

**ENC2210 – Technical Writing (Section 5147, Class #11001)
Summer B 2021**

Instructor Name: Mary Roca

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Course meeting times & locations: MTWRF period 5 (2:00-3:15pm); CBD 212

Office Hours: MW 12:00pm-1:00pm and by appointment

Office Location: Zoom Meeting ID: 414 107 2411 / Password: 659870

Course website: [Canvas](#)

Course Description:

ENC2210 introduces students to technical and professional writing in the workplace. Students will write in a variety of genres, including résumés and CVs, letters, memos, e-mails, formal reports, proposals, technical definitions, and instruction manuals. Writing in these different genres will help students adapt to rhetorical situations that require them to address the issues of audience, style, organization, and the visual design of their documents.

In the writing and revision processes, students will work closely with their instructor and peers, completing in-class activities, workshops, peer-reviews of longer writing assignments, and collaborative writing projects. See the [Course Schedule](#) for more detail.

Summer B 2021 + COVID-19:

The university has mandated a return to face-to-face (F2F) teaching at pre-pandemic classroom capacity. Our class will meet in person in **105 Classroom Building (room 212)**. Students must be cleared for campus on ONE.UF to attend. Masks are strongly recommended in the classroom.

I recognize that COVID-19 continues to impact our daily lives. If you suspect you have been exposed to COVID, report to [Screen, Test & Protect](#) immediately and quarantine. You should also let me know so that you may continue your coursework remotely. Likewise, if I suspect I have been exposed, I will report and quarantine. In that situation, our class will meet online and I will use Canvas announcements to provide instructions on how to join the Zoom meetings.

If you are experiencing hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

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. Pearson.

*We will NOT use supplementary content (i.e., REVEL). Students can obtain either the ebook or paper version of the textbook. I recommend the 6th edition, but students with earlier editions can meet with me to discuss differences between the versions, if needed. The [Pearson 6th Edition Preface](#) summarizes the changes between the 5th and 6th editions.

Assignments (see below for [Grading Rubric](#)):

Assignment	Word Count	Points
Professional E-mails	4x200 = 800	4x25 = 100
Professional Letters	2x250 = 500	2x25 = 50
Instruction Manual	1000	150
Technical Definition Memo	300	30
Job Application Portfolio <ul style="list-style-type: none"> • Cover Letter • Résumé/CV 	500 (Letter)	100
Interview Activity	150	10
Project Proposal	1000 (per student)	150
Gantt Chart		50
Progress Report Memo	400	50
Formal Report	500	100
Peer Review Workshops		4x25 = 100
Analytical Responses	3x200 = 600	3x10 = 30
Revision + Memo	250 (Memo)	30
Participation		50
Total	6000	1000

Brief summaries of each assignment can be found below. Specific instructions and requirements for each assignment will be provided via Canvas.

Participation: 50 points

Students are expected to prepare for and actively participate in all sessions. This course will be most effective (and interesting!) if everyone contributes. In general, participating in class includes making relevant comments during discussions; contributing to group activities; asking questions; completing assigned readings before class; and other actions demonstrating engagement during class sessions. Be prepared for unannounced quizzes on the assigned readings, which will contribute to your participation grade.

If you struggle with participation in class, talk to me during office hours for advice.

Professional E-mails: 200 words each (800 total) / 25 points each (100 total)

Students will write 4 e-mails throughout the semester and post them on the appropriate Canvas discussion board to share with their classmates: (1) introduction e-mail, (2) request-for-information e-mail to a potential employer, (3) proposal e-mail summarizing your project, (4) response e-mail to another group's proposal. Each assignment requires the necessary elements of an e-mail and an effective professional style fitting the context.

Professional Letters: 250 words each (500 total) / 25 points each (50 total)

Students will write 2 letters this semester. (1) In the Introduction Letter, you will introduce yourself and share your goals for the course as well as your professional/academic interests. (2) In the Thank You Letter, you will write a letter thanking your interviewers and potential employers for a positive interview experience. Each requires the necessary elements of a professional letter and an effective style appropriate to the context. These letters will be submitted to the instructor, rather than shared via discussion board.

Instruction Manual: 1000 words / 150 points

For this assignment, you will write an instruction manual for a product, process, or task. The technical instructions should be for something most students at UF would find useful. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and other information the user is likely to need. This assignment requires careful attention to organization, clarity, audience, and design.

Technical Definition Memo: 300 words / 30 points

This assignment builds on the *Instruction Manual*. You will choose a technical term from the manual and define it for a general audience. This term should be connected to the produce, process, or task, but should not already be defined in your manual.

Job Application Portfolio: 500 words (letter) / 100 points

Students will locate a job opening and write application materials for that position. The portfolio must include (1) a cover letter (500 words) tailored to the role and your qualifications and (2) a résumé or CV (depending on field) that further supports your candidacy. This assignment is meant to help students practice writing skills and tailoring to specific positions, thus previously-written materials cannot be used for this assignment.

Interview Activity: 150 words (feedback) / 10 points

After submitting *Job Application Portfolios*, students will interview one another. Each student will serve as both job candidate and interviewer in this activity. After the in-class activity, students will exchange thoughtful, detailed feedback (150 words) via Canvas.

Project Proposal: 1000 words (per student) / 150 points

This assignment is collaborative, meaning students will complete it in groups. Each group will write a technical proposal relevant to campus and/or an academic unit within UF. You will persuade your target audience that something needs to be done about a problem or issue you identify, then offer specific solution(s) to address it. This assignment requires a feasible solution; strong persuasive techniques; and professional design and graphics.

Each student must write 1000 words—so each *Project Proposal*'s length will be determined by the number of members. A group of 3, for example, will submit a 3000-word proposal. Although the entire group is responsible for (and must provide input on) all aspects of the project, students will be assessed on their specific sections.

Gantt Chart: 50 points

In Week 4, each group will collaborate on a chart that shows how the work for the *Project Proposal* will be divided among the group members. Charts should indicate a timeline and information for the completion of each project component.

Progress Report Memo: 400 words / 50 points

During the *Project Proposal*, each group member will submit a *Progress Report Memo* updating your instructor on the project's progress. You should explain what you have completed, how you have contributed thus far, and how you have met your goals from the *Gantt Chart*. Group members will take turns to submit, so decide who will write the 1st, 2nd, and 3rd report memo. Groups with more than 3 members must meet with the instructor.

Formal Report: 500 words (per student) / 100 points

This individual submission follows the group *Project Proposal*. You will introduce your project, trace your thought process in finding solutions (including other attempts), explain the division of work in your group, and describe the creative process behind the final version of the proposal. This assignment is an opportunity to explain your role and contributions in your group as well as reflect on the project more broadly.

Analytical Responses: 200 words each (600 total) / 10 points (30 total)

Throughout the semester, students will respond to Canvas discussion board questions based on the textbook content. You will then respond to one classmate's post, engaging with their comment. There will be 5 discussion boards, but students are only required to respond to 3.

Peer Review Workshops: 25 points each (100 total)

Students will participate in 4 peer review workshops. Students must upload a complete draft of the assignment before class (2:00pm) on the day of the workshop. Students must then comment on their assigned partners' drafts during class to receive credit. This assignment is an opportunity to share ideas, get an outside perspective on papers, and strengthen drafts.

Revision + Memo: 250 words (memo) / 30 points

At the end of the semester, you will revise your *Instruction Manual* or *Job Application Portfolio* based on feedback, writing workshops, and reflections on your work. The revision must significantly improve the original and reflect your efforts to further develop your writing skills. You will then write a memo summarizing the improvements and your progress this semester. The goal of this assignment is to reflect on your work, assess your writing, implement strategies learned throughout the course.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* This class requires students to participate—and only through active participation will you really get the most out of this class. Each student can miss up to **three** class sessions without penalty. Each unexcused absence beyond the first three will lower your overall grade by **10 points per absence**. **If you miss seven or more class sessions, you will automatically fail the course.**

The university exempts absences involving university-sponsored events (for example, athletics and band) and religious holidays. Please inform me as early as possible if you need to miss class for these reasons. More information about [UF attendance policies](#) here.

3. *Tardiness:* You must be in class by the start of class (2pm). Joining late disrupts the class and can cause you to miss crucial information. Consistent tardiness (5 or more instances) will result in a **10-point penalty**. If you arrive more than 20 minutes after class starts, you will be considered absent (rather than tardy).
4. *Classroom Behavior and Expectations:* Students are expected to participate in all sessions; complete assignments and readings; and treat each member of the class with respect. **This class involves collaborative work, meaning students will complete some assignments in groups.** Students are expected to respond promptly to their groupmates, be considerate of one another, and contribute equally to the final product.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. This course requires that you demonstrate respect for ideas that may differ from your own and courtesy for your classmates. **Racism, sexism, and other bigotry are not included under “ideas that may differ from your own.”** Disrespectful behavior, including language, will result in dismissal from the class. Conduct that disrupts the learning process or creates a hostile environment may lead to disciplinary action.

5. *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. The [Title IX Rights](#) page offers more information.
6. *Technology and Devices:* students can use technology during class, but please keep in mind how technology can distract not only yourself but also others. Silence or turn off unnecessary devices and stay focused in class. Web browsing, e-mailing, chatting, texting etc. unrelated to the course are inappropriate and not allowed during class time.
7. *Names and Pronouns:* the class will address everyone by their self-identified name and pronouns. Students can now change their display names on Canvas. To change your Canvas display name, log onto ONE.UF and select the directory profile option from the upper right icon. Under the name section, select the display name to edit it. Students can change or remove a GatorLink username through the [UF HelpDesk](#). (Instructions at link)
8. *Paper Format & Submission:* All written assignments must be typed and submitted as Word (.doc) or PDF. Format, citations, and documentation must follow the assignment’s required citation style. Group work must be submitted according to assignment instructions.

Assignments must be submitted on Canvas by the posted deadline. E-mailed assignments will not be accepted.

9. *Late Papers/Assignments*: late assignments will **not be accepted** unless you have made specific arrangements with the instructor before the deadline. Failure of technology is not an excuse for missing deadlines.
10. *Make-up work*: Students are responsible for reaching out to the instructor about make-up work. For both excused and unexcused absences, **you are still responsible for submitting assignments on time** and must submit missed in-class work within 48 hours. If absent due to unexpected circumstances, contact me asap to arrange extensions, as needed.
11. *Extensions*: Students are strongly encouraged to ask for extensions if they cannot make a deadline. Extensions will be considered on a case-by-case basis. To request an extension, contact me at least 24 hours before the assignment is due. Barring emergencies, new deadlines must be agreed upon *before* the original deadline. To best keep up with the fast summer pace, extensions will be set within a week of the original deadline.
Note: Extensions cannot be granted for peer review workshops or the revision assignment.
12. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
13. *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](#) specifies a number of behaviors that are in violation of this code and the possible sanctions.
14. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
15. *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 via website.
16. [UF Grading Policies](#) offers more information about university *grades and grading policies*. You can find details about this course’s rubrics at the end of the syllabus.
17. *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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
18. *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 e-mails requesting that you do this online.

Course Schedule:

This schedule is subject to change, but any changes will be discussed in advance. The most up-to-date version of the schedule will be on Canvas. Readings must be completed *before class time* on the day they are listed. Most assignments are due by 11:59pm, unless otherwise indicated.

Wk	Date	Readings + Classwork	Due
1	M 6/28	Class introductions & syllabus review	
	T 6/29	Ch 1: “Technical Communication in the Entrepreneurial Workplace” <i>Review Introduction E-mail, Introduction Letter, and Analytical Response Assignments</i>	
	W 6/30	Ch 6: “E-mails, Letters, and Memos”	Introduction E-mail
	R 7/1	Ch 15: “Organizing and Drafting” <i>Review Instruction Manual and Technical Definition Memo Assignments</i>	Analytical Response (AR) 1
	F 7/2	Ch 8: “Instructions and Documentation”	Introduction Letter
2	M 7/5	No class – Independence Day (observed)	
	T 7/6	Ch 16: “Using Plain and Persuasive Style”	AR 2
	W 7/7	Peer Review Workshop	Instruction Manual Draft due by 2pm Final due 11:59pm
	R 7/8	Ch 7: “Technical Descriptions and Specifications”	
	F 7/9	Continue Ch 7 <i>Review Job Application Portfolio, Request-for-Info E-mail, Interview Activity, and Thank You Letter Assignments</i>	Technical Definition Memo
3	M 7/12	Ch 5: “Starting Your Career” Bring a job advertisement to class	Request-for-Info E-mail
	T 7/13	Work Day Ch. 2: “Profiling Your Readers”	AR 3
	W 7/14	Ch 17: “Designing Documents and Interfaces”	
	R 7/15	Peer Review Workshop	Job Portfolio Draft due by 2pm Final due 11:59pm
	F 7/16	Interview Activity <i>Review Proposal, Gantt Chart, Proposal E-mail, Response E-mail, Progress Report, and Formal Report Assignments</i>	Interview Feedback
4	M 7/19	Ch 9: “Proposals”	Thank You Letter
	T 7/20	Work Day Ch 3: “Working in Teams”	Gantt Chart
	W 7/21	Ch 14: “Researching in Technical Workplaces”	Proposal E-mail
	R 7/22	Ch 10: “Brief Reports”	Response E-mail
	F 7/23	Ch 13: “How to Be Persuasive”	1 st Progress Report
5	M 7/26	Ch 4: “Managing Ethical Challenges”	2 nd Progress Report
	T 7/27	Work Day Ch 11: “Formal Reports”	AR 4

	W 7/28	Ch 18: “Creating and Using Graphics” <i>Review Revision Assignment</i>	3 rd Progress Report
	R 7/29	Work Day	
	F 7/30	Peer Review Workshop	Proposal Draft due by 2pm Final due 11:59pm
6	M 8/2	Ch 19: “Revising and Editing for Usability”	
	T 8/3	Ch. 20: “Presenting and Pitching Your Ideas”	AR 5
	W 8/4	Peer Review Workshop	Formal Report Draft due by 2pm Final due 11:59pm
	R 8/5	Conferences (schedule with instructor)	
	F 8/6	Conferences (schedule with instructor)	Revision + Memo

Grade Scale:

A:	93-100% (930-1000 points)	C:	73-76.9% (730-769 points)
A-:	90-92.9% (900-929 points)	C-:	70-72.9% (700-729 points)
B+:	87-89.9% (870-898 points)	D+:	67-69.9% (670-699 points)
B:	83-86.9% (830-869 points)	D:	63-66.9% (630-669 points)
B-:	80-82.9% (800-829 points)	D-:	60-62.9% (600-629 points)
C+:	77-79.9% (770-799 points)	E:	0-59.9% (0-599 points)

Grading Rubric:

Below are brief summaries of how assignments will be evaluated. Specific rubrics and guidelines for each assignment will be provided via Canvas.

Key categories for each grade range: **content, organization, style, and mechanics**

- A** The assignment meets and/or exceeds all requirements, meaning all content is relevant and contributes to the assignment’s purpose. It presents an original, relevant position or argument, supports it with effective evidence, and organizes the information logically. All A-range papers demonstrate thorough engagement with the concepts, techniques, and contexts discussed in class. They also contain strong prose and few to no errors.
- B** The assignment meets the requirements but falls noticeably short in one to two of the criteria listed above. B-range papers present effective, engaging content and writing that could be strengthened with minor revision.
- C** The assignment is complete but falls short in two or more criteria listed above. C-range papers require revision in terms of content, organization, and/or style, but still express original ideas and an engagement with the course.
- D** The assignment does not meet most of the requirements and/or falls short in most of the criteria listed above. D-range papers are generally disorganized, underdeveloped, and/or incomplete, thus requiring significant revision.
- E** The assignment does not fulfill all or almost all requirements. Work in this range demonstrates a disregard for the goals of the assignment and/or the course.