ENC2210—TECHNICAL WRITING
Section 4900, Class #18074, Summer B 2020

Instructor Name: Chesya Burke
Course meeting times & locations: The course will be delivered asynchronously.
Office Hours: Tuesday/Wednesday 3:30 to 4:30 pm (through Zoom upon appointment)
Course website: https://elearning.ufl.edu/
Instructor Email: chesyaburke@ufl.edu

COURSE DESCRIPTION:
ENC 2210: Technical Writing is an introduction to technical and professional writing. This course offers workable information about communicating in various environments, from professional/technical discourse to practical use communication. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, resumes, 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.

The online classroom provides students with the opportunity to participate in written discussion as well as in group work to analyze assigned readings and to share written assignments. Students will also work closely with the instructor and their peers in the writing and revision process, which will include collaborative writing projects. Because technical writing is oftentimes both collaborative and individual, students will practice both forms.

GENERAL EDUCATION OBJECTIVES:
- This course confers General Education credit for Composition (C) and 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:

- *Technical Communication Today, 6th edition*. Pearson. Richard Johnson-Sheehan. ISBN: 9780134425733. Print or E-book, any format. Revel access is not required for this course.
- Episodes of *Parks and Recreation* and *The Office* (You need Netflix for this, please let me know if this is a problem asap.)

ASSIGNMENTS

Introductory Email, 250 words

- Using a standard email format and an effective and professional style of communication, introduce yourself to your professor and classmates via Canvas discussion board. This should include basic information, including your major, area(s) of specialization, your educational qualifications so far, any previous writing experience, career interests and goals, and your expectations of this course. After submitting, you will respond to two of your classmates.

Discussion Posts, 1000 words (250 words each)

- Throughout the semester, I will ask you to write four 250 word analytical and persuasive responses to selected readings, viewings, or case studies. Your responses should be clear, concise, and carefully edited. You will also be expected to respond to two of your peers' discussion posts. Check our detailed schedule on Canvas for discussion post due dates.

Technical Description, 1000 words

- Write a description that either:
  - provides a clear description for a specific technical term from your field to a general, non-expert audience

  OR

  - argues for the implementation of specific process or device in regard to some technical aspect of your field. Make sure that your memo is properly researched and includes sources where appropriate.

Application Packet, 1450 words

- The application packet assignment is comprised of five distinct yet interrelated components:
    - Job description and analysis
    - Cover letter
    - Resume
    - Thank you email
    - Mock interview

Job description and analysis (250 words x 2):
Find two job/application descriptions for a job, internship, graduate school, and/or professional program (law school, medical school, etc.). Make sure to include links to both descriptions when you submit your assignment. Once you find the job description/application instructions, write an analysis of both job descriptions examining their ideal applicant, what skills/educational training they are looking for, and how you plan on tailoring your resume/cover letter to each job/program.

Cover Letter and/or Personal Statement (325 words x 2):
The letter is your first and maybe only chance to make a positive impression, so be sure to provide all the most important details. Using the information found in the job ad, target your letter specifically to that organization/program/company and that position. Be sure to address any gaps/shortcoming in your resume, and provide concrete examples from former job, internship, and leadership experiences that speak to the primary and secondary skills listed on your resume. Do not rehash what you already have in your resume. Rather, give context to it. You should also design a professional-looking letterhead using fonts of your choice.

Resume, 1 page (2 versions):
In one page, you will produce a resume appropriate for the specific job ad you are responding/applying to. Make sure to follow proper resume design rules, as outlined in your textbook. When creating this resume, think of what you want your potential employer to learn about you in under ten seconds. Research the organization's mission, values, their history, their current leadership, any key initiatives, projects, and/or programs they are currently spearheading, etc. and think about how you "fit" into the organization and how you can contribute to its overall success. Then, determine whether the resume you have created represents you at your best. You may use a different font besides 12pt Times New Roman for the body of the resume, but do not use more than two styles of fonts, one for headings, and one for text. Be sure to adhere to grammatical and stylistic conventions.

Thank you email (250 words):
Compose a formal thank you email reiterating your interest in the position and why you are the ideal candidate for ONE of the applications you are using for your assignment.

Feel free to address any fictional shortcomings you might imagine could have come up in your fictional interview.

Mock Interview:
A mock interview is one of the best ways to prepare for an actual employment interview, graduate school interview and/or professional program. The mock interview will help you learn what to expect from a real interview and how you can improve the way you present yourself. With your assigned partners, you will try to make the interview as realistic as possible. The structure of your mock interview should look like this: o Introduction (1-2 minutes)
- o Question and Answer portion (20 minutes)
- o Feedback portion (10 minutes)

For detailed instructions and access to selected interview questions, please visit Canvas and click on the "Mock Interview" assignment portal.

Instruction Manual, 1300 words

- You will construct an instruction manual for a product, process, or task. The actual technical instructions will be for a "thing" most UF students would find useful. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete the task, use the product, or fulfill the process. The manual will be assessed on the quality and readability of the instructions, on the functionality of the instructional visuals, on the effectiveness of the design, and on the rhetorical style of the steps, sequencing, and transitions.

Proposal, 750 words per person

- After drop/add, you will be assigned to groups of three or four for your proposal assignment. This final small group project will be a technical proposal for the campus, for an academic center/college/department within UF, or for the city of Gainesville. Your proposal must effectively persuade a target audience that something needs to be done and offer a tangible and thought out solution to the problem your group has identified. The assessment of this final project will focus on
the proposed course of action, your audience analysis, your use of rhetorical strategy, your document design, and the visual quality and efficacy of your graphics.

- For example: can you think of a concrete plan to make Preview more accessible for students (and parents) that are part of underrepresented communities? What could you do to expand on-campus wellness and counseling services for UF students? How would you improve Canvas? What could you do to improve parking in downtown Gainesville?

Progress Report, 250 words per person

- During the process of writing the proposal, you will write an individual progress report. This will track activities, problems, and progress for both your individual assigned tasks

and the group's overall task. The focus will be on schedules, setbacks, problems solved, and the dates and stages of your progress.

Total word count: 6000

POINT BREAKDOWN

Assignment	Total Points
Introduction Email (50 points) • Initial Email Post • Respond to two classmates	Discussion Post: 40 points Classmate responses: 2 responses x 5 points each= 10 points
Discussion Posts (100 points)	Discussion Post: 4 responses x 15 points= 60 points Classmate responses 2 classmate responses x 4 posts x 5 points each= 40 points
Technical Description	150 points
Application Packet (300 points)	• Job description analysis/analysis: 2 x 25 points= 50 points • Cover Letter: 2 x 50 points= 100 points • Resume 2 x 50 points= 100 points • Thank-you-document: 25 points • Mock Interview: 25 points
Instruction Manual	150 points
Progress Report	50 points
Proposal	100 points
Proposal PowerPoint Presentation	25 points
Peer Review (75 points)	3 x 25 points= 75 points

Total possible points: 1000

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+, 233, 77-79 (770-799)	E, 0.00, 0-59 (0-599)

COURSE POLICIES

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

2. *Attendance*: This is an asynchronous online course but attending to course material is still required. As with a traditional classroom, *those students who attend and keep up with their work will do well, and those who rush things through at the last minute after skipping class and ignoring readings will do poorly*. Your effort to "attend" to the material presented in this course will be reflected in your class performance and grade. In sum, *you will get from this course what you put into it.*

   As you can see from the course requirements, the last few assignments require collaborative work. If you are unwillingly to engage in collaborative projects in an online environment, you will not want to take this course, as non-participation is not an option. This is a deliberate aspect of the course since so much of professional writing is collaborative.

   Please note that although our classes will be held asynchronously, it is crucial that you remain available for any potential synchronous sessions. Be mindful that the College forbids enrollment in two or more summer courses originally scheduled at the same time. Given the asynchronous nature of the course, **you must also log on to Canvas and check your UFL email at least once daily** to keep up with any course announcements/changes/reminders.

3. Classroom behavior and netiquette:
   - *When communicating online, you should always:*
     o Treat your instructor and classmates with respect in email or any other communication. o Always use your professors' proper title: Dr., or if in doubt, use Professor/Prof. o Unless specifically invited, do not refer to your instructor by first name. o Use clear and concise language.
     o Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
     o Use standard fonts such as Ariel, Calibri or Times New Roman and use a size 11 or 12 pt. font. o Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
     o Limit and possibly avoid the use of emoticons such as :)
     o Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
     o Be careful with personal information (both yours and other's).
     o Do not send confidential information via e-mail.

- *When you send an email to your instructor, teaching assistant, or classmates, you should:* o Use a descriptive subject line. o Be brief. o Avoid attachments unless you are sure your recipients can open them. o Avoid HTML in favor of plain text. o Sign your message with your name and return e-mail address. o Think before you send the e-mail to more than one person. Does everyone really need to see your message?
    - o Be sure you REALLY want everyone to receive your response when you click, "reply all." o Be sure that the message author intended for the information to be passed along before you click the "forward" button.

- *When posting on the Discussion Board, you should:*
    - o Make posts that are on topic and within the scope of the course material. o Take your posts seriously and review and edit your posts before sending.
    - o Be as brief as possible while still making a thorough comment. o Always give proper credit when referencing or quoting another source. o Be sure to read all messages in a thread before replying. o Do not repeat someone else's post without adding something of your own to it. o Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
    - o Always be respectful of others' opinions even when they differ from your own.
    - o When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. o Do not make personal or insulting remarks.
    - o Be open-minded.

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/policy-statement/

5. *Paper Format & Submission*: Unless otherwise specified, *all* assignments will be turned in to Canvas at 11:59 PM EST the day an assignment is due. Make sure the assignment is formatted to the instructions/the specific document genre.

6. *Late Papers/Assignments*: All assignments are due on the assigned time/due date. However, if an emergency arises that interferes with your ability to complete and submit your work on time, please communicate this to me as early as possible (preferably before the due date). Keep in mind that I will be making a 10% deduction to your overall assignment grade for each day that it is late. That being said, a late assignment must be submitted no later than 2 days from when the assignment was due. Please note that late assignment submissions are not permitted for group assignments and/or final projects.

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

   Therefore, 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:
   - Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
   - 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.
   - Submitting materials from any source without proper attribution.
   - 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, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give your instructor early in the semester. If you are in the process of getting this documentation, communicate this to me early; together, we can figure out how to accommodate you in the meantime.

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 (cblout@ufl.edu), Program Assistant, in the Department office (4008 TUR). Keep in mind that grade appeals may result in a higher, unchanged, or lower final grade.

13. *Course Evaluations*. Students are expected to provide **professional and respectful feedback on the quality of instruction** in this course by completing course evaluations online via Materials. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from Materials, in

their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results.

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 wish to keep your print books, consider sharing them with others after the semester ends.

COURSE SCHEDULE

Readings and due dates are subject to change, with notice.
Assignments due are highlighted in aqua
Asterisk designates readings available through Canvas
"Chapter" designates Johnson-Sheehan *Technical Communication Today*

INTRODUCTION TO TECHNICAL WRITING

Wk.	Date	Readings/Assignments	DUE
1	7/06	Course Introduction Chapter 1: Technical Communication in the Entrepreneurial Workplace Chapter 6: Emails, Letters, and Memos	
	7/07	Chapter 7: Technical Descriptions and Specifications	Introductory Email
	7/08	Chapter 13: How to be Persuasive	Discussion Post # 1
	7/09	Chapter 16: Using Plain and Persuasive Style	
	7/10	**Technical Definition Peer Review**	Technical definition draft
			Peer review due **Friday, 7/17**

PLANNING YOUR CAREER

Wk.	Date	Readings/Assignments	DUE
2	7/13	Chapter 5: Starting Your Career (pgs. 99-120)	Finalized technical description
	7/14	Chapter 5 (pgs. 120-128)	
	7/15	Writing Day—Finalize and submit your job descriptions	Job ad descriptions (x 2)
	7/16	Chapter 15: Organizing and Drafting ***Optional Q&A session (synchronous)**	

	7/17	• Chapter 4: Managing Ethical Challenges • Watch *The Office* episode "Business Ethics" (season 5, ep. 3)	Discussion post # 2

PLANNING YOUR CAREER/INTRODUCTION TO INSTRUCTION MANUALS

Wk.	Date	Readings/Assignments	DUE
3	7/20	**Memorial Day—NO CLASS**	
	7/21	Writing Day—Work on rough draft of application packet	Application packet draft
	7/22	• **Application Packet Peer Review** • **Schedule mock interview w/ partners via Zoom**	Peer review
	7/23	• Chapter 5 (pgs. 128-132) • Watch *The Office* episodes "Search Committee" and "Search Committee Pt. 2" (season 7, eps. 25 and 26)	Discussion post # 3 Finalized application packet
	7/24	Chapter 8: Instructions and Documentation	Share link of mock interview recording **by Friday, 7/24**

INSTRUCTION MANUALS/INTRODUCTION TO PROPOSALS

Wk.	Date	Readings/Assignments	DUE
4	7/27	Chapter 17: Designing Documents and Interfaces ***Optional Q&A session (synchronous)**	Proposal topic (via email)
	7/28	Chapter 18: Creating and Using Graphics	
	7/29	Writing Day—Work on rough draft of instructional manual	Rough draft of

			instructional manual
	7/30	**Instructional Manual Peer Review**	Peer review
	7/31	• Chapter 9: Proposals	
		• Meet with your group to discuss proposal/action plan	Finalized instructional manual

PROPOSALS

Wk.	Date	Readings/Assignments	DUE
5	8/1	• Chapter 3: Working in Teams • Watch *Parks and Rec* "The Comeback Kid" episode (season 4, ep. 11) ***Optional Q&A session (synchronous)**	Discussion # 4
	8/3	*Style: Toward Clarity and Grace*, *"Cohesion"	
	8/4	*Style: Toward Clarity and Grace*, *"Coherence I and II"	Progress Report
	8/5	Writing Day—Work on your proposals	
	8/6	Writing Day—Finalize your proposals	

GROUP PRESENTATIONS

Wk.	Date	Readings/Assignments	DUE
6	8/10	Chapter 20: Presenting and Pitching Your Ideas	Finalized proposal
	8/11	Work on PPT presentation of group proposal	
	8/12	Finalize PPT presentations	
	8/13	Submit finalized PPT presentation	PPT Presentation
	8/14	Complete and submit teaching evaluations	

GRADING ASSESSMENT/RUBRIC

A	• Follows ALL instructions specific to the assignment description • Generates and elaborates on original ideas relevant to the course content • Assignment provides evidence to support claims • Assignment incorporates source material appropriately and effectively • Assignment displays clear organizational forethought • Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	• Follows most instructions specific to the assignment description • Incorporates and elaborates ideas relevant to the course content • Assignment provides evidence to support most of its claims • Assignment incorporates source material appropriately • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	• Follows some instructions specific to the assignment description • Incorporates ideas relevant to the course content • Assignment provides evidence to support some of its claims • Assignment incorporates source material • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	• Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors

E	• Does not follow instructions specific to the assignment description • Incorporates no ideas relevant to the course content • Assignment has no identifiable organizational structure • Assignment incorporates no source material • Assignment provides no evidence to support its claims • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors