

# ENC 2210: TECHNICAL WRITING

Summer B 2023

<b>Instructor</b>	Cristovão Nwachukwu
<b>Time</b>	MTWRF Period 2 (9:30-a.m 10:40 a.m)
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<b>Class</b>	10867
<b>Section</b>	4798
<b>Location</b>	MAT 0118
<b>Office and Office Hours</b>	TUR 4343  F 11:00 a.m.- 1 p.m.
<b>Course Website</b>	Canvas

## Course Description

ENC 2210: Technical Writing is an introduction to technical and professional writing. Its fundamentals are valuable for any kind of workplace, academic, or professional setting. Besides learning how to communicate in various professional environments, students will analyze technical writing genres such as resumes, cover letters, emails, project proposals, and technical manuals.

Throughout the course, students will learn strategies to communicate with different audiences by adapting writing style, organization, format, and visuals of their technical documents according to the context. Students will also practice how to make their writing coherent, cohesive, and intelligible for specialized and lay audiences. Lastly, students will learn how to improve their editing and collaborative writing skills through the workshops and group assignments in this course.

By the end of ENC 2201, students will be able to

- plan, draft, revise, edit, and proofread technical documents
- identify and critically examine characteristics of different technical writing genres
- develop communication skills for professional purposes
- adapt writing to different audiences, purposes, and contexts
- revise their work based on feedback
- provide constructive feedback to their peers

## Required Texts

Richard Johnson-Sheehan, *Technical Communication Today*, 6<sup>th</sup> Ed. ISBN 9780134433981

## Grading & Course Credit Policies

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled.

### 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.

### General Assessment Rubric

A	<ul style="list-style-type: none"> <li>• Follows ALL instructions specific to the assignment description</li> <li>• Generates and elaborates on original ideas relevant to the course content</li> <li>• Assignment provides evidence to support claims</li> <li>• Assignment incorporates source material appropriately and effectively</li> <li>• Assignment displays clear organizational forethought</li> <li>• Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
B	<ul style="list-style-type: none"> <li>• Follows most instructions specific to the assignment description</li> <li>• Incorporates and elaborates ideas relevant to the course content</li> <li>• Assignment provides evidence to support most of its claims</li> <li>• Assignment incorporates source material appropriately</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
C	<ul style="list-style-type: none"> <li>• Follows some instructions specific to the assignment description</li> <li>• Incorporates ideas relevant to the course content</li> <li>• Assignment provides evidence to support some of its claims</li> <li>• Assignment incorporates source material</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
D	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment description</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment provides little to no evidence to support its claims</li> <li>• Assignment incorporates no (or very little) source material</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
E	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment description</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment provides little to no evidence to support its claims</li> <li>• Assignment incorporates no (or very little) source material</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>

### 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.

## Assignment Descriptions (Total Points Possible: 1000)

### Introductory Email (300 words; 50 points)

Write an email addressed to me introducing yourself. You will need to state your name, area of study, research interests, your previous experience with technical writing, and what do you expect to learn in this course.

### Job Application Packet (Job Description Memo, Cover Letter, Resume, and Elevator Pitch) (600 words; 200 points)

*A. Job Description Memo (350 words) 50 points:* Find a real job or an internship position and describe this opportunity. Explain how you found this opportunity, why you selected it, and discuss rhetorical strategies you employed to apply for this position based on the ad. **You must include a link of the ad in the memo.**

*B. Cover Letter (250 words) 50 points:* Write a letter in which you introduce yourself, discuss previous experiences and skills that are relevant to position you are applying to, and explain why you are qualified for this position.

*C. Resume (1-2 pages) 50 points:* Write a concise overview of your work/academic experiences. Further details for this part of the assignment will be on Canvas.

*D. Elevator Pitch (2-3 minutes) 50 points :* During the Covid-19 pandemic, our world has become increasingly digital, so for this assignment you will pretend they asked you for a video of you introducing yourself and explaining why they should hire you. You should conduct some research about the institution/company to which you are applying and connect this information to your work experience. You should also emphasize the most relevant aspects of previous experience that would meet the description of the advertisement. End the recording by giving a more detailed reasons why you they should select you for this position. The recording will also be submitted on Canvas.

### Technical Manual or Technical Description (1000 words; 150 points)

Choose a process or a concept in your field and explain it to a non-specialized audience. You will have to conduct research about what you chose to describe and use 2-3 scholarly sources in your work. You may either submit a written technical manual or another medium (video or audio recording) to Canvas. If you choose the latter, you will need to submit a script of at least 1000 words with the recording. Furthermore, if you choose to explain a concept in your field, you will have to justify its applicability.

### **Writing Self-Assessment (1000 words; 100 points)**

Write a paper evaluating what you have learned so far and what you still need to improve in this class, associating this reflection with your professional goals. Use the feedback that your peers and I gave in your previous assignments to support your claims.

### **Proposal (Group Project) (2000 words, not including references ;250 points)**

Form groups of 4-5 and select a problem that affects UF, Gainesville, or, depending on the scope of the project, the state of Florida. Your group has two options to compose this proposal:

- 1- Select a problem that has been created or aggravated by the COVID-19 pandemic and provide feasible solutions for this problem
- 2- Select an issue completely unrelated to the pandemic and provide feasible solutions to solve it.

For this assignment, you will write collaboratively. Therefore, only one student will submit the scaffolding assignments as well as the final paper, but all members of the group will contribute. **In each submission, the group will attach a brief report simply informing how each member contributed for the assignment. Failure to submit this report will preclude the group from receiving a grade.**

#### *Scaffolding assignments for the Proposal*

#### **1-Proposal Memo (250 words) 15 points**

In one page, the group will provide an overview of the problem, the proposed solution, and the relevance of solving this problem. You can only move forward once I approve the proposal.

#### **2-Problem Statement Memo (300 words) 50 points**

The group will conduct research and use sources to discuss the problem with more depth, by analyzing previous attempts to solve this problem, if there were any, and why it needs to be solved. **You must include at least 4 scholarly sources to support your claims.**

#### **Solution (350 words) (Oral presentation) 50 points**

The group will present their proposal to the class and **every member of the group must present a part of the proposal. Group presentations will range from 5-10 minutes. The group must provide at least two new sources to showcase the progress of the research.** After the presentation, each student must provide suggestions for their peers to improve their work. **After the class, the groups that present that day will submit a 350-word summary to Canvas.**

*\*If any issues occur within the group which threaten to disrupt the project, please inform me by email for us to discuss the matter.*

#### **3 Peer Reviews (60 points)**

Students will participate in peer review for each paper by providing a complete draft and giving useful feedback. Each peer review is worth 20 points.

### **Participation and Homework (75 points)**

This grade accounts for your level of engagement during our classes, doing the readings and assigned homework throughout the course.

## **Class Policies**

### **Course Policies:**

1. You must complete all assignments to get credit for this course.
2. *Attendance:* In the beginning of every class, I will call the roll and attendance will be necessary to complete the course. **You can have at the most 4 unexcused absences. More than 4 unexcused absences will mean you failed the course. For me to excuse your absence, you will need to email me beforehand.** Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation. For further information, please consult this link: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
3. *Concerning issues that might affect your progress:* If you experience any kind of hardship that affects your progress during the class, which include financial or health-related issues, email me as soon as possible so I can ascertain how to proceed and offer alternative activities and deadlines to better accommodate your situation.
4. *Email responses and civility:* Please email me about class matters through Canvas, and whenever you send me an email during the week wait at least 24 hours for a reply. Emails received during the weekend will be answered on Monday. Furthermore, beware of the tone with which you address me in your emails. **I will not answer emails that do not include a salutation addressing me by my last name. Please address me as Mr. Nwachukwu in the beginning of your emails.**
5. *Classroom behavior:*
  - a. Participation will be required and will affect your grade. I expect all students to engage in our discussions to make them as fruitful as possible.
  - b. Be civil to me and your peers during our classes. Any prejudiced or generally disrespectful comments made during the class will not be tolerated. Respect will ensure our class runs smoothly and will keep the discussion focused.
  - c. *UF's policy on 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/>
6. *Paper Format and Submission:* All assignments will be submitted on Canvas.

7. ***Late Papers/Assignments:*** Late work will not be graded unless you inform by email me at least 24 hours before the assignment the is due of any issue that might prevent you from complying with the deadline.
8. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.
10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give your instructor early in the semester.
  11. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto: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/>
  12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
  13. *Grade Appeals.* In 1000- and 2000-level courses, students may appeal a final grade by addressing appeals to administrative assistant Carla Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade.
  14. *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://gatorevals.aa.ufl.edu/>

## Schedule of Classes and Assignments

*This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Generally, the bullet points are listed in the order they will occur during the week.*

	Readings and Classwork	Assignment Due
<b>Week 1</b>	<b>Introductions and Professional Communication</b>	
Monday – July 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Syllabus and discussing assignments</li> </ul>	
Tuesday – July 4 <sup>th</sup>	<b>NO CLASS – HOLIDAY</b>	
Wednesday July 5 <sup>th</sup>	<p>Discuss the characteristics of technical communication</p> <ul style="list-style-type: none"> <li>• Discuss Chapter 1</li> </ul>	
Thursday – July 6 <sup>th</sup>	<p>Overview of the Introductory Email assignment</p> <ul style="list-style-type: none"> <li>• Discuss Chapter 6</li> <li>• Workshop: writing emails to different audiences</li> </ul>	
Friday – July 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss Chapter 6 – “Using Email for transcultural communication”</li> <li>• Workshop: answering professional emails</li> </ul>	<b>Introductory Email due by 11:59 p.m</b>
	<b>Job Application Packet</b>	
Monday - July 10 <sup>th</sup>	<p>Overview of the Job Application Packet assignment</p> <ul style="list-style-type: none"> <li>• Discuss Chapter 5 until page 128</li> <li>• Job Ad activity</li> <li>• Examine and discuss the features of a resume</li> </ul> <p>Homework: find a good and a bad example of resumes in your field</p>	
Tuesday- July 11 <sup>th</sup>	<p>Using persuasive language in the cover letter</p> <ul style="list-style-type: none"> <li>• Discuss Chapter 16</li> <li>• Discuss homework</li> <li>• Analyze examples of cover letters</li> <li>• Homework: Canvas post of “mock” cover letter for a job application.</li> </ul>	
Wednesday – July 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss homework</li> <li>• Discuss Chapter 5 – “How to Nail an Interview”</li> <li>• Overview of the Elevator Pitch</li> <li>• Analyze examples of job interviews</li> <li>• Homework: draft resume, cover letter, and write an outline for your recorded cv</li> </ul>	<b>Homework- Posts due by 9:00 a.m.</b>
Thursday – July 13 <sup>th</sup>	<p>How to peer review</p> <ul style="list-style-type: none"> <li>• <b>Peer review</b></li> </ul>	<b>Homework- Posts due by 9:00 a.m.</b>
Friday – July 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Conferences</b></li> </ul>	<b>Peer review due by 6 p.m.</b>



		<b>Job Application Packet due by 11:59 p.m</b>
<b>Week 3</b>	<b>Technical Language and Writing for Different Audiences</b>	
Monday – July 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Overview of the Technical Manual assignment</li> <li>• Discussing speech communities and rhetorical strategies to accord clarity to your message</li> </ul>	
Tuesday – July 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss Chapter 7</li> <li>• Discussing the features of technical descriptions</li> <li>• Activity: explaining a process or a concept in your field</li> <li>• Homework: find either an oral or written description of a concept and post it on Canvas.</li> </ul>	
Wednesday – July 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss homework</li> <li>• Using and explaining jargons</li> <li>• Homework: find an oral or written description of a process in your field and post it on Canvas.</li> </ul>	<b>Homework- Posts due by 9:00 a.m.</b>
Thursday – July 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss Chapter 8 until page 237</li> <li>• Discuss homework</li> <li>• Discuss the features of technical procedures</li> <li>• Integrating images into technical manuals</li> </ul>	<b>Homework – 1- Posts due by 9:00 a.m.</b>  <b>Homework 2- Suggestions for workshop on July 19<sup>th</sup> by 11:59 p.m.</b>
Friday- July 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Peer review</li> </ul>	<b>Peer Review due by 6 p.m.</b>  <b>Technical Description or Technical Manual due by 11:59 p.m</b>
<b>Week 4</b>	<b>Writing Self-Assessment</b>	
Monday – July 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Overview of the Writing Self-Assessment assignment</li> <li>• Analyzing an example of writing self-assessment</li> <li>• Evaluating what you have learned so far</li> </ul>	
Tuesday – July 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss Chapter 19 until page 538</li> <li>• Discuss differences between revising, editing, and copyediting</li> <li>• Workshop: editing a technical document</li> </ul>	

Wednesday – July 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Continue workshop</li> <li>• Discuss the remainder of Chapter 19</li> <li>• Create strategies to improve revising, editing, and proofreading skills</li> <li>• Revising and editing in different genres</li> </ul>	
Thursday – July 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Using feedback to improve your work</li> <li>• Devise short and long-term goals to improve your communication skills</li> <li>• Providing meaningful feedback</li> </ul>	
Friday – July 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Peer review</li> </ul>	<b>Peer Review due by 6 p.m.</b>  <b>Writing Self-Assessment due by 11:59 p.m.</b>
<b>Week 5</b>	<b>Proposal Project</b>	
Monday – July 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Overview of the Proposal assignment</li> <li>• Discuss Chapter 9 until page 254</li> <li>• Discuss types of proposal and strategies to conduct research</li> <li>• Form groups for the proposal</li> <li>• Homework: read proposal example</li> </ul>	
Tuesday- August 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Discuss the remainder of Chapter 9</li> <li>• Discuss proposal example</li> <li>• Overview of the Proposal Memo</li> <li>• Designing and styling your proposal</li> <li>• Workshop: brainstorming relevant problems</li> </ul>	
Wednesday – August 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Workshop: brainstorming feasible solutions</li> </ul>	<b>Proposal Memo due by 11:59 p.m</b>
Thursday – August 3 <sup>rd</sup>	<p>Overview of the Problem Statement Memo</p> <ul style="list-style-type: none"> <li>• Conducting interdisciplinary research</li> <li>• Discuss Chapter 10</li> </ul>	
Friday – August 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Optional conferences</li> </ul>	<b>Problem Statement Memo due by 11:59 p.m</b>
<b>Week 6</b>	<b>Proposal Presentations</b>	
Monday - August 7 <sup>th</sup>	<p>Overview of the Oral Presentation assignment</p> <ul style="list-style-type: none"> <li>• Discuss Chapter 20</li> <li>• Examine professional presentations</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop strategies to outline and organize professional presentations</li> </ul>	
Tuesday – August 8 <sup>th</sup>	<p>Using visual in presentations</p> <ul style="list-style-type: none"> <li>• Analyze examples</li> <li>• Discuss similarities and differences between face-to-face and online presentations</li> <li>• Drafting presentations</li> </ul>	
Wednesday – August 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Presentations due</b></li> <li>• Discuss presentations</li> </ul>	
Thursday – 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Presentations due</b></li> <li>• Discuss presentations</li> </ul>	
Friday – August 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Proposal due by 11:59 p.m.</b></li> <li>• Course evaluations</li> </ul>	<b>Proposal due by 11:59 p.m.</b>