ENC 2210: TECHNICAL WRITING

SUMMER A, 2021

CLASS # 10982, SECTION 025B

INSTRUCTOR NAME: FELIPE GONZÁLEZ-SILVA (FGONZALEZSILVA@UFL.EDU) HE/HIM

ONLINE OFFICE HOURS: TW PERIOD 6 (3:30 – 4:45) OR BY APPOINTMENT VIA ZOOM. MEETING ID: 976 5531 2667, PASSWORD: 975076

COURSE MEETING TIMES: MTWRF PERIOD 5 (2:00 – 3:15), ONLINE. SYNCHRONOUS AND ASYNCHRONOUS MEETINGS (CHECK COURSE SCHEDULE FOR DETAILS).

MEETING ID: 981 3412 3195, PASSWORD: 632081

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 six-week period students will produce and analyze common technical writing genres, including emails, letters, résumés, memos, reports, technical definitions, proposals, blogposts, and podcasts. 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 group and individual writing projects.

COURSE FORMAT

Summer A will continue online until the university resumes with regular F2F classes. This section combines synchronous and asynchronous meetings. The synchronous meetings will be held once or twice a week via Zoom (see course schedules for details). During all other weekdays, students will be responsible for doing readings, preparing assignments, watching videoclips,

participating in peer reviews, completing activities. Attendance to nonsynchronous meetings shall be recorded based on the completion of such activities.

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 TEXT

Johnson-Sheehan, Richard. Revel for *Technical Communication Today*. 6th ed. New York:

Pearson/Longman, 2018.

https://ufl.instructure.com/courses/429272

REQUIRED FILM

Affleck, Ben, director. *Argo*. Warner Bros., 2012. (The film will be available on Ares).

ASSIGNMENT DESCRIPTION

The following are general descriptions of the assignments to be completed during the six-week period. Make sure to consult Canvas for updated requirements, rubrics, and deadlines. You can also contact me through email or during Zoom classes if you have any doubts about any of the assignments.

All assignments should be submitted on Canvas unless stated otherwise.

1. **Emails**: Write a short email addressed to me following the general guidelines learned in class. Each email should be submitted under their respective assignment on Canvas, where you will find specific requirements. Emails will be graded in the basis of both form and content.
2. **Memos**: Similar to emails, memos should be addressed to a certain person and should follow the general guidelines learned in class. These forms of correspondence should also be posted on Canvas and will be graded on form and content.
3. **Technical Definition**: Pick a term or concept that is significant to your field, then conduct research and provide an overview of that term for an informed yet not specialized audience. You must include 2-3 secondary sources.
4. **Instruction Manual**: construct an instruction manual for a product, process, or a task. The actual technical instructions will be for a "thing" or service most students at UF would find useful. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete the task, use the product, or fulfill the process. The manual will be assessed on the quality and readability of the instructions, on the functionality of the instructional visuals, on the effectiveness of the design, and on the rhetorical style of the steps, sequencing, and transitions.

5. **Job Application Packet**: The Job Application Packet is composed of a Résumé and a Cover Letter, which are typically designed and written to apply to a job or an internship.

6. **Postmortem Report**: Watch the film *Argo* (Ben Affleck 2012) and assess it in terms of a completed project. Although we will review this in class, remember to compose the report considering its successes and opportunities for improvement as well as lessons and best practices. How did the managers guarantee success? Should have they refocused their efforts to guarantee success? A more advanced version of the report could, for instance, also consider the ethical considerations related to the project.

7. **Group Proposal**: Write a detailed proposal for an application, program, or initiative that solves a problem (within your field of study), at UF, or in Gainesville. The proposal assignment will be divided into several parts. A final effective proposal depends on a careful development of each step of the process.

   Note: I will announce the Proposal groups during the synchronous session of June 3rd. While every group may choose their preferred form of communication and collaboration, I will create Canvas discussions boards for every group. Use these to assign specific tasks for each member, record major developments, and so on. Remember to behave professionally and respectfully in these spaces as they are integral to technical writing/communication.

   a) Proposal Memo: Use this type of correspondence to inform me about the problem you wish to address and solve.

   b) Pitch: Present your proposal and expected results to the class in a professional and effective yet engaging elevator pitch.

   c) Progress E-Mail: Write an email to me to report about your progress researching for and writing the proposal. You may write the main body of the email as a group but should submit it individually. At the end of the email, each student should write a short assessment of every one of your team members including yourself.

   d) Peer Review: See "Peer Review" subsection later.

   e) Final Proposal: After working in the development of the proposal, reading your peers' feedback, and following my comments, submit a final Proposal document as a group. Each group member should write a separate section (but everyone is expected to be involved throughout).

8. **Blogpost or Podcast**: "Translate" your Final Proposal into an blogpost or a 5-minute podcast directed at a general audience. The chosen written or audio text should follow

style conventions characteristic of the genre while maintaining the rigor of the original document.

Assignment	Minimum Word Count	Points
Emails	200 * 3 emails = 600	5 * 3 emails = 15
Memos	300 * 2 memos = 600	10 * 2 = 20
Technical Definition	600	15
Instruction Manual	800	15
Job Application Packet		
Cover Letter	400	10
Résumé	N/A	10
Postmortem Report	800	15
Pitch	400	5
Final Proposal	1000 (each student)	20
Blogpost or Podcast + Script	800	15
Peer Reviews	N/A	10 * 4 peer reviews = 40
Class activities (synchronous or asynchronous)	N/A	10
Total	**6,000**	**190**

GRADING SCALE

A	100 – 93	**C**	75 – 73
A-	92 – 90	**C-**	72 – 70
B+	89 – 86	**D+**	69 – 66
B	85 – 83	**D**	65 – 63
B-	82 – 80	**D-**	62 -60
C+	79 – 76	**E**	59 – 0

GENERAL GRADING RUBRIC

	SATISFACTORY	UNSATISFACTORY
CONTENT	Assignments respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Assignments either include a central idea that is unclear or off-topic or provide only minimal discussion of ideas. Assignments may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure, including a clear thesis statements and topic sentences.	Documents and paragraphs lack clearly identifiable thesis statements and topic sentences, may lack coherence or logic, and may also lack transitions and signposting to guide the reader.
ARGUMENT AND SUPPORT	Assignments persuasively present ideas and use strong supporting evidence. At the weak end of the satisfactory range, assignments may provide only generalized discussion of ideas or rely on weak support for arguments.	Documents make only generalizations, providing weak to no support (as in uncritical summaries or narratives that fail to provide analysis or new information).
STYLE	Assignments are written in a style with diction appropriate to the context, genre, and discipline. Assignments should show complexity of thought, not complexity of syntax.	Assignments rely on diction that is inappropriate for the context, genre, or discipline. Assignments may use padded diction (don't rely on a thesaurus to sound smart), overly complex syntax but no complexity and clarity of thought. Documents may also use words incorrectly or unnecessarily (e.g. "utilize" for "use").
MECHANICS	Assignments are error-free. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's arguments.	Assignments contain so many mechanical or grammatical errors that they impede the reader's understanding or undermine the writer's credibility.
PRESENTATION	Assignments have a polished and uniform look, are appropriate to the genre and context of the topic and use visual components	Presentation is poorly executed and/or inappropriate to the genre and context, e.g., with non-uniform organization,

	effectively while making a pleasurable experience for readers.	illegible graphics, or a visual organization that impedes the reader's understanding or undermines the designer's credibility.

A. Assignments: Engage with the topic thoughtfully and thoroughly, using reliable sources and working within the context of audience, purpose, and assignment format/medium. Show care and attention to visuals and formatting to enable reader comprehension. Tone and language are "professional" (objective, clear, and semi-formal) and communicate complex thought. Have few or no grammar and punctuation mistakes.

B. Assignments: Engage thoroughly with the topic, using reliable sources. Acknowledge the context of audience, purpose, and assignment format/medium, though may stumble over one or more elements. Show attention to visuals and formatting; may be basic, but still clear and streamlined. Tone and language are professional and clear. Have some grammar or punctuation mistakes.

C. Assignments: Make good faith effort to engage with the topic, but source use or complex synthesis not as well-integrated as A or B assignments. Some acknowledgement of audience, purpose, and assignment format/medium, but neglect one of these areas more than others. Show some thought in formatting and visual use, but not streamlined/tailored to the document's purpose. Tone and language are respectful but 'chatty' or overly complex. Have noticeable grammar and punctuation mistakes.

F. Assignments: Have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or negligible source use. Little or no acknowledgement of audience, purpose, or assignment format/medium. Incorrect or unclear use of formatting and visuals. Tone and language unprofessional and/or unclear. Have disruptive grammar and punctuation errors.

Course policies

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

2. *Attendance:* Attendance is fundamental for the successful development of the course. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. I will drop the final grade by a letter grade after three unexcused absences, and you will fail the course after five. This course follows the university's policies on what constitutes acceptable reasons for absence. Please check this link https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext and contact me if you have any additional questions.

3. Please be punctual. Arriving late at 3 sessions equal 1 absence. Make sure, however, to contact me through Canvas as soon as possible when something prevents you from arriving (in time) to class. Please communicate with me openly and honestly.

4. Students should be respectful of their peers and different viewpoints on subjects discussed, just as in face-to-face meetings. Disrespectful behavior is unprofessional and will result in lower participation grades or a meeting with the instructor to address the behavior. As mentioned previously, the class materials and topics might pose challenging and difficult discussions. This consideration, however, does not excuse mistreatment of any type.

    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).

5. 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/policy-statement/

6. Paper Format & Submission: All papers will be submitted electronically, via Canvas unless otherwise stated. Each submitted paper must be in .doc or .docx format.

7. *Late Papers/Assignments*: No late submissions will be accepted **unless** an extension has been previously agreed upon with the instructor. I am flexible and understanding especially considering our present circumstances, but, again, clear and prompt communication is essential for this course and elsewhere.

8. Communication: Please contact me exclusively through Canvas. When doing so, write complete, clear, and respectful messages. Additionally, I recommend the class to create a GroupMe/Slack/etc. group that includes all interested students. Although such is a non-official space where I have no presence or control, do not forget to be respectful to your peers.

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

10. 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

According to 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.

11. 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 your instructor early in the semester.

12. *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/

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

14. 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.

15. 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/

16. Policy on environmental sustainability. 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)

SCHEDULE

Note: The following schedule only includes major assignments. Most asynchronous workdays, however, include required class activities. Please check Canvas daily to complete these assignments on time.

Date	Reading/Activity	Zoom meeting	Assignment due
Week 1			
May 10	Course introduction	Zoom meeting	
May 11	Chapter 1: Technical Communication in the Entrepreneurial Workplace		
May 12	Introduction to correspondences – Chapter 6: Emails, Letters, and Memos	Zoom meeting	
May 13	Correspondences (cont.)		
May 14	Chapter 6 wrap-up		Introductory email
Week 2			
May 17	Chapter 7: Technical Descriptions and Specifications	Zoom meeting	
May 18	Chapter 7 (cont.)		Technical Definition preliminary exercise due by noon Technical Definition Draft (for Peer Review) due by midnight

May 19	Technical Descriptions/Definition – Peer Review		Peer Review
May 20	Technical Definition Workday		Technical Definition
May 21	Chapter 8: Instructions and Documentation	Zoom meeting	Instruction Manual Memo
Week 3			
May 24	Chapter 5: Starting Your Career	Zoom meeting	Instruction Manual
May 25	Chapter 16: Using Plain and Persuasive Style		Job Application Packet Email
May 26	Job Application Packet (Workday)		
May 27	Chapter 10: Brief Reports	Zoom meeting	
May 28	Chapter 15: Organizing and Drafting		Job Application Packet
Week 4			
May 31	[Memorial Day – No class]		
June 1	Postmortem Report - Peer Review		Postmortem Report Draft (for Peer Review)
June 2	Progress report Workday		Peer Review + Postmortem Report
June 3	Chapter 9: Proposals	Zoom meeting	Group Proposal Memo

June 4	Chapter 20: Presenting and Pitching Your Ideas		
Week 5			
June 7	Chapter 14: Researching in Technical Workplaces	Zoom meeting	Group Proposal Pitch to present in class, then submit script by midnight
June 8	Chapter 18: Creating and Using Graphics		
June 9	Asynchronous Workday		Group Proposal draft (for Peer Review)
June 10	Group Proposal Peer Review and Submission		Group Proposal Peer Review
June 11	Asynchronous Workday		Group Proposal
Week 6			
June 14	Chapter 21: Writing for the Internet	Zoom meeting	Podcast/Blogpost Email
June 15	Chapter 13: How to Be Persuasive		
June 16	Chapter 2: Profiling Your Readers		Blogpost/Podcast Script draft (for Peer Review)
June 17	Blogpost/Podcast Peer Review		Peer Review
June 18	Writing Day		Podcast or Blogpost