

ENC2210: Technical Writing (UFOnline)

Fall 2020

Course Information

<u>Instructor:</u>	Andrea Medina
<u>Class Number:</u>	13324
<u>Section:</u>	12A0
<u>Office Hours:</u>	via Zoom, Wednesdays, Period 3-4 (9:35 – 11:30 EST) or by appointment
<u>Email:</u>	andream@ufl.edu

Course Description

ENC2210: Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in different workplace environments and discourse communities. Throughout the semester students will produce and analyze texts within a number of common technical writing genres, including: emails, resumes, letters, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals.

Students will analyze and respond to the different rhetorical situation each assignment presents. Students will also consider concepts such as audience, organization, visual design, style, and the material production of documents. Canvas discussions will provide students with the opportunity to participate in conversations about assigned readings and writing projects, to work closely with the instructor, and to work with peers in writing and revision workshops. Technical writing is produced individually as well as collaboratively. Accordingly, ENC2210 emphasizes both individual and team efforts.

This course is completely online and asynchronous, thus we will never meet via Zoom for class (only my office hours). While this may sound intimidating (or freeing?), please rest assured that I'm active in the course and will engage with you throughout the semester. This specific section of ENC2210 was designed to take place online before COVID-19 disrupted the entire world, so that means that there aren't any official accommodations that the University offers for these online-only courses, however, I understand that some of you may have other priorities that are not school given the current political and public health crises we're currently facing. Please let me know if you need an extra day or two to submit *major* assignments (except for the final, that's a hard deadline for grading purposes). For all other assignments, if you know you'll be turning something in late and have a legitimate excuse, please just let me know in advance (before the due date of the assignment)--I'm flexible and I'm willing to work with you; my goal is to keep you on track and to make sure that you don't get left behind, but you must also put forth the effort of communication and professionalism.

Course Outcomes

By the end of the course, students enrolled in ENC2210 should be able to:

- identify and understand the functions of the primary genres of technical writing
- produce professional caliber technical documents
- analyze and adapt to the constraints of specific rhetorical situations, including

audiences, purposes, and uses

- develop strategies for addressing multiple audiences in any given technical document, including accommodations for expert and lay audiences
- write documents that are accessible and reader-centered
- strategically orchestrate elements of document design and layout, including type, spacing, color, and medium
- integrate tables, figures, and other visuals into documents
- produce documents both collaboratively and independently
- develop and administer user tests; analyze and synthesize user test data
- refine writing style for clarity, concision, coherence, cohesion, and emphasis
- critique and revise documents to ensure that they fulfill their intended purposes
- work with peers to provide written and oral feedback to one another

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.

Textbook & Media

Markel, Mike. *Technical Communication*. 11th ed., Bedford/St. Martin's, 2015.

We will also watch the following episodes for assignments, which you can find through various online platforms such as Netflix, Hulu, Amazon, Google Play, and iTunes:

Brooklyn Nine-Nine (1.01) “Pilot”
The Office (5.3) “Business Ethics”
The Office (7.25 and 7.26) “Search Committee”
Parks and Recreation (3.2) “Flu Season”
Parks and Recreation (3.5) “Media Blitz”
Parks and Recreation (3.7) “Harvest Festival”
VEEP (1.1) “Fundraiser”

Assignments (1,000 points total)

Weekly Discussions – 1x week, 8 points each, 15 postings, 120 points

You are responsible for responding to questions and prompts related to readings and viewings each week. The discussion boards are collaborative spaces to share ideas and concepts. You will be placed into groups, which may change at the start of each unit so you can work with a variety of people.

Unit Writing Reflections – 15 points each, 4 units, 60 points

For each unit group you will write a 250-word memo to your instructor addressing the writing issues you’ve come across and what you hope to work on moving forward.

Unit 1: Writing Correspondence (2250 words, 200 points)

As seen in the recent news, media, and politics, memos and letters are an integral part of the workplace structure and office communication.

Memo #1: Dress Code (250 words; 20 points)

For this assignment, you will respond to the *Brooklyn Nine-Nine* “Pilot” episode (1.1) and write a memo to the precinct addressing the importance of a precinct wide mandatory dress code.

Memo #2: Workplace Ethics (350 words; 30 points)

For this assignment, you will respond to *The Office* episode “Business Ethics” (5.3) and write a memo to the office about ethical practices in an office setting.

Memo #3: Staff Communication (450 words, 40 points)

For this assignment, you will respond to the *VEEP* episode “Fundraiser” (1.1) and write a memo addressing the PR and communication issues that the office deals with during the episode.

Memo #4: Memo about Memos (550 words; 50 points)

For this assignment, you will respond to the *Washington Post* article, “James Comey’s memo has shaken a presidency. Here’s why memos have always mattered.” You will write a memo to your instructor discussing the article and the significance of the memo genre in the recent political climate.

Memo #5: Health Advisory Notice and Info Graphic (650 words, 60 points)

For this assignment, you will respond to the *Parks and Recreation* episode “Flu Season” (3.2). You will write a memo to the employees of City Hall about the flu epidemic and appropriate flu prevention. This assignment will include at least 1 infographic to help illustrate your points.

Unit 2: Project Proposal (2850 words, 340 points)

For this unit, you will focus on the Harvest Festival Story arc from *Parks and Recreation* (season 3, episodes 1-7).

Part 1: Project Proposal Memo (350 words, 30 points)

For this assignment, you will write a memo to Chris Traegar and Ben Wyatt to propose the Harvest Festival as a means to alleviate current budgetary issues facing the Parks Department.

Part 2: Progress Report (500 words, 50 points)

For this assignment, you will write a progress report to Chris and Ben detailing the progress of the Harvest Festival. More details will be provided on Canvas.

Part 3: A Letter to the Sponsors (500 words, 50 points)

For this assignment, you will respond to the *Parks and Recreation* episode “Media Blitz” (3.5) and write a letter to the Harvest Festival sponsors about the Harvest Festival media campaign.

Part 4: Harvest Festival Press Release (350 words, 30 points)

For this assignment, you will write a press release about the Harvest Festival for the media and general public outlets.

Part 5: Harvest Festival Promotional Materials (50 points)

You will create a visual document as part of your Harvest Festival promotion. The goal of this is to streamline the information in your project for your target audience. More details will be provided on Canvas.

Part 6: Project Proposal – Pawnee Harvest Festival (800 words, 100 points)

For this assignment, you will write a project proposal that outlines the details of the Harvest Festival (including an operating budget, facilities details, vendor lists, etc.) for approval by the city manager, Chris Traegar. More details will be available on Canvas.

Part 7: Thank You Letter (350 words, 30 points)

For this assignment, you will write a thank you letter to the sponsors and volunteers of the Harvest Festival to address the difficulties that came up in episode “Harvest Festival” (3.7).

Unit 3 Job Packet: (850 words, 100 points)

Part 1: Analyzing Job Ads (250 words, 20 points)

You will find a job that you can apply for and write a memo to your instructor analyzing the breakdown of a job ad you intend to use for your cover letter and resume.

Part 2: Write a Job Ad (350 words, 30 points)

You will write a job ad for the position of “Manager” for the Scranton Branch of Dunder Mifflin based off *The Office* episodes “Search Committee” (7.25-6).

Part 3: Cover Letter and Resume: (250 words, 50 points)

Write a Cover Letter and Resume for the job ad you analyzed in Part 1.

Unit 4: Technical Concepts: (1025 words, 180 points)

Technical Memo (250 words, 20 points)

For this assignment, you will write a brief memo to your instructor addressing why you want to write on X topic.

Complete Draft (60 points)

You will submit a complete draft for feedback to your instructor.

Final Draft (800 words, 100 points)

For this assignment, you will pick a term or concept that is significant to your field. You will conduct research and provide an overview of that term for a lay audience. You must include 3-4 secondary sources. More details will be provided on Canvas.

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

Assessment Rubric

	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.

Course Policies

- 1) **Course credit:** You must complete **all** assignments to receive credit for this course. All work outlined above counts towards the Writing Requirement, so any missing assignments will lead to an "Incomplete" in the course, regardless of the grade you see on Canvas.
- 2) **Participation and Attendance:** Unlike some of your other classes, this course is skills-based. In other words, practice makes all the difference to writing; the more you write, the better you become. Consequently, the effects of this course are cumulative, and being "present" online means being active on discussion boards and other interactive elements of the course. In the online course, participation measures your attendance. We must all make the effort to engage with each other in this completely online and asynchronous course, so assignments like discussion posts are significant to building our course community.
- 3) **Netiquette:** Since participation and discussion are an integral part of the course you are expected to treat your classmates with courtesy and respect as you would in a face-to-face setting. Collaboration is an integral part of the course design and applicable to real-world, workplace environments.
- 4) **Project Format & Submission:** All assignments will be submitted via Canvas. Save documents as a .doc/.docx file with your name and assignment. Example: "medina_memo1.docx." Please follow MLA style and citation guidelines: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
- 5) **Academic Honesty and 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.

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.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came, including the date cited.

Writing Studio

Make a free appointment with the Writing Studio if you finish an assignment early and would like an extra set of eyes to look at your work: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

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>

Disability Policy

Students with disabilities who request 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 early in the semester.

Personal Difficulties

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or [352-294-2273](tel:352-294-2273) so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: [352-392-1575](tel:352-392-1575) or <https://counseling.ufl.edu/>

Please do not hesitate to reach out to me if you are having a hard time and are not sure how to proceed. I will gladly help you to figure out who you should speak to and how to make sure you succeed. You are not alone.

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/policy-statement/>

UF Grading Policies

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

Grade Appeals

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount (cblount@ufl.edu), Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

WEEK-TO-WEEK SCHEDULE

Unit 1: Writing Correspondence

Week 1 – August 31st

Welcome! Course Introduction
Post a welcome message on the discussion board
Read Chapter 1: “Introduction to Technical Communication” and Chapter 4: “Writing Collaboratively” from *TC*

Week 2 – September 7th

Read Chapter 14: “Writing Correspondence” from *TC*
Discussion Board Posting #2 due
Watch *Brooklyn-Nine* episode “Pilot” (1.1)
Memo #1 due

Week 3 – September 14th

Read Chapter 2: “Understanding Ethical and Legal Considerations” from *TC*
Discussion Board postings #3 due
Watch *The Office* episode “Business Ethics”
Memo #2 due

Week 4 – September 21st

Read Chapter 5: “Analyzing Your Audience and Purpose” from *TC*
Discussion Board postings #4 due
Watch *VEEP* episode “Fundraiser” (1.1)
Memo #3 due

Week 5 – September 28th

Read Chapter 8: “Communicating Persuasively” from *TC*
Read *Washington Post* article, “James Comey’s memo has shaken a presidency. Here’s why Memos have always mattered”:
https://www.washingtonpost.com/news/retropolis/wp/2017/05/17/james-comeys-memo-has-shaken-a-presidency-heres-why-memos-have-always-mattered/?utm_term=.2c41e855512f
Discussion Board Posting #5 due
Memo #4 due

Week 6 – October 5th

Read Chapter 12: “Creating Graphics” from *TC*
Discussion Board Postings #6 due
Watch *Parks and Recreation* episode “Flu Season” (3.2)
Memo #5 due

Unit 2: Harvest Festival Proposal

Recommended Viewing: *Parks and Recreation* Season 3, episodes 1-7

Week 7 – October 12th

Read Chapter 16: “Writing Proposals” from *TC*
Discussion Board Posting #7 due
Proposal Project Part 1: Project Proposal Memo Due
Unit 1 Reflection due

Week 8 – October 19th

Read Chapter 17: “Writing Informational Reports” and Chapter 18: “Writing Recommendation Reports” from *TC*
Discussion Board Posting #8 due
Proposal Project Part 2: Project Progress Report due

Week 9 – October 26th

Read “Writing Letters” (pg. 363) from *TC*
Discussion Board Postings #9 due
Proposal Project Part 3: A Letter to the Sponsors due

Week 10 – November 2nd

Read Chapter 11: “Designing Print and Online Documents” from *TC*
Discussion Board Posting #10 due
Watch *Parks and Recreation* episode “Media Blitz” (3.5)
Project Proposal Part 4 and 5 due

Week 11 – November 9th

Discussion Board Postings #11 Due
Watch *Parks and Recreation* episode “Harvest Festival” (3.7)

Proposal Part 6 and 7 Due

Unit 3: Job Packet

Week 12 – November 16th

Read Chapter 15: “Writing Job Application Materials” from *TC*
Discussion Board Postings #12
Watch *The Office* episodes “Search Committee” (7.25-26)
Unit 2 Reflection due
Job Packet Part 1 and 2 due

Week 13 – November 23rd

Discussion Postings #13
Peer Review Resume and Cover Letter
Job Packet Part 3 Due

Unit 4: Technical Concepts

Week 14 – November 30th

Read Chapter 20: “Writing Definitions, Descriptions, and Instructions” from *TC*
Discussion Postings #14
Technical Memo due
Unit 3 Reflection due

Week 15 – December 7th

Read Chapter 6: “Researching Your Subject” from *TC*
Discussion Postings #15
Watch John Oliver segment on “Vaccines”
https://www.youtube.com/watch?v=7VG_s2PCH_c
Draft of Technical Definition Paper due for Instructor Feedback

Reading Days: December 10 – 11th

Final Paper due December 13th by midnight