

**ENC 2210 Technical Writing  
Section 10862  
Summer A 2023**

**Instructor Name:** Daun Fields

**Course Time & Location:** **MTWRF 9:30am-10:45am Matherly Hall (MAT) 118**

**Office Location/Hours:** Turlington 4325 (mask required) or via Zoom/and by appointment  
Tuesdays 11:45am-1:45pm

**Instructor Contact:** I am available by Canvas Inbox and email M-F 9am-5pm.  
I respond to inquiries within 24 working hours.  
[dj.fields@ufl.edu](mailto:dj.fields@ufl.edu)

**Course Description:**

ENC2210 Provides a survey of the forms and methods of communication used in business, industry and government, including non-formal and formal reports, letters, resumes and proposals.

This course presents students with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Throughout the semester, students will produce and analyze common technical writing genres, including letters, resumes, memos, reports, proposals, etc. Students will work toward understanding how to analyze and react to rhetorical situations that 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 class discussions about assigned readings and writing projects, to work closely with the instructor, and to collaborate with peers. Because as much of the communicative work produced in the workplace is collaborative as it is individual, ENC2210 emphasizes both individual writing projects and collaborative writing projects.

**Course Outcomes:**

By the end of the course, students enrolled in ENC2210 should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing, including letters, memos, emails, resumes, reports, proposals, technical descriptions, technical definitions, and technical manuals
- Produce and refine high-quality resumes and cover letters ready for submission
- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses
- Develop an (evolving) understanding of the terms *professionalism*, *communication*, *personal well-being* in the context of a workplace
- Develop strategies for addressing multiple audiences, 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

- Integrate tables, figures, and other images into documents
- Produce documents both collaboratively and independently
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Communicate professionally with peers/coworkers, supervisors, and potential employers
- Work with peers in order to provide written and oral feedback to one another

### 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:

Mike Markel. *Technical Communication e-book*, 13th ed. Boston: Bedford (2020).

Note: you may also use the hard copy of the book. Check Thriftbooks, AbeBooks, Amazon, etc. for discounted texts.

### Required Viewing:

*Abbot Elementary*, S1 E4, "New Tech"

*Better Off Ted*, S2E8, "The Impertence of Communicationizing"

*Office Space*

*The Office* (S7E25, S7E26) "Search Committee"

Required viewings will be screened during class time. In the case of absence during a required viewing, it is the student's responsibility to obtain and view the assigned film/episode outside of class. All required episodes/films for this class are readily available online.

## **Assignments:**

### ***Unit 1, Professional Communication through Emails: (850 words, 125 points)***

#### Introduction Email (150 words, 20 points)

Post to the class discussion board an email introducing yourself to your instructor. Explain your professional/academic interests, as well as your goals for and expectations from the course.

#### Inquiry Email (200 words, 25 points)

Post to the class discussion board an email to a potential employer, business partner, or the office responsible for admissions to the program you're applying to: introduce yourself and request more (unlisted) information about the company, its products/services, or a position/program you're interested in.

#### Complaint/Claims Email (250 words, 25 points)

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 and post it to the class discussion board. Provide detailed information about dates, what the issue is, and how it inconvenienced you or endangered your wellbeing. Make a claim for a refund if it is applicable.

#### Response Email (250 words, 50 points)

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.

### ***Unit 2, Job Application Portfolio: (1000 words, 175 points)***

#### Job Listing Response (250 words, 25 points)

Find an application description for a job or internship which you could reasonably apply for now, or within the year. Once you find the job description/application instructions, write a memo to your instructor in which you analyze this ad based on questions provided on Canvas, focusing on what the ad indicates that the position entails, what qualifies you for the position, and what questions you might have for the employer.

#### Resume & Cover Letter (350 words, 100 points)

Write a cover letter and resume responding to the job ad you analyzed for the previous assignment. The resume and cover letter will be tailored to the specific position you have chosen.

#### Professional Bio (250 words, 25 points)

Create a professional bio for yourself on either LinkedIn or Canvas, explaining your interests within your field, your experience and expertise, and your future career objectives.

Thank You Letter (150 words, 25 points)

Write a post-job-interview letter to your potential employer thanking them for their time and attention to your experience and qualifications.

***Unit 3, Navigating the Workplace: (1500 words, 300 points)***Technical Concept Paper: (800 words, 150 points)

Pick a term or concept that is significant to your field, then conduct research and provide an overview of that term for a lay audience (non-experts, outside your field.) You must use at least 3 credible secondary sources to support your explanation. This paper will be in the style of a blog post, social media slideshow, or popular news article/listicle.

Staff Communication Memo: (200 words, 50 points)

In response to the *Better Off Ted* episode “The Impertence of Communicationizing,” write a memo on behalf of Veridian Dynamics acknowledging the communication error depicted in the episode, and the problems that the miscommunication caused. Maintaining a professional tone, apologize for the incident and outline steps the company will take moving forward to prevent any similar future errors.

Workplace Ethics & Personal Well-Being Response Paper: (500 words, 100 points)

Write a response paper to one of the films/tv shows we have viewed in this class so far, taking the perspective of an employee at one of the depicted companies. Explain how you would navigate the ethical challenges of that workplace, and how you would conduct yourself to both remain professional and protect your own well-being.

***Unit 4, Group Project Proposal: (1600 words, 400 points)***

*(This is a multi-part group project.)* 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. Detailed instructions in the form of a Call for Proposals, including the required proposal elements, scope, and budget, are available on Canvas.

Project Proposal Memo: (250 words, 50 points)

As a group, define the scope of your project and briefly explain in the form of a memo to your instructor the problem you intend to address, and how your project provides a solution to it. Outline the responsibilities of each group member and provide a tentative timeline for your group’s completion of the project, including explanations of each step.

Progress Report: (250 words, 50 points)

In the form of a memo, provide a midpoint project update to your instructor explaining whether your group is meeting its intended timeline, detailing any challenges you have faced thusfar, and explaining how you will address these challenges to complete the project.

Individual Proposal Section: (750 words *per group member*, 250 points)

Your group will complete the formal proposal, pitching the idea for your project, explaining its benefits in detail, addressing its adherence to the proposed budget, and explaining how the project will be completed. Each group member will be responsible for 500 words (typically divided by proposal sections) and for contributing to the introduction and conclusion.

Peer Review: (150 words, 25 points)

For this assignment, you will trade proposals with another group, and review that group's proposal. Consider the professional tone, the feasibility of the project, and any details that you would like to see included from the perspective of a project manager.

Reflection on Group Work (200 words, 25 points)

Submit a private memo to your instructor, reflecting on your experience working with a group for this project. Discuss your experiences, insights, and key takeaways.

**Total Words: 6000**

**Total Points: 1000**

**Course Policies:**

Completion Policy: You must complete all assignments to receive credit for this course. Please familiarize yourself with the [University Writing Requirement](#). Assignments which do not meet the word count will result in automatic failure, and you must submit **all** required major assignments to receive University Writing Requirement credit for this course.

Attendance Policy: Attendance in this course is the number one key to success. Like all lecture-discussion classes, this one needs you! You are allotted **four** class absences. More than four absences will result in a lowered grade: if you aren't here, you won't get the info you need. Use your allotted absences wisely (for personal emergencies, illness) as you would for any job.

Late Policy: Attendance will be taken at the beginning of class; if you arrive late please see me after class to ensure that I have marked you present for the day.

Classroom conduct: As this is a professionalization course, all interactions in this class, between students or with the instructor, are expected to be courteous and professional.

Late Papers/Assignments: Late assignments submitted *without an approved extension* will be penalized by **one letter grade for each day past the submission deadline**. Please reach out to me for any necessary extensions at least 24 hours before assignment deadlines. I will grant two 24-hour assignment extensions anytime during the semester, with the exception of the Final Project.

Academic Honesty Policy and Definition of Plagiarism: UF students are bound by The Honor Pledge. 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.

Plagiarism is defined by the UF Student Honor Code: 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.

Course Evaluations. Please 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/>

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/>

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.)

### **Disability Accommodations**

1. 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.
2. *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/>

### **Food Resources**

**UF Field & Fork**: free basic staples, bread, and frozen meats, as well as fresh seasonal produce from the Field & Fork Farm and Gardens. There is no proof-of-need required to shop at the Pantry, but please bring your physical Gator 1 Card when you visit!  
<https://pantry.fieldandfork.ufl.edu/>

**Krishna Lunch**: low-cost vegetarian and vegan lunches in the Plaza 11am-2pm M-F and at Krishna House <https://krishnalunch.com/>

### **COVID-19**

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.uf](http://one.uf) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

## COURSE SCHEDULE OVERVIEW

**READ:** Complete reading assignment before the class date listed. All reading assignments will be thoroughly discussed and analyzed in class.

**IN CLASS:** Indicates this will be an in-class activity.

**DUE:** All assignments are due by 11:59pm on the date listed.

**VIEW:** Viewing assignments will be screened during class unless otherwise indicated.

(All readings are from our required text unless otherwise indicated. Schedule subject to change.)

DATE	LESSON & READINGS	ASSIGNMENT DUE
<b>WEEK 1: INTRODUCTION TO TECHNICAL WRITING</b>		
M 05/15	Course Introduction  READ: Syllabus  IN CLASS:  Syllabus Candy Quiz	
T 05/16	READ: Ch. 1 Introduction to Technical Communication	<b>INTRODUCTION E-MAIL DUE BY 11:59 PM</b>
W 05/17	Professional Correspondence  READ: Ch. 3 Planning	
R 05/18	READ: Ch. 10 Structuring Effective Sentences	<b>INQUIRY EMAIL &amp; COMPLAINT/CLAIMS E-MAIL DUE BY 11:59 PM</b>
F 05/19	READ: Ch. 14 Corresponding in Print and Online	<b>RESPONSE EMAIL DUE BY 11:59 PM</b>
<b>WEEK 2: JOB APPLICATIONS</b>		
M 05/22	Applying for Jobs  READ: Ch. 15 Applying for a Job	
T 05/23	VIEW IN CLASS:  <i>The Office</i> , "Search Committee" clips <a href="https://www.youtube.com/watch?v=u7HDSegqRz0">https://www.youtube.com/watch?v=u7HDSegqRz0</a>	<b>JOB LISTING RESPONSE DUE BY 11:59 PM</b>  <b>PROFESSIONAL BIO</b>



		DUE BY 11:59 PM
DATE	LESSON & READINGS	ASSIGNMENT DUE
W 05/24	READ: Ch. 10 p. 234-246 Choosing the Right Words and Phrases	
R 05/25	READ: Chapter 15 Resume examples	
F 05/26	IN CLASS: Workshopping Resume, Cover Letter, Thank You Letter	<b>COVER LETTER AND RESUME DUE BY 11:59 PM</b> <b>THANK YOU LETTER DUE BY 11:59 PM</b>
<b>WEEK 3: NAVIGATING THE WORKPLACE THROUGH FILM &amp; MEDIA</b>		
M 05/29	NO CLASS: MEMORIAL DAY	
T 05/30	VIEW IN CLASS: <i>Abbott Elementary</i> , S1 E4, "New Tech" IN CLASS: Staff Communication Memo Assignment Orientation	

W 05/31	VIEW IN CLASS:  <i>Better Off Ted</i> , "The Impertence of Communicationizing"	<b>STAFF COMMUNICATION MEMO DUE BY 11:59 PM</b>
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DATE	LESSON & READINGS	ASSIGNMENT DUE
R 06/1	READ: Ch. 2 Understanding Ethical and Legal Considerations  IN CLASS:  Workplace Ethics and Personal Well Being Response Paper Assignment Orientation  TBA: Film screening of <i>Office Space</i> (1999)	
F 06/2	IN CLASS DISCUSSION:  <i>Office Space</i> (1999)	<b>WORKPLACE ETHICS AND PERSONAL WELL BEING RESPONSE PAPER DUE BY 11:59 PM</b>
<b>WEEK 4: CONDUCTING &amp; COMMUNICATING RESEARCH</b>		
M 06/5	READ: Ch. 6 Researching Your Subject  READ: Ch. 20 Writing Definitions 551-559	
T 06/6	IN CLASS:  UF Subject Librarians  UF Subject Librarian Email Assignment Orientation	<b>UF SUBJECT LIBRARIAN EMAIL DUE BY 11:59 PM</b>
W 06/07	IN CLASS:  Orientation Technical Concept Paper	

R 06/08	IN CLASS: Workshopping Technical Concept Paper	
F 06/09	IN CLASS: Group formation for Final Project  IN CLASS: Project Proposal Assignment Overview  Create a group communication channel	<b>TECHNICAL CONCEPT PAPER DUE BY 11:59 PM</b>
<b>WEEK 5: CONSTRUCTING A GROUP PROPOSAL</b>		
M 06/12	READ: Ch. 8 Communicating Persuasively  IN CLASS: Project Proposal Brainstorming	

<b>DATE</b>	<b>LESSON &amp; READINGS</b>	<b>ASSIGNMENT DUE</b>
T 06/13	READ: Ch. 16 Writing Proposals	
W 06/14	READ: Ch. 18 Writing Recommendation Reports  + FOCUS on Ch. 18, p. 486; Using a Problem-Solving Model for Recommendation Reports  Workshop Project Proposals	<b>PROJECT PROPOSAL MEMO DUE BY 11:59 PM</b>
R 06/15	Workshop Project Proposals	
F 06/16	Workshop Project Proposals	

WEEK 6: CONSTRUCTING A GROUP PROPOSAL		
M 06/19	NO IN-PERSON CLASS TODAY  <b>ASYNCHRONOUS GROUP ACTIVITY:</b>  Create Progress Report & Submit by 11:59pm	<b>PROGRESS REPORT DUE BY 11:59 PM</b>
T 06/20	Workshop Project Proposals	
W 06/21	IN-CLASS ACTIVITY: Peer Review Final Proposal Draft Must be present for points	<b>FINAL PROPOSAL DRAFT DUE IN BEFORE CLASS MEETING</b>
R 06/22	Workshop Project Proposals & Reflection Assignment	
F 06/23	Workshop Project Proposals & Reflection Assignment	<b>FINAL PROPOSAL DUE BY 11:59 PM</b>  <b>REFLECTION ON GROUP WORK DUE BY 11:59 PM</b>

**Grading Scale:**

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.

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

**See Grading Rubrics and instructor info for grading guidelines regarding each assignment in this course.**

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](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.