

Instructor Name: Jacqueline Schnieber

Course meeting times & locations: Canvas, Monday through Friday, Period 6

Office Location and Hours: Tuesday and Wednesday 11am - 12pm, or by appointment
Zoom ID: 570 631 3483

Course website: Canvas (elearning.ufl.edu)

Instructor Email: jschnieber@ufl.edu

Course Description:

This class introduces students to technical and professional writing in the workplace. Students will analyze and write various technical writing genres such as résumés/CVs, letters, memos, emails, blog posts, formal reports, proposals, technical definitions, and instruction manuals. When writing in these different genres, students will learn how to adapt to the rhetorical situations as well as considering issues of audience, style, organization, and the visual design of documents.

Students will work closely with the instructor and their peers in the writing and revision process through peer reviews of writing assignments and collaborative writing projects.

In the course of this class, students will:

- learn to write professional emails and documents,
- understand the differences between the various genres of technical writing,
- identify and adapt to rhetorical situations within technical discourse communities,
- address the specialized needs of audiences, including multiple audiences,
- evaluate and critically revise their own work based on feedback.

Covid Statement & Class Format:

Due to the on-going challenges we face because of the Covid-19 pandemic, this course will be entirely online. This ensures that we keep commutes and people required to be on campus at a minimum, and will help keep all staff, students, and the Gainesville community as safe as possible.

Online teaching is a continuous challenge for both teachers and students. I am aware that not all students thrive in an online classroom, while it may also benefit many others. If you find it challenging to keep up with the material, please feel free to reach out! Most teachers, including myself, are new to online classrooms as well, and I am eager to learn how to make it an accessible and effective experience for everyone!

Important: This class is mostly asynchronous, which means there will be only few class meetings online. However, please be advised that the College prohibits enrollment in two or more classes originally scheduled at the same time, albeit they are all online and asynchronous.

You are required to attend all synchronous sessions. I recognize that there may be individual circumstances that will prevent your attendance; please contact me ahead of time, or, in case of technical failure during the session, as soon as possible via email if that is the case. I will excuse your absence in these cases, but it is important that you communicate your issues with me.

Repeated failure to attend synchronous sessions without the instructor's prior approval will result in a grade penalty or failure of the class.

Synchronous sessions will most likely be workshops and/or Q&A sessions. They will thus not be recorded to protect everyone's privacy and ensure that everyone feels safe engaging in the classroom.

Course Materials: One textbook is required for this course; please see below. You do not need Revel. All other materials are posted on Canvas.

Structure: The course is designed to help you work on your own time while keeping track of deadlines of all assignments. It is your responsibility keep on top of all assigned readings and submissions for the week. However, you are not alone; each week, I will post brief video lectures to go over the texts, class procedures such as peer review, and my expectations for assignments. There will also be a few synchronous meetings throughout the semester, in which we will go over the material and any questions you may have. **However, I will not be able to cover everything that was assigned in your readings.** It remains important for you to devote time to understanding the content, format and style in which you will be asked to write.

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.
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Required Text:

Richard Johnson-Sheehan, *Technical Communication Today*, 6th edition. (Pearson)
 ISBN: 9780134425733.

Any format is welcome.

Assignments (see below for Grading Rubric):

Assignment	Words	Points
Emails	4x 300 = 1,200	4x 25 = 100
Instruction Manual	1,200	100
Job Application Portfolio <ul style="list-style-type: none"> • Job advertisement • Cover letter • Résumé/CV • Job Interview Questions & Answers 	Letter: 450 Résumé/CV: 1-2 pages	130
Project Proposal	1,200 per student	130
Blog Post	600	70
Elevator Pitch	150	50
Formal Report	1,200	120
Writing Workshop Assignments		4x 25 = 100
Peer Review		4x 50 = 200
Total	6,000	1000

Emails (10%):

Discussion boards on Canvas will be provided to post these emails. They all require the necessary elements of an email and an effective professional style appropriate for the context.

1. Introductory Email

Post an email to your instructor to the discussion board: introduce yourself, your goals for the course, and your professional/academic interests.

2. Request-for-Information Email

Post an email to your potential employer, introducing yourself and request more information about the job advertisement. Make sure it is a meaningful inquiry and not an obvious attempt to sell yourself to the employer.

3. Proposal Email

Post an email to the class, summarizing what project your team has chosen: what is the problem you are addressing? What solutions are you working on? What work will need to be done (research, presentation, creative piece, graphics, etc.), and what is your part in the team? Be as specific as possible.

4. Response Email

Post a response to a proposal email that was not written by someone in your group. Provide feedback to their proposal: does the problem seem significant? What do you think of the proposed solutions? Is the group missing something in their approach or methodology? Do you have any ideas that could help them put together a compelling proposal/presentation? Be as detailed as possible, and make sure to give both positive and negative feedback.

Instruction Manual (10%):

You will construct an instruction manual for a product, process, or task. The actual technical instructions will be for a “thing” or process 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.

Job Application Portfolio (13%):

This assignment requires you to create an E-Portfolio using Canvas. You can find instructions on how to do so here: <https://community.canvaslms.com/docs/DOC-10568-4212710326>. Please ensure that your portfolio is not set to private so that you can share with your instructor and your peer reviewers.

The portfolio needs to include the following elements in this exact order:

1. Job Advertisement

Find a job application description for a specific job, internship, graduate school, and/or professional organization. I encourage you to find a job to which you would actually consider applying or are looking into right now. Include links to the job description or a scan/screenshot of the advertisement.

2. Cover Letter

Write a cover letter for your application in which you introduce yourself as an ideal candidate: highlight the skills that the position requires, give specific examples from your résumé that demonstrate these skills, and explain shortcomings on your résumé and/or skill set if deemed necessary.

3. Résumé/Curriculum Vitae

Write either a résumé or a CV, depending on the type of position to which you are applying. Make sure to tailor this document to the job description—consider which job or volunteer experiences highlight the skills that the job requires and therefore need to stand out on your résumé/CV.

4. Job Interview Questions & Answers

During Peer Review, you will be asked to provide 2 questions that you think an interviewer may ask the team member you are reviewing.

When you submit your portfolio, you need to include all questions your group sent you during peer review and include your brief (2-3 sentences) response to each of them.

Project Proposal (13%):

This small group project will be a technical proposal for the campus or for an academic unit within UF. Groups will be assigned by the instructor after Drop/Add and no later than a week before work on proposals is scheduled to start.

Your proposal will seek to persuade a target audience that something needs to be done and offer a specific solution to the problem your group has identified. For example, previous groups have written proposals on expanding parking or transportation on campus or access to the recreational facilities. Important is that you pick a problem that is focused on an issue you see at UF for which you can propose a reasonable solution (or multiple smaller solutions); make it manageable but also interesting for your group. The assessment of this final project will be on the proposed course of action, your audience analysis, your rhetorical strategy, your document design, and the visual quality and effectiveness of your graphics. Each group member will need to have an individual part to compose (as group writing does not count toward your word requirement). Your grade will be determined by your individual part as well as the cohesiveness of the whole proposal.

Blog Post (7%):

Based on your group's project, compose a blog post on Canvas announcing the proposal and relevant details. You may make up a name for your team or create an appropriate company name. Your blog post must contain all elements identified in the online materials; include images, graphs, or other appropriate visuals; be written in a language appropriate for the target audience; and only contain the most relevant information of your proposal. Your blog post needs to be both eye-catching and convincing for its target audience.

Elevator Pitch (5%):

Based on your group's project, compose an elevator pitch, i.e. brief summary of the problem and your group's solution that is still clear, understandable, and engaging for your target audience. You will need to submit both your written pitch, not exceeding 150 words, and an audio of yourself reading the pitch. You will be graded on the rhetorical effectiveness and clarity of the pitch itself as well as on your use of your voice, e.g. intonation and pauses.

Formal Report (12%):

In this report, you are required to introduce your project (problem and proposed solution), track your thought process in finding adequate solutions, including other attempts and why those fell short, and the division of work amongst the group. This is where you get to explain why you made certain choices and omissions, refer to research you did on the topic, and explain how you have overcome obstacles as a group.

Each individual student must submit a formal report. Elements the report needs to include are:

- IMRaD formatting;
- A concise abstract that summarizes the main points of the report;
- Professional style and correct formatting;
- Explanations of technical jargon that is used;

- A proper introduction that summarizes the problem the project addresses and the group's solution;
- An adequate conclusion that includes a reflection on the limitations of the project;
- Methodology of the project;
- The division of work amongst the group and how you worked together as a team;
- Any research that was incorporated (include a Reference page in APA if you do).

Writing Workshop Assignments (10%):

Writing workshop days will consist of small units on issues of rhetoric, grammar, or punctuation to assist your development as a writer. There will be brief explanations of concepts online that you are expected to read to complete the assignments in the unit. The assignments can be re-submitted once after grading.

Course Policies:

1. Attendance: This is mostly asynchronous online course, but attendance at synchronous meetings and to the material is still required. As with a regular classroom, those students who attend and keep up with their work will do well, and those who rush things through at the last minute after skipping class and ignoring readings will do poorly. Your effort to "attend" to the material presented in this course will be reflected in your class performance and grade.

As you can see from the course requirements, a few assignments require collaborative work. If you are not willing to engage in collaborative projects in an online environment, you will not want to take this course, as non-participation is not an option. This is a deliberate aspect of the course since so much of professional writing is collaborative.

The course's attendance policy is compliant with UF's attendance policy, which you can find here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

2. Assignments: In order to pass the course, **all required coursework** listed in the latest version of the syllabus **has to be submitted on or before their respective due dates**. Papers are due on-line at the assigned deadline. You may be granted one extension and on the instructor's discretion only (see #3).

3. Late Papers/Assignments: A whole letter grade will be deducted from all papers and assignments submitted within 24 hours of the missed due date. Papers and assignments that are submitted later than that will not be accepted. Failure of technology is not an excuse.

If you are struggling with an assignment or think you will not be able to meet a deadline, please talk to me at least 48 hours before the due date about the possibility of an extension.

4. Classroom Behavior and Netiquette: Students come from various cultural, ethnic, and economic backgrounds. It is required that you display open-mindedness and respect at all times, but particularly during group work, where ideas may be presented that differ from your own. Some examples of proper netiquette follow.

- a) Avoid writing messages in all capital letters. **THIS IS GENERALLY UNDERSTOOD AS SHOUTING.**
- b) 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.
- c) Spelling, grammar, and punctuation matter. Online courses demand the same standard of academic communication as face-to-face courses.

- d) Never use profanity in any area of an online course. Transcripts of online course communications are savable.
- e) When responding to messages, use "Reply to All" only when you really intend to reply to all.
- f) 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. *Email and Virtual Correspondence Policy:* You are encouraged to email me questions, concerns, ask for feedback, or make an appointment to chat via Zoom or Canvas Chat. I try my best to respond within 24 hours—if I do not, feel free to send a follow-up email.

I understand and share concerns regarding the risk to privacy that comes with online formats and particularly third-party programs, such as Zoom. **Please note that all emails sent to or from UF email addresses are part of the public record under Florida's Sunshine Law, so sensitive information, such as grades, should never be disclosed in emails.** I personally will not record any private meetings with my students via Canvas Chat or Zoom, but I cannot guarantee that Canvas or Zoom will not.

6. *Paper Format & Submission:* All papers have to be submitted as MS Word (.doc, .docx) or PDF (.pdf) documents to Canvas. Final drafts should be polished and presented in a professional manner.

Unless otherwise noted, all assignments must have your name, the course number and title, name of instructor, and the date printed on the top left-hand side of the first page. All papers must be in 12-point Times New Roman font or equivalent, double-spaced with 1-inch margins, pages numbered, and include a title representative of your argument.

7. *Paper Maintenance Responsibilities:* It is your responsibility to 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 is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

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:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. 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.
3. Submitting materials from any source without proper attribution.
4. 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.

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

9. *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, at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

10. *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/>

11. *Special Accommodations for Students*: The classroom, virtual as well as physical, is for everyone, and I will try my best to make the classroom as inclusive as possible. 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 the instructor. These are specialists who will help me by giving me advice on how to make the classroom accessible to you.

Please do feel free to let me know in advance how I can accommodate your needs best.

12. *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/>

13. *Counseling and Wellness Center*: 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 <https://counseling.ufl.edu/>. Please note that these services are still offered despite COVID-19, and you are encouraged to make full use of them.

14. *U Matter, We Care*: Your well-being is important. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

15. *Writing Studio*: If you seek additional help with your writing, the University Writing Studio is currently offering online tutoring. More information, including how to make an appointment, is available on their website: <https://writing.ufl.edu/writing-studio/>

16. *Privacy Disclaimer*: All materials (such as texts, documents, video instructions) posted on Canvas are for class purposes only and are the property of the instructor, with the exception of materials and texts posted by students. No materials may be shared with anyone not enrolled in this class, unless the instructor has given explicit permission to do so.

SYLLABUS

Legend:

- *Chapter readings* refer to the required textbook unless otherwise indicated.
- *Lesson* refer to explanations, examples, and video lectures posted online by the instructor.
- *Writing Workshops* refer to small Canvas assignments that go over a specific aspect of writing.
- Any day that we *meet online via Zoom* is coded in **bold blue**. These include synchronous sessions as well as team meetings for the group project. Attendance is mandatory.

- *Peer Review Days* are coded bold **green**. Peer Review will be available via Canvas and will be anonymous and random.
- *Assignment due dates* are coded in bold **purple**. All assignments are due at **11:59PM EST** on their assigned day unless otherwise noted.

WEEK 1: Introduction to Technical Writing

5/10 Synchronous Session

5/11 Lesson 1: Introduction to the Course
Chapter 1: Technical Communication in the Entrepreneurial Workplace

5/12 Lesson 2: Professional Communication—Forms and Style

5/13 *Chapter 6: E-mails, Letters, and Memos*

5/14 Due: Introductory Email

WEEK 2: Instruction Manuals

5/17 Synchronous Session

Lesson 3: Instruction Manual 101

5/18 *Chapter 7: Technical Descriptions and Specifications*

Chapter 8: Instructions and Documentation

5/19 *Chapter 18: Creating and Using Graphics*

Chapter 19: Revising and Editing for Usability

5/20 Lesson 4: Peer Review Process and Final Draft Expectations

Writing Workshop 1: Rhetoric Due

5/21 Peer Review: Instruction Manual (drafts due on Canvas by noon)

WEEK 3: Job Applications

5/24 Synchronous Session

Due: Instruction Manual

Chapter 5: Starting Your Career

Lesson 5: CVs and Résumés

5/25 Lesson 6: Cover Letter **AND** Lesson 7: Personal Statement

[Purdue OWL, "Cover Letter Introduction"](#)

[Purdue OWL, "Cover Letter Formatting and Organization"](#)

[Purdue OWL, "Writing the Personal Statement"](#)

Due: Request-for-Information Email

5/26 Lesson 8: Preparing for Job Interviews

"10 Best Job Interview Tips for Jobseekers"

<https://www.livecareer.com/career/advice/interview/job-interview-tips>

Chapter 13: How to be Persuasive

Writing Workshop 2: Argumentative Style Due

5/27 Lesson 9: Professional Portfolios and Thank You Letters

5/28 Lesson 10: Introduction to Group Assignments

Chapter 3: Working in Teams

Peer Review: Job Application Portfolio (drafts due on Canvas by noon)

WEEK 4: Proposals

5/31 **Memorial Day (Holiday)**

6/01 **Synchronous Session (Team Meeting)**

Due: Job Portfolio

Lesson 11: Proposal Structure and Elements

Chapter 9: Proposals

6/02 **Due: Proposal Email**

6/03 **Team Meetings**

Chapter 4: Managing Ethical Challenges

Due: Response Email

6/04 **Team Meetings**

Writing Workshop 3: Thesis Development Due

WEEK 5: Presenting Your Ideas (Blog Post, Elevator Pitch)

6/07 **Synchronous Session**

Lesson 12: Professional Writing Online

Chapter 21: Writing for the Internet

6/08 **Peer Review: Proposal (drafts due on Canvas by noon)**

6/09 Lesson 13: Anticipating Audience Responses

Chapter 2: Profiling Your Readers

6/10 **Writing Workshop 4: Counterarguments Due**

Booth, "Acknowledgment and Responses" (on Canvas)

6/11 Canvas Reading: Presentations and the Elevator Pitch

Chapter 20: Presenting and Pitching Your Ideas

Due: Blog Post

WEEK 6: Reports

6/14 **Due: Proposal Papers**

6/15 Lesson 14: Writing Effective Reports

Chapter 11: Formal Reports

Chapter 10: Brief Report

6/16 **Due: Elevator Pitch**

Writing Day

6/17 **Peer Review: Formal Report (drafts due on Canvas by noon)**

6/18 **Synchronous Session**

Due: Formal Report

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669

B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

General Education Assessment Rubric

PLEASE NOTE: Assignments short of the minimum word count as well as papers that fail to follow the instructions of the assignment prompts **will not receive credit**.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. 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 argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Grading Criteria

(adapted from the University of California)

An A paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

A B paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. The paper typically has a less fluent and complex style, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

A C paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in the B range, so the paper's style will be less effective. Nevertheless, the paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

A D paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

An E paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. It may disregard the topic's demands, does not provide any sufficient evidence of its claims, and/or lack any appropriate pattern of structure or development. It may be inappropriately brief or lengthy. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage. An E paper may suggest severe difficulties in reading and writing conventional English.