ENC 2210- 20872 (Section #9150) – Technical Writing Fall 2021

Instructor Name: Burcu Kuheylan
Course meeting times & locations: Tuesday – Periods 2-3 (8.30 – 10.25), Anderson Hall 0019**;**
Thursday – Period 3 (9.35 – 10.25), Williamson Hall 0202
Office Hours and location: Tuesday/Thursday. 11.00-12.00 (office # TBA)
Zoom Link for Virtual Office Hours: **Meeting ID**: 923 7890 3527; **Passcode**: 144928
Course website: Canvas (elearning.ufl.edu)
Instructor Email: burcukuheylan@ufl.edu

Course Description:
This course introduces students to technical and professional writing in the workplace. Students will produce writing in a variety of technical genres, including professional emails, proposals, memos, formal reports, application letters, and résumés. They will also develop critical reading and writing skills, which will allow them to interpret and respond to job listings and emerging technologies in their fields. Their practice in writing in a variety of genres will help students to become aware of the conventions and rhetorical situations they will encounter in professional settings. Issues of audience, style, design, organization, as well as the visual and textual rhetoric of documents will be the focus of our attention. In addition, the course will help students navigate the challenges of setting career goals, determining priorities, finding and holding professional positions in today's technical workplace. From alerting them to the dangers of burnout and precarity to training them to succeed in job interviews, the course will furnish future graduates with key writing and survival strategies in a competitive job market.

In the writing and revision process, students will work closely with their instructor and peers, completing in-class activities, workshops, peer-reviews of longer writing assignments, and collaborative writing projects.

In this class, students will:
- develop a professional idiom in writing emails and documents;
- grasp the nuances among various genres of technical writing;
- learn to identify and adapt to the rhetorical expectations of technical discourse communities;
- address the specialized needs of a multiplicity of audiences;
- evaluate and critically revise their work in response to instructor and peer feedback.

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 the 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 in 6000 words.

General Education Learning Outcomes:
At the end of this course, students are expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content**: demonstrating competence in the terminology, concepts, theories, and methodologies used within the academic discipline.
- **Communication**: communicating knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Participation**: in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** analyzing information carefully and logically from multiple perspectives, using discipline-specific methods, and developing reasoned solutions to problems.

Required Text (Any format is welcome)**:**
Richard Johnson-Sheehan, *Technical Communication Today*, 6th edition. (Pearson)
ISBN: 9780134425733.

Assignments (see below for Grading Rubric):

Assignment	Words	Points
Emails:	**1,000**	**100**
Introduction Email	250	25
Inquiry Email	250	25
Complaint/Claims Email	250	25
Response Email	250	25
Group Proposal (per student):	**1,200**	**120**
Progress or completion report	350	35
Individual Proposal Section*	500	50
Reflection on group work	350	35
Career Objectives Response	**800**	**80**
Job Application Portfolio:	**2,400**	**240**
Job Listing	N/A	
Resume*	N/A	
Critical Wrt. Sample: Technofix*	1,100	110
Application (Cover) Letter*	800	80
Bio	200	20
Thank You Letter	300	30
Precarity/Burnout Response	**600**	**60**
Peer Review for elements with an asterisks (*) + Mock Interview	N/A	5x 20 = **100**
Class and Workshop Participation	N/A	**100**
Total	**6,000**	**800**

Emails (12.5 %):
You will post the following emails to the discussion boards provided on the Canvas webpage for our course. Each requires the necessary elements of an email and an effective professional style <u>appropriate for the context</u>.

1. Introductory Email
Email your instructor on the discussion board: introduce yourself, tell her about your professional/academic interests, as well as your goals for and expectations from the course.

2. Inquiry (Request-for-Information) Email
Email your potential employer, business partner, or the office(r) responsible for admissions to the program you're applying to: introduce yourself and request more (unlisted) information about the company, its products/services, or the position/program you're interested in. Make sure it is a meaningful inquiry and not an obvious attempt to show off your skills.

3. Complaint/Claims Email
Remember a product, experience, or service that left you dissatisfied or disgruntled. Compose an email to the company or service provider that explains the nature of your experience. Provide detailed information about dates, what the issue is, and how it inconvenienced you or endangered your wellbeing. Make a claim for reparation if it is applicable.

4. Response Email
Email a response to an inquiry or complaint/claims email written by one of your classmates. Remember that you are representing a company or a service provider and keep your tone professional at all times. If you are responding to an inquiry email, address each question systematically and make sure to cover all inquiries. Feel free to research the company/institution and provide links for further information. While responding to complaint/claims emails, you're free to decide whether to honor or decline claims. However, remember that your aim is to balance the needs and policies of your organization/company with the satisfaction and continued business of your addressee.

Group Proposal (15%):
You will be a member of a team that works on a UF campus improvement project. Each team will decide which issues on campus inconvenience them most, how these can be addressed, and which solution will be most time and cost effective. Students will have sufficient time to refine and research their topics, compose and peer-review their proposal sections, and bring together the final document in an elegant and seamless design. Each in-class workshop will have clear goals for students to discuss and meet, aiding them to stay on track and to incrementally develop their projects. After each meeting, one member of the team will submit a formal progress report to the instructor (350 words), informing her of the changes and improvements the team has made on the project, new information added, and the issues the team has encountered along the way. Each team member will pick a section of their choice (400 words) and contribute to the composition of the introduction and conclusion (100 words per member). After the project's completion, each student will compose and submit a reflection (internal memo) on their group work, which discusses their experiences, insights, and key takeaways (350 words).

Career Objectives Response (10%):
This assignment aims to raise students' awareness of their degree's worth and flexibility. Determining your career goals and priorities may significantly help you set standards, customize your experience and coursework, address your weaknesses in a timely manner, and to build and tailor your resume for success.

Students will critically respond to the questions provided by the instructor and explain: what their core and secondary values are; what kind of workplaces could be a good fit for them and why; what type of career choices could be available to them upon graduation; and which courses, experiences, and additional trainings could aid them attain their career goals.

Job Application Portfolio (30%):
The portfolio needs to include the following five elements:

> *1. Job Advertisement and Analysis:* Find an advertised position description for a specific job, internship, graduate school, and/or professional organization. Make sure that it is a job, which you would actually consider applying to. Include links to the job description or a scan/screenshot of the advertisement.
> Write a brief analysis of the job description: what type of applicant are they looking for? What skills do they require? How does it speak to your individual skill set and interests? And how do you plan on tailoring your résumé/cover letter to each job?

> *2. Application (Cover) Letter:* Write a 1,000-word 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 shortcomings on your résumé and/or skill set if necessary.

> *3. Résumé/Curriculum Vitae:* Depending on the type of position you are applying to, write a résumé or a CV. 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.

> *4. Critical Writing Sample on Technofixes:* Today, each academic field and workplace deals with the pros and cons of technology. This requires students to be aware of emergent technologies in their fields and to adopt a critical lens while assessing their contribution to our lives. Technofixes are technological solutions to wide-scale everyday and professional problems. They aim either to improve the efficiency of an already functional system or to fix the flaws of a dysfunctional one. They range from creative solutions to mass problems, such as vaccinations (disease), GMOs (famine/drought), or clean energy sources (pollution/limited resources), to ones with poor and unintended consequences, such as Oxycontin (pain-management), DDT (hygiene/pest control), and Thalidomide (morning sickness). While few technofixes are as clear-cut in their impact, some raise new and larger issues in their wake. Students will take a close look into their fields or private lives to identify a technofix of their choice, conduct some research on the topic, and compose a 1,100-word critical writing sample to be included in their portfolio.

> *5. Mock Job Interview Evaluation:* As part of your professional training, you will mock-interview for a job during class. You will provide your evaluator with your application materials beforehand, and read a classmate's application materials. Your job is not to evaluate their material but to note and ask realistic questions during the mock interview. You will be provided with an assessment sheet that your interviewer will hand over and discuss with you.
> For this portfolio, all you need to do is scan and attach <u>your own</u> assessment sheet, i.e. the assessment of your performance during the mock job interview.

Precarity/Burnout Response (7.5%):
Precarity (lack of job or financial security) and burnout are unpleasant realities of today's professional market and deserve our attention. Both the millennials and the generations that follow them suffer from

crippling student loan debt, at times ending up in jobs they're overqualified for or in ones they do not enjoy. The high productivity demands and fast-paced nature of the technical workplace, likewise, pose challenges to employees fresh and seasoned alike, often forcing them to choose between unemployment and self-sacrifice. Students will read and discuss in class two articles focusing on burnout and precarity. They will assess the authors' claims, examples, and tone, and decide if the writers are alarmist or justified in their critique of current workplace conditions. Students' 600-word response will use these texts as a departure point but will focus on their experiences and take on the issues of precarity OR burnout. How students expect to offset these challenges will be central to their essays.

Course Policies:
1. Attendance: Please come to class on time and use your absence allowances wisely. If you're missing a class, let the instructor know in advance. Be aware that:
More than 3 absences per semester will earn you a lowered course grade;
More than 5 absences per semester will automatically fail you, unless you have an official, documented excuse (i.e., doctor's note or UF sponsored events).
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.

Important: Regardless of absences, it is your job to make yourself aware of all due dates. If you miss class, you are still responsible for turning assignments in on time.

2. Assignments: To pass the course, **all required coursework** listed in the syllabus **has to be submitted on or before their respective due dates**. All papers and assignments will be submitted online (through Canvas) by the deadlines our syllabus lists (see "Course Calendar" section below).

3. Late Papers/Assignments: A whole letter grade will be deducted from all papers and assignments submitted within 48 hours of the missed due date. Papers and assignments that are submitted later than that will not be accepted **unless** you have a valid or documented excuse. **If you are struggling with an assignment or think you will not be able to meet a deadline, please talk to me about an extension at least 12 hours before the due date.**

4. Classroom Behavior and Etiquette: Students come from various cultural, ethnic, and economic backgrounds. It is required that you display open-mindedness and respect in class at all times, but particularly during class discussions and group work, where ideas that differ from your own may be presented. Disrespectful behavior will result in dismissal from the class (and an absence for that day).

5. Email Correspondence: Please use your UF email to contact me, especially if you are emailing attachments. Attachments sent through Canvas do not always work and require multiple emails.

6. In-Class Work: Active participation is a crucial part of success and your final grade in this course. You are expected to contribute meaningfully and constructively to each class session. Since discussions help us better understand the material, you should come to class prepared to talk and ask questions about the readings. You are also expected to work in small groups and participate in class and group discussions. 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.

7. Electronic Devices Policy: Laptops and tablets are allowed, but they should be used only to access course material. Texting and surfing the internet while class is in session is not only rude but it is also distracting, both to you and your instructor. You're advised to limit your use of devices and to be mentally present in class time. Cell phones should be either turned off or placed in silent mode.

8. Paper Format & Submission: All papers have to be submitted as MS Word (.doc, .docx) or PDF (.pdf) documents to Canvas. Final drafts should be polished and presented in a professional manner.

All assignments must have your name, assignment title, and the submission date printed on the top left-hand side of the first page. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins, pages numbered, and include a title representative of your argument. Be sure to staple papers before submitting hard copies.

9. Paper Maintenance Responsibilities: It is your responsibility to keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

10. Academic Honesty and Definition of Plagiarism: Plagiarism means using other people's words, sentences, and ideas without giving credit for (citing) it. It violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the UF Student Honor Code, which can be accessed here: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

11. Appealing Grades: 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 (TUR 4008 or via cblount@ufl.edu) Please note that 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

12. 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

13. Do you have a Disability? Students with disabilities, who are requesting accommodations should first register with the Disability Resource Center (352-392-8565), which will provide appropriate documentation to give the instructor early in the semester.

14. Do you Find Yourself Struggling? You're not alone. Ask for help. Students who face difficulties completing the course or who are in need of counseling or urgent help may visit the website of the on-campus Counseling and Wellness Center or give them a call at (352) 392-1575.

15. Have You Been Subject to Unwanted Advances (Harassment)? Know your rights and protect yourself (*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. Detailed information on how to seek support and to report misconduct can be found in this website.

16. Writing Studio: If you seek additional help with your writing, the University Writing Studio is located in 2215 Turlington Hall and available to all UF students. Please make sure to make an appointment before you go in. Here's the link for scheduling an appointment.

COURSE CALENDAR

Tue, 8/24   Introduction: Syllabus, Course Policies & Goals, Assignments, Canvas
                   Rhetorical Strategies (ethos, pathos, logos)

Thu, 8/26   **Due 10 PM**: Submit Introductory email on Canvas >> assignments >> Intro Email.
                   Read: *Chapter 13, How to be Persuasive.*

Tue, 8/31   **Read:** *Chapter 6: E-mails, Letters, and Memos.*
                Exercises on reading rhetoric: bring to class your advertisement example for practice.

Thu, 9/2   **Due 10 PM:** Submit Inquiry Email on CNVS >> Assignments.

Tue, 9/7   **Read**: *Chapter 1, Technical Communication in the Entrepreneurial Workplace.*
                Dismantling myths: the visionary entrepreneur vs. incremental and collaborative success.
                Read and discuss: Malcolm Gladwell on Steve Jobs, "The Tweaker" (CNVS).
                Due 10 PM: Submit Claims/Complaint email on CNVS >> Assignments.

Thu, 9/9   **Due 10 PM**: Submit Response Emails on CNVS >> Assignments.
                Read: *Chapter 9, Proposals.*

Tue, 9/14   Intro to Group Proposal Assignment
                Read: *Chapter 3, Working in Teams.*
                Discuss: identify issues on the UF campus and list potential proposal topics.

Thu, 9/16   Q&A on Proposals + Determine Proposal Topics + Form Teams

Tue, 9/21   **Read**: *Chapter 2, Profiling Your Readers*
                Audience awareness + Cause-Effect Relationships in Writing

Thu, 9/23   Proposal Revisited: overview of sections + organization of labor >> Gantt Charts.

Tue, 9/28   Introduction to Technofixes >> begin to look for technofixes in your field.
                Proposal Workshop I: identify, discuss, and describe the problem + compile evidence.

Thu, 9/30   Progress Report Overview
                Due 10 PM: form a Google doc. for each proposal group and share link with instructor.
                Homework: Begin to look for job listings.

Tue, 10/5   **Due 10 PM**: Submit Progress Report I on CNVS (1st team members) >> Discussions.
                Read: *Chapter 5, Starting Your Career.*
                Discuss Technofix ideas >> begin to compile notes + research.

Thu, 10/7   How to Search, Locate, and Close-Read Job Listings?
                Overview of Portfolio Elements

Tue, 10/12   Intro to Resumes
                Determining Career Goals and Priorities
                Proposal Workshop II: determine section writers + divide research topics + create
                surveys.

Thu, 10/14   **Due in class**: Bring a draft of your résumé for peer-review.

Tue, 10/19   Intro to Cover Letters + Assignment overview
                Due in Class: Bring a hardcopy of your Technofix draft for peer review.
                Preparing for Job Interviews

Thu, 10/21   **Due 10 PM**: Submit Progress Report II on CNVS (2nd team members) >> Discussions.

Due in class: Bring a hardcopy of your application letter for peer-review.

Tue, 10/26   **Read**: *Chapter 16, Using Plain and Persuasive Style.*
Exercises on identifying and eliminating passive voice.

Thu, 10/28   **Due in class**: Submit a hardcopy of your revised résumé.
Read: *Chapter 18, Creating and Using Graphics.*

Tue, 11/2   **Proposal Workshop III**: select a design, integrate visuals, peer-review and align sections.
Due 10 PM: Submit (Revised) 2nd Technofix Draft (TD) >> Assignments >> TD

Thu, 11/4   **Read**: "How Millennials Became the Burnout Generation" by A.H. Petersen (CNVS).

Tue, 11/9   **Due 10 PM**: Career Objectives Responses >> CNVS >> Assignments.
Read: "Why Are Young People Pretending to Love Work" by E. Griffith (CNVS).
Writing your Bio and Thank You Letters

Thu, 11/11   No Class in Session: Veterans Day

Tue, 11/16   **Due 10 PM**: Career Objectives Responses >> CNVS >> Assignments.
Read: "Why Are Young People Pretending to Love Work" by E. Griffith (CNVS).
Writing your Bio and Thank You Letters

Thu, 11/18   **Due in class**: Bring a hardcopy of your revised application letter for instructor feedback.
Due 10 PM: Submit Progress Report III (3rd team members) >> CNVS >> Discussions

Tue, 11/23   **Due 10 PM**: Submit Precarity/Burnout Response >> CNVS >> Assignments
Mock Job Interviews

Thu, 11/25   No Class in Session: Thanksgiving

Tue, 11/30   **Due 10 PM**: Submit your 200-word Bio >> CNVS >> Assignments
Due 10 PM: Submit Final Technofix Paper (TF) >> CNVS >> Assignments >> TF
Mock Job Interviews

Thu, 12/2   **Due 10 PM**: Submit Final Group Proposal CNVS >> Assign >> Group Prop (w/title).
Mock Job Interviews

Tue, 12/7   **Due 10 PM**: Submit Final Application Letter >> CNVS >> Assignments
Due 10 PM: Submit Group Work Reflection >> CNVS >> Assignments
Mock Job Interviews

Thu, 12/9   No Class in Session: Reading Day
Due 10 PM: Submit Proposal Completion Report (4th members) > CNVS > Discussions
Due 10 PM: Submit Thank You Letter >> CNVS >> Assignments

Mon, 12/13   Grades due

General Education Assessment Rubric

PLEASE NOTE: Assignments short of the minimum word count as well as papers that fail to follow the instructions of the assignment prompts **will not receive credit**.

	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 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.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.