

ENC 2210: Technical Writing

Summer B 2020

Course Information

Instructor: John Mark Robison

Class Number: 17712

Section Number: 4902

Class meeting Times: MTWRF Period 6, 3:30-4:45, TR Synchronous, MWF Asynchronous

Office Hours: MWF 2:00-3:00 via zoom

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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, 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.

Synchronous and Asynchronous Coursework

As a matter of University policy, you are not permitted to enroll in multiple courses during the same period. That is, you may not enroll in a course that conflicts with this class's scheduled meeting time, Summer B, period 6—even if that other course is entirely asynchronous.

This class will be conducted synchronously *and* asynchronously. We will meet as a class via Zoom on Tuesday and Thursday. I will provide meeting URLs through Canvas in advance of these sessions. When we meet virtually as a group, it will always be during period 6.

I understand that these are not normal times. As such, I have taken several steps to make this class more manageable for the online format, recognizing that for some of you online classes

are not your first preference. As part of these efforts, I have limited group work in this course. While you will still interact with your peers through discussion posts and peer review, I have made the proposal assignment that ends the semester an individual project. If any of you would like to complete this assignment as a group, I am willing to work out a way for you to do that, though the word count would be adjusted.

While I expect you to give your best effort for this course, I am aware that there is a lot going on right now. If you are having trouble, communicate with me. I am willing to be flexible with most due dates on assignments that do not require collaboration with your peers. You must, however, communicate with me ahead of time.

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.

Assignments

Assignment	Points	Word Count
Discussion Posts x 10	20x10	200x10
Intro Email	25	250
Job Application Portfolio	125	500
Thank You Email	25	250
Instruction Manual	125	750
Proposal Pitch Email	25	250
Progress Report Memo	75	750
Proposal	200	1500
Peer Reviews x 4	50x4	

Discussion Posts

On many days with asynchronous instruction, you will be asked to write a discussion post on the chapter or chapters being discussed and respond to the posts of two of your peers. You will receive points for these posts, but they will also be used to determine attendance for these days of asynchronous instruction. **You will be counted absent for the class period assigned to the discussion post if you fail to upload your own post or if you fail to write responses by the times specified below.**

Your post must be at least 200 words. You will respond to the readings assigned. This does not mean, however, that you should merely summarize the reading. You should respond critically to the chapters assigned, presenting some sort of argument about the material. Treat these posts as very short essays on the chapter or chapters in question. This portion of each post will be worth 15 points. **Your post must be uploaded by 3:30 on the day of the assignment.**

Each of your responses must be at least 100 words. You will critically respond to what your peers have argued, typically either presenting new arguments or new counter arguments. Do not merely explain why you like their post. Responses in a combative or disrespectful tone will not receive credit. This portion of each post will be worth 5 points. **Your responses must be posted by 11:59 pm on the day of the assignment.**

Intro Email

Write an email introducing yourself, your major, and your professional interests to me. Proper email form and etiquette are required. **You will upload this email as a word document on canvas rather than actually sending it.**

Job Application Portfolio

You will find a job posting for either an internship that you could apply for right now or an entry level position that you would be interested in when you finish your degree. You will write a cover letter and resume responding to this posting. Effective cover letters and resumes will demonstrate that they have been tailored to the ad.

Thank You Email

Following from the last assignment, this email asks you to imagine that you have received an interview for the job posting in question. Compose a formal thank you email reiterating your interest in the position and why you are a good candidate for the position in question. **You will upload this email as a word document on canvas rather than actually sending it.**

Instruction Manual

For this assignment, identify a product, process, or task that you are expert enough in to teach to an absolute beginner. This process must be complicated enough, however, to merit a 750-word technical manual. As long as you meet these requirements, you may write on anything that can be broken down into simple steps.

Proposal Pitch Email

You will write an email presenting in brief the proposal you would like to make in your proposal project. Write this email as if you are emailing a colleague to ask for feedback on your basic idea before you have begun the research process.

Progress Report Memo

In memo format, you will draft a progress report informing a supervisor on the steps you have taken towards completing the proposal project. You will present both what you have done, what remains to be done, and a schedule for completing the project.

Proposal

This project will be a technical proposal for the campus or for an academic unit within UF. Your proposal will seek to persuade a target audience that something needs to be done about a problem or issue you identify and offer specific solutions to address it. Assessment will focus on the soundness of the proposed course of action, your audience analysis, rhetorical strategy, document design, and the visual quality and effectiveness of your graphics.

Peer Review

For the Job Application Portfolio, Instruction Manual, Progress Report Memo, and Proposal, you will upload your draft to the discussion board for this assignment on the day assigned to Peer Review. **You must upload your draft by 3:30 on the day specified.** You will review the drafts of

at least two of your peers, offering thorough and constructive feedback on their writing. You will upload their draft with your suggested revisions as a response to their post on the discussion board. **You must upload these peer reviewed drafts by 11:59 on the day specified. In addition to losing the points allotted to this assignment, failure to participate in peer reviews will result in an absence for that day's class.**

Course Policies

1. You must complete all *assignments* to receive credit for this course.
2. *Behavior*: Students are expected to behave professionally and graciously. Be considerate of diverse identities and treat your peers with respect. Any racist, sexist or misogynist, or homo-, trans-, or xenophobic behavior will absolutely not be tolerated.
3. *Attendance*: Attendance is required, for synchronous and asynchronous instruction. See the descriptions of the Discussion Posts and Peer Review assignment for more information on how attendance will be handled on days of asynchronous instruction. On days of synchronous instruction, you will be counted absent if you are more than 15 minutes late to the zoom conference. If you are having technical problems, please let me know before class. More than five absences will result in automatic failure of the course.
4. *Paper Format & Submission*: Students will submit their assignments through Canvas. You should save your papers using your last name and the assignment name as the filename. Submit through the assignment tab by attaching the document to the assignment page.
5. *Late Papers/Assignments*: Students should turn in assignments on the day they are due. Computer or email problems are not valid excuses for late work; save documents frequently and on multiple disks. Late work will not be accepted. Any other work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero. I am willing to be flexible on some due dates if you communicate ahead of time, but extensions remain entirely up to my discretion.
6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. 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.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *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.

11. *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>.
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575 or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>.
13. *UF's policy on Harassment:* UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:
<http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>.

Grading Scale

A	4.0	93-100	C	2.0	73-76
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	87-89	D+	1.33	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.67	80-82	D-	0.67	60-62
C+	2.33	77-79	E	0.00	0-59

GENERAL GRADING RUBRIC

You can expect more specifications on your individual assignment. Take the below as a general rubric for all written assignments this semester. Exceptional assignments go above and beyond the basic “satisfactory” requirements.

	SATISFACTORY	UNSATISFACTORY
CONTENT	Assignments respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Assignments either include a central idea that is unclear or off-topic or provide only minimal discussion of ideas. Assignments may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure, including a clear thesis statements and topic sentences.	Documents and paragraphs lack clearly identifiable thesis statements and topic sentences, may lack coherence or logic, and may also lack transitions and signposting to guide the reader.
ARGUMENT AND SUPPORT	Assignments persuasively present ideas and use strong supporting evidence. At the weak end of the	Documents make only generalizations, providing weak to no support (as in uncritical summaries or

	satisfactory range, assignments may provide only generalized discussion of ideas or rely on weak support for arguments.	narratives that fail to provide analysis or new information).
STYLE	Assignments are written in a style with diction appropriate to the context, genre, and discipline. Assignments should show complexity of thought, not complexity of syntax.	Assignments rely on diction that is inappropriate for the context, genre, or discipline. Assignments may use padded diction (don't rely on a thesaurus to sound smart), overly complex syntax but no complexity and clarity of thought. Documents may also use words incorrectly or unnecessarily (e.g. "utilize" for "use").
MECHANICS	Assignments are error-free. 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 arguments.	Assignments contain so many mechanical or grammatical errors that they impede the reader's understanding or undermine the writer's credibility.
PRESENTATION	Assignments have a polished and uniform look, are appropriate to the genre and context of the topic, and use visual components effectively while making a pleasurable experience for readers.	Presentation is poorly executed and/or inappropriate to the genre and context, e.g., with non-uniform organization, illegible graphics, or a visual organization that impedes the reader's understanding or undermines the designer's credibility.

Course Schedule

Week 1	
Tuesday, July 7 th Synchronous	Course Introduction
Wednesday, July 8 th	<i>Read Chapter 1</i>
Thursday, July 9 th Synchronous	Technical Writing and Email Correspondence
Friday, July 10 th	Introductory Email Due

Week 2	
Monday, July 13 th	<i>Read Chapter 5</i> Discussion Post 1
Tuesday, July 14 th Synchronous	Applications and Interviews
Wednesday, July 15 th	<i>Read Chapter 15</i> Discussion Post 2
Thursday, July 16 th Synchronous	Letter Writing and Resumes
Friday, July 17 th	Peer Review Job Application Portfolio

Week 3	
Monday, July 20 th	<i>Read Chapter 6 and 7</i> Discussion Post 3
Tuesday, July 21 st Synchronous	Writing Technical Descriptions and Definitions Job Application Portfolio Due
Wednesday, July 22 nd	<i>Read Chapter 8</i> Discussion Post 4
Thursday, July 23 rd Synchronous	Writing Instructions Thank You Email Due
Friday, July 24 th	Peer Review Instruction Manual

Week 4	
Monday, July 27 th	<i>Read Chapter 20</i> Discussion Post 5
Tuesday, July 28 th Synchronous	Presenting and Pitching Your Ideas Instruction Manual Due
Wednesday, July 29 th	<i>Read Chapter 14</i> Discussion Post 6
Thursday, July 30 th Synchronous	Research and Technical Writing Proposal Pitch Email Due
Friday, July 31 st	<i>Read Chapter 10</i> Discussion Post 7

Week 5	
Monday, August 3 rd	<i>Read Chapter 11</i> Discussion Post 8
Tuesday, August 4 th Synchronous	Types of Reports
Wednesday, August 5 th	<i>Read Chapter 18</i> Discussion Post 9
Thursday, August 6 th Synchronous	Graphics and Design in Technical Documents
Friday, August 7 th	Peer Review Progress Report

Week 6	
Monday, August 10 th	<i>Read Chapter 13</i> Discussion Post 10
Tuesday, August 11 th Synchronous	Persuasive Writing Progress Report Due
Wednesday, August 12 th	<i>Read Chapter 9</i> Discussion Post 11 (Optional)
Thursday, August 13 th Synchronous	Proposals
Friday, August 14 th	Peer Review Proposal