ENC 2210: Technical Writing
Spring 2020

Course Information

Instructor:	Christopher Smith
Class Number:	13764
Section #:	34GE
Classroom:	CBD 0212
Meeting Times:	M W F Period 2
Office Hours:	M Period 3, TUR 4311
Email:	csmith32@ufl.edu

Course Description:

ENC 2210: 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, letters, resumes, 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. Class meetings provide students with the opportunity to participate in on-going 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. Technical writing is produced individually as well as collaboratively. Accordingly, ENC 2210 emphasizes both individual and team efforts.

Course Outcomes:

By the end of the course, students enrolled in ENC 2210 should be able to:

- identify and understand the facets and 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.

Textbooks

Johnson-Sheehan, Richard. *Technical Communication Today, 6th edition*. Pearson, 2017. Print. Revel Online Access.

Online Access portion is optional, though useful.

Assignments

Emails. Over the course of the semester students will write three emails:

#1: The first email assignment is written in response to the case study provided in Chapter 4 of *Technical Communication Today*. In this email, you will be writing to the CEO of the company, responding specifically to the questions/prompts presented in the case study. You will submit this email in draft form for instructor comment, present it in workshop for peer evaluation, and revise it before submitting it for a final grade
(word count: 200 words)

#2: You will write your second email to inform your instructor as to what subjects/terms you intend to address in your technical description/definition assignment.
(word count: 200 words)

#3: In the third email, you will explain to your instructor which manual assignment you will choose, why, and how you plan on completing the assignment.
(word count: 300 words)

Total word count for emails: 700 words

Memos. There will be two memo assignments:

#1: The first memo assignment serves as an introduction between students and teacher. You'll be working with the memo format as outlined in Chapter 6 of the *Technical Communication Today*. Please note, you should fill in the correct information in the memo format to include your name, my name (as the instructor), and the correct date. You'll be responding to an assigned prompt. (word count: 400 words)

#2: The second memo is more detailed. For this project, you will read and analyze the case study in Chapter 2 of *Technical Communication Today*. Once you are familiar with the case study, you will write a memo to your instructor explaining the importance of targeted audiences in technical writing. The memo should address how and when the writers involved in this case will have to adjust their language when writing for audiences at different levels.
(word count: 500 words)

Total word count for memos: 900 words

In-class assignments. There are four in-class assignments.

#1: **Memo Practice** – For this assignment, you will write a memo to your peers explaining ethics is and how to ensure the use of ethical information/representation in the workplace. (word count: 400 words)

#2: **Constructing Rhetorical Arguments** – For this assignment, you will write a memo to your instructor explaining what you have learned about rhetorical structure, as well as its importance in the professional world. Commentary on the current state of argumentation in business and politics would be welcome. (word count: 500 words).

#3: **Bad Technical Description** – For this assignment, you will find identify the flawed aspects of a technical description in the textbook and explain how it could be improved. (word count: 400 words)

#4: **Collaborative Proposal** – For this assignment, you will work in groups to propose a solution to a situation in the Gainesville/Alachua County area that could be improved. (word count: 500 words **per student**)

Total word count for in-class assignments: 1800 words.

Projects. There are four major projects this semester. These projects allow students to put the concepts they learn in reading and lecture into action.

Project: Resume and cover letter. For this assignment, you will produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in chapter 5 of *Technical Communication Today*. You will submit drafts for peer evaluation and instructor feedback. (word count: 200 words)

Project: Technical description. For this assignment, you will respond to the prompt in chapter 7 of *Technical Communication Today*. Within the technical document, you must include at least 3 technical definitions. (word count: 400 words)

Project: Proposal. For this project, you will write a proposal (Chapter 9, *Technical Communication Today*) requesting approval for a final term project. (word count: 1400 words)

Project: Oral Presentation. For this assignment, you will prepare an oral presentation for the class which takes into consideration elements of the proposal in order to explain the functionality of your user manual.

Project: Manual. For this assignment, you will have the option of completing an instructional writing scenario found in chapter 8 of *Technical Communication Today*. Remember: this assignment is linked to three other assignments: Letter #3, the proposal, and your oral presentation. (word count: 600 words)

Total word count for Projects: 2600 words.

Total word count for the entire course: 6000 words.

Course Policies

- You must complete *all* assignments to receive credit for this course.

- **Attendance:**

  This is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

  Consequently, if you miss more than **3 class periods** during the semester, your grade will drop. Each absence beyond 3 will lower your overall course letter-grade by 2 points. If you miss **6 class periods**, you will fail the course.

Exempt from this policy are only those absences involving university-sponsored events, such as athletics and band, for which you must provide appropriate documentation in advance of the absence. Absences for illness or family emergencies will count toward your 3 allowed absences. I advise that you save your absences for when absolutely necessary.

If you are absent, it is still your responsibility to make yourself aware of all class discussions and activities as well as any new developments, such as assignments and due dates. You are still responsible for turning assignments in on time. However, you will not be able to make up any in-class assignments. I will not approach you regarding absences and missing or late assignments, nor will I inform you of what you miss during class. Please establish contact with a classmate in order to update yourself on the course happenings in the event that you miss class. If you anticipate having a prolonged absence for any reason, please speak with me in advance to make appropriate arrangements.

Late Arrival: Our class is discussion-based, and as such late arrival is both rude and disruptive. If you are not in the room when the class starts, you are late. If you are late three times, you will be penalized one absence.

- **Participation:**

  Participation is a necessary component of your time in this class, and as such will factor into your grade. You are expected to arrive to class prepared, with homework done, articles/books read, and paper and writing utensils at hand. You will work individually, in small groups, and in class-wide discussions. I will expect each of you to participate actively each day.

- **Class Discussion:**

  You are expected to add constructively to the conversation we have each day, or respond to questions posed by the instructor. You will treat the instructor and your fellow classmates with respect at all times, especially when you disagree with them. Anyone who breaks that rule will be asked to leave the classroom.

- **Paper Maintenance Responsibilities:**

  Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

- **Assignment Submission:**

  All papers must be in 12-point Times New Roman/Arial font, double-spaced with 1-inch margins, and every page should include your name and a number. If a source has been used in a paper, it **must** be cited on a references page.

  Every paper will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas by the due date and time. Canvas does not read other formats. To prevent issues, please use only .doc or .rtf files.

Assignments on Canvas will <u>close at the time they are due</u>, meaning students will not be able to submit the assignment after that point.

Save and submit all papers in Canvas using the following file name: lastnameENC2210nameofassignment (SmithENC2210LetterOne).

Failure of technology (hard drive crashes, printer out of ink, etc.) is not an excuse. If Canvas is not functioning properly when you attempt to submit a paper, you must immediately email me and apprise me of the situation and bring a hard copy to class, which you may submit for no penalty.

- **Email Correspondence:**

This is an English class, so I expect your emails to me to be professional and follow rules of grammar and etiquette. Please include proper salutations and a signature that includes your name.

- **Plagiarism:**

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 (<u>http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/</u>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

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 <u>full and clear acknowledgment and permission of the Faculty to whom it is submitted</u>.

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.

- **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 are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor 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 352-392-1575 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/

  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 sit down with you and try 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/

- **Policy on 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.)

- For information on UF Grading policies, see:

- **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.

Week 1

M 1/6   <u>Discussion</u>: Course introductions.
               <u>Homework</u>: *Technical Communication Today* Chapter 1.

W 1/8   <u>Discussion</u>: What is technical writing?
               <u>Homework</u>: *Technical Communication Today* Chapter 6.

F 1/10   <u>Discussion</u>: Effectively using technical writing.
               <u>Homework</u>: *Technical Communication Today* 15.

Week 2

M 1/13   <u>Discussion</u>: Writing memos and e-mail correspondence.
               <u>Homework</u>: Memo 1. *Technical Communication Today* Chapter 4.

W 1/15   <u>Discussion</u>: Ethics and technical writing. What is "ethics"?
               <u>Homework</u>: *Technical Communication Today* Chapter 2.

F 1/17   **Memo 1 due.**
               In-class activity on identifying ethical representation of information. **(Word Count Activity)**

Week 3

M 1/20   **HOLIDAY – NO CLASS**

W 1/22   <u>Discussion</u>: Determining your reader.
               <u>Homework</u>: *TCT* Chapter 13; Memo 2.

F 1/24   <u>Discussion</u>: Rhetoric and technical writing.
               <u>Homework</u>: *TCT* Chapter 16.

Week 4

M 1/27   In-class activity on constructing arguments using rhetoric. **(Word Count Activity)**

W 1/29   Discussion: Writing letters and long-form emails.
Homework: *TCT* 21.

F 1/31   Discussion: Technical writing and electronic technologies.
Homework: *TCT* 21.

Week 5

M 2/3   Discussion: Technical writing and electronic technologies.

W 2/5   Discussion: Ethical use of graphics and electronic sources.
Homework: Chapter 18; Memo 2.

F 2/7   **Memo 2 due**.
Discussion: Effective use of graphics; Workshop: Email 1.
Homework: Email 1; *TCT* Chapter 14.

Week 6

M 2/10   Discussion: Research and technical writing.
Homework: *TCT* Chapter 12.

W2/12   Discussion: Trade and academic sources. Verifying quality of sources.
Homework: Find one academic and one trade source related to your major.

F 2/14   **Email 1 due.**
Discussion: Looking for opportunities.
Homework: *TCT* Chapter 5.1 – 5.3.

Week 7

M 2/17   In-class activity on searching for and finding internship/job opportunities.

W 2/19   Discussion: Job application materials.
Homework: Draft of resumé and cover letter.

F 2/21   **Email 2 due.**
Workshop: Resumé and cover letter.
Homework: *TCT* Chapter 19; Revise resumé and cover letter.

Week 8

M 2/24

Conferences: Resumé and cover letter.
Homework: Resumé and cover letter.

W 2/26   <u>Conferences:</u> Resumé and cover letter.
              <u>Homework</u>: *TCT* Chapter 5.4 – 5.7.

F 2/28   Discussion: The interview. **Resumé and cover letter due.**
              <u>Homework</u>: *TCT* Chapter 7.1 – 7.5.

Week 9 (3/2 – 3/6) – NO CLASS: Spring Break

Week 10

M 3/9   <u>Discussion</u>: Technical descriptions.
              <u>Homework</u>: Email 2. *TCT* Chapter 7.6 – 7.9.

W 3/11   <u>Workshop</u>: Technical descriptions.
              <u>Homework</u>: Find an example of a poorly done technical description; Revise
              technical descriptions.

F 3/13   In-class activity examining poorly done technical description. **(Word
              Count Activity)**
              <u>Homework</u>: Revise technical descriptions.

Week 11

M 3/16   <u>Conferences</u>: Technical descriptions.
              <u>Homework</u>: Technical description.

W 3/18   <u>Conferences</u>: Technical descriptions.
              <u>Homework</u>: Technical description.

F 3/20   **Technical description due.**
              <u>Homework</u>: *TCT* Chapter 9.1 – 9.4

Week 12

M 3/23   <u>Discussion</u>: Proposals.
              <u>Homework</u>: *TCT* Chapter 9.5 – 9.8; Draft of proposal.

W 3/25   Workshop and conferences: Proposals.
              <u>Homework</u>: *TCT* Chapter 8.

F 3/27   <u>Discussion</u>: Technical instructions.
              <u>Homework</u>: Proposal; *TCT* Chapter 8.

Week 13

M 3/30   **Proposal Peer Review**

W 4/1   **Proposal due.**
           <u>Discussion</u>: Manuals
           <u>Homework</u>: *TCT* Chapter 20

F 4/3   <u>Discussion</u>: Presenting and technology.
           <u>Homework</u>: *TCT* Chapter 20.

Week 14

M 4/6   Discussion: Effective use of technology in the professional world.

W 4/8   <u>Discussion</u>: The pitch.
           <u>Homework</u>: Watch: Amy Cuddy TED Talk:
           <u>https://www.youtube.com/watch?v=Ks-_Mh1QhMc</u> ; Email 3.

F 4/10   **Email 3 due.**
           <u>Discussion:</u> Preparing for presentations

Week 15

M 4/13   Presentations
           <u>Homework</u>: Manual and Presentations

W 4/15   Presentations
           <u>Homework</u>: Manual and Presentations

F 4/17   Presentations
           <u>Homework</u>: Manual and Presentations

Week 16

M 4/20   Presentations

W 4/22   In-class activity: TBD. Semester recap.

F 4/24   **Manual due.**
           No class

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

GENERAL 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.

+   2.33   77-79, 770-799   E   0.00   0-59, 0-599