

Technical Writing

ENC - 2210, (Section 0249, Class #10980) Summer A 2021

Instructor Name: Ivette Rodriguez

Course meeting times & locations: Online (100%) Synchronous Meetings on Mondays from 11am-12:15pm, *Zoom meeting:* <https://ufl.zoom.us/j/95647342231> ID: 956 4734 2231
Asynchronous work on T,W,R,F

Office Location and Hours: Mondays 12:15pm-1:15pm *Zoom personal Meeting Room:* <https://ufl.zoom.us/j/9943738121> ID: 994 373 8121

Course website: Canvas

Instructor Email: ivetterodriguez@ufl.edu, Canvas mail

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, 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, ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

General Education Objectives:

- This course confers General Education credit for Composition (C), and 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.

Course Objectives

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, résumés, 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.

Required Texts: Richard Johnson-Sheehan, *Technical Communication Today, 6th Ed.* ISBN 9780134433981

Any format of text is acceptable, print or electronic. You can rent the textbook from [Pearson](#), [Google Books](#), Kindle, or the like.



Technical Communication Today, 6th edition

Richard Johnson-Sheehan

Technical Communication Today
(Subscription)

Instant access **\$24.99**

ISBN-13: 9780134433981

eText

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Image of Required Textbook as it appears in the Pearson webpage.

Assignments (Total Word Count 6,000/Total Points 1,000)

[The Introductory Email](#) (250 words) 50 points

An E-mail addressed to your instructor introducing yourself and your future professional plans.

[The Job Search Memo](#) (250 words) 50 points

A Memo addressed to me letting me know which Job or Internship you plan to apply to.

[The Job Portfolio](#) (500 words) 100 points

A Resume and Cover Letter addressed to the Job or Internship you plan to apply to.

[The Technical Description](#) (1200 words) 175 points

An Extended Definition of a Technical concept or procedure in your field.

[The Manual](#) (1200 words) 175 points

An instructional manual describing how to carry out a task in your field.

[The Proposal](#) (1200 words) 175 points

Propose a well-researched and feasible plan for an improvement to a current situation in your field.

[The General Public Publication:](#) (1000 words) 125 points

A group Blog Page, Podcast Script, or Powerpoint Presentation that presents all group members' Proposals to a general audience from which you could enlist support.

Participation: (Zoom meetings, [Discussion Posts/Responses](#) (~400 words), Attendance) 150 points

You can find information about the **University Writing Requirement** [here](#).

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: A lowered course grade after **three** 50-minute absences (or equivalent) + automatic failure if a student misses **2 weeks** of class (failure *at* the sixth 50-minute absence). *Double-period classes* count as 2 absences. *For example*: Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** 50-minute absences. You will earn a lowered course grade if you accrue **four** absences. Note that missing a *double* session counts as 2 absences.
3. 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, you should bring computers, paper, and writing utensils to each class meeting.
4. Our teaching staff consensus is that being tardy 3 times = 1 absence. Or you might prefer a deliberately flexible wording, such as: Latecomers receive partial absences, and must see me after class so I know you attended.
5. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. You have the opportunity of making up one late or missed assignment.
7. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

Definition from the current UF Student Honor Code:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.

- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
9. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
 10. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 12. *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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
 13. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>

Weekly Schedule:

Wk	Date	Read/View for Class	DUE
1	Mon 5/10	Introductions and Syllabus Overview. <i>What is Technical Writing?</i> <i>How to communicate through e-mail.</i> *Office hour at 12:15pm.	
	Tue 5/11	Read Chapter 1 in your Textbook: "Technical Communication in the Entrepreneurial Workplace."	
	Wed 5/12	Discuss Chapter 1 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' posts (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 5/12 post by 6pm and response to peer by Midnight.
	Thur 5/13	Read Chapter 6 "Emails, Letters, and Memos."	
	Fri 5/14	Write me an E-mail using what you learned about e-mail correspondence from Chapter 6 . Tell me about yourself professionally—your major, career plans for the future, what you are doing now for career development, which areas you wish to work on in your writing, and what you hope to gain from this course.	Mon 5/17 by Midnight.

2	Mon 5/17	Meet on Zoom from 11am-12:15pm to talk about Chapters 1 and 6 and introduce this week's assignment, The Job Portfolio . *Office hour at 12:15pm.	
	Tue 5/18	Read Chapter 5 "Starting your Career."	
	Wed 5/19	Discuss Chapter 5 on Canvas Discussion Board . Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' post (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 5/19 Post by 6pm and Response to peer by Midnight.
	Thur 5/20	Research and find a Job or internship add you can apply to today. Study the add carefully for required, preferred, and unwritten skills you can show you possess.	
	Fri 5/21	Write A Cover Letter and Resume that responds to the Job/Internship add you found using Chapter 5 as your guide.	Mon 5/24 by Midnight.
3	Mon 5/24	Meet on Zoom from 11am to 12:15pm to talk about Chapter 5 , your Job search/Portfolio , and this week's assignment, The Technical Description . *Office hour at 12:15pm.	
	Tue 5/25	Read Chapter 7 "Technical Descriptions and Specifications."	
	Wed 5/26	Discuss Chapter 7 on Canvas Discussion Board . Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' post (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 5/26 Post by 6pm and Response to peer by Midnight.
	Thur 5/27	Plan your Technical Definition .	
	Fri 5/28	Write your Technical Definition .	Monday 31 by Midnight.
4	Mon 5/31	Meet on Zoom from 11am to 12:15pm to talk about Chapter 7 , the Technical Definition , and this week's assignment, The Manual . *Office hour at 12:15pm.	
	Tue 6/1	Read Chapter 8 "Instructions and Documentation."	

	Wed 6/2	Discuss Chapter 8 on Canvas Discussion Board . Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' post (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 6/2 Post by 6pm and Response to peer by Midnight.
	Thur 6/3	Read Chapter 18 "Creating and Using Graphics."	
	Fri 6/4	Write The Manual .	Monday 6/7 by Midnight.
5	Mon 6/7	Meet on Zoom from 11am to 12:15pm to talk about Chapter 8 &18 , The Manual , and the upcoming assignment, The Proposal .	
	Tue 6/8	Read Chapter 9 "Proposals."	
	Wed 6/9	Discuss Chapter 9 on Canvas Discussion Board . Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' post (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 6/9 (Post) and Response to Peer by Midnight.
	Thur 6/10	Read Chapter 13 "How to be Persuasive."	
	Fri 6/11	Write "The Proposal."	Mon 6/14 by Midnight.
6	Mon 6/14	Meet on Zoom from 11am to 12:15pm to talk about Chapter 9&13, The Proposal , and your last assignment, The General Public Publication . <i>*Office hour at 12:15pm.</i>	
	Tue 6/15	Read Chapter 17 "Designing Documents and Interfaces."	
	Wed 6/16	Discuss Chapter 17 on Canvas Discussion Board . Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' post (3-4 sentences that show an engaged reading of their response to the chapter).	Wed 6/16 (Post) and Response to Peer by Midnight.
	Thur 6/17	Read Chapter 3 "Working in Teams."	

	Fri 6/18	Write The script or text for your individual portion of the group project, The General Public Publication .	Mon 6/21 by Midnight.
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Grading/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 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.

Grading Scale

A 93-100

A- 90-92

B+ 87-89


B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72



D 1.33 67-69

D 1.0 63-66

D 0.67 60-62

E 0.00 0-59