

**ENC 2210 - Technical Writing**  
**Section 6257—Class # 19768**  
**Summer B, 2021**

**Instructor Name:** Mr. Kevin McKenna (He/Him/His)

**Course meeting times & locations:** MTWRF, Period 3 (11:00AM-12:15PM)  
Turlington Hall 2333

**Office Location and Hours:** T/R, Period 1 (8:00am-9:15am) via Zoom

\*Invitations will be emailed to students each week and accessible in Canvas > Zoom Meetings\*

**Course website:** <https://ufl.instructure.com/courses/432381>

**Instructor Email:** [kevin.mckenna@ufl.edu](mailto:kevin.mckenna@ufl.edu)

### **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. Students will produce and analyze common technical writing genres, including emails, letters, résumés, memos, reports, proposals, technical definitions, proposals, blogposts, and podcasts. Throughout the semester, 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 collaborative and individual writing projects.

*Note:* The class will incorporate occasional asynchronous instruction. For synchronous classes, we will meet in-person during Period 3 in TUR2333. Asynchronous classes offer the opportunity to develop individual and collaborative writing projects remotely. All the necessary material, instructions, and activities will be uploaded on Canvas for asynchronous classes.

### **COVID STATEMENT**

This semester, the university has returned to full face-to-face (F2F) teaching. Additionally, because many faculty, staff, and students have been vaccinated, face coverings are now optional on UF property and in UF facilities. It is important that we all respect the safety and privacy of our fellow Gators. For that reason, students are expected to acknowledge and accept peers' decisions regarding face coverings and social distancing. Any alienation or violation of a student's sense of safety will not be tolerated in this classroom.

We must remain mindful of the fact that we are still in the midst of a global pandemic and that maybe not all have had access to the vaccine. Thus, if you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.ufhealth.org/screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students in a remote section. If you are experiencing any 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. New York: Pearson/Longman, 2018.

**SUPPLEMENTAL MATERIALS**

Any additional instructional or primary materials will be provided on Canvas.

**ASSIGNMENTS**

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 after classes if you have any concerns about any of the assignments.

All assignments should be submitted on Canvas unless stated otherwise.

1. **Emails** **(3 x 200 words / 25 points) 600 Words / 75 Points**  
Write short emails 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** **(2 x 300 words / 50 points) 600 Words / 100 Points**  
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** **800 Words / 75 Points**  
Pick a term or concept that is significant to your academic/professional field, then conduct research and provide an overview of that term for an informed yet not specialized audience. You must include 3 scholarly sources which you will use to explicate your selected term.
4. **Job Application Packet (CL: 400 words CV: N/A / 50 points) 400 Words / 100 Points**  
A Résumé/CV and a Cover Letter compose the Job Application Packet. Write a cover letter for your application, where you introduce yourself as a qualified candidate: highlight the skills that the position requires, give specific examples from your résumé that demonstrate these skills, and explain any experience or qualifications suited for the job that help you stand out as a candidate and show how you could benefit the workplace. Write either a résumé or a CV—the form is contingent on what is expected in your desired professional field. Tailor this document specifically to the job description—consider which job or volunteer experiences highlight the skills that the position requires and, therefore, need to be emphasized on your résumé/CV.

5. **Progress Report** **800 Words / 75 Points**

Watch a clip from a film assigned by the instructor 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** **1,000 Words (Each Student) / 100 Points**

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 a synchronous session in Week 3. 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. (*see Memos*)
- 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. (*see Emails*)
- 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** **800 Words / 75 Points**

Convert your Final Proposal into a 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. **Instruction Manual** **1,000 Words / 100 Points**

You will construct an instruction manual for how to accomplish a task: earn a passing grade in ENC2210. The manual must contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete this task. Your manual will be evaluated on the quality and

readability of its instructions, on the functionality of the instructional visuals, on the clarity of its design, and on its rhetorical sequencing.

*Note:* Your objective is not to provide instructions for passing Mr. McKenna's classes; manuals will focus on how to succeed in ENC2210 generally without reference to the instructor. Attention will focus on time-management, comprehension and retention, assignment completion, group participation and accountability, and performance maintenance.

9. **Peer Reviews** **(4 x 50 points) 200 Points**

You will be partnered with fellow students/groups for the following assignments: Technical Definition, Progress Report, Group Proposal, and Instruction Manual. Your partner will submit an initial draft of this assignment to you 48 hours before the deadline. You will have 24 hours to complete the peer-review worksheet and return it to your partner.

10. **Class Activities** **100 Points**

You will complete various activities during synchronous and asynchronous class sessions. These assignments are designed to help construct and refine the aforementioned major assignments; some will be submitted as hardcopies at the end of class sessions or electronically. Refer to classroom instructions for each individual activity.

### **Course Policies**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance will be taken at the start of every class. To be marked present, students must be in the classroom at the time attendance is recorded and have all required materials to complete class assignments. Excused absences must be approved by the instructor before the start each course meeting. Two (2) unexcused absences results in a final grade half-step reduction (i.e. "B" is reduced to a "B-"). Four (4) unexcused absences results in an automatic failure of the course. Any student who arrives after attendance is recorded is responsible for confirming his/her/their presence with the instructor after class is over.
3. *Tardiness:* Students are considered late if they arrive after roll call. Three (3) tardiness marks equal one (1) unexcused absence. If a student is aware he/she/they may be late for a particular class, it is the student's responsibility to contact the instructor before class. The instructor may provide an excusal relative to the circumstances. Any student who arrives after attendance is recorded is responsible for confirming his/her/their presence with the instructor after class is over.
4. *Classroom Policies:* Students are expected to treat the instructor, university staff, and fellow classmates with empathy, respect, and professionalism. Failure to regard any person in the class or visiting the classroom with dignity may result in various penalties equal to the severity: removal from classroom, failure on assignment, or referral to Office of Student Conduct and Conflict Resolution. Such expectations extend to all virtual

encounters for this class, including Canvas assignments, electronic communications, and Zoom office hours. Students are permitted to use laptops and tablets in the classroom, but cellphones are prohibited. Use of cellphones will, first, result in the instructor politely asking the student to put the device away. Multiple infractions will result in the student being removed from the classroom for the remainder of the meeting. The same policy applies to using laptops or tablets for material unrelated to class.

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: <https://titleix.ufl.edu/about/title-ix-rights/>
6. *Paper Format & Submission*: All papers will be submitted electronically on Canvas; they must be submitted as Word files (.doc or .docx).
7. *Late Papers/Assignments*: Late assignments will receive a 10% point deduction for every 24-hour period the paper is late. Regardless of circumstances, students must receive an extension prior to the assignment deadline to avoid any penalty.
8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. The UF Student Honor Code defines "plagiarism" as:  
A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
  - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
  - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.
  - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
10. 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.
11. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto: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/>

12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. *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](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
14. *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 email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
15. *Policy on environmental sustainability.* Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

### SYLLABUS SCHEDULE

Date	Read/View for Class	Asynchronous	DUE
<b>Week 1</b>			
M-June 28	Course Introduction		
T-June 29	Ch. 1: Technical Communication in the Entrepreneurial Workplace		
W-June 30	Ch. 6: Emails, Letters, and Memos		
R-July 1	Correspondences (contd.)		Introductory Email
F-July 2	Ch. 7: Technical Descriptions and Specifications		
<b>Week 2</b>			
M-July 5	<b>NO CLASS - HOLIDAY OBSERVANCE</b>		
T-July 6	Technical Definition Peer Review Ch. 14: Researching in Technical Workplaces		Peer Review Technical Definition
W-July 7	Ch. 5: Starting Your Career		Technical Definition

R-July 8	Ch. 16: Using Plain and Persuasive Style		
F-July 9	Ch. 10: Brief Reports		Job Application Packet
<b>Week 3</b>			
M-July 12	Reports (contd.)		Job Application Thank You Email
T-July 13	Ch. 15: Organizing and Drafting		
W-July 14	Progress Report Peer Review		Progress Report Peer Review
R-July 15	Ch. 9: Proposals		Progress Report
F-July 16	Ch. 20: Presenting and Pitching Your Ideas		
<b>Week 4</b>			
M-July 19	Ch. 3: Working in Teams		Group Proposal Memo
T-July 20	Ch. 13: How to Be Persuasive		
W-July 21	Ch. 18: Creating and Using Graphics		Group Progress Email
R-July 22	Group Proposal Work		
F-July 23	Group Proposal Peer Review		Group Proposal Peer Review
<b>Week 5</b>			
M-July 26	Ch. 21: Writing for the Internet		Group Proposal
T-July 27	Ch. 2: Profiling Your Readers		



W-July 28	Blogpost Work		Blogpost Memo
R-July 29	Ch. 19: Revising and Editing for Usability		
F-July 30	Blogpost Workshop		Blogpost
<b>Week 6</b>			
M-August 2	Ch. 8: Instructions and Documentation		
T-August 3	Ch. 18: Creating and Using Graphics		
W-August 4	Instruction Manual Work Day		
R-August 5	Instruction Manual Peer Review		Instruction Manual Peer Review
F-August 6	Course Debrief		Instruction Manual

### 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 material.	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 or fail to meet instructed standards.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure, including 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 appropriate diction for the context, genre, and discipline. Assignments should show complexity of thought, not complexity of syntax. Writing engages the appropriate audience for each respective medium.	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.

**“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** thoroughly approach 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 a good faith effort to engage with the topic, but source use or complex synthesis is 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.

**“D” Assignments** have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or negligible source use. Little to 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.

**“F” Assignments** fail to meet any expectations or instructions relating to the assignment; are incomplete in every evaluative category. Submitted extremely late with no prior excusal from the instructor. Suffers from stylistic, rhetorical, and grammatical errors to the point of illegibility.

#### GRADING SCALE

A	4.0	93-100	930- 1000	C	2.0	73-76.9	730-769
A-	3.67	90-92.9	900-929	C-	1.67	70-72.9	700-729
B+	3.33	87-89.9	870-899	D+	1.33	67-69.9	670-699
B	3.0	83-86.9	830-869	D	1.0	63-66.9	630-669
B-	2.67	80-82.9	800-829	D-	0.67	60-62.9	600-629
C+	2.33	77-79.9	770-799	E	0.00	0-59.9	0-599