ENC 2210 - TECHNICAL WRITING, Section 025A, Class #10981, Summer A

Instructor Name: Anwesha Chattopadhyay

Course meeting times & locations: MTWRF | Period 4: 12:30 p.m. ET to 1:45 p.m. ET | Asynchronous and Synchronous

Zoom Meetings at 12.30 p.m. on Mondays:
https://ufl.zoom.us/j/97644476825?pwd=TGJ3Q2c2SHk1OEg2WFFmbDI5Q3dTUT09

Office Location and Hours: On Zoom, by appointment. (https://ufl.zoom.us/j/8223865894) All students are required to meet the instructor at least two times during the course of the semester.

Course Website: Canvas

Instructor Email: a.chattopadhyay@ufl.edu

Course Description:
This course introduces students to technical and professional writing in the workplace. Students will produce writing in a variety of technical writing genres, including discussion boards, LinkedIn profiles, résumés and CVs, letters, memos, emails, formal reports, proposals, technical definitions, PowerPoint presentations, and instruction manuals. Writing in these different genres will help students adapt to the rhetorical situations that require them to address the issues of audience, style, organization, and the visual design of their documents.

Students will attend class via Zoom on Monday mornings, and work independently during class hours on Tuesdays through Fridays (except when stipulated otherwise in the schedule). Assignments will be due on Fridays at 11.59 p.m. Late assignments will earn a 10% penalty for every day that they are late. All assignments must be submitted to pass the course.

Note: All the material, instructions and activities will be uploaded on Canvas for asynchronous classes. Students will require a stable internet connection, Microsoft Word and PowerPoint. The structure of the class may be altered due to student learning needs.

COVID Statement
This course shall be held completely online.

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 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.

Recommended Texts: Richard Johnson-Sheehan, Technical Communication Today, 6th edition REVEL. (Pearson).

Assignments

1.   Introductory Post on discussion board (200 words) + response to 2 peers (50+50 words)
50 points
Before the first class, please make an introductory post on the Canvas discussion board, and respond to the posts of at least 2 of your peers. Describe your educational and professional backgrounds, what you hope to gain from this course, and your professional interests. In the responses to your peers' post, either speak of something that piqued your interest in their introduction, or speak of some aspect of your own work which is related to their areas of interest.

2.   Introductory Email to class (200 words)
50 points
Using feedback from the first class and from the assigned reading, please email a revised introduction to the class.

3. LinkedIn Profile (100 words)
50 points
Create a LinkedIn profile complete with photograph, references, educational and professional background.

4. Cover letter (350 words)
50 points
Craft a cover letter in response to a job advertisement on LinkedIn, targeting the company specifically, giving context to your LinkedIn Profile and CV, and addressing any shortcomings in your resume/CV.

5. Resume, Curriculum vitae (1 page, 2-3 pages)
150 points
Craft a 1 page resume for the job ad you are responding to, as well as a longer CV for academic purposes (like applying to graduate school).

6. Job description (250 words)
50 points
Craft an advertisement for a job, and post it on the designated Canvas thread.

7. Response to job description (250 words)
50 points
Craft an email response to one of your peers' job postings.

8. Instructional Manual (1000 words)
100 points
Craft a beginner level instructional (how-to) manual, with graphics, for any professional/non-professional activity (E.g. game/recipe/craft) that you are well-acquainted with.

9. Interview activity
50 points
In groups of two, take turns interviewing and being interviewed for any of the jobs on the "Job Description" Canvas thread

10. Thank you letter (100 words)
50 points
Craft an email thanking your interviewer for the opportunity to apply.

11. Memo (500 words)
50 points
Write a memo in response to a fictional hour of class, discussing what occurred, identifying a problem/ task you would like more clarification on, and attaching at least one resource to support your query.

12. Proposal + Presentation (750 words+ 5 slides)
100 points

In a group, identify one problem/issue facing Gainesville, and propose a solution.

13. Technical definition (100 words)
25 points
Define any one concept from the course or outside it.

14. Annotated Bibliography (100 words)
25 points
Find one scholarly source related to your field, and annotate it in MLA and APA styles.

15. Progress Report (500 words)
50 points
Write a report detailing your own progress in the course, what has improved, and what you must work on.

16. Final Formal Report (500 words)
100 points
Write a report about your experience of this course.

Course Policies:
1. You **must** complete all assignments to receive credit for this course.

2. **Attendance:** There will be a lowered course grade after **three** absences (or equivalent) + automatic failure if a student misses **1 week** of class. Students should contact instructor within 48 hours of missing a class for a legitimate reason. I reserve the right to ask for documentation (e.g., a doctor's note). Use your allotted absences wisely (for e.g. illness, religious holiday, family emergency, university athletic or academic event) as you would for any job.

   UF Attendance Policy: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

3. **Being tardy 3 times = 1 absence**

4. All discussions will need to adhere to the same professionalism and civility necessary in an in-class environment. Students are free to disagree with classmates so long as that disagreement is constructive and polite. Some examples of proper netiquette follow.

   - Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
   - Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is very easy to forward a message to hundreds or thousands of people.
   - Spelling, grammar, and punctuation matter. Online courses demand the same standard of academic communication as face-to-face courses.

- Never use profanity in any area of an online course. Transcripts of online course communications are savable.
- When responding to messages, use "Reply to All" only when you really intend to reply to all.
- Avoid sarcasm and use humor with care. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your comments may be lost, and your message may be misinterpreted.

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. **Paper Format & Submission:** Assignments must be emailed to the instructor, through the official UF email, directly as attachments.

7. **Late Papers/Assignments:** There will be a 10% grade deduction for each day that an assignment is late, except in emergency conditions, to be notified in advance. All assignments **must** be submitted to receive credit for this course.

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

9. **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. 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.

10. 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.

11. **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/

12. For information on UF Grading policies, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

13. **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.

14. **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/

15. **Policy on 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.)

SYLLABUS

Class Schedule

The schedule is a guide and could change. **Always check for Canvas Announcements or emails.**

Week	Day	Readings/Tasks	Due
1	M 05/10	Introduction: Syllabus, Course Policies & Goals, Assignments **(Zoom class meeting)**	Introductory post on discussion board+ response to 2 peers
	T 05/11	*https://www.grammarly.com/blog/how-to-introduce-yourself-in-an-email/*	Introductory Email to class

	W 05/12	https://business.linkedin.com/en-uk/marketing-solutions/blog/posts/content-marketing/2017/17-steps-to-a-better-LinkedIn-profile-in-2017	Linkedin Profile
	R 05/13	https://hbr.org/2014/02/how-to-write-a-cover-letter	Cover letter
	F 05/14	https://www.thebalancecareers.com/guidelines-for-what-to-include-in-a-resume-2061035 https://www.thebalancecareers.com/cv-samples-and-writing-tips-2060349	Resume, Curriculum vitae
2	M 05/17	*Evaluation of previous week's work, introduction to coming week **(Zoom class meeting)***	
	T 05/18	https://hbr.org/2020/03/write-a-job-description-that-attracts-the-right-candidate	Job description
	W 05/19	https://www.forbes.com/sites/dailymuse/2017/05/18/5-email-templates-to-respond-to-recruiters-no-matter-where-you-are-in-your-search/?sh=5945836b3a7b	Response to job description
	R 05/20	https://writingcommons.org/article/creating-rhetorically-effective-instruction-manuals/?doing_wp_cron=1619536286.2527179718017578125000	Instructional Manual
	F 05/21	Writing Day	
3	M 05/24	Evaluation of previous week's work, introduction to coming week **(Zoom class meeting)**	
	T 05/25	https://hbr.org/2020/06/how-to-nail-a-job-interview-remotely	Interview activity

	W 05/26	https://www.thebalancecareers.com/general-thank-you-letter-sample-2063961	Thank you letter
	R 05/27	https://www.glassdoor.com/blog/guide/how-to-write-a-proposal-letter-tips-and-sample/	Proposal Email
	F 05/28	https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/parts_of_a_memo.html	Memo
4	M 05/31	MEMORIAL DAY-HOLIDAY	
	T 06/01	https://support.microsoft.com/en-us/office/tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b	Presentation
	W 06/02	http://users.clas.ufl.edu/msscha/eng3246/tech_def.html	Technical definition
	R 06/03	http://users.clas.ufl.edu/msscha/eng3246/ann_bib.html	Annotated Bibliography
	F 06/04	Mock interviews **(Zoom class meeting)**	
5	M 06/07	Presentations, introduction to coming week **(Zoom class meeting)**	
	T 06/08	https://academichelp.net/business-writing-help/write-progress-report.html	Progress Report
	W 06/09	https://plato.stanford.edu/entries/ethics-business/	Revision

	R 06/10	Writing Day	Revision
	F 06/11	Writing Day	Revision
6	M 06/14	Evaluation of previous week's work, introduction to coming week **(Zoom class meeting)**	
	T 06/15	Writing Day	Revision
	W 06/16	Writing Day	Revision
	R 06/17	Writing Day	Formal Report
	F 06/18	Final questions and Teaching evaluations **(Zoom class meeting)**	All assignments due

Grading Scale and Rubric

Grading Scale

Letter Grade	GPA	%	Points		Letter Grade	GPA	%	Points
A	4.0	93-100	930-1000		C	2.0	73-76.9	730-769
A-	3.67	90-92.9	900-929		C-	1.67	70-72.9	700-729
B+	3.33	87-89.9	870-899		D+	1.33	67-69.9	670-699
B	3.0	83-86.9	830-869		D	1.0	63-66.9	630-669
B-	2.67	80-82.9	800-829		D-	0.67	60-62.9	600-629
C+	2.33	77-79.9	770-799		E	0.00	0-59.9	0-599

Grading Rubric

Each assignment has its own requirements, but for each paper I will evaluate:

1. Content, including argument, development, and support

2. Organization, including paragraph structure, overall flow of ideas, transitions

3. Mechanics, including grammar, spelling, and style.

A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanical mistakes. It meets and/or exceeds the assignment requirements.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis of the evidence, or there are myriad mechanical mistakes.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization and mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.