

**ENC 2210 (17711), Section 1901 —Technical Writing
Summer A 2020**

Instructor Name: Amrita Bandopadhyay

Course meeting times & locations: MTWRF | Period 2 (9:30 AM - 10:45 AM) | Asynchronous and Synchronous classes

(Synchronous classes will be held during Period 2, 9:30 am. Zoom invitations will be sent as these meetings come up.)

Office Hours: Zoom meetings, Tuesday and Wednesday, 11 AM to 12 noon and by appointment. If these times do not work, please contact me to set up an appointment.

Course website: Canvas

Instructor Email: a.bandopadhyay@ufl.edu

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

In the writing and revision process, students will work closely with their instructor and peers, completing in-class activities, workshops, peer-reviews of longer writing assignments, and collaborative writing projects.

Note: The class will be a combination of asynchronous and synchronous instruction. This means that we will meet as a class via Zoom some days of the week. On those days, synchronous class will be held during Period 2, 9:30-10:45 am. Zoom invitations will be sent via email as these meetings come up. For synchronous classes, lectures will not be recorded. All the material and instructions for activities and assignments will be uploaded under “Files” on Canvas for asynchronous classes. Check the “Announcements” tab on Canvas for announcements and updates.

Please be clear that you may not enroll in other classes originally scheduled at the same period as this class. Recognize that you are forbidden from "hopping between" simultaneously scheduled online courses -- even if they're both/all asynchronous.

In the course of this class, students will:

- develop a professional idiom in writing emails and documents;
- grasp the nuances among various genres of technical writing;
- learn to identify and adapt to the rhetorical expectations of technical discourse communities;
- address the specialized needs of a multiplicity of audiences;
- evaluate and critically revise their work in response to instructor and peer feedback.

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 Texts: Richard Johnson-Sheehan, *Technical Communication Today*, 6th edition REVEL. (Pearson). The text is available through Pearson Revel on Canvas.

Note to students: Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> – UF All Access will provide you with your required materials digitally at a reduced price and the ability to pay using your student account. This option will be available starting 1 week prior to the semester starting and ending 3 weeks after the first day of class.

Assignment	Words	Points
Emails	4x 200= 800	4x 25 = 100
Introduction Letter	200	25
Introductory Memo	200	25
Instruction Manual	1,000	150
Technical Definition Memo	300	25
Job Application Portfolio <ul style="list-style-type: none"> • Cover letter • Résumé/CV 	Letter: 500	100
Thank you letter	200	25
Gnatt chart		50
Project Proposal	1,000 (each student)	150
Progress Report Memo	400	50

Formal Report	500 (each student)	100
Analytical and activity entries	900	90
Interview Activity		10
Participation in synchronous class		50
Peer reviews		25x2=50
Total	6,000	1000

Assignment Descriptions: Check Canvas for further details

Emails: 800 words (4 x 200), 100 points (4 x 25)

You will post the following emails to the Discussion Boards provided on the Canvas webpage for our course. Each requires the necessary elements of an email and an effective professional style appropriate for the context.

1. Introductory Email

Email your **instructor and your class**: introduce yourself, your goals for the course, and your professional/academic interests and where to contact you (your email).

2. Request-for-Information Email

Email your **potential employer**: introduce 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

Send **your class** an email: Summarize what project you have chosen. What is the issue 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

Email a **response to a proposal email by another peer**. Provide feedback to their proposal: does the problem seem significant? What do you think of the proposed solutions? Is the proposal missing something in the approach or methodology? Do you have any ideas that could help your peer put together a compelling proposal/presentation? Be as detailed as possible, and make sure to give both positive and negative feedback.

Introductory Letter: 200 words, 25 points

You will write a letter to your **instructor**, where you introduce yourself, your goals for the course, and your professional/academic interests.

Introductory memo: 200 words, 25 points

You will write a memo to your **peers in class** as a Discussion Board post, where you introduce yourself to your fellow classmates, your goals for the course, and your professional/academic interests.

Technical Definition Memo: 300 words, 25 points

You will choose a technical term from the instruction manual and define it for a general audience. This term should be connected to the product or process or task. Note that you do not repeat any definition used in the instruction manual.

Instruction Manual: 1000 words, 150 points

You will 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.

Job Application Portfolio: 500 words, 100 points

This assignment requires you to create a Portfolio. The portfolio needs to include the following four elements in this exact order:

- 1. Cover Letter of 400 words:* Write a cover letter for your application, where you introduce yourself as a qualified candidate: highlight the skills that the position requires, give specific examples from your résumé that demonstrate these skills, and explain any experience or qualifications suited for the job that help you stand out as a candidate and show how you could benefit the workplace.
- 2. Résumé/Curriculum Vitae:* Depending on the type of position you are applying to, write a résumé or a CV. Tailor this document specifically to the job description—consider which job or volunteer experiences highlight the skills that the position requires and, therefore, need to be emphasized on your résumé/CV.

Thank you letter: 200 words, 25 points

You will write a letter thanking the interviewers and potential employers for considering your job application and for a good interview. Assessment will be on the rhetorical strategies and professional presentation of the letter.

Progress Report Memo: 400 words, 50 points

Every student will submit a progress report memo with updates and explanation of the progress made by the group and themselves on the project proposal. Students should explain what research and writing they have completed and how they have contributed towards the project proposal so far and what they need to do further. Each student within a group will take turns to submit the report. **Be sure to decide for each group who will write 1st, 2nd and 3rd progress report memo.**

The Gantt Chart and Project Proposal will be submitted as single group assignments. Each student in a group must fulfill the required word count, clearly labelling the parts they have written.

How to form Groups

Group work and fair collaboration is a major aspect of effective professional communication. Students will form groups of three or four, depending on the number of students in the class. ***Do not form groups of four unless all groups have three members.*** To form groups, communication with each other is of paramount importance. You could use the following suggestions to form groups:

- You could exchange emails with your peers for communication right after Drop/Add. The introductory email assignment on the Discussion Board is a good way to introduce yourselves to each other.
- Form groups, give your group a name, and inform me by **May 27**. I will then set groups on Canvas.
- Once you have formed your groups, create a shared Google Doc for your group. On this Google Doc, you will add your notes about your Gantt chart and proposal research. Share the Google Doc with me so that I am updated about your group's progress.
- As with every group project, work should be fairly and equally divided amongst all members.
- Be sure to decide for each group who will write 1st, 2nd and 3rd progress report memo and report to me accordingly.

Gantt Chart: 50 points

Each group will develop a chart that shows how the work on the project proposal will be divided among the group members. Each group chart should indicate a timeline and information for the progress and completion of each component of the project. What research is required and by what time will it be done? Who will do what part of the research? Which group member is responsible for writing what part of the project? Who will write which progress report memo? Remember, each member has to write 1500 words for the proposal. Who will make the final submission of the proposal on Canvas?

Project Proposal: 1000 words (each student), 150 points

This small group project will be a technical proposal for the campus or for an academic unit within UF. Your proposal will seek to persuade a target audience that something needs to be done about a problem or issue you identify, and offer specific solutions to address it. Assessment will focus on the soundness of the proposed course of action, your audience analysis, rhetorical strategy, document design, and the visual quality and effectiveness of your graphics. Each student is responsible for writing the content for their specific section. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific roles.

Formal Report (single submission): 500 words (each student), 100 points

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, the division of work amongst the group, and the creative process behind the final project presentation. This is where you get to explain your role and contributions in your group, why you made certain choices and omissions, refer to research you did on the topic, and explain how you have overcome obstacles as part of a group.

Each student must submit a formal report that includes the following elements:

- 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;

- A conclusion that includes a reflection on the limitations of the project;
- Methodology of the project;
- Creative process of the project and the presentation; e.g. how did you come up with your specific solution? Why is it an adequate solution? What rhetorical and visual strategies did you use, and why?
- 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 MLA if you do).

Analytical entries (9x100=1,000 words, 9x10=90 points)

Analytical entries (900 words, 90 points)

These entries will be discussion board posts in response to a prompt or an activity in your textbook or any other readings. Post your responses on the Discussion Board on Canvas. You will respond to at least two of your peers' entries.

Interview activity (10 points)

In groups of three, interview your peer as a job candidate. Answer briefly questions on a worksheet and upload on Canvas. Follow the steps: *Step 1:* In groups of 3, read each other's resume and application letters. *Step 2:* After you read the materials, in groups of 3, you will interview two persons. Each student will be interviewed by two others in the group. *Step 3:* Take notes on each person as you are interviewing and write in the space provided. *Step 4:* After you complete the process, share feedback with each other and upload your completed worksheet on Canvas.

Peer Review (2x25=50 points)

You will complete peer review exercise sheet for the proposal and formal review, send to your peer, and upload it on Canvas.

Participation in synchronous classes: 50 points

Participation in synchronous classes will include brief discussions and activities in Zoom breakout rooms as well as responding to questions during the class. Students are expected to do the readings every day before class and be prepared to comment on questions or issues raised in class.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* This is a combination of a synchronous and asynchronous course and attendance to the material is absolutely required. We will meet as a class on some days a week via Zoom (apart from my office hours). Attendance is mandatory during synchronous classes. *Four* absences will result in a lowered grade and *six* absences will result in automatic failure. Absences may be excused on a case-by-case basis in keeping with UF policy if the instructor is contacted prior to the absence (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>). 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 overall performance and grade.

As you can see from the course requirements, the last 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.

3. *Classroom behavior and netiquette:* All discussions will need to adhere to the same professionalism and civility necessary in an in-class environment. Students are free to disagree with classmates so long as that disagreement is constructive and polite. Some examples of proper netiquette follow.
 - 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.
4. *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/>
5. *Paper Format and Submission:* Unless otherwise specified, assignments will be turned in to Canvas at **11:59 PM EST** the day an assignment is due, except peer reviews. Peer reviews will be due by **11 AM EST** on the day of the review. Use real class time to do the review. Make sure the assignment is formatted to the instructions/the specific document genre. All due dates are noted in bold on the schedule below. If any changes are made to the deadlines, you will be notified via Canvas.
6. *Late Papers/Assignments:* Late work will be 10% for every day it is late. The instructor may issue extensions on a case-by-case basis, but these will only be considered if they are requested at least 24 hours before the assignment deadline, or in an emergency situation.

Note: Extensions will not be issued for group/collaborative assignments or peer review assignments.
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.* 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/scct/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

From the 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.
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 your instructor early in the semester.
10. *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/>
11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. *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.
13. *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://evaluations.ufl.edu/evals/Default.aspx>
14. *Policy on environmental sustainability*. In this online course, all materials will be electronic. 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.)

Class Schedule

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

Week	Day	Readings/Tasks	Due
1	M 05/11	Introduction: Syllabus, Course Policies & Goals, Assignments, (Zoom class meeting)	
	T 05/12	<i>Chapter 1: Technical Communication in the Entrepreneurial Workplace</i> (Zoom office hours, 11 am-12 noon)	Analytical entry 1
	W 05/13	<i>Chapter 6: E-mails, Letters, and Memos</i> (Zoom office hours, 11 am-12 noon)	Introductory email
	R 05/14	<i>Instruction Manuals:</i> <i>Chapter 7: Technical Descriptions and Specifications</i> (Zoom class meeting)	Introductory letter and memo
	F 05/15	<i>Chapter 8: Instructions and Documentation</i>	Analytical entry 2
2	M 05/18	<i>Chapter 18: Creating and Using Graphics</i> (Zoom class meeting)	Analytical entry 3
	T 05/19	<i>Chapter 19: Revising and Editing for Usability</i> (Zoom office hours, 11 am-12 noon)	Instruction Manual
	W 05/20	Introduction to Résumés/Curriculum Vitae and Cover Letters (Zoom class meeting +Zoom office hours, 11 am-12 noon) <i>Chapter 5: Starting Your Career</i> Bring one Job Advertisement	Technical definition memo
	R 05/21	<i>Chapter 16: Using Plain and Persuasive Style</i> Responding to job advertisement: Work on one Job Advertisement	Analytical entry 4 Request for Information Email
	F 05/22	Professional Portfolios Workshop at Home: Curriculum Vitae and Cover Letter	Job Application Portfolio
3	M 05/25	Holiday	
	T 05/26	Mock Interview activity and Thank You Letters (Zoom class meeting) (Zoom office hours, 11 am-12 noon)	Interview activity
	W 05/27	<i>Chapter 9: Proposals</i> (Zoom class meeting) Teams for group work due (Zoom office hours, 11 am-12 noon)	Thank you letter
	R 05/28	<i>Chapter 3: Working in Teams</i> (Zoom class meeting) Develop a work distribution/Gantt chart for proposal	
	F 05/29	<i>Chapter 14: How to Research</i> <i>Brainstorming and class meeting</i> Continue with the Gantt chart	Gantt chart
4	M 06/01	<i>Chapter 13: How to be Persuasive</i> (Zoom class meeting)	Proposal Email

	T 06/02	<i>Chapter 4: Managing Ethical Challenges (Zoom office hours, 11 am-12 noon)</i>	Analytical entry 5
	W 06/03	<i>Chapter 15: Organizing and Drafting (Zoom class meeting) (Zoom office hours, 11 am-12 noon)</i>	Response Email
	R 06/04	Writing to an Audience: <i>Chapter 2: Profiling Your Readers</i>	1 st Progress Report
	F 06/05	<i>Chapter 21: Writing for the Internet</i>	Analytical entry 6
5	M 06/08	<i>Chapter 20: Presenting and Pitching Your Ideas</i>	2 nd Progress Report
	T 06/09	Student Conference in groups (over Zoom during and after office hours)	
	W 06/10	<i>Chapter 10: Brief Reports (Zoom class meeting) (Zoom office hours, 11 am-12 noon)</i>	3 rd Progress Report
	R 06/11	<i>Chapter 11: Formal Reports</i>	Analytical entry 7
	F 06/12	Peer Review: Proposal Revise proposal	
	06/13 (Saturday)		Proposal
6	M 06/15	Reading: (Zoom class meeting) https://www.jacobinmag.com/2020/03/capitalism-pandemic-coronavirus-covid-19-single-payer	Analytical entry 8
	T 06/16	Reading: https://www.chronicle.com/article/The-Pandemic-Is-Already/248454 (Zoom office hours, 11 am-12 noon)	Analytical entry 9
	W 06/17	Peer Review: Formal Report (Zoom office hours, 11 am-12 noon)	
	R 06/18	Revise report	Formal Report
	F 06/19	Final questions and evaluations (Zoom class meeting)	

Grading Scale and Rubric

Grading Scale

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

Grading Rubric

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

1. Content, including argument, development, and support
2. Organization, including paragraph structure, overall flow of ideas, transitions
3. Mechanics, including grammar, spelling, and style.

A PAPER

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

B PAPER

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

C PAPER

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

D PAPER

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