

# ENC 2210:025B Technical Writing

MTWRF Period 5, TUR B310

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**Office Hours:** TR Period 6, or by appointment

## Course Description

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents you with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Throughout the semester you will produce and analyze common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. You will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

Class meetings provide you with the opportunity to participate in ongoing 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. Because as much of the communicative work produced in the workplace is collaborative as it is individual, ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

## Course Materials

Dobrin, Sidney I., Christopher J. Keller, and Christian R. Weisser. *Technical Communication in the Twenty-First Century*. 2nd ed. New York: Pearson/Longman, 2009. Print. ISBN: 9780135031742

*Technical Communication in the Twenty-First Century* companion website.

[http://wps.prenhall.com/chet\\_dobrin\\_techcomm\\_2/113/29040/7434295.cw/index.html](http://wps.prenhall.com/chet_dobrin_techcomm_2/113/29040/7434295.cw/index.html)

## Course Outcomes

By the end of the ENC 2210 course, you 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

## Course Assignments and Evaluation

Complete assignment prompts and activities with their corresponding rubrics are located within the E-learning/Sakai course site.

<b>Correspondences</b>	20%
Over the course of the semester, you will write three letters and three memos relating the different types of correspondences found in the workplace.	
<b>Job Application Packet</b>	10%
You will produce professional-caliber job application materials: a cover letter and a resume.	
<b>Technical Definition</b>	10%
You will recognize and compose technical definitions, and consider how definitions address audience needs, goals, and expectations.	
<b>Proposal</b>	10%
As the first part of a four-part project, you will collaboratively compose a proposal that identifies a problem requiring detailed technical instructions, policies, and procedures in order to solve.	
<b>Progress Report</b>	5%
As the second part of a four-part project, you will collaboratively detail your work completed, work in progress, and work prospective for major projects.	
<b>Manual</b>	20%
As the third part of a four-part project, you will collaboratively produce a manual to define and provide instructions, policies, and procedures.	
<b>User Test Report</b>	10%
As the fourth part of a four-part project, you will collaboratively use data collected from your user test to evaluate the functionality and readability of your manual.	
<b>Presentations</b>	5%
In mock interviews, work updates, and project exhibitions, you will learn to inform and persuade audiences through oral presentations.	
<b>Professionalism and Participation</b>	10%
Participation includes discussions, in-class activities, and workshops.	
<b>TOTAL</b>	100%

## Grading Scale

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

## General Assessment Rubric

A	Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to
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	be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
B	Proficient: You did what the assignment asked of you at a high quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.
C	Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you’re working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.
D	Poor: You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.
E	An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

## Course Policies

### Participation and Attendance

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, you are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, you should bring computers, paper, and writing utensils to each class meeting.**

In this course we will follow a strict attendance policy. **If you miss more than four periods during the term, you will fail the entire course.** The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, you can expect absences to have a negative impact on grades. For more information on UF’s attendance policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Please Note:** If you are absent, it is your responsibility to make yourself aware of all due dates and required work. You will not earn credit for any in-class activity you miss due to absence. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

**Tardiness:** Tardiness creates a problem for the entire class since it can disrupt work in progress. Tardiness will be reflected in lost points.

### **Collaborative Work**

In the workplace, you most likely find yourself contributing and completing documents and projects with co-workers. Learning how to collaborate is an essential and valuable skill. In this course, you will complete some of your assignments in groups. I will also require you to respond and/or evaluate to each other's writing. You are responsible for completing work for both individual and group assignments thoroughly and in a timely fashion. Failing to effectively contribute to collaborate work will negatively impact your grades.

### **Classroom Conduct**

Please treat your classmates and myself with respect. Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning: phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please put them on silent and keep them out of sight.

### **Assignment Maintenance Responsibilities**

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

### **Late Work Policy and Mode of Submission**

**I do not accept late work.** All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai by **2:00pm on the designated due date**. I may consider extenuating circumstances, but you must contact me at least twenty-four hours before the assignment is due. All drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages.

### **Final Grade Appeals**

You may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

### **University Policies**

#### **General Education**

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-program.aspx>

#### **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-program.aspx#requirements>

### **Statement of Writing Requirement**

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/writing-requirement.aspx>

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. 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/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Statement of 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.hr.ufl.edu/eo/sexharassment.htm>.

### **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: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

## **Course Schedule**

### **12 May – 16 May**

**Subject:** Introduction to Technical Writing; Audience & Correspondences

**Readings:** Chapter 1: Technical and Professional Communication in the Workplace (13 May)

Chapter 12: E-mail, E-messaging, and Memos (13 May)

Chapter 2: Rhetoric and Technical Communication (14 May)

Chapter 4: Ethics and the Workplace Writer (14 May)

Chapter 3: Technical Writing and Electronic Technologies (15 May)

Chapter 13: Letters (16 May)

**Workshops:** Correspondences (13 May)

Audience Analysis (14 May)

Case Studies (15-16 May)

**Assignments Due: Introduction Memo (14 May)**

**Case Study Analysis Memo (16 May)**

### **19 May – 23 May**

**Subject:** Drafting, Style & Persuasive and Technical Writing

**Readings:** Chapter 6: Researching and Evaluating Source Materials (19 May)

Chapter 7: Organizing and Drafting Documents (20 May)

Chapter 14: Finding and Obtaining Employment (20 May)

Chapter 9: Layout and Design (21 May)

Chapter 10: Revising, Rewriting, and Editing (22 May)

Chapter 15: Technical Definitions (23 May)

Chapter 16: Technical Descriptions and Specifications (23 May)

**Workshops:** Evaluating Sources (19 May)

Job Perspectives (20 May)

Job Application Packet (21-22 May)

Peer Review Job Application Packet (23 May)

**Assignment Due: Case Study Response Letter (19 May)**

**27 May – 30 May (Memorial Day 26 May)**

**Subject:** Collaborative Projects & Writing Proposals

**Readings:** Chapter 5: Workplace Writing in a Transnational World (27 May)

Chapter 20: Proposals and Requests for Proposals (27 May)

Chapter 8: Visual Rhetoric and Using Visuals (28 May)

Chapter 17: Websites and Online Environments (29 May)

Chapter 23: Presentations (30 May)

**Workshops:** Technical Definition (27, 29 May)

Gantt Chart (28 May)

Mock Interview (30 May)

**Assignments Due: Job Application Packet & Rhetorical Analysis Memo (26 May)**

**Pitch Letter (28 May)**

**Technical Definition (30 May)**

**2 June – 6 June**

**Subject:** Writing Manuals and Reports

**Readings:** Chapter 18: Technical Instructions (2 June)

Chapter 19: Manuals (3 June)

Chapter 21: Informal Reports (4 June)

Chapter 22: Formal Reports (5 June)

Chapter 11: Usability (6 June)

**Workshops:** Proposal (2-3 June)

Manual & Progress Report (4-6 June)

**Presentations:** Mock Interviews (2-6 June)

**Assignment Due: Proposal (4 June)**

**9 June – 13 June**

**Subject:** Information Usability

**Workshops:** Manual & User Test Report (10-13 June)

**Presentations:** Group Progress (9 June)

**Assignment Due: Progress Report (9 June)**

**16 June – 20 June**

**Subject:** Presentations & Course Wrap-Up

**Workshops:** Manual & User Test Report (16-19 June)

**Presentations:** Projects (20 June)

**Assignments Due: Manual (18 June)**

**User Test Report (20 June)**

**Assessment Letter (20 June)**

## Progress Conferences

I encourage you to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. Of course, we can also correspond via e-mail.