

ENC 2210 – Technical Writing (Section 0249, Class #10863), Summer A 2023

Instructor: Andrew Testa

Course meeting times & locations: MTWRF3; MCCB 3124

Office Location and Hours: Zoom; Tuesdays 12:30—2:30PM and by appt

Course website: Canvas

Instructor Email: atesta@ufl.edu

Course Description: Before we begin discussing the policies for this course, I first want to welcome you to Technical Writing. In this course, you will learn how to communicate effectively and efficiently in scientific and technical workplaces. You will also learn how to be an innovator and even an entrepreneur, whether you want to work for yourself or work for a company.

This semester, you will learn how to write a variety of workplace documents, including technical descriptions, letters, memos, formal reports, and proposals. You will also learn how to confidently present information in public. To sharpen your communication skills, you will learn how to interpret situations in the workplace; then, you will learn how to use techniques of reader-analysis, organization, style, and page layout to develop documents that address those workplace situations.

My aim in this course is to prepare you to communicate clearly and persuasively in the workplace communities that you want to join after you graduate from college. There are no formulas for effective communication in the workplace, but some common genres (e.g., documentation, reports, proposals) and conventions (e.g., plain style, graphics, page design) are used across disciplines. In this class, you will learn how to identify these common genres and conventions, and then you will learn how to shape them to fit your needs as an engineer, manager, architect, scientist, nurse, medical doctor, etc.

We will also discuss real or realistic situations to prepare you to communicate in workplace situations. You will learn to interpret complex workplace situations and then use problem-solving strategies to develop documents that take action in those situations.

The rest of these policies will be devoted to the specific policies of this course. Please read through these policies carefully so you have a good idea of how this course will be conducted.

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: *Technical Communication*, 13th edition, Markel & Selber. (Any format)

Assignments (see below for Grading Rubric):

Professional Profile	30 points	300 words
Job Application	80 points	600 words
White Paper	120 points	1000 words
Progress Report	50 points	300 words
Usability Report	80 points	700 words
Instructions	120 points	1000 words
Research Report	120 points	1000 words
Proposal	120 points	1100 words
Small Assignments/Activities/ Participation	180 points	
Peer Review (5 x 20)	100 points	
Total Possible Points	1000 points	6000 words

Crafting a Professional Biography

Establishing your identity in a community is a common first step in a position that you have recently secured. Professional bios generally include a well-chosen mix of personal and professional information; together, this information both advertises your professional skills and interests while cultivating a personal, real-world identity, too. For this assignment, students will use the Canvas Profile or LinkedIn to craft a professional bio.

Job Application Packet (Cover Letter, Résumé)

In this multi-part assignment, students will first identify an internship or job they are interested in and could reasonably apply for. Next, students will research the field and construct a profile for the ideal candidate for this position. Finally, students will write a letter of application and a résumé for this particular job.

White Paper

White papers can be used within an organization for the purpose of informing peers as well as externally to educate clients or the public. Our version of a white paper will be an objective explanation of an innovation in your field—its history, its current state, and a current detailed example of it. Technical language is usually defined within the context of the paper, with key terms getting longer explanation.

Instructions

In groups, students will create a video game instruction manual designed to provide guidance to the general UF student body or a specific group of students (e.g., first-year students or senior engineering students). The video game manual can contain descriptions and specifications, product warnings, maintenance and troubleshooting

advice, and any other information the user is likely to need to complete the task, use the product, or fulfill a process. The instruction manual will be revised alongside a progress report and usability report before submission.

Progress Report

Midway through the instruction manual assignment, students will individually write and submit a progress report detailing the progress you have made on the project, including what has been finished and what still needs to be completed. You may include information on how you are managing the project, such as your completion rate, problems you encountered, list of work completed, outline of work schedule, and progress recommendations.

Usability Report

Students will develop a user test methodology for their video game 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 or guide (i.e., your script). Based on the data you gather and your evaluation of that data, you will then revise your manual. Your usability report will include a description of the test, method for the test, and a brief results section summarizing findings.

Apps Research Report

Workplaces frequently request data reports before making decisions. In this assignment, students will research cloud-based applications in their industry. Imagine you have gotten an internship and your supervisor gives you a task: research and report on 5 cloud-based applications that could be useful to the field. Submit the report in memo format.

Apps Proposal

The final project will be a proposal for adopting/creating an industry web application. The proposal will seek to persuade a target audience that a significant problem exists and offer a feasible solution. Drawing on all of the skills developed over the semester, students will analyze the rhetorical situation and employ communication strategies designed to persuade the audience to act on the plan. This project may be connected to the previous research report. You will also prepare a short, low-stakes class presentation for this proposal.

Activities, PAMs, and Peer Reviews

The major writing assignments will be supported by in-class activities and peer reviews. Most writing assignments will begin with a Planning Activity Memo: a professionally-formatted document in which students will communicate plans for writing assignments to instructors. Many of the individual assignments require peer review workshops where students bring a rough draft of their paper for review.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course after three (3) unexcused absences. The UF attendance policy defines an excused absence: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
3. Latecomers receive partial absences, and must see me after class so I know you attended.
4. *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/>
5. *Paper Format & Submission*: All papers must be submitted in MLA format via Canvas. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins, and every page should include your last name and a page number. All sources must be cited in some form.
6. *Late Papers/Assignments*: Workshops and reviews cannot be made up. If you must be late with an individual assignment, write me a memo or email that tells me that you will be late and when I should expect the assignment. I don't need excuses. However, the absence of the memo will cost

you a half grade per day (i.e., A becomes an A-, B- a C+, etc.). Keep in mind, though, that this class moves quickly. Late work tends to lead to more problems down the line. Therefore, you should turn in your work late only in the most exceptional cases.

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.* 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.

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.>
9. 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.
 10. *Students who are in distress* or who are in need of counseling or urgent help: please contact 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/>
 11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 12. *Grade Appeals.* In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
 13. *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/>
 14. *Classroom Etiquette:* Although I will occasionally give brief lectures, most class sessions will be devoted to large- and small group conversation. For this reason, it is important that you not only be physically present in class, but that you also actively participate in each session. I expect you to come to each class having read the assigned materials and prepared to offer the questions and insights you formed during your independent reading. Additionally, I expect you to respond attentively and respectfully to the questions and insights offered by your classmates. If you are absent because of an illness, please consult me as soon as you can, so that we can discuss how you may make up for your missed work. If you anticipate being absent for a legitimate reason – e.g., a religious holiday or an academic or athletic event – please consult me in advance so that we might make arrangements for your missed work. *Texting policy:* Each instance of texting will be counted as an unexcused absence. After all, when you text, your body may be present in class, but your

mind is not. *Laptop/phone policy*: Please only use your laptop to access assigned texts, Canvas, and work on class material.

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.)

I reserve the right to give a quiz or short writing assignment at any time during the class period (for example, at the very beginning, the very end, or any point in between). For this reason, it is additionally important that you be present during the entire class session.

SCHEDULE

Week 1

- 5/15: Course Introduction. TC CH1 “Introduction to Technical Communication.”
- 5/16: TC CH15 “Applying for a Job.” TC CH5 “Analyzing Your Audience and Purpose.”
- 5/17: Asynchronous/Writing Day.
- 5/18: TC CH14 “Corresponding in Print and Online.”
- 5/19: Asynchronous/Writing Day. Professional Profile due.

Week 2

- 5/22: Peer Review Job Packet. Bring a draft to class. TC CH6 “Researching Your Subject.”
- 5/23: TC CH20 “Writing Definitions, Descriptions, and Instructions.”
- 5/24: Asynchronous/Writing Day.
- 5/25: TC CH12 “Creating Graphics.”
- 5/26: Asynchronous/Writing Day.

Week 3

- 5/29: Holiday – no class.
- 5/30: Peer Review White Paper. TC CH17 “Writing Informational Reports.”
- 5/31: Asynchronous/Writing Day.
- 6/1: TC CH4 “Writing Collaboratively.” TC CH13 “Evaluating and Testing Technical Documents.”
- 6/2: Asynchronous/Writing Day.

Week 4

- 6/5: TC CH11 “Designing Print and Online Documents.” TC CH9 “Emphasizing Important Information.” Progress Report due.
- 6/6: TC CH18 “Writing Recommendation Reports.” UX Testing due.
- 6/7: Asynchronous/Writing Day.
- 6/8: TC CH16 “Writing Proposals.”
- 6/9: Asynchronous/Writing Day. Peer Review Instructions online.

Week 5

- 6/12: TC CH3 “Writing Technical Documents.”
- 6/13: TC CH19 “Writing Lab Reports.”
- 6/14: Asynchronous/Writing Day.
- 6/15: TC CH10 “Writing Correct & Effective Sentences.”
- 6/16: Asynchronous/Writing Day. Peer Review Report online.

Week 6

6/19: TC CH7 “Organizing Your Information.” TC CH2 “Understanding Ethical and Legal Considerations.”

6/20: TC CH8 “Communicate Persuasively.”

6/21: Asynchronous/Writing Day.

6/22: TC CH21 “Making Oral Presentations.”

6/23: Asynchronous/Writing Day. Peer Review Proposal online.

Grading Scale

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts. The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment’s word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

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

- A- to A You did what the assignment asked for at a high-quality level, and your work shows originality and creativity. Work in this range demonstrates all the qualities listed above for a B; but it also demonstrates that the you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal style or visual design, without errors and/or infelicities.
- B- to B+ You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. May contain a few errors and/or infelicities.
- C- to C+ You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style and visual design are straightforward but unremarkable.
- D- to D+ You did what the assignment asked for at a low-quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal style and visual design are often non-existent or chaotic.
- E Failure means you did not do what was asked of you. If you gave an assignment an honest try and still received an ‘E,’ you may not be ready to succeed in this course.