ENC 2210: Technical Writing

Instructor: Logan Schell   **Email: schellj@ufl.edu**
Office Hours/Method: Monday 9:30-10:30 on Zoom
Office Hours Zoom Link: 762 468 3432
Synchronous Class Meeting Days/Times: M T W R F 12:30:-1:45

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.

NOTE: This course has certain synchronous meeting times and days just as if were being held on campus, so attendance will be taken. This class will be <u>synchronous unless otherwise specified</u>. Students are expected to attend every class session unless otherwise specified.

Outcomes

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 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

Markel, Mike. *Practical Strategies for Technical Communication*. 3rd ed., Bedford/St. Martin's, 2019. ISBN : 978-1319104320

Yate, Martin John, and Martin John Yate. *Knock 'em Dead Resumes : How to Write a Killer Resume That Gets You Job Interviews*. 10th ed., Adams Media, 2012. **(On Canvas)**

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit**.

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

General Education Learning Outcomes

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others

- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. You must pass this course with a "C" or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). **A grade of "C-" will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

Assessment Rubric

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	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 presentation of ideas. At the weak end of the	Papers contain so many mechanical or grammatical errors that they impede the

	satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	reader's understanding or severely undermine the writer's credibility.

Assignment Descriptions (Total Points Possible: 1000)

Professional Email   **50 Points**

Students will write a professionally worded email to me following the general guidelines learned in class. This email will demonstrate a respectful tone while asking me a question pertaining to this course.

Memo Assignment   **100 Points**

In this assignment, students will write a professional memo that addresses a particular work scenario. The work will need to maintain a professional, positive tone while still addressing the core concerns of the prompt.

Target Job Deconstruction   **100 Points**

Using the information from *Knock 'Em Dead Resumes*, students will construct a profile that examines their industry from an objective point of view in anticipation of applying for jobs in a particular field.

Cover Letter and Resume   **150 Points**

Students will convey a positive, professional image of themselves through a carefully crafted resume and cover letter. The resume must show your education, work experience, and relevant skills. The resume must be targeted to a specific job or job title.

Instructions Assignment   **150 Points**

In this assignment, students will describe a particular tool or mechanism that they plan on using often in their careers. Then, they will create a set of thorough instructions for how to perform a basic function for that tool.

Instructions Speech   **100 Points**

Based upon the instructions assignment, students will give a brief, professional speech.

Informative Report   **100 Points**

For this report, students will integrate research into a report on the employment outlook for their target job and industry in the area where they plan to live after graduation.

Group Project   **150 Points**

In this final assignment, students will work in groups and will create a non-profit organization (a charity) to address a problem in a local community or the state of Florida. Through research, they will identify an

urgent problem in the community they select and create a non-profit organization to address that problem.

Participation-Group Work-Peer Reviews-Discussion Boards etc.   **100 Points**

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change.

Date	Reading / Activity	Assignment
Week 1 **Monday 5/10**	• Course overview • Read the Syllabus and Due Dates	
Tuesday 5/11	• Introduction to professional communication • Chapter 1 of *PSTC* • Email Assignment assigned	
Wednesday 5/12	• Corresponding in Print and Online • Chapter 9 of *PSTC* • Memo Assignments assigned	
Thursday 5/13	• Constructing a professional persona • Tone and positivity	
Friday 5/14	• Memo Peer Review	• **Icebreaker Discussion Board Post on Canvas.** • **Bring full draft of Memo to class**

Date	Reading / Activity	Assignment
Week 2 **Monday 5/17**	• Chapter 2 of *Knock 'em Dead Resumes* • Target Job Deconstruction Assigned	• **Email assignment due** • **Memo Assignment Due**
Tuesday 5/18	• Chapter 3 of *Knock 'em Dead Resumes*	•
Wednesday 5/19	• Target Job Questionnaire Activity	•
	• Writing for your readers	•

Thursday 5/20	• Chapter 6 of *PSTC*	
Friday 5/21	• Applying for a job • Chapter 10 of *PSTC*	•

Date	Reading / Activity	Assignment
Week 3 Monday 5/24	• Chapter 6 of *Knock 'em Dead Resumes* • Resume and Cover Letter assigned	• **Target Job Deconstruction Due**
Tuesday 5/25	• Career Center Workshop	
Wednesday 5/26	• Designing print and online documents • Chapter 7 of *PSTC*	
Thursday 5/27	• Creating professional-looking graphics and other visual elements • Chapter 8 of *PSTC* • Resume and Cover Letter Workshop	
Friday 5/28	• Resume and Cover Letter Peer Review	• **Bring a full draft of cover letter and resume to class**

Date	Reading / Activity	Assignment
Week 4 Monday 5/31	• **Memorial Day-NO CLASS**	
Tuesday 6/1	• Instructions Assignment assigned • Ethical and legal concerns of professional communication • Chapter 2 of *PSTC*	**Cover Letter and Resume Due**
Wednesday 6/2	• Writing instructions and descriptions of mechanisms • Chapter 14 of *PSTC*	
Thursday 6/3	• Instruction Assignment Workshop • Instructional Speech assigned	
Friday 6/4	• Instruction Peer Review	• **Bring a full draft of Instruction**

		assignment to class

Date	Reading / Activity	Assignment
Week 5 **Monday 6/7**	• How to give effective presentations • Chapter 15 of *PSTC* • Group Project assigned	• **Instruction Assignment Due**
Tuesday 6/8	• Informational reports • Chapter 12 of *PSTC*	
Wednesday 6/9	• Instructional Speeches	
Thursday 6/10	• Instructional Speeches	
Friday 6/11	• Informative Report Peer Review	• **Bring a full copy of Informative Report to Class**

Date	Reading / Activity	Assignment
Week 6 **Monday 6/14**	• Working in groups • Chapter 3 of *PSTC*.	• **Informative Report Due**
Tuesday 6/15	• Presentation Workshop	
Wednesday 6/16	• Presentation Workshop	•
Thursday 6/17	• Group Presentations	•
Friday 6/18	• Group Presentations	•

Course Policies

Class Work

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

Attendance

Attendance is required. If a student misses more than **three periods** unexcused, a letter grade penalty will be applied. After **five periods** of unexcused absences, the student will fail the entire course.

- In the synchronous + asynchronous format, those **five missed periods** apply to the synchronous meetings. The asynchronous lessons and activities will have point values attached to them and missing them will affect the student's final grade.

The exemptions from this policy are **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to the synchronous classes. Make sure you join the class early enough to correct any technological issues you encounter.

For the synchronous Zoom classes, attendance will be taken by your visual presence and active engagement in the class. If visual presence is not possible, participation will be measured through Zoom chat.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

> Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
>
> 1. Quoting oral or written materials including but not limited to those found on the   internet, whether published or unpublished, without proper attribution.
> 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at https://sccr.dso.ufl.edu/students/student-conduct-code/.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

When attending class via Zoom, there are a few guidelines we expect you to follow.
- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?
- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.

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/about/title-ix-rights/

In-Class Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing. In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

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.aa.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.aa.ufl.edu/public-results/.

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. They are currently offering online appointments. See https://writing.ufl.edu/writing-studio/ to learn more.

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: http://umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE)
Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261
Counseling and Wellness Center: https://counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575
Field and Fork Pantry: https://fieldandfork.ufl.edu/, located near McCarty B, 352-294-2208
Student Health Care Center: http://shcc.ufl.edu/, multiple locations, (352) 392-1161

Grading Policies

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

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.

Grading Rubric

Strategy/Purpose: Does the document meet its intended objective?

_____**4 Well done:** Objective of the document is easily identified; content supports objective
_____**3 Acceptable:** Objective is not immediately clear; some additional content needed to support objective
_____**2 Some Weaknesses:** Objective is difficult to determine; additional content needed to support objective
_____**1 Problematic:** Objective cannot be determined

Strategy/Audience: Does the document address the intended audience?

_____**4 Well done:** Content, structure, and language of document geared to intended audience
_____**3 Acceptable:** Document is missing some content required by audience; some language usedinappropriately (e.g., unfamiliar jargon, too much jargon)
_____**2 Some Weaknesses:** Document is missing a substantial portion of content required by audience; usessome inappropriate or ineffective language
_____**1 Problematic:** No organization apparent; content of document reflects interests of writer but not ofaudience; inappropriate use of language

Structure: Does the organization reflect the purpose of the document and the needs of the audience?

_____**4 Well done:** Subsections thematically coherent and accomplish their intended functions; documentorganized according to readers' needs; relationship between ideas clear
_____**3 Acceptable:** Coherence or function of subsections weaker; organization is evident but may beundermined by weak transitions or occasional digressions
_____**2 Some Weaknesses:** Subsections are not logical or do not accomplish their intended function;organization is confusing or unclear
_____**1 Problematic:** No discernible organization; thoughts in random order without connections between them

Support/Evidence: Is the evidence used to support the argument concrete, relevant, credible, accurate, and
sufficient?

_____**4 Well done:** Argument is clearly supported by accurate evidence considered credible by the audience;sufficient detail to support the main points of the document
_____**3 Acceptable:** Many details support argument, but some are not fully elaborated or sufficiently specific;some evidence not relevant
_____**2 Some Weaknesses:** Some evidence is provided, but data is not fully explained, relevant to the argument,or credible; important pieces of evidence have not been included; some data inaccurate
_____**1 Problematic:** Little or no data to support the main ideas of the argument; much of the data is inaccurate

Coherence: Do sentences in paragraphs relate to one another in a logical way? Are relationships between paragraphs easily
discernible?

_____**4 Well done:** Paragraphs are internally consistent (i.e., one idea/theme runs through each paragraph);transitions between paragraphs allow reader to easily follow thread of argument
_____**3 Acceptable:** A few paragraphs lack internal consistency; a few weak or unclear transitions
_____**2 Some Weaknesses:** Many paragraphs lack internal consistency; many transitions are weak or usedinappropriately
_____**1 Problematic:** Main idea in most paragraphs cannot be identified; paragraphs have little or no discerniblerelationship to one another

Clarity/Conciseness: Are sentences structurally correct, succinct, and easy to understand?

_____**4 Well done:** Sentences flow smoothly, are structurally correct, and convey the intended meaning; nowordiness
_____**3 Acceptable:** One or two sentences are awkward, incorrectly constructed, or wordy
_____**2 Some Weaknesses:** Three or four sentences are awkward, incorrectly constructed, or wordy
_____**1 Problematic:** More than four sentences are awkward, incorrectly constructed, or wordy

Formatting: Are formatting elements used appropriately to strengthen the document?

_____**4 Well done:** Formatting elements organize and highlight ideas as needed; formatting elements are usedconsistently throughout the document
_____**3 Acceptable:** Formatting elements do not always support main points; elements are

used consistentlythroughout

    2 Some Weaknesses: Formatting elements often do not support main points; elements are not always usedconsistently

    1 Problematic: Formatting elements are confusing or inconsistent; lack of any formatting

MLA Citations: Is researched information cited correctly?

    4 Well Done: All researched information (including images) is properly cited with an in-text citation andcorresponding Works Cited entry in MLA 8 format. Works Cited entries are alphabetized and contain all required and available information.

    3 Acceptable: Document still contains in-text citations and corresponding Works Cited entries for allresearched information (including images), but contains some errors. Works Cited entries may be missing asmall amount of required and available information. In-text citations may be in the wrong place or may be incorrect.

    2 Some Weaknesses: Works Cited entries are missing a substantial amount of required and availableinformation. A substantial amount of in-text citations are missing, incomplete, or incorrect.

    1 Problematic: No in-text citations, and no Works Cited entries, OR in-text citations and Works Citedentries are URLs, OR in-text citations and Works Cited entries direct the reader to a search page or page of search results (www.google.com does not constitute a Works Cited entry, for example).

Mechanics: Are there grammar, punctuation, or spelling errors?

    4 Well done: No grammar, punctuation, or spelling errors
    3 Acceptable: No more than three grammar, punctuation, or spelling errors
    2 Some Weaknesses: Four to six grammar, punctuation, or spelling errors
    1 Problematic: Seven or more grammar, punctuation, or spelling errors