

ENC 2210 - TECHNICAL WRITING (Class 11060) (section: 0249) - Summer A 2020

Instructor Name: Deepthi Siriwardena

Course meeting times & locations: MTWRF period 3 (11am-12.15pm) online in both synchronous and asynchronous format

Office Location and Hours: R period 5 via Zoom

Instructor Email: deesiri@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. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. 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.

Class Format.

In order to be as accommodating as possible of both course and student requirements and different levels of access to resources, the class will take place online in both **synchronous** (live sessions where the class meets online via zoom video during period 3) and **asynchronous** (class does not meet live but you are assigned work to be completed on your own and uploaded during period 3) fashion. There are 1-2 synchronous sessions per week. These are listed in the schedule below and highlighted for your convenience. It is your responsibility to keep track of these synchronous session and participate in them. Please note that participation in these synchronous sessions is mandatory. If you are unable to attend a session, **you must offer a valid excuse as soon as possible** without waiting till the end of the semester.

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.

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):

1). Professional Correspondence: Emails, Letters and Memos

Document Type	Description	Word count
Emails	<ol style="list-style-type: none"> 1. Using a standard email format and an effective professional style, send a message to a teacher or professional working within your field 2. On the last week of the course, you will be required to write a personal reflection email to the instructor discussing about your expectations of this class, the challenges you met with 	300 each

	and your own assessment of your growth as a writer.	
Letters	<p>Using professional correspondence style, write a</p> <ol style="list-style-type: none"> 1. “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. Please note: You are not actually sending these. 2. Write a response from the company’s perspective 	600 - 700 words (inclusive of both)
Technical description	This assignment asks you to select a concept, object or process and write an expanded definition/technical description about it for a general audience.	900

2). Job Application Packet

The application packet assignment contains two main sections:

1. Cover letter
2. Resume

● **Cover Letter, 300 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 page**

Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs 100-112 of your textbook for formatting and style guidelines.

3). Proposal: 1200 words per partner

For the proposal assignment, you will be paired with a partner. You are required to write a detailed proposal for a mobile application that solves a problem within your field of study.

4). Instruction Manual: 1000 words each

For this assignment, you will write an instruction manual for a general audience. This manual will provide advice/instructions to a general audience on one or several complex process(es). You may discuss your ideas with the instructor. The instruction manual should 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

5). Progress Report: 1000 words

During the process of designing the instructions manual, you will write an individual progress report. This will track activities, problems, and progress for both your individual assigned tasks and the group's overall task. The focus will be on schedules, setbacks, problems solved and the dates and stages of your progress.

6). Activities on Canvas:

On the asynchronous session days (days that the class does not meet online), you are required to complete assigned Activities on Canvas. The syllabus schedule will indicate which Activity is to be performed on which day. These activities must be completed during the class time and submitted by 1pm. Once you click on the activity, there will be instructions on how you are to complete it. All of these activities are graded and their completion is mandatory.

In addition, on certain synchronous session days, I will ask you to complete activities on Canvas either individually or as a group. You will be informed of these during class time and will given time to complete them during class.

Please note that if missed, Activities (either Synchronous or Asynchronous) cannot be made up. They **MUST** be completed within the assigned time. However, if you have a valid excuse for not being able to complete an Activity, you must inform me **AS SOON AS POSSIBLE** (well before the end of the semester), and I will consider your request. Please note that the instructor reserves the right to modify the activities depending on course requirements.

Peer Reviews

Peer Reviews for this course are required and will be graded. The peer review will take place in Canvas Discussions and need to be completed during period 3. I will randomly assign each of you with a peer review partner. The peer review process is as follows:

1. On the day of the peer review, you will click on the relevant peer review discussion post in Canvas and upload your completed draft by 11am. Please try to be considerate and professional and do not make your partner wait. Try to upload your draft before 11am whenever possible.
2. Then, you will find your partner's post and download their draft.
3. You will complete the peer review using the "Review" tab in MS-Word. Please write your comments in your partner's paper using a colored font.
4. Once you complete the peer review, please go to your partner's Discussion post, click "Reply" and upload the reviewed draft and type in your overall comment on his/her work. This must be done by 1pm.

Collaborative Projects

Technical workplaces are collaborative spaces and technical writing is essentially collaborative. The course will attempt to mirror this work structure and train you to succeed in such a context through

collaborative projects. The collaborative projects for this course include peer reviews, the proposal and the instruction manual. As this is an online course, all collaboration should happen online. Once you are assigned your teams, I suggest you come up with an online collaborative tool such as Google that all team members can access. In registering for this course, you must be committed to take part in these projects in a virtual format.

Word Count:

2 Emails	600 (300*2)
Letters	700
Memo	900
Job Application packet	600
Proposal	1200
Progress Report	1000
Instruction Manual	1000
Total word count	6000

Course Policies:

1. You **must complete all assignments** to receive credit for this course.
2. *Attendance.*
 - Attendance is required and will be taken every day. **If you miss more than four (4) classes, you will automatically fail the course.** Both synchronous and asynchronous sessions will count for attendance. Not attending a zoom session will count as an absence in a synchronous session. Not submitting a completed Activity will count as an absence in an asynchronous session.
 - The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena). 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>
 - In addition, under the present circumstances, valid excuses for absence may result from events relating to the global crisis (e.g: self or family sickness) we are faced with.
 - All absences must be discussed with me as soon as possible in order to be considered for excused absences.
 - Please note that, per University regulations, you **must not** register for another course that is held simultaneously as this one even if that course is completely asynchronous.

3. *Class Participation*. Because this course relies heavily on workshops, students should be attentive and responsive and equipped with computers and the textbook for each class meeting.
4. *Paper Format & Submission*. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered and correct MLA formatting unless otherwise instructed. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
5. *Late Papers/Assignments*. **No late papers or assignments will be accepted.** I may consider extenuating circumstances, but you must contact me at least 24 hours before the assignment is due.
6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *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/>.
8. 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.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *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.
11. *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>
12. 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>
13. *Classroom behavior and netiquette*. This is a professional writing class. As such you are required to maintain a level of professionalism in your conduct, interaction with peers and the instructor and your correspondence. Professionalism includes punctuality, self-presentation, respect for differing opinions and diplomacy in addressing others.
 - You do not have to agree with everything that your peers say. If you have a differing opinion, articulate it as respectfully as possible.
 - Always be considerate and punctual about deadlines, especially when it comes to peer reviews.
 - Please remember that although you take part remotely in class through zoom, you are nevertheless taking part in a public gathering. As such you are expected to present yourself according to social norms (i.e: dress) that adheres to common courtesy.
 - 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).
14. *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/>

TENTATIVE WEEKLY SCHEDULE*

(* The assignments you'll be required to submit as zoom activities are not listed in this table).

Week 1 May 11- 15

Subject: Introduction to Technical Writing; Audience & Correspondences			
	Topic	Class Format and Readings	Assignments/Activities Due
M	Intro to Tech Writing	Synchronous session Chapter 1: Technical Communication in the Entrepreneurial Workplace	
T	Correspondences: Emails and letters	Chapter 6: Emails, Letters and Memos	Introductory email Two formal letters due by midnight
W	Memos	Chapter 6: Emails, Letters Memos	Professional memo (on Canvas in Activities) due by 1 pm
Th	Technical Definitions and Descriptions	Synchronous session Chapter 07: Technical Descriptions and Specifications	
F	Technical Description - cont	Work on your technical description	

Week 2: May 18 - 22

Subject: Planning Your Career			
	Topic	Class Format and Readings	Assignments/Activities Due
M	Peer Review	Peer Review of the Tech Description on Canvas Discussions	Completed Peer review due by 1 pm

T	Intro to job Applications & the elevator pitch	Synchronous session Chapter 5: Starting Your Career	Technical Description due (midnight)
W	Reading and writing for job applications	“From a Recruiter: Creating a Winning Resume” (On Canvas in Files)	Job description & analysis (On Canvas in Activities) due by 1 pm
Th	Cover Letter	Chapter 5: Starting your Career (review) Chapter 13: How to be Persuasive?	The Cover letter activity (on Canvas due by 1pm)
F	Peer review of the job application	Peer Review of the Job Application in Canvas Discussions	Completed Peer Review due by 1 pm Job Application Packet due by midnight

Week 3: May 25 – 29

Subject: Collaborative Projects & Writing Proposals			
	Topic	Class Format and Readings	Assignments/Activities Due
M	No class: holiday		
T	Introduction to the proposal assignment	Synchronous session Chapter 9: Proposals	
W	Solutions and feasibility sections	Find online a proposal from your field	Proposal Writing in Canvas under Activities (due by 1pm)

Th	Budget and Timelines		Gnatt Chart activity in Canvas under Activities (due by 1pm)
F	Proposal writing	Work on your proposals	

Week 4: June 1 - 5

Subject: Graphics in Technical Writing & Collaborative Project			
	Topic	Class Format and Readings	Assignments/Activities Due
M	Peer Review	Peer Review of the Proposal in Canvas Discussions	Completed peer review due by 1pm
T	Intro to Instruction manual assignment	Synchronous session Chapter 8: Instructions and Documentation	Proposal due (midnight)
W	Infographics	Chapter 18: Creating and using graphics	Infographics Activity on Canvas due by 1pm
Th	Graphics	Find an instruction page related to your topic online	Graphics & Instructions activity in Canvas due by 1pm
F	Collaborative work	Synchronous session Discuss and plan the instruction manual	

Week 5: June 8 - 12

Subject: Document Design			
	Topic	Class Format and Readings	Assignments/Activities Due
M	Writing reports	Synchronous session Chapter 11: Writing reports and introduction to the Progress Report	
T	Document Design, Web page/app design	Chapter 17: Designing Documents and interfaces	

		https://www.designforfounders.com/web-app-ux/	Web App Design Activity in Canvas due by 1pm
W	Progress report	Work on your progress report	
T h	Peer Review	Peer Review of the Progress report in Canvas Discussions Read: https://www.websitebuilderexpert.com/awesome-home-page-design-layouts/	Completed peer review due by 1pm
F	Page design: chunking, queuing, filtering. Academic publications	https://techwritingumd.fandom.com/wiki/Designing_Pages Find online a Trade publication and Academic journal from your field	Page Design Activity on Canvas due by 1pm Final Progress report due by midnight

Week 6: June 15 - 19

Subject: Writing for the Web and Course Wrap Up			
	Topic	Class Format and Readings	Assignments/Activities Due
M	Web page design - cont + Design and audience	Synchronous session	
T	Personal Reflection		Reflection email due by midnight
W	Designing the Instruction manual + course evaluation	Synchronous session Working on the Instructions Manual	
T h	Peer Review	Peer review of the Instructions Manual in Canvas Discussions	Completed peer review by 1pm
F			Final instruction manual (12noon)

Grading

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count.

Assignment Values

Major Writing Assignments	Points
Emails (2*30)	60
Letters (2*30)	60
Memo of a Technical description	100
Job Application packet	100
Proposal	150
Progress Report	100
Instruction Manual	200
Subtotal for Major Assignments	770
Other Required Elements	
Canvas Activities (15*9)	135
Peer Reviews (10*5)	50
Class Participation and zoom activities	45
Total Possible Points	1,000

Grading/Assessment Rubric:

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

A	<ul style="list-style-type: none">Follows ALL instructions specific to the assignment descriptionGenerates and elaborates on original ideas relevant to the course contentAssignment provides evidence to support claimsAssignment incorporates source material appropriately and effectivelyAssignment displays clear organizational forethoughtAssignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	<ul style="list-style-type: none">Follows most instructions specific to the assignment description

	<ul style="list-style-type: none"> • Incorporates and elaborates ideas relevant to the course content • Assignment provides evidence to support most of its claims • Assignment incorporates source material appropriately • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	<ul style="list-style-type: none"> • Follows some instructions specific to the assignment description • Incorporates ideas relevant to the course content • Assignment provides evidence to support some of its claims • Assignment incorporates source material • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	<ul style="list-style-type: none"> • Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none"> • Does not follow instructions specific to the assignment description • Incorporates no ideas relevant to the course content • Assignment has no identifiable organizational structure • Assignment incorporates no source material • Assignment provides no evidence to support its claims • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors