

## ENC 2210 – Technical Writing (Section #4F11, Class #11065) Summer B 2020

**Instructor Name and Email:** Elizabeth Lambert ([elizabethlambert@ufl.edu](mailto:elizabethlambert@ufl.edu))

**Office Location and Hours:** Email and Canvas Chat, by appointment.

**Course website:** Canvas

**Course meeting times & locations:** Online, combined synchronous + asynchronous format.

ENC 2210: Technical Writing introduces you to technical and professional writing. Throughout the semester, you'll learn practical information about how to communicate effectively in the workplace. You'll practice technical writing by crafting a variety of texts including emails, letters, résumés, proposals, and technical manuals. To successfully complete the assignments for this course, you will need to analyze and respond to the different rhetorical situation each assignment presents. You'll consider your audience, organization, visual design, style, and the material production of documents.

The online classroom will provide you with the opportunity to participate in written discussion as well as in group work to analyze assigned readings and to share written assignments. Because technical writing is oftentimes both collaborative and individual, we will practice both forms. You'll work closely with me and your peers in the writing and revision process, which will include collaborative writing projects.

\*Note: This class will take place under exceptional circumstances. I recognize that the on-going pandemic and social distancing guidelines may make it difficult for some students to attend regular, synchronous class sessions. In an effort to make the class as accessible as possible, we will be using a combined synchronous and asynchronous format, with synchronous classes being facilitated through Canvas Chat. Each Monday from 8:30-9:30 we will meet in Canvas Chat to hold a live discussion, preview the week's readings, and reflect on our writing progress. Students should make every effort to participate in our online chat. If you are unable to attend a synchronous class session, please contact me as soon as possible so that I can excuse you and develop an alternative assignment. On Tuesdays-Fridays students will work independently to complete asynchronous online assignments.

By the end of the course, you should:

- have a better understanding of various styles of technical writing
- be able to identify and adapt to rhetorical situations within technical discourse communities
- know how to craft professional-quality documents
- feel comfortable evaluating and critically revising your own work
- have experience offering critical feedback on your peers' writing

### 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 6e REVEL Access Digital Format, 2018.

## Assignments

### I. Professional Correspondence: Emails, Letters, and Memo

#### 1. Two Emails

##### a. Introductory Email (300 words)

Using a standard email format and an effective professional style, you'll post an email to your instructor on the discussion board. In your email you will introduce yourself, state your goals for the course, and explain your professional/academic interests.

##### b. Email Requesting Additional Information (300 words)

Using a standard email format and an effective professional style, send a message requesting career information from a teacher or professional working within your field.

#### 2. Two Letters

##### a. "Letter to a Nut" (300 words)

Posing as a "nut," you will imagine an outlandish scenario and write a letter to an actual company/organization requesting that they take some kind of action to improve the situation. You won't actually be sending this letter to the company. Check out [Ted L. Nancy's](#) website for examples.

##### b. Company response letter (300 words)

This assignment will require you to write a response letter from the company's perspective.

#### 3. Memo (400 words)

This assignment asks you to write a memo that argues for the implementation a certain policy that is important for your field.

## **II. Job Application Packet**

### **1. Job Description Analysis (300 words)**

Identify a description for a job, internship, or graduate opportunity that you might be interested in. Write an analysis of the job description that details the materials necessary for the application and the qualities the recruiters are looking for in ideal applicant.

### **2. Cover Letter (300 words)**

Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your résumé, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

### **3. Résumé (1 page)**

You'll write a résumé targeted to the specific job description that you selected. Your résumé will detail your relevant educational and work experience.

## **III. Proposal + Progress Report**

### **1. Proposal (500 words per person)**

Working in groups of three, you will identify a problem faced by the UF community. You'll then write a proposal to persuade a target audience that something needs to be done about the problem and you will offer a specific solution to correct the issue.

### **2. Progress Report (300 words)**

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.

## **IV. Instruction Manual (1000 words)**

For this assignment, you will write an instruction manual for a general audience. The actual technical instructions will be for a "thing" most students at UF 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.

## **V. Discussion Posts and Responses (4 posts, 250 words each)**

Periodically, you'll write short, persuasive responses to readings or case studies. You'll also respond to 2 classmates' posts. These may be assigned in class or for homework. Discussion posts due dates will be listed on the syllabus.

## **VI. Peer Analysis (3 peer analysis papers, 250 words each)**

Throughout the semester, you will write four analytical reviews assessing your peers' writing. Your peer analysis papers should clearly outline the strengths and weaknesses of your partner's work. You should offer two suggestions for how your partner could improve his or her work.

## Assignment Point Values and Word Counts

Assignment	Total Words	Total Points
Emails <ul style="list-style-type: none"> <li>• Introductory Email (300 words)</li> <li>• Email Requesting Information (300 words)</li> </ul>	600 words	15%
Letters <ul style="list-style-type: none"> <li>• “Letter to a Nut” (300 words)</li> <li>• Company Response (300 words)</li> </ul>	600 words	10%
Memo	400 words	5%
Job Application Packet <ul style="list-style-type: none"> <li>• Cover Letter (300 words)</li> <li>• Resume (one page)</li> <li>• Job Description Analysis (300 words)</li> </ul>	600 words	15%
Proposal and Progress Report <ul style="list-style-type: none"> <li>• Proposal (500 words)</li> <li>• Progress Report (300 words)</li> </ul>	800 words	20%
Instruction Manual	1000 words	15%
Discussion Posts (5x250 words each)	1250 words	10%
Peer Analysis Papers (3x250 words each)	750 words	10%
	<b>6000 words</b>	<b>100%</b>

### Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* This class is mostly asynchronous; however, each Monday our class will meet in Canvas Chat to touch base, preview the week’s readings, and discuss your writing progress. I understand that the on-going pandemic and social distancing guidelines might prevent some students from attending our online sessions. If you are unable to attend an online meeting (due to a medical, family, or personal emergency) please contact me as soon as possible. Students in exceptional circumstances will be excused from class, and I will work with them to develop alternative assignments. Students who miss class for a non-emergency are allowed one unpenalized absence. Each additional missed class will incur a deduction of half a letter grade.

During our chat discussions, students are expected to substantively contribute to the conversation by asking questions, making thoughtful comments, and seeking points of clarification about class readings or assignments.

For additional information regarding UF’s attendance policy, please see the University’s catalog (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>).

3. *Classroom behavior and netiquette:* This is an online class, but all discussions will need to adhere to the same professionalism and civility necessary in an in-class environment. Students are free to disagree with classmates so long as that disagreement is constructive and polite.
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 and Submission:* Unless otherwise specified, all assignments will be turned in to Canvas at 5pm EST the day an assignment is due. Make sure the assignment is formatted to the instructions/the specific document genre.
6. *Late Papers/Assignments:* Late work is not accepted. The instructor may issue extensions on a case-by-case basis, but these will only be considered if they are requested at least 24 hours before the assignment deadline.

**Note:** Extensions will not be issued for group/collaborative assignments or peer review assignments.

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.>  
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.
9. 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.
10. *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/>
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 ([cblount@ufl.edu](mailto: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://evaluations.ufl.edu/evals/Default.aspx>

## Course Schedule

*Please keep in mind that the schedule is tentative and subject to change.*

<b>Week One: July 6-10</b>		
<b>Introduction to Technical Writing, Audiences, Correspondences</b>		
	<b>Reading / Viewing Material</b>	<b>Assignment/Activity Due</b>
<b>M</b>	Chapter 1: Technical Writing and Communication in the Workplace	*Meet in Canvas Chat* 8:30-9:30am
<b>T</b>	Chapter 6: Emails, Letters, and Memos	Introductory Email (cross-post to both Discussion Board and Assignments as a Word Document by 5pm)
<b>W</b>	Chapter 15: Organizing and Drafting	<b>Discussion Post 1:</b> Analysis of an Ineffective Introduction (#2 pg. 447) (post to Discussion Board by 5pm)
<b>Th</b>	Appendix A: Grammar and Punctuation Guide	<b>Discussion Post 2:</b> Drawing from the mistakes listed in the text's "Top Ten Grammar Mistakes," write five sentences that are not grammatically correct. Then, rewrite the sentences correctly.
<b>F</b>	Chapter 2: Profiling Your Reader	Email Requesting Information (upload to Assignments by 5pm)

<b>Week Two: July 13-17</b>		
<b>Drafting, Style &amp; Persuasion</b>		
	<b>Reading / Viewing Material</b>	<b>Assignment/Activity Due</b>
<b>M</b>	Chapter 13: How to Be Persuasive	*Meet in Canvas Chat* 8:30-9:30am
<b>T</b>	Chapter 16.1-16.4: Using Plain and Persuasive Style	Memo (upload to Assignments by 5pm)
<b>W</b>	Chapter 16.5-16.7: Using Plain and Persuasive Style	"Letter to a Nut" (cross-post to both Discussion Board and Assignments by 5pm)
<b>Th</b>	Chapter 4: Managing Ethical Challenges	Company Response Letter (cross-post to both Discussion Board and Assignments by 5pm)
<b>F</b>	Research Job Descriptions	Identify a job description, internship description, or graduate school opportunity of interest to you.

<b>Week Three: July 20-24</b>		
<b>The Application Packet</b>		
	<b>Reading / Viewing Material</b>	<b>Assignment/Activity Due</b>
<b>M</b>	Read <a href="#">Packet</a> on Effective Résumés and Cover Letters	*Meet in Canvas Chat* 8:30-9:30am
<b>T</b>	Chapter 5.1-5.4: Starting Your Career	Job Description Analysis (upload to Assignments by 5pm)

<b>W</b>	Chapter 17: Designing Documents and Interfaces	Résumé (upload to Assignments by 5pm) Cover Letter Draft (upload to Assignments by 5pm)
<b>Th</b>	Read your partner's cover letter	<b>Peer Analysis 1:</b> Cover Letter (upload to Assignments by 5pm)
<b>F</b>	Chapter 5.5-5.9: Starting Your Career	Cover Letter (upload to Assignments by 5pm)

**Week Four: July 27-31**  
**Collaboration and Writing Proposals**

	<b>Reading / Viewing Material</b>	<b>Assignment/Activity Due</b>
<b>M</b>	Watch <a href="#">"How to Create Your 30 Second Elevator Pitch"</a> Chapter 9.5: The Elevator Pitch	<b>*Meet in Canvas Chat*</b> 8:30-9:30am
<b>T</b>	Chapter 20.1-20.6: Presenting and Pitching Your Ideas	<b>Discussion Post 3:</b> The Geek and the Pitch (Case Study 20.12) (post to Discussion Board by 5pm)
<b>W</b>	Chapter 20.7-20.12: Presenting and Pitching Your Ideas	Creating Presentations Activity Pg. 591 #2 (upload to Assignments by 5pm)
<b>Th</b>	Chapter 3: Working in Teams	Chapter 3.8, Prompt 3 (Conduct research to prepare for Friday's discussion)
<b>F</b>	Read the handout <a href="#">"Planning and Organizing Proposals and Technical Reports"</a>	With your group, come up with 2-3 proposal ideas and assign each group member a section of the proposal report.

**Week Five: August 3-7**  
**Proposals and Reports**

	<b>Reading / Viewing Material</b>	<b>Assignment/Activity Due</b>
<b>M</b>	Chapter 9.1-9.4: Proposals	<b>*Meet in Canvas Chat*</b> 8:30-9:30am
<b>T</b>	Chapter 9.6-9.8: Proposals	<b>Discussion Post 4:</b> Revision Challenge 9.7 (post to Discussion Board by 5pm)
<b>W</b>	Chapter 10: Brief Reports	Progress Report (upload to Assignments by 5pm)
<b>Th</b>	Read over your partner's proposal	<b>Peer Analysis 2:</b> Proposal (upload to Canvas by 5pm)
<b>F</b>	Revise and Edit Proposals	Proposal (upload to Assignments by 5pm)

Week Six: August 10-14 Technical Descriptions and Instruction Manuals		
	Reading / Viewing Material	Assignment/Activity Due
<b>M</b>	Chapter 7: Technical Descriptions and Classifications	*Meet in Canvas Chat* 8:30-9:30am
<b>T</b>	Chapter 8: Instructions and Documentation	Decide on a subject for your Instruction Manual
<b>W</b>	Chapter 19: Revising and Editing for Usability	<b>Discussion Post 5:</b> Revising and Editing Activity Pg. 550 #3 (post to Discussion Board by 5pm)
<b>Th</b>	Read over your partner's manual	<b>Peer Analysis 3: Instruction Manual</b>
<b>F</b>	Revise and Edit Instruction Manual	Instruction Manual (upload to Assignments by 5pm)

### Grading Scale

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

### 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>
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