Instructor: Milt Moise
Course meeting times and location: MTWRF, 5 (TUR B310)
Office Location and Hours: TUR 4243, W & R, 3:30-4:30
Course website: CANVAS
Instructor Email: mmoise@ufl.edu

Course Description

ENC 2210: Technical Writing is a course designed to introduce you to technical and professional writing. In this course you will be presented with practical information about communicating in a workplace environment and other relevant settings. Throughout the semester you will analyze and produce texts from different genres of technical writing, which will include emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals.

Each assignment will present its own unique rhetorical challenges that you will have to address. The concept of audience is very important to this class, as well as organization, visual design, style and the material production of documents. Our classroom sessions will be an opportunity to participate in essential discussions about assigned readings and writing projects, to work closely with the instructor, to work closely with your peers in the writing and revision process, and to collaborate with your peers on projects. Technical writing is both individual and collaborative, and this is a main point of emphasis.

Course Objectives and Outcomes

By the end of the course, you should be able to:

- write more clearly and concisely than you did previously
- identify and understand the different genres of technical writing
- analyze and adapt to the constraints of rhetorical situations
- address multiple audiences, including expert and non-experts
- produce quality, professionally designed documents
- integrate tables, figures, and other visuals into documents
- develop and administer user tests; analyze and synthesize user test data
- critique and revise your documents accordingly
- provide written and oral feedback to peers in a helpful, constructive fashion

General Education Objectives:
- This course confers General Education credit for Composition (C). 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 totalling 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: *Technical Communication Today*, 6th edition. Richard Johnson-Sheehan. ISBN: 9780134438665. Regarding the digital version: you will have the choice to "Opt-In" to the digital access through a link provided in Canvas once classes begin for a reduced price and pay for these materials through your student account. If you do not choose this option you will be able to purchase a standalone code through the UF Bookstore. Both options provide access to the same online materials however the discounted price will only be available through the Gator1 Central portal. You can log into the Gator1 Central portal and view your participating courses when classes begin here: https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED

Assignments (see below for Grading Rubric)

Letters (3)

1. Respond to the arguable claim letter in the assignment prompt. Submit a draft for instructor comment, present it in workshop for peer evaluation, and revise it for a final grade. (word count: 300 words) points: 50

2. Your second letter will address what subjects/terms you intend to write about in your technical description and technical definition assignments. (word count 350 words) points: 50

3. In the third letter, you will explain to your instructor which manual assignment you will choose, why, and how you plan on completing the assignment. (word count 350 words) points: 50

Total word count: 1000 words

Memos (2)

1. Introduce your self to your instructor. Please note, you should insert the correct information in the memo format, which includes your name, my name (as the instructor), and the correct date. See memo assignment #1 for more detail. (350 words) points: 50

2. For the second memo assignment, you will convert James Williams' letter in chapter 6 to a memo and highlight key differences between the two. (350 words) points: 50

Total word count: 700 words

Resume and cover letter

For this assignment you will produce professional job application materials: a cover letter and a resume. See Job Materials assignment for details. You will submit drafts for peer evaluation and instructor feedback. (word count 500 words) points: 100

Technical Definition

This assignment asks you to select a concept, object or process and write an expanded definition about it for a general audience. (word count: 500-800 words) points: 100

Proposal

Write a proposal in response to a Request For Proposal from the University of Florida. The proposal should illustrate a clear understanding of the agencies' needs, a clear focus on benefits, honest and supportable claims, appropriate detail, and a realistic budget. (word count: 1000 words) points: 100

Manual

For this assignment, you will write an instruction manual for a general audience. You will pay close attention to the design elements, and incorporate text and visuals in order to create an effective document. (word count: 800-1000 words) points: 150

<u>User test and report</u>

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. (word count 800-1000 words) points: 150

Total word count for the entire course: 6000 words.

Course Policies

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* This is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

   Consequently, if you miss more than **two** classes during the semester, your grade will drop considerably. Each absence beyond two will lower your overall course letter-grade by 5 points. If you miss more than four 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, for which you must provide appropriate documentation in advance of the absence. Absences for illness or family emergencies will count toward your two allowed absences. I advise that you use your allotted absences wisely.

   If you are absent, it is still your responsibility to make yourself aware of all class discussions and activities as well as any new developments, such as assignments and due dates. You are still responsible for turning assignments in on time. However, you will not be able to make up any in-class assignments. If you anticipate having a prolonged absence for any reason, please consult with me in advance.

3. *Late Arrival*: Our class is discussion-based, and as such late arrival is both rude and disruptive. If you are not in the room when the class starts, you are late. If you are late twice, you will be penalized one absence.
4. *Paper Format & Submission*: In order to receive credit for an assignment, you must follow all rules set out for paper submission. All assignments should be done on a computer and have a professional appearance. (No stains, wrinkles, etc.) Any multi-page assignment turned in via hard copy that is not stapled together will lose one letter grade. Please include your last name in the document title for electronic submissions.

Papers will be turned in at the start of the class period on the due date. Papers due electronically should be turned in via CANVAS by the time that class begins on the due date. No late assignments will be accepted, unless prior arrangements have been made with the instructor.

5. *Failure of technology* (hard drive crashes, printer out of ink, etc.) is not an excuse. If CANVAS is not functioning properly when you attempt to submit a paper, you must immediately email me and apprise me of the situation and bring a hard copy to class, which you may submit penalty-free.

6. *Late Papers/Assignments*: If a legitimate situation arises where you are unable to submit your paper on time, please email or communicate this to me as soon as possible.

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
U Matter, We Care is another valuable resource available seven days a week: umatter@ufl.edu

14. *Classroom behavior and netiquette:* Everyone is supposed to do their part towards maintaining a collegial and supportive atmosphere, which includes respect for one's peers, and politeness when required. Refrain from using your mobile phones and computers.

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 Course Schedule:

Week	Day	Reading(s)	Due
1	M 5/14	Discussion: Course introductions Homework: *Technical Communication Today* Part 1	
	T 5/15	Discussion: What is technical writing? Homework: *Technical Communication Today* Part 6	
	W 5/16	Discussion: Writing memos and e-mail correspondence. Homework: Memo 1. *Technical Communication Today* Part 4	
	R 5/17	Discussion: Ethics and technical writing. Homework: *Technical Communication Today* Part 13	**Memo 1**
	F 5/18	Discussion: Rhetoric and technical writing Homework: Memo 2	

Week	Day	Reading(s)	Due
2	M 5/21	Discussion: Writing letters Homework: *Technical Communication Today* Part 6	
	T 5/22	Discussion: Writing letters Homework: *Technical Communication Today* Part 21	**Memo 2**
	W 5/23	Discussion: Technical writing and electronic technologies Homework: Write Letter 1	
	R 5/24	Discussion: Workshop: Letter 1 Homework: Letter 1. *Technical Communication Today* Part 14	
	F 5/25	Discussion: Research and technical writing Homework: *Technical Communication Today* Part 2	**Letter 1**

Week	Day	Reading(s)	Due
3	M 5/28	MEMORIAL DAY HOLIDAY	
	T 5/29	Discussion: Job Application Materials Homework: Find 2 job	

		advertisements and be prepared to discuss their strengths and weaknesses	
	W 5/30	Discussion: Responding to the job advertisement Homework: Draft of resume and cover letter	
	R 5/31	Workshop: Resume and cover letter Homework: *Technical Communication Today* Part 19	
	F 6/1	Conferences: Resume and cover letter Homework *Technical Communication Today* Part 17	**Resume and cover letter**

Week	Day	Reading(s)	Due
4	M 6/4	Discussion: Layout and design Homework: *Technical Communication Today* Part 7	
	T 6/5	Discussion: Technical definitions Homework: Write Letter 2	**Letter 2**
	W 6/6	Discussions: Technical definitions Homework: Technical definition first draft	
	R 6/7	Peer Review: Technical definition Homework: *Technical Communication Today* Part 9	
	F 6/8	WRITING DAY	**Technical definition**

Week	Day	Reading(s)	Due
5	M 6/11	Discussion: Proposals Homework: Draft of Proposal	
	T 6/12	Workshop and conferences: Proposals Homework: *Technical Communication Today* Parts 14 & 11 Progress report	
	W 6/13	Discussion: Technical instructions Homework: Proposal; *Technical Communication Today* Part 8	**Progress Report**

		Discussion: Instructions and Procedures Homework: *Technical Communication Today* Part 8	
	R 6/14		
	F 6/15	Discussion: Manuals Homework: *Technical Communication Today* Part 8	**Proposal**

Week	Day	Reading(s)	Due
6	M 6/18	Discussion: Instruction Manuals Homework: Letter 3; *Technical Communication Today* Part 8	
	T 6/19	Discussion: User testing Homework: First Draft of Instructions; Part 8	**Letter 3**
	W 6/20	Instruction Manual Peer Review Homework: Manual and user test	
	R 6/21	**Class cancelled**	
	F 6/22	Discussion: Course wrap-up Evaluations	**Manual and User Test**

Grading/Assessment Rubric:

A	• 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	• 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	• 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	• 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	• Does not follow instructions specific to the assignment description • Incorporates no ideas relevant to the course content· • 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