

ENC 2210: Technical Writing
Summer B 2021
Class #10984, Section 4798

Instructor Name: Bryce Patton

Online Office Hours: Monday (9am-10am) & Wednesday (4pm-5pm) or by appointment via Zoom

Instructor Email: bryceapaton@ufl.edu

Course meeting times & locations: When the class meets in-person we will do so at CBD 0212. Throughout the semester, we will have selected days where we will meet asynchronously over Zoom. Please check the class schedule every week to know when we will be meeting in-person.

You can use the following link to access the Zoom meeting room and potential synchronous online classes: <https://ufl.zoom.us/j/98607203262>

Course website: Canvas

Course Description:

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in various 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 definitions, proposals, blogposts, and podcasts. 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 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 we produce workplace communications collaboratively as well as individually, ENC 2210 emphasizes both collaborative and individual writing projects.

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

COVID Statement:

This semester, the university has mandated a return to face-to-face (F2F) teaching.

I am mindful, however, of the fact that we are still in the midst of a global pandemic. Thus, 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 remotely.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

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 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:

Johnson-Sheehan, Richard. *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2018. (Feel free to utilize the eBook version of this text)

Assignment Descriptions:

The following are general descriptions of the assignments to be completed during the six-week period. Please consult Canvas regularly for updated requirements, rubrics, and deadlines. You can always contact me through email or during Zoom office hours if you have any questions about the assignments.

All assignments should be submitted on Canvas unless stated otherwise.

Introductory Email (200 words; 40 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) (1000 words; 200 points)

A. Job Description Memo (350 words) 100 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 can employ 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 to which you are applying and associate this information to your work experience. You should also emphasize the most relevant aspects of previous experience that would meet the description of the ad. 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 Descriptions (1000 words; 200 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 final 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 (800 words; 50 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 3-4 and select a problem that affects UF, Gainesville, or, depending on the scope of the project, the state of Florida. Your group has three 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.
- 3- A fictional problem that is either of your own creation or linked to a problem within popular culture.

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 on a scheduled synchronous class. 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.*

Blog Project (1000 words, 200 points)

As an individual, “translate” some aspect of your final proposal into an 1000-word blogpost directed at a general audience. The text should follow style conventions characteristic of the writing genre while maintaining the rigor of the original document.

3 Peer Reviews (60 points)

At several points throughout the semester, students will perform peer reviews of their work. Each peer review will be worth 20 points

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* The class will consist of a combination F2F class meetings and asynchronous work days. You can have at the most three unexcused absences. After the third unexcused absence, you will be unable to pass the class. I will call roll at the beginning of every F2F class to take attendance. For each asynchronous class, there will be some kind of assignment that will be graded for participation/attendance. Excused absences can include many things from religious observances, school sanctioned events, family emergencies, and sickness. If you need to miss a class and are worried that the absence will not be excused, I encourage you to reach out to me through email or to speak with me during office hours or after/before class. Please refer to the UF

attendance policy for more information and feel free to come to me if you have any questions (<https://archive.registrar.ufl.edu/catalog/catalogarchive/03-04-catalog//student-information/academic-regulations/attendance-policies.html>)

3. *Tardiness*: Latecomers receive partial absences, and must see me after class so I know you attended.
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/about/title-ix-rights/>
5. *Paper Format & Submission*: All work will be submitted to Canvas and will generally follow MLA guidelines. For each assignment, I will supply an assignment sheet that goes into more detail on the formatting of the assignment.
6. *Late Papers/Assignments*: Late work will be marked down one full letter grade for each actual day late. That being said, I am more than happy to give students extensions on homework or formal papers. In order to receive an extension, you must let me know through email. If you do not send me an email, including a new date of submission, the late work policy will go into effect.
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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) 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 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, <https://disability.ufl.edu/>), 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). Please contact Ms. Blount at cblount@ufl.edu 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://ufl.bluera.com/ufl/>
14. *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.)

Schedule of Readings and Assignments

The dates that are highlighted are asynchronous classes. Students will not have to attend class on campus during these days.

Date	Reading	Assignments Due
Week 1: What is Technical Writing?		
M 6/28	Introduction to the Class	
T 6/29	Chapter 1: Technical Communication in the Entrepreneurial World	
W 6/30	Chapter 6: Emails, Letters and Memos	
R 7/1	Continued Discussion of Emails, Letters and Memos	
F 7/2	Chapter 5: Starting Your Career	Introductory Email Assignment
Week 2: Utilizing Technical Writing to Land the Perfect Job		
M 7/5	No Class	
T 7/6	Chapter 16: Using Plain and Persuasive Style	
W 7/7	Continued Discussion of Persuasion in Technical Writing	
R 7/8	Chapter 19: Revising and Editing for Usability	
F 7/9	Peer-Review of Job Application Packet	Rough Draft of Job Application Packet
Week 3: Technical Language and Writing for Different Audiences		
M 7/12	Chapter 7: Technical Descriptions and Specifications	Final Draft of Application Packet
T 7/13	Continued Discussion of Technical Descriptions	
W 7/14	Chapter 8: Instructions and Documentation	
R 7/15	Chapter 15: Organizing and Drafting	
F 7/16	Peer-Review of Technical Description or Manual	Rough Draft of Technical Description or Manual
Week 4: Self-Assessment & Project Proposal		

M 7/19	Discussion of Self-Assessment and the Class	Technical Description or Manual
T 7/20	Chapter 9: Proposals	
W 7/21	Proposal Work	
R 7/22	Chapter 10: Brief Reports	Self-Assessment
F 7/23	Chapter 14: Researching in Technical Workplaces	
Week 5: Project Proposal		
M 7/26	Chapter 11: Presenting and Pitching your Ideas	Proposal Memo
T 7/27	Chapter 18: Creating and Using Graphics	
W 7/28	Proposal Work	Problem Statement
R 7/29	Proposal Work	
F 7/30	Proposal Presentations	Proposal Solution
Week 6: Introduction to Public Writing		
M 8/2	Chapter 21: Writing for the Internet	
T 8/3	Continued Discussion of Public Writing	Blogpost Proposal
W 8/4	Chapter 13: How to be Persuasive	
R 8/5	Blogpost Work	
F 8/6	Blogpost Peer-Review	Rough Draft of Blogpost

Grading scale

A	100 – 94	C	75 – 73
A-	93 – 90	C-	72 – 70
B+	89 – 86	D+	69 – 66
B	85 – 83	D	65 – 63
B-	82 – 80	D-	62 -60
C+	79 – 76	E	59 – 0

General Grading Rubric

A Assignments: Engage with the topic thoughtfully and thoroughly, using reliable sources and working within the context of audience, purpose, and assignment format/medium. Show care and attention to visuals and formatting to enable reader comprehension. Tone and language are “professional” (objective, clear, and semi-formal) and communicate complex thought. Have few or no grammar and punctuation mistakes.

B Assignments: Engage thoroughly with the topic, using reliable sources. Acknowledge the context of audience, purpose, and assignment format/medium, though may stumble over one or more elements. Show attention to visuals and formatting; may be basic, but still clear and streamlined. Tone and language are professional and clear. Have some grammar or punctuation mistakes.

C Assignments: Make good faith effort to engage with the topic, but source use or complex synthesis not as well-integrated as A or B assignments. Some acknowledgement of audience, purpose, and assignment

format/medium, but neglect one of these areas more than others. Show some thought in formatting and visual use, but not streamlined/tailored to the document's purpose. Tone and language are respectful but conversational or overly complex. Have noticeable grammar and punctuation mistakes.

D Assignments: Have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or little source use. Little or no acknowledgement of audience, purpose, or assignment format/medium. Incorrect or unclear use of formatting and visuals. Tone and language unprofessional and/or unclear. Have disruptive grammar and punctuation errors.