ENC 2210: Technical Writing

Section 0248 – Summer A 2021 – Online Course

Instructor: Jason Crider
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Office Hours: Mondays 10:50-noon and by appointment
Office Hours Zoom link: https://ufl.zoom.us/j/99310629479

Class Details
Monday-Friday, Period 2 (9:30-10:45am)
Zoom Link: https://ufl.zoom.us/j/95953019006

Course Description

This course serves 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, résumés, 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, this course emphasizes both individual writing projects and collaborative writing projects.

COVID-19 Statement

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). 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 6000 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.

Required Texts

There is no need to purchase any textbooks for this class.

However, you will need access to a Hulu subscription for one month (I will explain how to get the student discount in class). Overall, this class should cost less than $5.

Open-Access Online Texts

DeSilva, Hamlin, Naas, Rubio, Savage, Merck, and Gross (eds.). *Technical Writing.* Open Oregon Educational Resources. (https://openoregon.pressbooks.pub/technicalwriting/).

Lowe, Charlie and Pavel Zemliansky (eds.). *Writing Spaces: Readings on Writing.* Parlor Press, 2011 (http://writingspaces.org/).

*All other assigned readings will be made available via Canvas

Assignments

1,000 possible points

Memos – 50 points (25 points each)

There will be two memo assignments. The first will act as an introduction between student and teacher. Students will work with the memo format distributed in class and responding to the assignment prompt. The second will involve reading and analyzing a case study in order to explain the importance of intended audience. This memo will address how and when writers involved in the case should adjust their language for various audiences. **500 words each.**

Professional Correspondence – 100 points
For this assignment, students will address the rhetorical situation presented in the assigned episode of *Brooklyn Nine-Nine*. Using professional correspondence style, students will prepare a document on official UF letterhead addressed to Captain Raymond Holt of the 99th Precinct. **500 words.**

Disciplinary Technical Writing Audit – 100 points
Students will perform an audit of their major, discipline, or speculative career path, and create a report that gives an overview of when and how technical writing plays a part in said area of work. This report will serve as a basis of sorts for the following résumé and cover letter assignment. **500 words.**

Résumé/CV and Cover Letter – 100 points (50 points each)
Students will identify a potential job application and produce professional-caliber application materials: both a cover letter and either a résumé or curriculum vitae. Students will submit anonymous drafts for peer evaluation and feedback before submitting final versions. **500 words.**

White Paper – 150 points
For this assignment, students will respond to a prompt distributed in class and develop a white paper on a piece of technology. A white paper is a report that guides readers through a complex issue or item in a concise and clear manner. Within this document, students must include at least three technical definitions or descriptions. **1,000 words**

Final Portfolio – 100 points
Final portfolios will consist of one document or website that curates all five previous major assignments for the class. Students will be expected to revise their work according to feedback from me and peer reviews from classmates. In addition, portfolios will include a brief introductory statement in which students will introduce themselves and contextualize their work. **500 words**

Weekly Reflection Writings – 250 points (50 points each)
In addition to the writing formal writing assignments, you will also keep a regular blog about various topics discussed in the course. These will vary from analytical reflections on topics covered in the course, to critical examinations of our readings, to formal pitches for the major assignments. There will be six assigned total, so you can miss one and still get full credit, or submit all six for extra points. **2,500 words total (500 words per post)**

Participation – 200 points (100 mid-semester, 100 at the end)

You must be an active and engaged part of the course to not only receive participation credit but to ensure that our course will be an academically fruitful experience. This grade will be gauged by not only your attendance, but your contribution to in-class group activities and larger discussions. **To guarantee receipt of a full grade, you must contribute within class meaningfully at least once a class period.**

Grading Scale

A	4.0	930-1000
A-	3.67	900-929
B+	3.33	870-899
B	3.0	830-869
B-	2.67	800-829
C+	2.33	770-799
C	2.0	730-769
C-	1.67	700-729
D+	1.33	670-699
D	1.0	630-669
D-	0.67	600-629
E	0.00	0-599

Course Policies

1. *Assignments:* You must complete all assignments to receive credit for this course.
2. *Attendance:* Attendance is mandatory. Students are allowed three unexcused absences. If you miss more than three classes during the semester, each additional absence will lower your overall grade by 100 points. 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, family emergencies, and health issues for which you must provide appropriate documentation in advance of the absence. In addition, if you are tardy for three class periods, you will receive an unexcused absence. You can read more about UF's official attendance policy here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.
3. *Email:* As this is a course focused on rhetoric and communication, students will be expected to be critical and sensitive writers in all their communication, including email. As such, I will only respond to emails that demonstrate a professional tone and style. This means that your emails must display a subject line, greeting, and writing that is edited, clear, and demonstrates that the student has already consulted all necessary documentation (such as the course syllabus) prior to writing. Furthermore, I will only reply to emails during "normal" business hours: M-F, 9:00-5:00pm. I will not discuss the following over email: grade disputes, feedback on papers, or course policies. These can all be discussed during my office hours or by appointment.
4. *Classroom behavior:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many 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.

5. *Class work:* All written assignments are due at the beginning of class on their assigned deadlines via Canvas. I will not accept hard copies of your work. Late work will be docked ten points for every day it is late until it loses all credit. In-class assignments will consist of group activities and larger classroom discussion. Be prepared for each class by doing the assigned reading and being ready to contribute to class in a meaningful way each day.

6. *Assignment Maintenance:* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

7. *Plagiarism and Academic Honesty:* Plagiarism of any kind will not be tolerated. Any plagiarized assignment will receive a zero, and may result in your automatically failing my class. Plagiarism also 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/.

8. *Students with disabilities:* If you are requesting accommodations you should first register with the Disability Resource Center (352-392-8565 and at www.dso.ufl.edu/drc/), which will provide appropriate documentation to give to your instructor.

9. *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://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/.

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 (cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade. For more information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

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. *Mental Health and Wellness:* 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.

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. *Environmental Sustainability*: Whenever possible, 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).

Tentative Course Schedule

Week 1: Introduction to Technical Writing
Monday 5/10
    Introductions and Syllabus overview
Tuesday 5/11
    Eubanks and Schaeffer, "A Kind Word for Bullshit: The Problem of Academic
    Writing"
    (Last day to add/drop)
Wednesday 5/12
    No Class: Read "Memorandums" section of Chapter 1 (section 1.4)
    Begin work on Memo #1
Thursday 5/13
    No Class: Writing Day
Friday 5/14
    Carroll, "Backpacks vs. Briefcases"

    Memos Due
    First Weekly Writing Due

Week 2: Professional Correspondence
Monday 5/17
    Chapter 1: Professional Communications
    Thorne, "Missing Missy"
    In class: Introduction to memos and email etiquette
Tuesday 5/18
    Asynchronous activity TBA
Wednesday 5/19
    Chapter 2: Audience Analysis
    Watch: *Brooklyn Nine-Nine*, season 1, episode 1
    In class: Audience and Email Tropes
Thursday 5/20
    Chapter 13: Communicating Across Cultures
    In class: Professional Correspondence
Friday 5/21
    Chapter 9: Ethics in Technical Writing
    No class (Writing Day)

    Professional Correspondence Due
    Second Weekly Writing Due

Week 3: Résumés and Cover Letters
Monday 5/24
        Chapter 12: Employment Materials
        In class: Résumés, Curriculum Vitaes, and Cover Letters
Tuesday 5/25
        In class: Introduction to Disciplinary Tech Writing Audit assignment
Wednesday 5/26
        Read Purdue Online Writing Lab's "Job Search Writing" (sections TBA)
        Asynchronous Class: Professional Correspondence Peer Review
Thursday 5/27
        Finish Purdue Online Writing Lab's "Job Search Writing" (remaining sections)
        In class: Concision exercises
Friday 5/28
        No class (Writing Day)

        Disciplinary Tech Writing Audit Due
        Third Weekly Writing Due

Week 4: Document Design
Monday 5/31
        No class (Memorial Day)
Tuesday 6/1
        Chapter 10: Technical Reports
Wednesday 6/2
        Reading TBA
        In class: Concision exercises part 2
Thursday 6/3
        In class: Visual Design workshop
Friday 6/4
        Asynchronous Visual Design activity

        Job Application Due
        Fourth Weekly Writing Due

Week 5: Digital Literacy and Visual Rhetoric
Monday 6/7
        Dobrin and Weiser, "Digital Ink, White Paper"
Tuesday 6/8
        Chapter 4: Information Literacy
        Accawi, "The Telephone"
Wednesday 6/9
        Chapter 5: Citations and Plagiarism
        In class: Digital Literacy
Thursday 6/10
        Asynchronous Class: Job Materials Peer Review
Friday 6/11

Chapter 10: Technical Reports
Chapter 8: Creating and Integrating Graphics
(Drop/Withdrawal Deadline)

White Paper Due
Fifth Weekly Writing Due

Week 6: Usability and Accessibility
Monday 6/14
 Asynchronous Class: White Paper Peer Review
Tuesday 6/15
 In class: Portfolio design workshop
Wednesday 6/16
 In class: Portfolio design workshop
Thursday 6/17
 Asynchronous Class: Portfolio Splash Page Peer Review
Friday 6/18
 Final Reflections

Sixth Weekly Writing Due
Final Portfolios Due: 6/20 by 11:59pm

General Grading 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 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.