

ENC 2210 – Technical Writing (Class #14048), Spring 2019

Instructor Name: Ms. Claire Karnap

Course meeting times & locations: T, Period 8-9 (3 PM - 4:55 PM) and R, Period 9 (4:05 PM - 4:55 PM); CBD 0212

Office Location and Hours: Turlington 4315; Tuesday (1:30 PM – 2:30 PM) and Thursday (2:30 PM - 3:30 PM) and by appointment.

Course Website: Canvas

Instructor Email: ckarnap248@ufl.edu

Note to Students: *CRW ENC 2210: *Your course is C + WR credit, but not H*

Course Description: ENC 2210: Technical Writing is a course that introduces students to both professional and technical writing. Throughout the semester you will analyze and produce texts from different genres of technical writing, which will include emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. This course will prove useful to students in many fields of study.

Students receive multiple opportunities to improve communication skills, write cohesively, and perform professionally within the classroom environment. Daily class attendance and participation are essential to succeed in this course. Lectures and in-class workshops offer students the necessary groundwork to begin implementing obtained knowledge on technical writing. This course offers a welcoming environment to contribute new ideas and for students to learn how to work both individually and collaboratively in a professional atmosphere.

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 6e REVEL Access Digital Format*, 2018.

Note to students: Students will have the choice to “Opt-In” to the digital access through a link provided in Canvas once classes begin for a reduced price and pay for these materials through their student account. Students who do not choose this option will be able to purchase a standalone code (9780134438665) through the UF Bookstore. Both options provide access to the same online materials however the discounted price will only be available through the Gator1 Central portal. You can log in to the Gator1 Central portal and view your participating courses when classes begin here: <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>

Assignments (see below for Grading Rubric):

4 Discussion Posts, 250 words each

Throughout the semester, I will ask you to write short, persuasive responses (250 words each) to readings or case studies. These must be submitted on Canvas. Check our detailed schedule on Canvas for homework dates for discussion posts.

Introductory Email, 300 words

Using a standard email format and an effective professional style, write a message to a teacher or professional working within your field (e.g. nurse, writer, musician, doctor, teacher, engineer, etc.).

Professional Correspondence, 450 words

Using professional correspondence style, send a hypothetical “letter from a nut” to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out [Ted L. Nancy’s website](#) for examples.

Application Packet

The application packet assignment contains three main sections:

1. Job description and analysis
 2. Cover letter
 3. Resume
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Job description and analysis, 300 words

Find a job/application description for a specific job, internship, graduate school, and/or professional organization. Include a link to this description when you turn in your assignment. Once you find the job description/application instructions, write an analysis of the job description that details

1. the materials they are requesting to be included in the application
2. the qualities they are looking for in their ideal applicant

Cover Letter, 350 words

Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your resume, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

Resume, 1-2 pages

Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs. of your textbook for formatting and style guidelines.

Technical Description, 450 words

Write a professional memo that either:

1. provides a clear description for a specific technical term from your field to a general, non-expert audience

OR

2. argues for the implementation of specific process or device in regard to some technical aspect of your field.

Make sure that your memo is properly researched and includes sources where appropriate.

Proposal, 1000 words

For the proposal assignment, students will write a detailed proposal for a mobile application or other significant innovation that solves a problem within their field of study or identifies an opportunity within a given business field.

Usability Report, 750 words

Develop a user test methodology for your instruction manual. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your technical manual. Based on the data you gather and your evaluation of that data in the usability report, you'll then revise your instruction manual before submitting it for a final grade.

The Report should include:

1. Methodology
 - a. Summary of instructions
 - b. Statement of test goals
 - c. User profile
 - d. Description of assigned tasks for user test
2. User test data
 - a. Step by step analysis of each question from your questionnaire
3. Recommendations
 - a. Plan for revising the instruction manual based on feedback conducted during the user tests.

Progress Report, 650 words

This assignment refers to the instruction manual assignment described below. Midway through the project, you will need to submit a progress report to your instructor detailing the progress you have made on the manual assignment. Include information about what work you have finished, what you still need to finish and how you plan to do so. You may also use the progress report to address any difficulties working with specific group members or other group related difficulties.

Instruction Manual, 750 words per student

Working in groups of three, students will create an instructional guide within a specific area around campus designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instruction manual will be housed on a website created with Wix free website editing software. The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate.

Each student is responsible for writing the content for their specific section of the website. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific technical roles.

TOTAL

100%

Total Word Count Possible for Term: 6,000

Course Policies:

1. You must complete all *assignments* to receive credit for this course. Students who miss a peer evaluation preparatory workshop will have the relevant assignment penalized.
2. *Attendance*: Attendance is required and will be taken every day. Students who reach their sixth absence automatically fail the class. **Double block periods count as two absences.** 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>. **Required absences related to university-sponsored events** must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.
3. **A note on tardiness**: Students who enter class after roll has been taken are late, which disrupts the entire class. Three instances of tardiness (more than 15 minutes) count as one absence.
4. **This course includes workshops, lectures, and group activities; therefore, students should bring their laptop, paper, writing equipment, and have access to the textbook for each class meeting.**
5. *Paper Format & Submission*: Final drafts must be thoroughly polished and professionally structured. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and page numbered using correct MLA formatting. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
6. *Late Papers/Assignments*: Late assignments and late papers will not be accepted. Only under extenuating circumstances will I consider an extension—students must contact me at least 48 hours before the assignment is due if an emergency arises, and provide documentation.
7. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *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/>.
9. 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.
10. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
11. *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). Grade appeals may result in a higher, unchanged, or lower final grade.
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. 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>
14. *Classroom Behavior and Netiquette*: Students should be respectful of their peers and different viewpoints on subjects discussed during each class meeting. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. 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). **Do NOT use electronic devices to**

text during class or access social media. Students will receive one warning for the duration of the term; if the student continues, he or she will be counted absent for the class period.

15. *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-equity-diversity/resources/harassment/>

Weekly Schedule (subject to change): Students are required to read before coming to class.

Unit 1: Introductions to Technical Writing

Week 1

January 8th

- Introductions, Syllabus
- Ice Breaker

January 10th

- Lecture: Intro to Tech Writing
- Read Chapter 1: Technical Communication in the Entrepreneurial Workplace

Week 2

January 15th

- Lecture: Correspondences
- Read chapter 6: Emails, Letters, and Memos

January 17th

- Read <https://www.monster.com/career-advice/article/never-write-in-professional-email>
- **Due: Introductory Email (11:59pm)**

Week 3

January 22nd

- Lecture: Persuasive Style
- Read Chapter 16: Using Plain and Persuasive Style

January 24th

- Lecture: Persuasive Style
- Read Chapter 13: How to Be Persuasive

Week 4

January 29th

- Lecture: Professional Letters—How to Be Professional
- Read Chapter 2: Profiling Your Readers

- In-class activity: *Parks & Rec*

January 31st

- Read Chapter 4: Managing Ethical Challenges

Unit 2: Drafting, Style, & Persuasion and Technical Writing

Week 5

February 5th

- Lecture: Job Application Packet (JAP) Process
 - Discuss JAP and Explain Case Study Memo
- Read Chapter 5: Starting Your Career
- **Due: Professional Letter (11:59pm)**

February 7th

- In-class Activity: Reader-Centered Communication in Job Applications
- **Discussion #1: Case Study Memo “The Lie” on page 136 due by 11:59pm**

Week 6

February 12th

- Lecture: Effective Résumés and Cover Letters
- Read: Chapter 15: Organizing and Drafting
- Workshop: Show clip from Friends <https://www.youtube.com/watch?v=pZxsxaFJ3YQ> and complete group activity on “Categorizing Your Qualifications”

February 14th

- Lecture: Job Application Packet: Drafting, Designing, and Revising / Individually Work on JAP
- Read handout on resumes and cover letters:
http://careersapps.usc.edu/docs/handouts/Resume_Booklet_Small.pdf
- In-class activity: Application Letters
 - <https://www.youtube.com/watch?v=o5PhUErm8I4>

Week 7

February 19th

- Block 1- Peer Review #1: JAP
- Block 2- Lecture: Designing Documents
- Read- Chapter 17: Designing Documents and Interfaces

February 21st

- Workshop: Grammar Practice
- In-class activity: “The Top Ten Grammar Mistakes” and MLA Practice
- Read: Appendix A: Grammar and Punctuation Guide and Appendix C: Documentation Guide (MLA Section Only)

- **Due: Job Application Packet at 11:59pm**

Unit 3: Collaboration & Writing Proposals

Week 8

February 26th

- Lecture: Pitches
- Read Chapter 20: Presenting and Pitching Your Ideas
<https://www.youtube.com/watch?v=98WIZJqscVk&t=6s>
- Chapter 7: Technical Descriptions and Specifications

February 28th

- Homework: Bring to class a job or internship advertisement and prepare yourself to pitch the idea in a 1-2-minute elevator pitch to the prospective employer.
- Workshop/Activity—Definition Discussions within groups
- **March 1st at 11:59 pm--Due: Technical Definition**

Week 9

March 5th

- Spring Break- No Class

March 7th

- Spring Break- No Class

Unit 4: Proposals and Usability

Week 10

March 12th

- Lecture: Writing Proposals
- Read Chapter 9: Proposals
- Activity- Proposal Topics
- **Due: Discussion #2- 2 Ideas and Justification per student (11:59pm)**

March 14th

- Committee Meetings
- Workshop: Brainstorm Proposal Topics
- Read the page titled “Planning and Organizing Proposals and Technical Reports” on the Purdue Online Writing Lab (OWL) website.
https://owl.english.purdue.edu/media/pdf/20080628094326_727.pdf

Week 11

March 19th

- In-class writing day for Proposal
- Read Chapter 11: Formal Reports

March 21st

- Peer Review #2- Proposal
- Read over the peer review worksheet on Canvas before class and bring copy of worksheet with your rough draft to class.
- Bring one printed copy of rough draft
- Lecture: Usability and Assign Groups/Meet Members for Instruction Manual and User Tests

Week 12

March 26th

- **Due: Proposal (11:59pm)**
- Read Chapter 19: Revising and Editing for Usability and Chapter 8: Instructions and Documentation
- Workshop: Choose topic for Instructional Manual and Plan out User Tests

March 28th

- Workshop: Work on draft of Instruction Manual
- Read Chapter: 3 Working in Teams
- **Discussion #3: Audience and Purpose Activity (due by 11:59pm)**

Unit 5: Formal and Informal Reports

Week 13

April 2nd

- Read <https://medium.com/level-up-web/how-to-write-a-user-manual-technical-writing-blog-e2c7f1e16f87>
- Block 1: Workshop- Committee Meetings and Administration of User Tests
- Block 2: User Test Report Analysis and Discussion with Committee Members
- Write brief statement explaining results and draft of instruction manual (Email by 11:59 pm)

April 4th

- Read Chapter 10: Brief Reports
- Workshop: Committee Meetings-User Test Report Analysis and Discussion
- In-class Activity: Collaborative Work Icebreaker

Week 14

April 9th

- **Due-Usability Report (due by 11:59pm)**
- Workshop: Progress Reports
- In-class Activity: Collaborative Writing Activity “Group Plans”

Unit 6: Final Reports & Course Wrap-up

April 11th

- Workshop: Designing the final draft of Instruction Manual

- Read Chapter 18: Creating and Using Graphics and Chapter 21: Writing for the Internet

Week 15

April 16th

- In-class Activity: Collaborative Work Icebreaker
- Read <http://www.bbc.com/future/story/20180403-inside-the-world-of-instruction-manuals>
- Workshop: <https://www.marketplace.org/2018/05/29/business/history-instruction-manuals>
- **Progress Report (by 11:59 pm)**

April 18th

- Read <https://www.themuse.com/advice/the-professional-bio-template-that-makes-everyone-sound-accomplished>
- Workshop: Instruction Manual
- Potential Peer Review
- **Discussion #4: Submit a paragraph (250 words) on Canvas of “Yourself Professional” and refer back to reading for guidance or suggestions on structure and content. Due by 11:59 pm**

Week 16

April 23rd

- Course wrap-up
- Read <https://www.forbes.com/sites/larryalton/2017/09/12/how-much-do-a-companys-ethics-matter-in-the-modern-professional-climate/#40171bd01c79>
- Lecture: Ethical Companies in the Workplace and in-class self-assessments and evaluations

****April 29th at 11:59pm- Due: Final Instruction Manual**

Points Breakdown for Assignments:

Discussion Posts (4)	25 points each
Introductory Email	50 points
Professional Correspondence	50 points
Application Packet	150 points
Technical Description	100 points
Proposal	150 points
Usability Report	100 points
Progress Report	100 points
Instruction Manual	200 points
Total Points Possible	1,000

Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

A Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of nearly all typos and grammatical or mechanical errors.

B Proficient: You did what the assignment asked of you at a high-quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.

C Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you’re working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D Poor: You did what the assignment asked of you at a poor-quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Note: You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.