard to the final revision of the manual. The report will also detail what revisions were made as a result of the user test.

Word Count: Each student will produce 750 words of writing.

**Assignment Values:**

Letters (3)	100 points
Memos (3)	100 points
Project: Job application packet: Resume and cover letter	100 points
Project: Technical definition	100 points
Project: Proposal	100 points
Project: Progress report	100 points
Project: Manual	200 points
Project: User test / Report	100 points
Professionalism and Participation	100 points

**Grade 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

**Grading:** A brief overview of how I arrive at the grades for all major assignments is below. We will discuss each assignment in more detail as it arrives.

In each assignment, I will evaluate:

- 1) content, including argument, development, and support
- 2) organization, including paragraph structure, overall flow of ideas, transitions
- 3) mechanics, including grammar and style.

You should strive to excel in all three areas; more specific grade breakdowns are as follows:

The A-range essay has strong content, strong organization, AND strong mechanics.

The B-range essay has one key area (content, organization, mechanics) notably in need of revision.

The C-range essay has two key areas (content, organization, mechanics) notably in need of significant revision.

A D-range essay has two or more key areas in need of substantial revision.

An “E” is usually reserved for students who do not do the assignment or fail to attend class. However, an “E” may also be given if an essay blatantly ignores all three areas of evaluation.

**Course Policies:**

**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 **two** classes during the semester, your grade will drop considerably. Each absence beyond two will lower your overall grade by **50 points**. However, if you miss more than **five** classes, you will **fail** the course. Exempt from this policy are **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays, for which you must provide appropriate documentation in advance of the absence. Absences for illness or family emergencies will count toward

your **two** allowed absences. I advise that you save your absences for when you are truly ill.

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. You will not, however, be able to make up any in-class assignments. I will not approach you regarding absences and missing or late assignments; it is your responsibility to speak to me and keep track of your own attendance and assignments. 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. Class starts sharply at 10:40 AM each day, and anyone not in the room by that time will be counted as tardy. Three tardies equals one absence. If you arrive 15 minutes late to class, I will count the tardy as an 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, chapters read, and paper and writing utensils at hand. You will work individually, in small groups and in class-wide discussion. I will expect each of you to actively participate each day.

**Class Discussion:** You are expected to add constructively to the conversation we have each day. 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 classroom.

**Paper Submissions:** In order to receive credit for an assignment, you must follow all rules set out for paper submission. All assignments should be typed and use MLA formatting, ranging from font and font size to the heading and margins. I will ask you to submit most assignments online via our Sakai page. Assignments need to be in Word format. Please include your last name in the document title for electronic submissions.

Papers due via hard copy will be turned in at the start of the class period on the due date. Papers due electronically should be turned in via Sakai by the time that class begins on the due date. No late assignments will be accepted, unless prior arrangements have been made with the instructor. **Failure of technology** (hard drive crashes, printer out of ink, etc.) is not an excuse.

**Email Correspondence:** This is an English class, so I expect your emails to me to be professional and grammatically correct. Please include proper salutations and a signature that includes your name.

**Plagiarism:** Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall 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.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida, Student Honor Code, 15 Aug. 2007

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

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.

**Final grade appeals:** After discussing any apparent grade discrepancies with the course instructor, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

**Statement of Composition (C) credit:** This course can satisfy the UF General Education requirement for Composition. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

**Statement of Writing requirement (WR):** This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/gordon.aspx>

**Statement of student disability services:** The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>

**Statement on harassment:** UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>

**Statement on academic honesty:** All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

**Course Schedule:** The following schedule is tentative and subject to change. Be sure to pay attention to announcements in class and on Sakai to keep up to date with any amendments or additions. All assignments and readings are due on the day they are listed.

**Week One:**

**Monday 5/12:** Course introduction

**Tuesday 5/13:** What is technical writing?

**Read:** Chapter 1,12

**Assign:** Memo One

**Wednesday 5/14:** Ethics and Technical Writing

**Due:** Memo One

**Read:** Chapter 4

**Thursday 5/15:** Rhetoric and Technical Writing

**Assign:** Memo Two

**Friday 5/16:** Writing Letters

**Due:** Memo Two

**Read:** Chapter 13, 3

**Assign:** Letter One

**Week Two:**

**Monday 5/19:** Research and Technical Writing

**Due:** Letter One

**Read:** Chapter 6, 7

**Tuesday 5/20:** Job Application Materials

**Read:** Chapter 14

**Assign:** Resume and Cover Letter, Memo Three

**Wednesday 5/21:** Revising, Editing, and Rewriting

**Read:** Chapter 10

**Thursday 5/22:** Workshops for Resume and Cover Letter

**Read:** Chapter 9

**Friday 5/23:** Technical Definitions

**Read:** Chapter 15

**Assign:** Technical Definition, Letter Two

**Week Three:**

**Monday 5/26:** No Class – Memorial Day

**Tuesday 5/27:** Technical Definitions, cont'd.

**Due:** Resume and Cover Letter, Memo Three

**Wednesday 5/28:** Workshops for Technical Definition

**Due:** Letter Two

**Assign:** Collaborative Projects – Proposal, Manual, Progress Report, User Test

**Thursday 5/29:** Proposals

**Read:** Chapter 20

**Friday 5/30:** Working Collaboratively

**Due:** Technical Definition

**Week Four:**

**Monday 6/2:** Workshops for Proposals

**Tuesday 6/3:** Technical Instructions

**Read:** Chapter 18

**Wednesday 6/4:** Manuals

**Due:** Proposals  
**Read:** Chapter 19  
**Thursday 6/5:** Reports  
**Read:** Chapter 21, 22  
**Friday 6/6:** User Tests  
**Read:** Chapter 11

**Week Five:**

**Monday 6/9:** Manuals and User Tests  
**Tuesday 6/10:** Conferences for Manuals  
**Wednesday 6/11:** Evaluating Collaborative Work  
**Assign:** Letter Three  
**Thursday 6/12:** Workshops for Manuals  
**Friday 6/13:** Project Check-in  
**Due:** Progress Reports

**Week Six:**

**Monday 6/16:** Conferences for User Tests  
**Tuesday 6/17:** Effective Group Dynamics  
**Wednesday 6/18:** Workshops for User Tests  
**Thursday 6/19:** Workplace Etiquette  
**Friday 6/20:** Course Wrap Up  
**Due:** Manuals, User Test Reports, Letter Three