

ENC 2210: Technical Writing
Summer B 2014

Section: 4798
Instructor: Keasha Renee Worthen
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Place and Time: MAT 0114 MTWTHF period 4 (12:30-1:45)
Office: Turlington 4307
Office Hours: Wed. 11:00am-12:00pm and by appt.

Texts:

Technical Communication in the Twenty-First Century. Second Edition. Sidney I. Dobrin, Christopher J. Keller, and Christian R. Weisser. Pearson Custom Publishing, 2010. (available at University of Florida Bookstore)

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 nonformal and formal reports, letters, resumes and proposals. (C) (WR)
(from the 2013-2014 University of Florida Undergraduate Catalog)

Overview:

ENC 2210 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 a number of common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. Students 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 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. 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 efforts.

Course outcomes

By the end of the course, students enrolled in ENC 2210 Technical Writing 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 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 your own documents to insure that they fulfill their purposes
- work with peers in order to provide written and oral feedback to one another

General Education Requirements

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>. This course can satisfy the UF requirement for Writing. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

Successful completion of ENC 2210, Technical Writing, satisfies the requirements of the State of Florida's 6000 word Gordon Rule.

Individual Assignments

Letters (3)	150 points
Memos (3)	150 points
Project: Job Application Packet: Resume and Cover Letter	100 points
Project: Technical Definition	100 points

Group Assignments

Project: Proposal	100 points
Project: Manual	200 points
Project: User Test / Report	100 points
Assessments (10 at 10 points each)	100 points

Meanings of grades

A to A-: You did what the assignment asked for at an exceptional quality level. Work in this range is well-organized and well-argued, lacks significant mechanical problems, and presents insights from which the reader can learn. Do not expect this course to be an easy A.

B to B-: You did what the assignment asked of you at a good quality level. Work in this range has one major flaw or several minor ones, but is reasonably well-argued and well-organized, and may have minor mechanical problems.

C to C-: You did what the assignment asked of you at an adequate quality level. Work in this range meets the basic requirements of the assignment, but has serious problems with clarity, organization, argumentation, and/or mechanics.

D to D-: You did what the assignment asked of you at a poor quality level. Work in this range shows a sincere effort to meet the requirements of the assignment, but suffers from multiple major problems with clarity, argumentation, organization and/or mechanics.

E: You didn't do what the assignment asked of you. Work in this range shows no effort or an insincere effort to meet the requirements of the assignment. An F grade will also be given for work not submitted, late work (unless a sufficient excuse is provided), and plagiarized work.

Grade equivalencies

A	93-100
A-	90-93

B+	87-90
B	83-87
B-	80-83
C+	77-80
C	73-77
C-	70-73
D+	67-70
D	63-67
D-	60-63
E	60 or below

Note on Grades: All grades are non-negotiable. However, if you are not satisfied with your final grade, you can file an appeal by filling out a form available from Program Assistant Carla Blount in the English Department office.

Note that a grade appeal may result in a higher, unchanged, or lower final grade

Assignments

Memos: Students will write 3 memos (Total Word Count 850)

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>. Please note, you should fill in the correct information in the memo format to include your name, my name (as the instructor), and the correct date. Do not simply copy the header as it stands; you should reply to the assignment memo. **(word count: 100 words)**
2. The second memo is more detailed. For this project, students will read and analyze the case study found in chapter 2 of TCTC. 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: 500)**
3. Memo 3: Progress report on the Proposal Assignment. You will need to explain your specific role in the group (i.e., which sections of the proposal you were responsible for). **(250 words)**

Letters: Students will write 3 letters (Total Word Count 850)

1. The first letter assignment is written in response to the case study provided on page 391 in Chapter 12 of TCTC. In this case study, you 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 being submitted for a final grade. **(word count: 250 words)**
2. You will write your second letter to inform your instructor as to what subjects/terms you intend to address in your technical description and technical definition assignments. **(word count: 300 words)**
3. In the third letter, you will explain to your instructor your role in the group. You will also evaluate the group's effort. **(word count: 300 words)**.

Project: Resume and Cover Letter

Students produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in exercises 2 and 3 on page 459 of TCTC. Students will submit drafts for peer evaluation and instructor feedback. **Word Count: 300 minimum**

Project: Technical definition. For this project, you will respond to case study 1 in chapter 15, page 462 of TCTC. You should write the extended definition portion of the assignment as a web page. **Word count: 500 words.**

Project: Proposal

This project is the first of three 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 1000 words of writing.**

Project: Manual

This project is the second of three 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 a minimum of 1500 words of writing**

Project: User Test and Report

This is the third of three 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. The report will also detail what revisions were made as a result of the user test.

Word Count: Each student will produce a minimum of 1000 words of writing.

Assessments:

Assessments for this course will be quizzes/tests that will be based on the reading material.

Course policies

Text requirements: All assignments, including visuals, should be computer generated and should be rendered in the most professional-caliber method available to students. Drafts for writing workshops should not be "rough," but complete and polished. You will be graded on this. Writing workshops are mandatory. Final submissions that have not been reviewed in the workshop will not be accepted for evaluation. If you miss a workshop, it is your responsibility to arrange for a make-up session with your classmates. **All assignments are to be submitted via Sakai.** Late assignments will not be accepted unless the student has made arrangements with the instructor prior to the submission of the late work. Part of the role of this course is to instruct students in producing documents within given time constraints as is often the case in workplace writing; hence, it is crucial for students to abide by required deadlines. Please note: the policy regarding late submissions of work applies to collaborative assignments, too. In the case of a late collaborative assignment, all members of the writing group are penalized equally.

Attendance: Because this class is based on student discussion and participation, excessive absenteeism will not be tolerated. You are allowed to miss two class sessions. After that point, I will start deducting points from your final grade. As required by university and department regulations, if you must miss class for a university-sponsored sports, band or theater event, I will excuse your absence. However, in such cases, you must contact me **ahead of time** and make up any missed work. Prolonged absences of two weeks or more will not be tolerated, even for medical reasons, as discussion of reading and writing assignments is a key part of the learning experience in this course. If you must miss a class period, it is your responsibility to contact a classmate (not me) to find out what you missed, including what was discussed that day and what work was assigned.

Punctuality: You must arrive to class on time. You will only be excused for lateness one time; after that, each late arrival will count as an absence.

Classroom behavior: Distracting and disruptive behavior will not be tolerated. Such behavior includes but is not limited to: talking while others are talking; sleeping; sending text messages; doing homework for this or any other class; and reading anything except the text we are discussing. You may use your laptop computer to take notes, but not for any other purpose. Please turn off your cell phone or, if you must leave it on, then set it to “silent” or “vibrate”. Because of the nature of this course, it is highly convenient to bring a laptop to class and work; however, if I find even one student on Facebook, Twitter, Tumblr, or any social media site, laptops will be banned.

Statement on harassment: UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>
Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

Statement on academic honesty: All students are required to 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>. Plagiarism will not be tolerated. All assignments will be subject to a plagiarism checker. Furthermore, students are not to work with other students on quizzes.

Statement on grade point equivalencies: UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, see: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Conferences: I encourage you to schedule appointments to see me, 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.

Tentative schedule of assignments

Week 1. June 30 – July 4

- M 30 Discussion: Course introductions. Chapter 1
Homework: *TCTC* Chapter 2.
- T 1 Discussion: Rhetoric and Technical Communication Chapter 2?
Homework: *Assessment chaps 1 and 2*.
- W 2 Discussion: Writing memos and e-mail correspondence chapter 12.
Homework: Memo 1.
- R 3 **Memo Draft 1 due.** Discussion: Ethics and technical writing chap 4.

Homework: **Memo 1. Assessments chapters 12 and 4**

- F 4 **Memo 1 Due. Submit to Sakai.** Holiday: No Class
Homework: Chap 3 and 5.

Week 2. July 7-12

- M 7 Discussion: Technologies and Transnational Communications Chapters 3 and 5.
Homework: **Memo 2.**
- T 8 Discussion: Writing Letters.
Homework: *TCTC* Chapter 13
- W 9 Discussion: Revising and Editing Chapter 10. **Memo 2 Due**
Homework: *Assessment Chapters 3, 5, and 13*
- R 10 Discussion: Organizing and Drafting Chapter 7.
Homework: Letter 1.
- F 11 Discussion: **Letter 1 Draft Due.** Research and technical writing Chap 6.
Homework: Letter 1. *Assessment Chapters 10, 7, and 6*

Week 3. July 14-18

- M 14 Discussion: **Letter 1 Due.** Job application materials Chap 14.
Homework: Job App.
- T 15 Discussion: Revising, rewriting, and editing.
Homework: Draft of resume and cover letter.
- W 16 Workshop 1: Resume and cover letter.
Homework: Revise resume and cover letter.
- R 17 Conferences: Resume and cover letter.
Homework: Resume and cover letter. *Assessment Chapter 14*
- F 18 Resume and Cover Letter Workshop 2.
Homework: **Resume and cover letter due.**

Week 4. July 21-25

- M 21 Discussion: Technical Definitions Chap 15.
Homework: Letter 2.
- T 22 Discussion: Layout and Design Chap 9.
Homework: Letter 2. *Assessment Chapters 15 and 9*
- W 23 Visual Rhetoric and Communications Chapter 8. Websites and Online Environments Chap 17
Homework: Technical Definitions
- R 24 Workshop 1: Technical Definitions and Web Pages
Homework: Technical definition. *Assessment Chapters 8 and 17*
- F 25 Workshop 2 Letter 2. Technical definition.
Homework: **Letter 2 and Technical Definition Due.**

Week 5. July 28-Aug 1

- M 28 Discussion: Group Work and Proposals Chap 20.
Homework: Proposal Topics.
- T 29 Discussion: Progress Reports/Reports Chapter 21. Group work.
Homework: Progress Report.
- W 30 **Progress report/Memo 3 due.** Proposal Workshops 1. Group work
Homework: Proposal. *Assessment Chapters 20 and 21*
- R 31 Proposal Workshop 2.
Homework: Proposals

F 1 Discussion: **Proposal due.** Discussion Manuals Chap 19
Homework: Manuals. *Assessment chapters, and 19.*

Week 6. Aug 4-8

M 4 Discussion: Usability Chap 11.
Homework: Manuals

T 5 Discussion: Formal Reports Chapter 22. Group Work Manual and User Test
Homework: Manual and user test.

W 6 Workshop and conferences 1. Letter 3
Homework: Manual and user test. *Assessment Chapters 11 and 22*

R 7 Workshop and conferences 2: User tests
Homework: Manual and user test

F 8 **Manual and user test due. Letter 3 due.** Discussion: Course wrap-up. Evaluations.