

ENC 2210: Technical Writing

Section 34f7 and m147 – Spring 2021

Instructor: Jason Crider

Email: jason.crider@ufl.edu

Office Hours: Thursdays 10:30am-12:30pm by appointment

Office Hours Zoom link: <https://ufl.zoom.us/j/93927177919>

Online Class Details

Tuesday: Periods 2-3 (8:30-10:25am)

Thursday: Period 3 (9:35-10:25am)

Zoom Link: <https://ufl.zoom.us/j/98873858604>

F2F Class Details

Tuesday: Periods 2-3 (8:30-10:25am) MAT0011

Thursday: Period 2 (9:35-10:25am) MAT 0005

Note: The university has approved a maximum of one student for F2F instruction in this class for this fall. This student will coordinate with me via email and Zoom to work out the logistics of this prior to our first in-person class meeting.*

**As of January 8 I have been informed that this F2F limitation has been increased to five students.*

Course Description

This course serves an introduction to technical and professional writing. This course presents students with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, résumés, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. Students will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

Class meetings provide students with the opportunity to participate in ongoing class discussions about assigned readings and writing projects, to work closely with the instructor, to work with peers in writing and revision workshops, and to collaborate with peers on projects. Because as much of the communicative work produced in the workplace is collaborative as it is individual, this course emphasizes both individual writing projects and collaborative writing projects.

COVID-19 Statement

This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some

students are present in the classroom even as others are simultaneously participating from remote locations.

I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population.

If you are enrolled in a F2F section of this class, you are required to send me proof of a negative COVID test before you may attend class. As the instructor, I have the right to deny entry to any student who has not been tested or who has tested positive for COVID.

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.ufhealth.org/screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students on the platform initially reserved for those enrolled in a remote section: I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

****A personal note**** My partner is a medical professional who is constantly in close proximity with a perpetual cycle of new patients. Out of an abundance of caution, I will not hesitate to cancel the F2F portion of this class whenever I feel that I may have been exposed to COVID via my partner. This is likely to happen regularly.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). 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 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

There is no need to purchase any textbooks for this class.

However, you will need access to a Hulu subscription for one month (I will explain how to get the student discount in class). Additionally, at least one member in your “bomb defusal” group will need to purchase *Keep Talking and Nobody Explodes*. KTANE is a cooperative videogame that we will serve as our objects of study for the usability testing and copyediting portion of the class. It is available for Windows, Mac OS, Linux, Nintendo Switch, Playstation 4, and Xbox One, currently priced at \$14.99.

Overall, this class should cost less than \$20, but please reach out to me if money is an issue.

Open-Access Online Texts

DeSilva, Hamlin, Naas, Rubio, Savage, Merck, and Gross (eds.). *Technical Writing*. Open Oregon Educational Resources.

(<https://openoregon.pressbooks.pub/technicalwriting/>).

Lowe, Charlie and Pavel Zemliansky (eds.). *Writing Spaces: Readings on Writing*. Parlor Press, 2011 (<http://writingspaces.org/>).

*All other assigned readings will be made available via Canvas

Assignments

1,000 possible points

Memos – 50 points (25 points each)

There will be two memo assignments. The first will act as an introduction between student and teacher. Students will work with the memo format distributed in class and responding to the assignment prompt. The second will involve reading and analyzing a case study in order to explain the importance of intended audience. This memo will address how and

when writers involved in the case should adjust their language for various audiences. **500 words.**

Professional Correspondence – 100 points

For this assignment, students will address the rhetorical situation presented in the assigned episode of *Brooklyn Nine-Nine*. Using professional correspondence style, students will prepare a document on official UF letterhead addressed to Captain Raymond Holt of the 99th Precinct. **500 words.**

Résumé/CV and Cover Letter – 100 points (50 points each)

Students will identify a potential job application and produce professional-caliber application materials, both a cover letter and either a résumé or curriculum vitae. Students will submit anonymous drafts for peer evaluation and feedback before submitting final versions. **500 words.**

Technical Description – 50 points

For this assignment, students will respond to a prompt distributed in class. Within this document, students must include at least three technical definitions or descriptions.

Group Project: Bomb Defusal Manual – 150 points

As a class we will play multiple rounds of the computer game *Keep Talking and Nobody Explodes*, and then troubleshoot the game's bomb defusal manual (found at bombmanual.com). In groups, students will work to rewrite the manual, with each group addressing an individual section, in order to streamline the defusal process. Groups will submit their sections for peer review and usability testing, after which we will assemble a complete manual as a class. **1,000 words.**

Final Project: Prosumer Multimedia Review – 100 points

Working either individually or in groups of up to three members, students will create a multimodal review of an object or instructions for a process. Students will choose from either a podcast or video essay format as they deploy what Daniel Anderson calls a “prosumer” approach to new media composition. This assignment will have multiple portions, including a progress report and a peer-review usability report. Ample in-class workshop time will be provided and all necessary tools will be free, open-source, and easy to use; in other words, no experience with digital media is necessary. **1,500 words (1,000-word script, 500-word progress report).**

Blog Posts – 250 points (50 points each)

In addition to the writing formal writing assignments, you will also keep a regular blog about various topics discussed in the course. These will vary from analytical reflections on topics covered in the course, to critical examinations of our readings, to formal pitches for the major assignments. **2,500 words total (500 words per post)**

Participation – 200 points (100 mid-semester, 100 at the end)

You must be an active and engaged part of the course to not only receive participation credit but to ensure that our course will be an academically fruitful experience. This grade

will be gauged by not only your attendance, but your contribution to in-class group activities and larger discussions. **To guarantee receipt of a full grade, you must contribute within class meaningfully at least once a class period.**

Grading Scale

A	4.0	930-1000
A-	3.67	900-929
B+	3.33	870-899
B	3.0	830-869
B-	2.67	800-829
C+	2.33	770-799
C	2.0	730-769
C-	1.67	700-729
D+	1.33	670-699
D	1.0	630-669
D-	0.67	600-629
E	0.00	0-599

Course Policies

1. *Assignments:* You must complete all assignments to receive credit for this course.
2. *Attendance:* Attendance is mandatory. Students are allowed three unexcused absences. If you miss more than three classes during the semester, each additional absence will lower your overall grade by 100 points. If you miss more than five 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, family emergencies, and health issues for which you must provide appropriate documentation in advance of the absence. In addition, if you are tardy for three class periods, you will receive an unexcused absence. You can read more about UF's official attendance policy here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.
3. *Email:* As this is a course focused on rhetoric and communication, students will be expected to be critical and sensitive writers in all their communication, including email. As such, I will only respond to emails that demonstrate a professional tone and style. This means that your emails must display a subject line, greeting, and writing that is edited, clear, and demonstrates that the student has already consulted all necessary documentation (such as the course syllabus) prior to writing. Furthermore, I will only reply to emails during "normal" business hours: M-F, 9:00-5:00pm. I will not discuss the following over email: grade disputes, feedback on papers, or course policies. These can all be discussed during my office hours or by appointment.
4. *Classroom behavior:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds

combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

5. *Class work:* All written assignments are due at the beginning of class on their assigned deadlines via Canvas. I will not accept hard copies of your work. Late work will be docked ten points for every day it is late until it loses all credit. In-class assignments will consist of group activities and larger classroom discussion. Be prepared for each class by doing the assigned reading and being ready to contribute to class in a meaningful way each day.
6. *Assignment Maintenance:* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Plagiarism and Academic Honesty:* Plagiarism of any kind will not be tolerated. Any plagiarized assignment will receive a zero, and may result in your automatically failing my class. Plagiarism also 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/>.
8. *Students with disabilities:* If you are requesting accommodations you should first register with the Disability Resource Center (352-392-8565 and at www.dso.ufl.edu/drc/), which will provide appropriate documentation to give to your instructor.
9. *Harassment:* UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>.
10. *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 (cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade. For more information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
11. *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>.
12. *Mental Health and Wellness:* 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>.
13. *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/>.
14. *Environmental Sustainability:* Whenever possible, I will use paper-sparing electronic media to distribute our course materials. 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).

Tentative Course Schedule

Week 1: Introductions

1/12 Course Introductions

1/14 Eubanks and Schaeffer, "[A Kind Word for Bullshit: The Problem of Academic Writing](#)"
(1/15 – last day of add/drop)
Blog #1 due 1/15

Week 2: Did you get the memo?

1/19 Thorne, "[Missing Missy](#)"
Chapter 1: Professional Communications
In class: Introduction to memos and email etiquette

1/21 Carroll, "[Backpacks vs. Briefcases](#)"
In class: Introduction to rhetorical analysis
Memo 1 due 1/22

Week 3: Per my last email...

1/26 Chapter 2: Audience Analysis
Watch: *Brooklyn Nine-Nine* episode TBD
In class: Audience and Email Tropes
Memo 2 due 1/26

1/28 Chapter 13: Communicating Across Cultures
In class: Professional Correspondence

Week 4: Jobs and Apps

2/2 Chapter 12: Employment Materials
Job materials reading TBD
In class: Résumés, Curriculum Vitae, and Cover Letters
Professional Correspondence due 2/3

2/4 No reading
In class: Letterhead and Formatting
Begin drafting job documents for 2/9 peer review
Blog #2 due 2/5

Week 5: Research

2/9 In class: Peer review
McClure, "[Googlepedia](#)"
Purdy, "Wikipedia is Good for You!?" (PDF)

2/11 Chapter 9: Ethics in Technical Writing
Job Materials due

Week 6: Digital Literacy

2/16 Chapter 4: Information Literacy
Accawi, "The Telephone"

2/18 Chapter 5: Citations and Plagiarism
In class: Digital Literacy lecture
Blog #3 due 2/19

Week 7: Instructions

2/23 Reading TBD
In class: Rock Paper Scissors Activity

2/25 In class: Instructional Design Group Activity
Technical Description drafts due for peer review 3/1

Week 8: Instructions, cont.

3/2 In class: Technical Description peer review

3/4 Technical Definitions reading TBD
In class: Technical Terminology activity
Final Technical Description due 3/5

Week 9: Bomb Squad

3/9 Chapter 10: Technical Reports
In class: *Keep Talking and Nobody Explodes*

3/11 Chapter 8: Creating and Integrating Graphics
In class: Bomb Manual Troubleshooting
Blog #4 due 3/12

Week 10: Cut the Red Wire

3/16 Chapter 11: Basic Design and Readability in Publications

3/18 In class: Visual Design Activity

Week 11: Prosumer Writing

3/23 Anderson, reading TBD
In class: Introduction to Final Project

3/25 Chapter 3: Proposals
In class: Proposal Activity
Group Project due 3/29

Week 12: Bomb Defusal Usability Testing

3/30 In class: Usability testing
Scripts due at 11:59pm

4/1 In class: Peer review of final project scripts

Week 13

4/6 No class (I will be attending a conference)

4/8 No class (I will be attending a conference)
(4/9 – drop deadline)

Week 14: Multimedia Workshops

4/13 In class: Workshop

4/15 In class: Workshop

Week 15: Conclusions

4/20 Last Day of Class
In class: Workshop and Course Reflection
Blog #5 due 4/23

Final Project Due: 4/30 by 11:59pm