

ENC 2210: TECHNICAL WRITING

SUMMER B, 2020

CLASS # 11088, SECTION 5147

INSTRUCTOR NAME: FELIPE GONZÁLEZ SILVA (FGONZALEZSILVA@UFL.EDU).

ONLINE OFFICE HOURS: TW PERIOD 6 (3:30 – 4:45) OR BY APPOINTMENT VIA ZOOM.

COURSE MEETING TIMES: MTWRF PERIOD 5 (2:00 – 3:15), ONLINE. SYNCHRONOUS AND ASYNCHRONOUS MEETINGS (CHECK COURSE SCHEDULE FOR DETAILS).

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 six-week period students will produce and analyze common technical writing genres, including emails, letters, résumés, memos, reports, technical definitions, proposals, blogposts, and podcasts. 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.

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 group and individual writing projects.

COURSE FORMAT

Due to the present challenging circumstances, the formerly F2F course transferred to an online setting for this summer. I will remain flexible and sympathetic to the issues that you might encounter during these weeks. Such change, however, does not suggest a lesser commitment to class objectives. This section will combine synchronous and asynchronous meetings. The synchronous meetings will be held once or twice a week via Zoom (see course schedules for details). During all other weekdays, students will be responsible for doing readings, preparing assignments, watching video clips, participating in peer reviews. Attendance to nonsynchronous meetings shall be recorded based on the completion of such activities.

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 TEXT

Johnson-Sheehan, Richard. Revel for *Technical Communication Today*. 6th ed. New York: Pearson/Longman, 2018.

Follow this link for instructions to access the textbook from Canvas:

<https://cloud.contenttraven.com/pearson/Public/?li=fNq8itHSstzrGd92Vn1AKA%3d%3d>

REQUIRED FILM

Affleck, Ben, director. *Argo*. Warner Bros., 2012.

ASSIGNMENT DESCRIPTION

The following are general descriptions of the assignments to be completed during the six-week period. Make sure to consult Canvas for updated requirements, rubrics, and deadlines. You can also contact me through email or during Zoom classes if you have any doubts about any of the assignments.

All assignments should be submitted on Canvas unless stated otherwise.

1. **Emails:** Write a short email addressed to me following the general guidelines learned in class. Each email should be submitted under their respective assignment on Canvas, where you will find specific requirements. Emails will be graded in the basis of both form and content.
2. **Memos:** Similar to emails, memos should be addressed to a certain person and should follow the general guidelines learned in class. These forms of correspondence should also be posted on Canvas and will be graded on form and content.

3. **Technical Definition:** Pick a term or concept that is significant to your field, then conduct research and provide an overview of that term for an informed yet not specialized audience. You must include 2-3 secondary sources.
4. **Job Application Packet:** The Job Application Packet is composed of a Résumé and a Cover Letter, which are typically designed and written to apply to a job or an internship.
5. **Progress Report:** Watch a clip from *Argo* (Ben Affleck 2012) and assess it in terms of an ongoing project. Although we will review this in class, remember that the composition of a progress report is threefold: what have they done, what are they doing, and what needs to be done. Do you think that the project will succeed? Why or why not? Should the project managers refocus their efforts to guarantee success? A more advanced version of the report could, for instance, also consider the ethical considerations related to the project.
6. **Group Proposal:** Write a detailed proposal for an application, program, or initiative that solves a problem (within your field of study), at UF, or in Gainesville. The proposal assignment will be divided into several parts. A final effective proposal depends on a careful development of each step of the process.

Note: I will announce the Proposal groups during the synchronous session of July 23rd. While every group may choose their preferred form of communication and collaboration, I will create Canvas discussions boards for every group. Use these to assign specific tasks for each member, to record major developments, and so on. Remember to behave professionally and respectfully in these spaces as they are integral to technical writing/communication.

- a) Proposal Memo: Use this type of correspondence to inform me about the problem you wish to address and offer a solution to.
 - b) Progress E-Mail due: Write an email to me to report about your progress researching for and writing the proposal. You may write the main body of the email as a group but should submit it individually. At the end of the email, each student should write a short assessment of every one of your team members including yourself.
 - c) Peer Review: See "Peer Review" subsection later.
 - d) Final Proposal: After working in the development of the proposal, reading your peers' feedback, and following my comments, submit a final Proposal document as a group. Each group member should write a separate section (but everyone is expected to be involved throughout).
7. **Blogpost:** "Translate" your Final Proposal into an 800-word blogpost directed at a general audience. The text should follow style conventions characteristic of the writing genre while maintaining the rigor of the original document.
 8. **Podcast:** Working in tandem with the "translation" of the Final Proposal into the blogpost, write a 5-minute (800 words) podcast script. Then, practice and record your podcast following the genre's stylistic standards.

Assignment	Minimum Word Count	Points
Emails	200 * 3 emails = 600	5 * 3 emails = 15
Memos	300 * 2 memos = 600	10 * 2 = 20
Technical Definition	600	15
Job Application Packet		
Cover Letter	400	10
Résumé	N/A	10
Progress Report	800	15
Pitch	400	5
Final Proposal	1000 (each student)	20
Peer Reviews	N/A	10 * 5 peer reviews = 50
Blogpost	800	15
Podcast		
Recording	N/A	5
Script	800	10
Class activities	N/A	10
Total	6,000	200

GRADING SCALE

A	100 – 94	C	75 – 73
A-	93 – 90	C-	72 – 70
B+	89 – 86	D+	69 – 66
B	85 – 83	D	65 – 63
B-	82 – 80	D-	62 – 60
C+	79 – 76	E	59 – 0

GENERAL GRADING RUBRIC

	SATISFACTORY	UNSATISFACTORY
CONTENT	Assignments respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Assignments either include a central idea that is unclear or off-topic or provide only minimal discussion of ideas. Assignments may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure, including a clear thesis statements and topic sentences.	Documents and paragraphs lack clearly identifiable thesis statements and topic sentences, may lack coherence or logic, and may also lack transitions and signposting to guide the reader.
ARGUMENT AND SUPPORT	Assignments persuasively present ideas and use strong supporting evidence. At the weak end of the satisfactory range, assignments may provide only generalized discussion of ideas or rely on weak support for arguments.	Documents make only generalizations, providing weak to no support (as in uncritical summaries or narratives that fail to provide analysis or new information).
STYLE	Assignments are written in a style with diction appropriate to the context, genre, and discipline. Assignments should show complexity of thought, not complexity of syntax.	Assignments rely on diction that is inappropriate for the context, genre, or discipline. Assignments may use padded diction (don't rely on a thesaurus to sound smart), overly complex syntax but no complexity and clarity of thought. Documents may also use words incorrectly or unnecessarily (e.g. "utilize" for "use").
MECHANICS	Assignments are error-free. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's arguments.	Assignments contain so many mechanical or grammatical errors that they impede the reader's understanding or undermine the writer's credibility.

PRESENTATION	Assignments have a polished and uniform look, are appropriate to the genre and context of the topic and use visual components effectively while making a pleasurable experience for readers.	Presentation is poorly executed and/or inappropriate to the genre and context, e.g., with non-uniform organization, illegible graphics, or a visual organization that impedes the reader's understanding or undermines the designer's credibility.
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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 negligible 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.

Course policies

1. You must complete all assignments to receive credit for this course.
2. Attendance: As stated earlier, this mostly asynchronous online course still requires strict attendance to the material. 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. Also, see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for UF official policies on attendance. Additionally, in this course, if a student misses more than six synchronous sessions during Summer B, they will fail the entire course.
3. 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 in an online environment, you will not want to take this course, as non-participation is not an option.

4. Paper Format & Submission: All papers will be submitted electronically, via Canvas. Each submitted paper must be in .doc or .docx format.
5. Late Papers/Assignments: No late submissions will be accepted **unless** an extension has been previously agreed upon with the instructor. I am flexible and understanding especially considering our present circumstances, but clear and prompt communication is essential for this course and elsewhere.
6. Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. Academic Honesty and Definition of Plagiarism: Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
9. Grade Appeals: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form. Contact Carla Blount, Program Assistant, cblount@ufl.edu. 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>
10. 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>
11. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. 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/>
13. 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).
14. During our asynchronous sessions, make sure to follow Zoom etiquette, which we will discuss in the first class.

SCHEDULE

Date	Reading/Activity	Zoom meeting	Assignment due
Week 1			
July 6	Course introduction		
July 7	Chapter 1: Technical Communication in the Entrepreneurial Workplace		
July 8	Introduction to correspondences – Chapter 6: Emails, Letters and Memos		
July 9	Correspondences (cont.)		<i>Eyes Wide Shut</i> exercise
July 10	Chapter 7 exercise		Introductory email
Week 2			
July 13	Chapter 7: Technical Descriptions and Specifications		
July 14	Chapter 7 (cont.)		Technical Definition Draft (for Peer Review)
July 15	Technical Descriptions/Definition – Peer Review		Peer Review + Technical Description/Definition
July 16	Chapter 5: Starting Your Career		
July 17	Chapter 16: Using Plain and Persuasive Style		

Week 3			
July 20	Job Application Packet - Workday		Job Application Packet
July 21	Chapter 10: Brief Reports		
July 22	Chapter 15: Organizing and Drafting		
July 23	Progress Report - Peer Review		Progress Report Draft (for Peer Review)
July 24	Progress report workday		Peer Review + Progress Report
Week 4			
July 27	Chapter 9: Proposals		Group Proposal Memo
July 28	Chapter 20: Presenting and Pitching Your Ideas		
July 29	Chapter 14: Researching in Technical Workplaces		Group Proposal Pitch to present in class, then submit script by midnight
July 30	Chapter 18: Creating and Using Graphics		
July 31	Proposal workday		
Week 5			
August 3	Group Proposal Peer Review and Submission		Group Proposal draft (for Peer Review) (August 2 nd) Group Proposal Peer Review (by 4pm) Group Proposal

August 4	Chapter 21: Writing for the Internet		Blogpost Memo
August 5	Blogpost work		Blogpost email
August 6	Chapter 2: Profiling Your Readers		Blogpost draft (for Peer Review)
August 7	Blogpost Peer Review		Peer Review + Blogpost
Week 6			
August 10	Podcast workshop		Podcast email
August 11	Chapter 13: How to Be Persuasive		
August 12	Writing Day		Podcast Script draft (for Peer Review)
August 13	Podcast Peer Review		Peer Review
August 14	Writing Day		Podcast