

# ENC 2210:4F11 Technical Writing

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MTWRF Period 3, NPB 1011

**Instructor:** Kristen Gregory  
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**Office:** Tigert 302  
**Office Hours:** Wed. period 4, and by appointment

## 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 kinds of workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze 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 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

## 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, including letters, memos, emails, resumes, reports, proposals, technical descriptions, and technical definitions.
- 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 their 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

<b>Correspondences</b>	20%
Over the course of the semester, students will write three letters and three memos relating the different types of correspondences found in the workplace.	
<b>Job Application Packet</b>	10%
Students will produce professional-caliber job application materials: a cover letter and a resume.	
<b>Technical Definition</b>	5%
Students will compose a technical definition that relates to their field of study and consider audience needs, goals, and expectations.	
<b>Proposal</b>	10%
As the first part of a three-part project, students will collaboratively compose a proposal that identifies a problem within the UF community requiring the creation of a new service or product in order to solve.	
<b>User Test Report</b>	15%
As the second part of the project, students will collaboratively create user tests, administer the tests, and write a formal User Test Report for an external reviewer.	
<b>Progress Report</b>	5%
Midway through the feasibility report, students will write an internal Progress Report detailing the work completed and work to be completed on the final.	
<b>Feasibility Report</b>	25%
As the final part of the project, students will collaboratively evaluate the feasibility of another student group's project proposal.	
<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: Students did what the assignment asked for at a high quality level, with care and precision, and their work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that they took extra steps to 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: They did what the assignment asked of them 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: They did what the assignment asked of them and demonstrated that they have a generalized comprehension of the ideas/films/essays they’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: They did what the assignment asked of them 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 work shows little understanding of the needs of the assignment or demonstrates that the student put little effort in completing it, the work 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, students are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.**

In this course we will follow a strict attendance policy. **If students miss more than four periods during the term, they 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, students can expect absences to have a negative impact on grades.

**Please Note:** If students are absent, it is their responsibility to stay aware of all due dates. If absent due to a scheduled event, students 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**

Workplace writers often find themselves contributing and completing documents and projects with co-workers. Learning how to collaborate is an essential and valuable skill. In this course, students will complete some assignments in groups. I will also require students to respond and/or evaluate to each other's writing. Each student is responsible for completing work for both individual and group work thoroughly and in a timely fashion. Failing to effectively contribute to collaborative work will negatively impact grades.

### **Classroom Conduct**

Please treat classmates and myself with respect. Keep in mind that 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 students demonstrate respect for ideas that may differ from their 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 turn them off and keep them out of sight.

### **Assignment Maintenance Responsibilities**

Students 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 student's 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. I may consider extenuating circumstances, but students 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**

Students 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-requirement.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-requirement.aspx>

### 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-and-math-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.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 (Readings should be done before class on the day they are listed)

Week One: June 30 <sup>th</sup> -July 4 <sup>th</sup>			
Subject: Introduction to Technical Writing; Audience & Correspondences			
	Lecture/Workshop	Reading	Assignments Due
<b>M</b>	Intro to Tech Writing	Chapter 1: Technical and Professional Communication in the Workplace	
<b>T</b>	Correspondences	Chapter 12: E-mail, E-messaging, and Memos	Introduction Memo (by end of class)

<b>W</b>	Rhetorical Situations	Chapter 2: Rhetoric and Technical Communication	
<b>Th</b>	Letters	Chapter 13: Letters	Analysis Memo 2 (by end of class)
<b>F</b>	<b>No Class-Holiday</b>		

**Week Two: July 7-11**

<b>Subject: Drafting, Style &amp; Persuasive and Technical Writing</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	<b>NO CLASS</b>		
<b>T</b>	Job Perspectives	Chapter 14: Finding and Obtaining Employment	Recommendation Request Letter (by end of class)
<b>W</b>	Job Application Packet	none	
<b>Th</b>	Job Application Packet continued	Chapter 9: Layout and Design	
<b>F</b>	Peer Review Job Application Packet	Chapter 10: Revising, Rewriting, and Editing	

**Week Three: July 14<sup>th</sup>-18<sup>th</sup>**

<b>Subject: Collaborative Projects &amp; Writing Proposals</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Problems & Solutions	none	Job Application Packet & Rhetorical Analysis Memo (by 11am)
<b>T</b>	Pitch Letter	none	Pitch Letter (by end of class)
<b>W</b>	Technical Definitions	Chapter 15: Technical Definitions	
<b>Th</b>	Writing Day	none	
<b>F</b>	Proposal Assignments	Chapter 20: Proposals	Technical Definition (by 11am)

**Week Four: July 21<sup>st</sup>-25<sup>th</sup>**

<b>Subject: Proposals and Usability</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Committee Meetings-Proposal	none	
<b>T</b>	Committee Meetings-Proposal Editing	none	Proposal (by end of class)
<b>W</b>	Usability	Chapter 11: Usability	
<b>Th</b>	Committee Meetings—User Tests		
<b>F</b>	Presentations and Administration of User Tests		

<b>Week Five: July 28<sup>th</sup>-August 1<sup>st</sup></b>			
<b>Subject: Formal and Informal Reports</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Committee Meetings-Analyze User Tests	none	
<b>T</b>	Committee Meetings-User Test Reports	none	
<b>W</b>	No Class-Writing Day	none	User Test Report due (by end of class)
<b>Th</b>	Feasibility Reports	Chapter 22: Formal Reports	
<b>F</b>	Committee Meetings: Feasibility Reports		
<b>Week 6: August 4<sup>th</sup>-8<sup>th</sup></b>			
<b>Subject: Reports and Course Wrap Up</b>			
	<b>Lecture/Workshop</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>M</b>	Progress Reports	Chapter 21: Informal Reports	Progress Report (by end of class)
<b>T</b>	Committee Meetings: Feasibility Reports	Chapter 8: Visual Rhetoric	
<b>W</b>	Committee Meetings: Feasibility Reports	none	
<b>Th</b>	Committee Meetings: Feasibility Reports	none	Feasibility Report (by end of class)
<b>F</b>	In-Class Reflection	none	Assessment Letter (by end of class)

### **Progress Conferences**

I encourage students to see me during my office hours, especially when they 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 their work.