

ENC 2210: Technical Writing
Spring 2018 Section 07GC

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Class times: Online

Office: online or TUR 4359 (by appointment only)

Office Hours: online 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 work place 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.

In class meetings, which are online, 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.

We are using work place television shows and popular culture to provide content for assignments as well as drawing from your real-world experiences.

General Education Objectives:

- This course confers General Education credit for Composition (C). 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 6,000 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):

Markel, Mike. *Technical Communication, Eleventh Edition*. Bedford/St. Martins (2015).

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

Brooklyn Nine-Nine (1.01) “Pilot”
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. **Participation and Attendance:** 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 being “present” online means being active on discussion boards, in peer reviews, and other interactive elements of the course. In the online course, participation measures your attendance.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

3. **Netiquette:** Since participation and discussion are an integral part of the course you are expected to treat your classmates with courtesy and respect as you would in a face-to-face setting. Collaboration is an integral part of the course design and applicable to real world work place environments.
4. **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/>
5. **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; extenuating circumstances will be considered at the mercy of the instructor. If you have an excused absence, you will still be expected to get the work in on or before the deadline.
6. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. **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, I will award him or her 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

8. **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.
9. **Grades:** For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. **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.
11. **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>
12. **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/>

13. **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/>
14. **Policy on environmental sustainability:** 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

Weekly Discussions: 1x week, 8 points each, 15 postings, 120 points

You are responsible for responding to questions and prompts related to readings and viewings each week. This discussion boards are collaborative spaces to share ideas and concepts. You will be placed into groups, which will change at the start of each unit so you can work with a variety of people.

Unit Writing Reflections: 15 points each, 4 units, 60 points

For each unit group you will write a 250-word memo to your instructor addressing the writing issues you've come across and what you hope to work on moving forward.

Unit 1: Writing Correspondence: 2250 words, 200 points

As seen in the recent news, media, and politics, memos and letters are an integral part of the work place structure and office communication.

Memo #1: Dress Code (250 words; 20 points)

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 precinct wide mandatory dress code.

Memo #2: Work Place Ethics (350 words; 30 points)

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 #3: Staff Communication (450 words, 40 points)

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 #4: Memo about Memos (550 words; 50 points)

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 write a memo to your instructor discussing the article and the significance of the memo genre in the recent political climate.

Memo #5: Health Advisory Notice and Info Graphic (650 words, 60 points)

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.

Unit 2 Project Proposal: (2850 words, 340 points)

For this unit, you will focus on the Harvest Festival Story arc from *Parks and Recreation*, Season 3, episodes 1-7).

Part 1. Project Proposal Memo (350 words, 30 points)

For this assignment, you will write a brief memo to Chris Traegar and Ben Wyatt from Leslie Knope proposing the Harvest Festival as a means to help alleviate the current budget problems the Parks Department has faced.

Part 2. Progress Report (500 words, 50 points)

For this assignment, you will write a progress report to Chris and Ben from Leslie detailing the progress of the Harvest Festival. More details will be provided on Canvas

Part 3. Letter #1: A Note to the Sponsors (500 words, 50 points)

For this assignment, you will respond to the *Parks and Recreation* episode “Media Blitz” (3.5) and write a letter from the perspective of Leslie Knope about the Harvest Festival media campaign to the Harvest Festival sponsors.

Part 4. Harvest Festival Press Release (350 words, 30 points)

For this assignment, you will write a press release about the Harvest Festival for media and the general public outlets.

Part 5. Harvest Festival Promotional Materials (50 points)

You will create a visual document as part of your Harvest Festival promotion. This

can be a print or online document. The goal of this is to streamline the information in your project for your target audience. More details will be provided on Canvas.

Part 6. Project Proposal: Pawnee Harvest Festival. (800 words, 100 points)

For this assignment, you will write a project proposal that outlines the details of the Harvest Festival (including an operating budget, facilities details, vendor lists, etc.) for approval by the city manager, Chris Traegar. More details will be available on Canvas.

Part 7. Thank You Letter (350 words, 30 points)

For this assignment, you will write a thank you note to the sponsors and volunteers of the Harvest Festival and addressing the difficulties that came up in episode 3.7 "Harvest Festival."

Unit 3 Job Packet: (850 words, 100 points)

Part 1. Analyzing Job Ads (250 words, 20 points)

You will find a job that you can apply for and write a memo to your instructor analyzing the breakdown of a job ad you intend to use for your cover letter and resume.

Part 2. Write a Job Ad (350 words, 30 points)

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)

Part 3. Cover Letter and Resume: (250 words, 50 points)

Write a Cover Letter and Resume for the job ad you analyzed in part 1.

Unit 4: Technical Concepts: (1025 words, 180 points)

Technical Memo: (250 words, 20 points)

For this assignment, you will write a brief memo to your instructor addressing why you want to write on X topic.

Complete Draft (60 points)

You will submit a complete draft for feedback to your instructor. Incomplete drafts will receive no credit or comments.

Final Draft (800 words, 100 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 of that term for a lay audience. You must include 3-4 secondary sources. More details will be provided on Canvas.

Tentative Weekly Schedule:

*Note: All discussion postings are due Monday by 11:59 pm; all writing assignments are due by Fridays at 11:59 pm, unless otherwise noted.

Unit 1 Writing Correspondence

Week 1: Technical Communication Basics (Jan. 8-12)

Welcome! Course Introduction

Post a welcome message on the discussion board

Read Chapter 1: "Introduction to Technical Communication" and Chapter 4: "Writing Collaboratively" from *TC*

Week 2: Communication and Correspondence (Jan. 15-19)

Read Chapter 14: "Writing Correspondence" from *TC*

Read instructor's notes on technical communication

Discussion Board Posting #1 Due

Watch *Brooklyn-Nine* episode "Pilot" (1.1)

Memo #1 Due

Week 3: Ethics 101 (Jan. 22-26)

Read Chapter 2: "Understanding Ethical and Legal Considerations" from *TC*

Read instructor's notes on Ethics and Writing

Discussion Board postings #2 Due

Watch *The Office* episode "Business Ethics"

Memo #2 Due

Week 4: Audience and Purpose (Jan. 29 - Feb. 2)

Read Chapter 5: "Analyzing Your Audience and Purpose" from *TC*

Read instructor's notes on audience

Discussion Board postings #3 Due

Watch *VEEP* episode "Fundraiser" (1.1)

Memo #3 Due

Week 5: Memo Legacy: Writing for Your Readers (Feb. 5-9)

Read Chapter 8: "Communicating Persuasively" from *TC*

Read Instructor's notes on writing for your readers

Read *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

Discussion Board Posting #4 Due

Memo #4 Due

Week 6: Writing with Graphics (Feb. 12-16)

Read Chapter 12: "Creating Graphics" from *TC*

Read instructor's notes on characters, and creating and using info graphics

Discussion Board Postings #5 Due

Watch *Parks and Recreation* episode "Flu Season" (3.2)

Memo #5 Due

Unit 2: Harvest Festival Proposal

Recommended Viewing: *Parks and Recreation* Season 3, episodes 1-7

Week 7: Proposing Projects Writing Coherently (Feb. 19-23)

Read Chapter 16: "Writing Proposals" from *TC*

Read instructor's notes on writing proposals and coherent writing

Discussion Board Posting #6 Due

Proposal Project Part 1: Project Proposal Memo Due

Unit 1 Reflection Due

Week 8: Progress Reports (Feb. 26 - Mar. 2)

Read Chapter 17: "Writing Informational Reports" and Chapter 18: "Writing Recommendation Reports" from *TC*

Discussion Board Posting #7 Due

Proposal Project Part 2: Project Progress Report Due

Week 9: Writing Emphasis (Mar. 12-16)

Read "Writing Letters" (pg. 363) from *TC*

Read Instructor's Notes on emphasis and letter writing

Discussion Board Postings #8 Due

Proposal Project Part 3: A Letter to the Sponsors Due

Week 10: Media Managing (Mar. 19-23)

Read Chapter 11: "Designing Print and Online Documents" from *TC*

Discussion Board Posting #9 Due

Watch *Parks and Recreation* episode "Media Blitz" (3.5)

Project Proposal Part 4 and 5 Due

Week 11: The Devil's in the Details: Project Proposals Reboot (Mar. 26-30)

Read Instructor's Notes on Global Coherence and Proposal Writing

Discussion Board Postings #10 Due

Watch *Parks and Recreation* episode "Harvest Festival" (3.7)

Proposal Part 6 and 7 Due

Unit 3: Job Packet

Week 12: Jobs! (Apr. 2-6)

Read Chapter 15: "Writing Job Application Materials" from *TC*

Read instructor's notes on job packets

Read Example Job Ads

Discussion Board Postings #11

Watch *The Office* episode "Search Committee" (7.25-26)

Unit 2 Reflection Due

Job Packet Part 1 and 2 Due

Week 13: Jobs 2.0! (Apr. 9-13)

Read instructor's notes on resumes and cover letters

Discussion Postings #12

Peer Review Resume and Cover Letter

Job Packet Part 3 Due

Unit 4: Technical Concepts

Week 14: Writing Definitions (Apr. 16-20)

Read Chapter 20: "Writing Definitions, Descriptions, and Instructions" from *TC*

Read instructor's notes on technical definitions and concepts

Discussion Postings #13

Technical Memo Due

Unit 3 Reflection Due

Week 15: Research (Apr. 23-27)

Read Chapter 6: "Researching Your Subject" from *TC*

Read instructor's notes on research

Discussion Postings #14

Watch John Oliver segment on "Vaccines"

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

Peer Review Technical Definition Paper

Draft of Technical Definition Paper Due for Instructor Feedback

Week 16: Course Wrap Up (Apr. 30 - May 4)

Discussion Board Posting #15

Course Evaluation

Final Draft of Technical Definition Paper Due

Unit 4 Reflection Due

Reading Days: April 26-27
Finals Week: April 30 – May 4

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