ENC 2210 - TECHNICAL WRITING (Class #20646/sec. 5072), Fall 2021
Instructor Name: Maxine Donnelly
Course meeting times & locations: MWF Period 8 (3:00-3:50 PM) McCarty Hall A 2196
Office Location and Hours: TUR TBD. M/W period 7 (1:55-2:45) and by appointment on Zoom
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Course Description:

ENC 2210 Technical Writing is an introduction to technical and professional writing. This asynchronous 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, 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.

Assignments will 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.

COVID-Related Course Changes and Hardships: All of us have felt and will continue to feel the impact of COVID-19 and the epidemic's social and financial fallout. Education is only one of the major life spheres in which we have had to adapt to these changes. I recognize the difficulty of coming back to face-to-face courses after a year of remote learning and hope the choices I have made as an instructor will make this shift as manageable as possible. Namely, I have kept group work as streamlined as possible to prevent different personal timelines from clashing. I have also included more collaborative discussion to attempt to bring us back together as a more cohesive learning community.

If you as an individual have any COVID-related hardships which may obstruct your performance in this class--unexpected work or family obligations, financial struggles, mental or physical health issues, or lack of technological access--please communicate with me as well as making use of all UF resources available to you. We can then assemble a plan to help you complete the class and fulfill all requirements in the way most beneficial for you. *(See course policies section for more information)*

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.

You are required to purchase the e-book and access the textbook by creating a Pearson-Revel account using the code given to you. Please do not buy the print book.

Note to students: this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED – UF All Access will provide you with your required materials digitally at a reduced price and the ability to pay using your student account. This option will be available starting 1 week prior to the semester starting and ending 3 weeks after the first day of class.

*T**o access Revel Technical Communication Today, go to***
https://console.pearson.com/enrollment/wptpoo

Assignments (see below for Grading Rubric/Instructions):

Professional Emails (2)	**100 POINTS**
Memos (2)	**100 POINTS**
Discussion Posts/Activities	**50 POINTS**
Proposal	**100 POINTS**
Job Application Packet	**100 POINTS**
Technical Concept Paper (1)	**150 POINTS**
Usability Report	**75 POINTS**
Podcast	**75 POINTS**
Collaborative Blog Project	**200 POINTS**
Professional Behavior/Participation	**50 POINTS**
TOTAL	**1000 POINTS**

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free	Papers contain so many mechanical

	presentation of ideas. Papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

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 'chatty' or overly complex. Have noticeable grammar and punctuation mistakes.

F ASSIGNMENTS: Have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or negibile 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.

Assignment Descriptions
--Emails
     1. *Introductory Email*: Using a standard email format and an effective professional style, write a message to a teacher or professional working within your field (e.g. nurse, writer, musician, doctor, teacher, engineer, etc.). *250 words*
     2. *Letter from a Nut:* Using professional correspondence style, write a hypothetical "letter from a nut" to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out **Ted L. Nancy's** website for examples. *350 words*

Emails will be posted on our class discussion board to encourage collaboration and peer review

and simulate the communal nature of email. For each posting, students will both provide the email they have written and write brief feedback for at least one other student.

--Memos
       1. *Proposal Memo:* Look around campus and determine a minor/major problem you encounter every day. This can be as small as uneven cobblestones, or as large as the ways the administration works. Then, propose a possible solution or a research project to come up with a solution. Be sure to emphasize the concrete requirements and effects of the change. Think about the bigger picture and "so what?" and keep your target audience in mind. *300 words*
       2. *Analysis Memo:* Responding to the textbook and the two articles on finding job opportunities (linked on Canvas)*,* choose TWO to write a summary of the main points both pieces share. Then, writing as an employee of UF (whether a professor or a member of the Student Affairs staff), summarize the key information from at least two of these articles. Then speculate how the university could best prepare students for the job search as portrayed by your sources. OUTSIDE SOURCES PERMITTED IF CITED. *300 words*

--Discussion Posts/Activities
       Many class sessions will involve written activities that will be posted to our class discussion boards and will be included in the class word count. Each assignment will be posted two to three days before it is due, for a final total of **seven** posts. See class schedule/Canvas for instructions and dates. *100 words each, 700 words total*

--Job Application Packet
       The application packet assignment contains three main sections:
 Job description and analysis (350 words)
       Find a job/application description for a specific job, internship, graduate school, and/or professional organization. Include a link to this description when you turn in your assignment. Explain where you found the job description you did, why you selected this job description, and what we can infer as readers about the job based on the description as it is presented. Then speculate how you might apply this ad based on your observations.

Cover letter (250 words)
Write a cover letter for the job ad you identified. In your cover letter, make sure to:
       --Introduce yourself as an ideal candidate.
       --Address any shortcomings in your resume.
       -- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.
Remember, your cover letter should highlight the most important elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume.

Resume (1-2 pages)
       Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult your textbook and links on Canvas for formatting and style guidelines.

--Proposal

Write a detailed proposal for an application, program, or initiative that solves a problem within your field of study or on UF campus. Alternatively, you may write a funding proposal for a specific grant from within your field. (Grant must be approved by me.) _800 words_

--Technical Concept Paper

Pick a term or concept that is significant to your field, then conduct research and provide an overview of that term for a lay audience. You must include 2-3 secondary sources.

Option 1: Write a traditional technical paper that will circulate in a prose medium (blog post, social medium update, etc.). _800 words_

Option 2: Create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you choose this option you must either create the actual digital document or write a script for it. _800 words (for script)_

--Usability Report

Keeping in mind the feedback from the usability workshop, draft a usability report that outlines the potential changes you would make if you were to publish this content. What were the most prominent or powerful critiques your classmates made? How might you address those critiques? Are there any changes in style, mechanics, and formatting that would have helped your lay-audience understand your technical paper and its aims? Are there any changes you would make upon reconsidering the piece that your peer reviewer did not suggest? Explain in _350 words_.

--Podcast

Building on the information from your technical paper OR a different topic approved by me, create a short podcast (3-7 minutes) of the information for an informal, lay audience. As with the blog post, be sure to take into account the needs of a different communication medium. You will submit both the recorded audio and a written podcast script. _250-500 words (for script)_

--Collective Blog Project

For this project, you may build on the information from your technical paper OR a different topic approved by me to create a collaborative blog for an informal, lay audience. The ideal topic is broad enough for all group members to find a 'niche' or interesting subtopic for their piece of the project. It should also be arranged to take advantage of the blog post format and the skills of your group, using images, videos, links, page design, and other online-only tools to emphasize your message.

Part One: Create a blog on Wordpress or a similar blogging website. Then compile your research on your group's larger topic into a blog post for a lay audience. Where possible, connect your work such that your separate pieces contribute to a larger whole or are subtopics within a larger field of similar research. _800-1000 words_

Part Two: Present your research thus far (and, if possible, your blog thus far) to your peers. Create a visual or audio supplement to your talk, focusing on communicating your work

process as well as your research. Discuss the challenges you encountered, the skills/contributions of each group member, and a general overview of your topic.

--*Professional Behavior and Participation*

All workspaces and academic environments required engaged and professional participants to function. To facilitate learning in this class and earn a high participation grade, you will need to complete assigned readings, engage in class activities and discussions in good faith, and be courteous to your peers. See course policies for more concrete guidelines.

Course Policies:

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

2. **Attendance**: Your effort to "attend" to the material presented in this course will be reflected in your class performance and grade. To this end, you **will not** be permitted to take other UF courses during the same time slot as this one, even if those courses are online-only.

Attendance is *strongly encouraged*, as our activities and discussions in the classroom are essential for your success in the course. If you will be absent from a synchronous/in-person session, you must notify me (preferably a day in advance). Absences without notification will be considered unexcused. Two unexcused absences are permitted per semester; three or more will result in a reduction of one letter grade from your final grade.

Since many assignments will require collaborative work on peer reviews and discussion, timely communication and completion is essential. If you are not willing to engage in collaborative projects and discussion, you will not want to take this course as non-participation is not an option. Since 'real-life' professional writing is also collaborative, this is an essential feature of the course.

3. **Tardiness:** Punctuality is essential for this course, as it shows respect for me, for yourself, and for your peers. If you are late to a class by more than five minutes, you will receive a partial absence unless and until you contact me after class to confirm your attendance. (Two partial absences count for one unexcused absence.)

4. **Paper Format & Submission**: All papers will be submitted electronically, via Canvas. Each submitted paper must be in .doc, .docx, or .rtf format.

 5. **Late Papers/Assignments**: No late submissions will be accepted **UNLESS** an extension has been previously agreed upon with the instructor. Communicate with me and I can be flexible; keep me in the dark and I have to assume you have simply chosen not to do the assignment.

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** 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 to me. However, accommodations are not just for students who identify as or are 'officially' disabled. Since accessibility benefits everyone and can be applicable to everyone, please feel encouraged to contact me with any accessibility requests regardless of diagnosis or documentation—whether early in the semester or as it occurs to you, since the state of the world may create unforeseen accessibility challenges for all of us.

9. **Inclusivity:** This classroom affirms diversity, including but not limited to race, gender, sexual orientation, disability, and the intersections thereof. However, it is never a requirement to share relevant life experiences with me or the class for the sake of class enrichment. It is certainly an option if or when you wish to contribute this way, but it is never a requirement.

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. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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. **In response to COVID-19**, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
    - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
    - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website for next steps, then retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care

provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- o Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- o If you are withheld from campus by the Department of Health through Screen, Test & Protect, you are not permitted to use any on-campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

13**. 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/. In addition, feel encouraged to reach out to me if you encounter difficulties—while I am not a counselor and cannot offer treatment or guidance, I can assist in formulating a plan to help you complete this course or point you toward more resources that can help.

14. **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-equitydiversity/resources/harassment/

15. **Behavior and Netiquette**: Students should be respectful of their peers and different viewpoints on subjects discussed, just as in face-to-face meetings. Disrespectful behavior is unprofessional and will result in lower participation grades or a meeting with the instructor to address the behavior. Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone— including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).

Schedule
(Subject to change--be sure to check Canvas page regularly for updates)

Week	Date	Read/View for Class	Assignments Due
1	*8/23*	**Course Introduction and Ice Breaker**	
	8/25	**Defining Technical Writing** -*Technical Communication* Chapter 1	
	8/27	**The Ethics of Technical Writing** -*Technical Communication* Chapter 4	*Discussion Post 1—Ethical/Unethical Business Decisions*
2	*8/30*	**Damage Control and Professional Behavior** -**Youtube Playlist** *and* article on **problems of professionalism**	
	9/1	**Persuasion and Presentation in Basic Professional Writing** -*Technical Communication* Chapter 16	
	9/3	**Writing Emails** -Ted L. Nancy Website and *Technical Communication* Chapter 6	*Introduction Email (11:59 PM)*
3	*9/6*	**LABOR DAY (NO CLASS)**	
	9/8	**Proposals** -*Technical Communication* Chapter 9	*Letter from a Nut Assignment (11:59 PM)*
	9/10	**Reporting Your Work** -*Technical Communication* Chapter 10	*Discussion Post 2—Unwise Proposals*
4	*9/13*	**Gauging Your Audience** -*Technical Communication* Chapter 13	*Proposal Memo (11:59 PM)*
	9/15	**Creating A Resume and Interviewing** - *Technical Communication* Chapter 5.1-5.3 and Quincy Larson, **"You in Six Seconds"**	
	9/17	**Finding Opportunities** -Waldman, **10 Ways The Job Search Has Changed**	*Analysis Memo (11:59 PM)*
5	*9/20*	**Making a Pitch and Self-Promoting** -*Technical Communication* Chapter 20	*Discussion Post 3—Potential Job Listings*
	9/22	**Editing, Organization, and Visual Use** -*Technical Communication* Chapter 17	*Draft resume for review in class*
	9/24	*Digital Friday: Fine-Tuning Your Resume* Resume Consultations (make appointment) -**"5 Ways to Make Your Resume Stand Out"**	
6	*9/27*	**Writing Into Your Field** -*They Say/I Say* Introduction (linked on Canvas)	*Application Packet (11:59 PM)*
	9/29	**Researching in the Workplace** -*Technical Communication* Chapter 9	
	10/1	*Digital Friday: Research Writing Workshop*	*Discussion Post 4—Rough Idea for Proposal*
7	*10/4*	**The Ethics of Proposals and Research** - Charlotte Hill, **"America's Lobbying System is Broken"** *and* Charlotte Hu, **"Pharmaceutical companies…"**	
	10/6	**Proposal Workshop**	*Rough Draft Proposal for peer*

		-*Technical Communication* Chapter 8	*review*
	10/8	**HOMECOMING (NO CLASS)**	
8	*10/11*	**Writing in the Disciplines and Writing to Order** -UTK's guide to **writing in the disciplines**	
	10/13	**Technical Description** -*Technical Communication* Chapter 7	*Proposal (11:59 PM)*
	10/15	**Conventions of Reports** -*Technical Communication* Chapter 11	*Discussion Post 5*—Important report from your field
9	*10/18*	**Incorporating Visual Aids** -*Technical Communication* Chapter 18	
	10/20	**The Ethics and Risks of Reports** -Paul Sullivan, **"The Price Whistleblowers Pay for Secrets"**	*Discussion Post 6*—Important whistleblowers/gamechangers in your field
	10/22	**Technical Paper Workshop**	*Outline for Technical Paper*
10	*10/25*	**Dealing With Your Work Environment** - Paul Walsh, **"Precarity"** and Marcel Schwantes, **"7 Sure Signs That Your Workplace Is Toxic"**	
	10/27	**Technical Paper Peer Review**	*Technical Paper Draft*
	10/29	*Digital Friday: Tech Paper Writing Workshop* *Consultation Appointments Available*	
11	*11/1*	**Workplace Stress and Its Impacts** -Paul, **"Behind the Strange Japanese Trend to Cope With Stress"** and Mercer, **"What Is "Role Conflict" in Organizations?"**	*Technical Concept Paper (11:59 PM)*
	11/3	**Usability and Taking Feedback** -*Technical Communication* Chapter 19	
	11/5	*Writing in the New Economy* - Krause, **"Americans Say Social Media is Destroying the News…"** and Alton, **"Why The Gig Economy Is The Best And Worst Development For Workers Under 30"**	*Discussion Post 7*—Biggest changes/fears of new economy
12	*11/8*	**Public-Facing Writing** -Branham and Farrar, **"Public Writing and Social Identity"**	*Usability Report (11:59 PM)*
	11/10	**Podcasting Professionally** - Podcasting Tip Sheet (Canvas); listen to first ten minutes of two sample podcasts	
	11/12	*Digital Friday: Podcast Workshop* *Consultation Appointments Available*	
13	*11/15*	**Group Assignments for Final Project** -*Technical Communication* Chapter 3	*Podcast (11:59 PM)*
	11/17	**Teamwork and Collaborative Writing** - **"Collaborative and Group Writing"**	
	11/19	**Blogging and Digital Writing** - **"Five basic tips for writing in digital media"**	*Discussion Post 8*—Preliminary Ideas for Collaborative Blog
14	*11/22*	**Group Research Day**	
	11/24	**THANKSGIVING BREAK (NO CLASS)**	
	11/26	**THANKSGIVING BREAK (NO CLASS)**	

15	11/29	Online Writing - "What is New Media Writing?" and "Make Your Blog Post Reader-Friendly"	Discussion Post 9—Group Update
	12/1	Putting It All Together -Lucier, "How to Give a Great Group Presentation"	
	12/3	The Future of Professional Writing - McKinsey "Automation, jobs, and the future of work" and Warna, "The Future of Writing in a Digital World" (Canvas)	Discussion Post 10—Your perspective on (your) professional future
16	12/6	Group Presentations	
	12/8	Group Presentations	
	12/10	READING DAY (NO CLASS)	
	12/13		Final Collaborative Blog (11:59 PM)