

# ENC 2210

## *Technical Writing*

**Instructor:** Anomitra Paul

**Email:** an.paul@ufl.edu

**Section:** 35F2 11894

**Office Hours:** Tuesdays & Wednesdays 1:00 PM - 2:00 PM.

### Course Description

ENC 2210 (Technical Writing) is an introduction to technical and professional writing in contemporary workplace environments. This course presents you with practical information about—and practice in—communicating within different kinds of professional/technical discourse communities. Throughout the semester, you will analyze and produce common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, definitions, instructions, proposals, and reports.

#### What's Inside?

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As an introductory writing course, **this class is also practice.** We will work toward understanding how to analyze and react to the rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, usability, and accessibility. In addition, the course will help you navigate the challenges of setting career goals and determining priorities, as well as develop problem solving skills that are needed in today's technologically driven workplace. Finally, we will also examine how these forms of technical communication intersect with novel generative-AI technologies and consider what the implications, possibilities, and limitations of these intersections are for technical communicators today.

## Course Objectives and Outcomes

### 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 are writing-intensive and provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts.
- Course content includes multiple forms of effective writing, different writing styles, approaches and formats, and

methods to adapt writing to different audiences, purposes, and contexts.

- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive the Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### General Education Learning Outcomes:

At the end of this course, you will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content:** demonstrated competence in the terminology, concepts, theories, and methodologies used within the discipline of technical communication.
- **Communication:** communicated knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to this discipline.
- **Critical Thinking:** analyzed information carefully and logically from multiple perspectives, used discipline-specific methods, and developed reasoned solutions to problems.

## Additional Objectives and Outcomes

If pursued with appropriate energy, effort, and care, you will achieve the following learning outcomes by the end of this course:

- *Practice* technical communication:
  - Identify and work with various genres of technical communication.
  - Recognize the prevalence of technical writing in everyday experience.
  - Practice using common tools of technical writing production with proficiency—including emergent generative-AI technologies.
- *Analyze* technical writing artifacts and practices:
  - Explain rhetorical choices made because in writing individual and collaborative documents.
  - Analyze specific artifacts (including documents writing generated by gen-AI) to better understand the rhetorical, social, cultural, and political implications of technical communication.
- *Research* practices that impact effective technical communication:
  - Plan and implement appropriate research practices that impact technical writing tasks.
  - Explore technical writing as a way of being and communicating
- *Produce* professional artifacts:
  - Apply rhetorical and design principles to compose effective deliverables.
  - Apply principles of fair use, copyright and documentation conventions for print, visual, and digital media.

- Recognize the rhetorical possibilities of different modes and make sound choices when combining modes.

## Materials Needed

All materials are free and will be posted to Canvas. Our primary texts required texts the following, both of which are open access:

- *[Technical Writing](#)* by Allison Gross; Annemarie Hamlin; Billy Merck; Chris Rubio; Jodi Naas; Megan Savage; and Michele DeSilva
- *[Introduction to Technical and Professional Communication: Technical Communication through a Social Justice Lens](#)* by Brigitte Mussack

## Communication and Office Hours

**Instructor:** Anomitra Paul

**Email:** [an.paul@ufl.edu](mailto:an.paul@ufl.edu)

**Section:** 35F2 11894

**Office Hours:** Wednesdays from 3:00 to 5:00 PM

## Major Course Assignments and Grade Categories

Your final grade is composed of the following major assignments and evaluative categories, all of which will be detailed at greater length as they arrive in class.

### **Introductory Discussion Board** (250-300 words; 25 points)

Due 1/15 11:59 PM

- *Compose an introductory note for the class, including the instructor on record, stating your program, your interests and extracurricular involvement, and what you intend to achieve by taking the Technical Writing course.*

### **Formal Letter or Email** (350 words, 50 points)

Due 1/20 11:59 PM

- *Compose a formal letter to a professor or a work supervisor seeking their supervision, mentorship, and guidance with any subject/project or training of relevance to your field.*

### **Collaborative Whiteboard** (500 words; 100 points)

Due 1/25 11:59 PM

- *Taking the role of an employee in the University of Florida Libraries, populate the assigned whiteboard with your own pitch **recommending five activity items you think the library should plan and organize for UF students during the Spring 2025 semester to***

**make it more enjoyable.** Some examples are a book swap event, a journaling session for mental health and stress management, and a short workshop in a library conference room regarding work-life balance.

**Resume** (300-450 words; 150 points)

Due: 1/31

- Create a formatted and catchy curriculum vitae adhering to the suggested format and content that you would submit to an organization you wish to work for. You may use templates available on the internet or Microsoft apps accessible through UF credentials. **The resume must not exceed two pages with 1.5 - 2" margins**

**Intent Letter or Statement of Purpose (700-750 words; 150 points)**

**Due by: 2/11**

- Draft an intent letter or a statement of purpose for an institution, an employer, or graduate school describing your intent, aspirations, and academic and/or professional qualifications that make you fit for the position.

**Project Funding or Grant Proposal** (500-600 words; 100 points)

Due 2/25

- Craft a letter as part of an application for grant/funding either as a student spearheading a project or as a professional who wants to implement an initiative to any organization of your choice (within or outside the country).

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**Analysis of AI use in Technical Text/Design. (500 words; 50 points)**

Due 2/25

Using your understanding of the reading material (important chapters will be specified), analyze two websites' Text and design and write a reflective report on how you think AI could potentially improve the web pages' quality, clarity, and accessibility

**Presentation Pitch** (up to 500 words; 150 points)

Due

- *Create a presentation comprising the description of an organizational digital or hybrid initiative or service in your work that you wish to present to your managers or directors in your organization.*

*For example, it can be a pitch about one of the events/workshops you recommended as a member of UF Libraries' team of employees. Using PowerPoint or Canva, turn the idea into a presentation having texts, images, and at least 7 slides. The slides must clarify your vision and specify the objectives of your proposed project.*

- *Write a 450-500 words long report which you intend to use as a speaker's notes for the presentation pitch, the way you would deliver the Pitch in person in a class. You may include this report in your presentation file as speaker notes or as a voice-over in your slideshow.*



**Collaborative Discussion Board Work** (200-300 words or 5-7 bulleted points ; 25 points credit)

- *Select one specific page found on any of University of Florida's web pages comment on its usability and accessibility traits. On the discussion board on Canvas, reflect on the accessibility of its content and stylistics. You get extra credit for reflecting on the ideas of your peers.*

**Infographic Document Design** (N/A words; 75 points)

Due

3/24

- *Following design principles and using [Canva](#), create a flyer or infographic that effectively informs a reader of an upcoming event or initiative on campus.*

**Technical Instructions: Video or Voiced Slideshow;** 200 points)

Due by 4/20

- *Create a document Video or a voice-over slideshow presentation describing a selected task on activity demonstrating your understanding of effective document design and use of graphics and structure for composing technical instructions. It could be anything, from a guided tour on how to use a device or an app, to a demonstrated cooking of your favorite recipe*

**Technical Feedback: Peer Review Video. 90-seconds;** 75 points)

Due

- *Create a video of five points of feedback after reviewing an assigned peer's Technical Instructions video or slideshow. Through*

*your own short video preferably featuring yourself speaking.  
Suggest at least two changes and mention at least one feature of  
the video you liked and appreciated.*

**Technical Instructions Draft 2: Reflection and Final Version** (500 words; 50 points)

Due 4/11

- *Highlight, explain, or justify the design and structural decisions made for your video technical instructions, making it clear how the purposeful choices you made in creating your document add to its overall impression and communicative abilities.*

**Experiential Learning Assignment** (600-650 words or 3:00-4:00 video; 70 points total credit)

Due by 4/22 11:59

### **Part A: Discussion Board**

*By the end of Week 3 you will select a particular technical skill to learn or improve a particular skill imparted through this course. You will share it as responses to a Discussion Board prompt.*

### **Part B: Reflection**

*In this final assignment, share your progress and experience cultivating the aforesaid skill(s) in a semester devoted to the art and craft of technical communication. For this reflection, you may*

*submit a formally written report, or an MP4 file, which means you can turn a slideshow into a video*

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## Grading and Evaluation

Earning A's and B's at this level requires strong, consistent effort. An online learning environment, especially an asynchronous one such as this, further necessitates the need for consistency and ongoing engagement. Your assignments will include specific evaluation criteria, and I will provide detailed feedback on your work that illuminates progress, achievement, and areas for revision. In the past, students who have received A's put significant time and effort into this course right from the start and simply kept at it. Be realistic in your expectations about grades; start assignments early and work steadily to avoid last-minute rushing.

This course confers General Education credit for either Composition (C) and also fulfills 6,000 of the university's 24,000-word writing requirement (WR). To satisfy this requirement, every major project's word count must be fulfilled in your assignment's final copy. Submitted assignments that fail to reach the minimum word count will receive a score of zero.

Percent	Grade
93.0-100.0	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+

73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D
60.0-62.9	D-
0-59.9	F

A            The qualities of a B project, plus imagination, originality, and engaging expression. The work exhibits depth of thought, command of language, and a keen eye for communicating through the selected medium.

90-100

B 80-90	A sufficient, thorough execution of the assignment's objectives. The work demonstrates coherent organization, ample supporting details, and a clear expression of ideas.
C 70-80	A satisfactory fulfillment of the assignment's objectives, with baseline organization and style. A "C" means your work met the demands of the assignment in a minimally acceptable way.
D 60-70	The presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; the project demonstrates an inadequate treatment of the assignment.
F 0-59	Inadequate coverage of essential points; uncertain or misguided purpose; poor organization; ineffective and inconsistent expression; significant defects in standard usage.

**Note:** you must also pass this course with a “C” or better to satisfy the General Education requirement for Composition and to receive the 6,000-word University Writing Requirement credit. A grade of “C-” will not confer credit.

## Late Work and Revisions

Life happens. There may be times where our planned itinerary conflicts with your other obligations and commitments. Knowing this, you each get two (2) days of no-questions-asked extensions on major assignments. The only requirement is that you e-mail me before the assignment’s original deadline and let me know you’re using the extension. Otherwise, major assignments will be penalized 10% for each day they are late.

## Revising and Resubmitting

This course is practice, which means that you should feel free to take risks and experiment with our assignments and major projects. To that end, if you would like to revise **one** major project and resubmit it in light of the feedback you receive on your first attempt, you may do so. Schedule a meeting with me to discuss your proposed revisions and create a plan for strengthening the new version including a deadline. Revisions will not be accepted after April 23<sup>rd</sup>.

## Academic Honesty and Integrity

Plagiarism is a serious violation of the UF Student Honor Code. Detecting it is often fairly easy—all of your major assignments are sent into a copyright analysis system—and once found, violations are automatically reported to the Academic Dean. UF's Honor Code prohibits plagiarism.

You are responsible for reading, understanding, and abiding by the entire Student Conduct & Honor Code, found here: <https://sccr.dso.ufl.edu/students/student-conduct-code/>. Understanding what falls under the category of plagiarism and academic dishonesty will help prevent you from committing this inadvertently—and will also strengthen your own writing. “I didn’t know!” is not an excuse, and will not be counted as one, so ask if you’re ever unsure.

## Diversity Affirmation

The University of Florida does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Effective learning environments value and support diversity, and free, open discussion is a hallmark of a functioning democratic society.

## Disability Affirmation

The University of Florida complies with the Americans with Disabilities Act. Those requesting accommodation should contact the Disability Resource Center: **001 Reid Hall**. That office will

provide documentation to you and then you provide this to me. For more information, see: <https://disability.ufl.edu/>.

## Sexual Harassment Policy

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. For more information, see: <https://titleix.ufl.edu/about/title-ix-rights/>.

## Grade Appeals

Students may appeal a final grade by filling out a form available from Carla Blount ([cblount@ufl.edu](mailto:cblount@ufl.edu)), Program Assistant, in the Department office (4008 Turlington). Grade appeals may result in a higher, unchanged, or lower final grade.

## Course Evaluations

You'll have the opportunity to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. You will be notified when the evaluation



period opens, and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

## Physical and Mental Health Resources

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help you navigate resources and academic procedures for personal, medical, and academic issues.

- U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), (352) 294-2273
- Dean of Students: <https://dso.ufl.edu>, 202 Peabody Hall, (352) 392-1261
- Counseling Center: <https://counseling.ufl.edu>, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry: <https://fieldandfork.ufl.edu>, 564 Newell Drive, (352) 294-3601
- Student Health Care Center: <http://shcc.ufl.edu>, multiple locations, (352) 392-116