
ENC 2210: TECHNICAL WRITING SECTION 4G55, CLASS 11087

INSTRUCTOR:
NICOLE GREEN



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SYNCHRONOUS/ASYNCHRONOUS



MTWRF, PER. 3 (11:00-12:15)
ONLINE (VIA CANVAS/ZOOM)
I-2 ZOOM SESSIONS/WEEK



OFFICE HOURS
[ON ZOOM](#)

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, 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.

Online 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.

COURSE OBJECTIVES

By the end of ENC2210, students will 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



GENERAL EDUCATION OBJECTIVES

- This course confers General Education credit for either Composition (C) or Humanities (H). This course 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 satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

GENERAL 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 TEXT

- Johnson-Sheehan. *Technical Communication Today*, 6th ed. New York: Pearson/Longman, 2018. *(please wait to purchase)*
- Daily access to electronic materials (distributed over Canvas and UF Email).







COVID-19 STATEMENT

This class will be comprised of a mix of asynchronous and synchronous learning (via Zoom), with instances of the latter explicitly identified in the **Course Schedule** section of this syllabus, and on Canvas. This format has been chosen after considering the various challenges of online instruction in general, as well as the specific challenges of teaching a writing class online.


Also, I am fully cognizant that current events have had different and disproportionate effects (health, financial, etc.) on all of us and those close to us so I want to advocate for a mutual sense of understanding and communication as we work through this term. As your instructor, my role is to introduce you to our class material, help you understand it, and support you in the successful completion of the term as you develop your own insights and arguments. Please reach out to me if there are ever any outside circumstances impacting your work in this class and we will work together on finding a solution.

COURSE POLICIES AND COMMUNITY GUIDELINES

1. You must complete all *assignments* to receive credit for this course.
 2. **Attendance:** Attendance is tied to participation. **Because this is an online course, attendance will look differently than in-person classes. I will take attendance for synchronous sessions. To that end, please contact me within 1 day of class if you are will not be attending/ or if you will be late to contact you within an established period of time so we can work out an alternative. After four absences you run the risk of failing the course should you not communicate with me about these absences and come up with a plan regarding them.** Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligations, and those absences covered by UF's twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class and for making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.
 3. **Paper Format & Submission:** All papers should be formatted according to MLA standards (Times New Roman, 12 font, double-spaced, one-inch margins, MLA header, and MLA citations) and submitted to the assignment on Canvas as a .doc or .docx file.
 4. **Late Papers/Assignments:** Late papers/assignments are acceptable if arranged ahead of time with the instructor.
 5. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
 6. **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
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(<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. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students.

7. *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 early in the semester. Please note that DRC accommodations will be electronic while UF is online, but are still available.
 8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 9. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by sending a grade appeal form to Carla Blount via her email address, cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.
 10. *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 GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, 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.ua.ufl.edu/public-results/>. In addition to formal evaluations, I will ask for your feedback regularly and informally in class.
 11. *Students in Distress*. 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>. Should you have trouble receiving services in a timely manner and are in Gainesville, [the Alachua County Crisis Center](#) may also be of assistance. **Please do not hesitate to reach out to me if you are having a hard time and are not sure how to proceed. I will gladly sit down (virtually) with you and try to figure out a plan to help you succeed. You are not alone.**
 12. *Classroom and digital etiquette*. This classroom affirms diversity, including but not limited to race, gender, sexual orientation, (dis)ability, and intersections therein. Because this is a discussion-based course, students should be willing to approach their peers with an open mind, in-class and online.
 13. *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/>
 14. *Policy on environmental sustainability*. 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 when it is safe to do so).
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ASSIGNMENT DESCRIPTIONS

Participation **10%**

Participation includes completing assigned readings, homework, in-class activities, workshops, and discussions.

Memos **10%**

#1: The first memo assignment serves as an introduction between students and teacher. You'll be working with the memo format as outlined in Chapter 6 of the Technical Communication Today. Please note, you should fill in the correct information in the memo format to include your name, my name (as the instructor), and the correct date. You'll be responding to an assigned prompt. (word count: 400 words)

#2: The second memo is more detailed. For this project, you will read and analyze the case study in Chapter 2 of Technical Communication Today. Once you are familiar with the case study, you will write a memo to your instructor explaining the importance of targeted audiences in technical writing. The memo should address how and when the writers involved in this case will have to adjust their language when writing for audiences at different levels. (word count: 250 words)

Total: 650 words

Professional Correspondences **10%**

Over the course of the semester, students will two write documents (250 words each) relating to the different types of correspondences found in the workplace. (total 500 words)

Ethics in Praxis **10%**

Technical Description Improvement Infographic 5%

For this assignment, you will identify flawed aspects of a technical description in the textbook and explain how it could be improved. Each student will compose a professional blog that either provides a clear description for a specific technical term from their field to a general, non- expert audience or argues for the implementation of a specific process or device in regard to some technical aspect of their field. Students will determine their Flesh-Kincaid Readability to determine whether it is appropriate for a non-expert audience and present the information in an infographic. (700 words)

Professional Ethics "Advice Column" 5%

Students will write a column advising a letter-writer on how to navigate a real-life ethical dilemma, based on one they have experienced or one they locate using "ask a manager"





<https://www.askamanager.org/> or a similar business advice website. Students will keep in mind both best practices for ethical conduct and best practices for professional writing. (700 words)

Job Application Packet **15%**

Students will produce an application packet with a job description analysis, cover letter, and résumé. Students will find and use a specific posting for a job, internship, and/or professional organization and write an analysis of the job description that details requested materials and a characterization of ideal candidates, along with a cover letter and résumé to submit to the posting. (700 words)

Project **45%**

Podcast Series Proposal 10%

For the podcast project, students will write a detailed proposal for a podcast series that attempts to solve or explain an issue in their field of study. The podcasts may be an issue facing a profession or field of study, problems facing students or young professionals generally, or an issue that overlaps several fields. (700 words)

Instructional Podcast Series 20%

Working in groups, students will create an instructional guide designed to provide advice or instructions for either a specific group of students at UF or young professionals. The instructional guide will take the form of a series of three podcasts housed on Soundcloud. (1000 words per student)

Podcast Project Check-In 5%

Midway through the podcast series project, students will submit a progress report detailing the progress they have made, including what has been finished and what still needs to be completed. You will include a plan for finishing the assignment as well as a reflection on working with your group and any difficulties you have experienced. (400 words)

Usability Report 10%

Students will develop a user test methodology for their instructional podcast series. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your instructional manual. Based on the data you gather and your evaluation of that data in the usability report, you will then revise your instructional podcast series before submitting it for a final grade. (700 words per student)



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

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

GRADING/ASSESSMENT RUBRIC

A	<p>“A” work is clear, concise, and consistent with generic conventions for the specific form and fully addresses the content of the assignment; will follow both structural and formal conventions. Students will demonstrate thoughtful and accessible document design as well as good workplace professional conduct and ethics. Students’ workplace professional conduct and ethics. Their work will also be robustly researched, ethically and fully cited, and follow industry norms for such citations. Such work will always or mostly always demonstrate mastery over conventions, grammar, etc.</p>
B	<p>“B” work demonstrates is mostly clear, concise, and shows familiarity with generic conventions for the specific form of the assignment and fully addresses content requirements of the assignment; will often or sometimes follow structural and formal conventions. It will demonstrate some attention to design, including accessibility. B work will demonstrate good workplace professional conduct and ethics. B work will also be adequately researched, ethically and fully cited, and follow industry norms for such citations. Such work will often demonstrate mastery over conventions, grammar, etc.</p>
C	<p>“C” work begins to show attention to structural and formal conventions but addresses the full content requirements of the prompt. Design may be cluttered, difficult, but will demonstrate some competencies, including in image use or accessible design. Demonstrates unprofessional but not harmful workplace conduct. Such work may struggle with conventions, grammar, etc.</p>
D	<p>“D” work not yet demonstrate knowledge of formal conventions, and only partially addresses the content requirements of the prompt. Design may be cluttered and difficult, but demonstrates some competencies including in image use or accessible design. Demonstrates poor workplace conduct or ethics. Such work may be difficult to read or understand because of issues with conventions, grammar, etc.</p>
E	<p>“E” work demonstrates inappropriate and/or unethical workplace conduct, does not cite sources, or is otherwise irrelevant to or incomplete for the assignment and the formal conventions of the genre of document or report. “E” may also mean that the assignment is missing altogether.</p>

SCHEDULE

Readings and Assignments are due by the start of class time on the date listed.

This schedule may be subject to change – refer to Canvas for the most up to date schedule.

If the meeting is highlighted in yellow, we will be meeting synchronously at 11:00 AM on Zoom

Week One

(Due on the day listed)

Monday 7/06	Introduction to course, syllabus overview/community guidelines, logistics	Look around at our canvas page! Fill out course questionnaire Join Slack
Tuesday 7/07	Audience and Email Crash Course	Read Chapter 6: E-mails, Letters, and Memos
Wednesday 7/08	Memo Writing Overview	<i>Professional Correspondence #1 Due</i>
Thursday 7/09	Technical Communication Context	Sign up for free Canva account
Friday 7/10	Introduction to Ethics in Technical Communication /Course Check-In	Memo #1 Due

Week Two

Monday 7/13	Infographic Document Design and Layout	Read Chapter 4: Managing Ethical Challenges
Tuesday 7/14	Writing for the Public: Infographics	Readability Activity
Wednesday 7/15	Resume tips and tricks	Ethics Infographic Due
Thursday 7/16	Job Application Readability	Read: Chapter 5 Starting Your Career up to page 124
Friday 7/17	Email Phrasing: Problems, Wants, and Needs	Job Application (Resume) Due

Week Three

Monday 7/20	How to Write a Concise but Convincing Cover Letter	Correspondence #2 Due
Tuesday 7/21	Ethical Conduct and Best Practices for Professional Writing	



Wednesday 7/22	Editing/Revising	Job Application (Cover Letter) Due
Thursday 7/23	What Happens After the Job Application? Next Steps	Read: Chapter 5 Starting Your Career page 124 and on
Friday 7/24	Transforming Skills (such as podcasting)	Ethics Advice Column Due

Week Four

Monday 7/27	Introduction to Podcasting: Examples, Practicality, and "Why podcasts?"	Identify Topics for Podcast Read Chapter 9: Proposals
Tuesday 7/28	How to Write a Proposal	Group Meeting
Wednesday 7/29	Writing Across a Series of Documents	
Thursday 7/30	Group Meeting	Podcast Proposal Due
Friday 7/31	Conferencing	Conferencing/Work on Podcast

Week Five

Monday 8/03	Conferencing	Conferencing/Work on Podcast
Tuesday 8/04	Audience and Usability	Chapter 2: Profiling your Readers
Wednesday 8/05	Podcast workshop	Podcast Check-In
Thursday 8/06	Document Cycling and Usability Reports	
Friday 8/07	Peer Review	Podcast Draft Due for Peer Review

Week Six

Monday 8/10	Usability Test on Podcast Scripts	Podcast Series Due
Tuesday 8/11	Editing for Usability	Read Chapter 19: Revising and Editing for Usability
Wednesday 8/12	Usability Report Digital Work Day	
Thursday 8/13	Peer Check-In	Usability Report Peer Check-In, Draft Due
Friday 8/14	Class wrap-up/last questions/salutations	Usability Report Due

