

ENC 2210 - TECHNICAL WRITING (sec. 0249), Summer A 2018

Instructor Name: Deepthi Siriwardena

Course meeting times & locations: MTWRF period 3 (11am-12.15pm) in MAT 0251

Office Location and Hours: TUR 4358. M/W period 4 and by appointment

Instructor Email: deesiri@ufl.edu

Course Description:

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in various 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 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 we produce workplace communications collaboratively as well as individually, ENC 2210 emphasizes both collaborative and individual 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.

Required Texts:

- Johnson-Sheehan, Richard. *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2018. You are required to purchase the e-book and access the textbook by creating a Pearson-Revel account using the code given to you. Please do not buy the print book.

Assignments (see below for Grading Rubric):

1). Professional Correspondence: Emails, Letters and Memos

Document Type	Description	Word count
Emails	<ol style="list-style-type: none"> 1. Using a standard email format and an effective professional style, send a message to a teacher or professional working within your field 2. On the last week of the course, you will be required to write a personal reflection email to the instructor discussing about your expectations of this class, the challenges you met with and your own assessment of your growth as a writer. 	300 each
Letters	<p>Using professional correspondence style, write a</p> <ol style="list-style-type: none"> 1. “letter from a nut” to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out Ted L. Nancy’s website for examples. Please note: You are not actually sending these. 2. Write a response from the company’s perspective 	600 - 700 words (inclusive of both)
Memo of a technical description	This assignment asks you to select a concept, object or process and write an expanded definition/technical description about it for a	800

	general audience in memo format.	
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2). Job Application Packet

The application packet assignment contains two main sections:

1. Cover letter
2. Resume

● **Cover Letter, 300 words**

Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your resume, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

● **Resume, 1 page**

Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs 100-112 of your textbook for formatting and style guidelines.

3). Proposal: 1200 words per partner

For the proposal assignment, students will write a detailed proposal for a mobile application that solves a problem within their field of study.

If not, write a proposal based on your field which could significantly improve the quality of life for American citizens at home, at work, or at school, or directly and immediately improve the quality and competitiveness of American industry within the global marketplace.

Alternatively, students may write a funding proposal for a specific grant from within their field.

(Grant must be approved by instructor)

Please note that the proposal will be accompanied by a presentation as well.

4). Instruction Manual: 1000-1200 words each

For this assignment, you will write an instruction manual for a general audience.

This manual will provide advice/instructions to a general audience on one or several complex process(es) in their field. You may discuss your ideas with the instructor.

The instruction manual will be housed on a website created with Wix free website editing software.

The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate

5). User Test Report: 1000 words

For this assignment you will develop a user test methodology, which includes procedures and protocols. Using test groups, you will conduct user tests to ascertain the functionality and readability of your technical manual. Based on the information you gather and your assessment of that information, you will then revise that technical manual before submitting it to be graded. You will also produce a user test report that identifies the user test methodology, materials, processes and procedures. The report will evaluate that data and will address how that data was considered. The report should also detail what revisions you made as a result of the user test.

Class Participation & in Class Writing (Submitted on Canvas): 400-500 words

This is based on your class participation (by “participation” I mean your presence as well as your active engagement in class discussions/peer reviews) and in-class writings. These are writings done during in-class activities and submitted to Canvas at the end of the class period. They will be assigned during the class period and you are required to complete them before the end of the period. No make-up assignments will be given if these assignments are missed on any account. Please note that subject to class needs and time constraints, the instructor reserves the right to modify the number of and/or points assigned to these assignments at any time during the semester depending on how she sees fit.

Reading Quizzes:

These are 5 reading quizzes based on the textbook. Students need to purchase access to the e-book version of the textbook and create their own Pearson-Revel account to access and complete the quizzes. Not all required readings have a quiz. However, students are required to do all the assigned readings in time for class irrespective of whether the chapter has a quiz or not.

Course Policies:

1. You **must complete all assignments** to receive credit for this course.
2. *Attendance.* Attendance is required and will be taken every day. **If you miss more than four (4) classes, you will automatically fail the course.**
The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena). Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.
3. *Tardiness.* Students who enter class after roll has been taken are late, which disrupts the entire class. Two instances of tardiness count as one absence.
4. *Class Participation.* Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.
5. *Paper Format & Submission.* Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered and correct MLA formatting unless otherwise instructed. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
6. *Late Papers/Assignments.* **No late papers or assignments will be accepted.** I may consider extenuating circumstances, but you must contact me at least 24 hours before the assignment is due.
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.* 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/>.
9. 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.

10. For information on UF Grading policies, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
11. *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.
12. *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>
13. 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>
14. *Classroom behavior and netiquette*. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone--including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).
15. *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/>

TENTATIVE WEEKLY SCHEDULE*

(* The assignments you'll be required to submit as In-Class activities are not listed in this table).

Week 1 May 14-18

Subject: Introduction to Technical Writing; Audience & Correspondences			
	Lecture/Workshop	To Read/view for class	Assignments Due
M	Intro to Tech Writing	Chapter 1: Technical Communication in the Entrepreneurial Workplace	
T	Correspondences: Emails and letters	Chapter 6: Emails, Letters and Memos Bring a professional headshot to class	Introductory email (end of class)
W	Memos	Chapter 13: How to be Persuasive	Letters due (midnight)
Th	Technical Definitions	Chapter 7: Technical Descriptions and Specifications	
F	Peer Review		Peer review draft (before class) Memo due (midnight)

Week 2: May 21 - 25

Subject: Planning Your Career			
	Lecture/Workshop	To Read/View for class	Assignments Due
M	Intro to job Applications & the elevator pitch	Chapter 5: Starting Your Career	
T	Reading and writing for job applications	"From a Recruiter: Creating a Winning Resume" (On Canvas in	Job description & analysis due (end of class)

		Files)	
W	Cover Letter	Chapter 15: Organizing and Drafting	
Th	Mock Interviews	Chapter 5: pg: 128-131	
F	Peer Review of the Job Application packet +Ethics	Chapter 4: Managing Ethical Challenges	Quiz 1: Managing Ethical Challenges (before 9am) Peer review draft (before class) Job Application Packet (midnight)

Week 3: May 28 - June 1

Subject: Collaborative Projects & Writing Proposals			
	Lecture/Workshop	To Read/view for class	Assignments Due
M	No class: Memorial Day		
T	Introduction to the proposal assignment	Chapter 9: Proposals View: Shark Tank on Youtube	Quiz 2: Proposals (before 9am)
W	Solutions and feasibility sections	Bring to class: A proposal from your field	
Th	Stakeholder analysis + mini-conferences	Read: "Stakeholder Analysis Toolkit" (On Canvas in Files)	Problem statement.
F	Writing day (in class)		

Week 4: June 4 - June 8

Subject: Presentations, Reports and Usability			
	Lecture/Workshop	To Read/View for class	Assignments Due
M	Pitch your Proposal	Chapter 20: Presenting and Pitching your ideas	Proposal PPT (before class) Proposal due (midnight)
T	Intro to Instruction manual assignment	Chapter 8: Instructions and Documentation	
W	Usability	Chapter 19: Reading and Editing for Usability Take the Writer's Diet Test (bring results to class)	
Th	Writing reports	Chapter 11: Formal reports	Quiz 3: Formal Reports (before 9am)
F	Writing day (in class)		

Week 5: June 11 - 15

Subject: Document Design			
	Lecture/Workshop	To Read/view for class	Assignments Due

M	Peer Review of User Test report		Peer Review draft of user test report (before class) User Test report (midnight)
T	Infographics	Chapter 18: Creating and using graphics	
W	Document Design, Web page/app design	Chapter 17: Designing Documents and interfaces https://www.designforfounders.com/web-app-ux/	Quiz 4: Document Design (before 9am)
T h	Web page design - cont + Design and audience	Read: https://www.websitebuilderexpert.com/awesome-home-page-design-layouts/	
F	Page design: chunking, queuing, filtering. Academic publications	Bring to class: Trade publication and Academic journal from your field	

Week 6: June 18 – 22

Subject: Writing for the Web and Course Wrap Up			
	Lecture/Workshop	To Read/view for class	Assignments Due
M	Writing Instructions: Ambiguity in instructions	Revisit chapter 8 Read: http://www.gray-area.org/Research/Ambig/	
T	Writing for social media.	Chapter 21: Writing for the internet	Quiz 5: Writing for the Internet (before 9am)
W	Personal reflection + course evaluations		Reflection email (end of class)
T h	Peer Review of the manual		Peer review draft (before class)
F	No class		Final instruction manual (12 noon)

Grading

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count.

Assignment Values

Major Writing Assignments	Points
Emails (2*30)	60
Letters (2*30)	60
Memo of a Technical description	100

Job Application packet	100
Proposal (including the PPT)	150
Usability Report	100
Instruction Manual	200

Subtotal for Major Assignments **770**

Other Required Elements

Textbook Quizzes (5*24)	120
Participation & in-class activities	110
Total Possible Points	1,000

Grading/Assessment Rubric:

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%

A	<ul style="list-style-type: none"> Follows ALL instructions specific to the assignment description Generates and elaborates on original ideas relevant to the course content Assignment provides evidence to support claims Assignment incorporates source material appropriately and effectively Assignment displays clear organizational forethought Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	<ul style="list-style-type: none"> Follows most instructions specific to the assignment description Incorporates and elaborates ideas relevant to the course content Assignment provides evidence to support most of its claims Assignment incorporates source material appropriately Assignment has an identifiable organizational structure Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	<ul style="list-style-type: none"> Follows some instructions specific to the assignment description Incorporates ideas relevant to the course content Assignment provides evidence to support some of its claims Assignment incorporates source material Assignment has an identifiable organizational structure Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	<ul style="list-style-type: none"> Follows very few instructions specific to the assignment description Incorporates ideas irrelevant to the course content Assignment provides little to no evidence to support its claims Assignment incorporates no (or very little) source material Assignment has an unclear organizational structure Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none"> Does not follow instructions specific to the assignment description Incorporates no ideas relevant to the course content.

	<ul style="list-style-type: none">• Assignment has no identifiable organizational structure• Assignment incorporates no source material• Assignment provides no evidence to support its claims• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
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