ENC 2210: Technical Writing
Summer A 2023

COURSE INFORMATION:

Instructor: Debakanya Haldar
Section Number: 025B
Classroom: MAT0118
Meeting Times: 2:00 PM – 3:15 PM
Email: d.haldar@ufl.edu
Office Location: TUR 2212
Office Hours: Wednesday 3:30–4:30 PM and Friday 3:30–4:30 PM (or on Zoom via appointment)

COURSE DESCRIPTION:

ENC 2210: Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in different workplace environments and discourse communities. Throughout the semester students will produce and analyze texts within a number of common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. Students will analyze and respond to the different rhetorical situation each assignment presents. Students will also consider concepts such as audience, organization, visual design, style, and the material production of documents.

Class meetings provide students with the opportunity to participate in on-going class 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. Technical writing is produced individually as well as collaboratively. Accordingly, ENC 2210 emphasizes both individual and team efforts.

COURSE OUTCOMES:

By the end of the course, students enrolled in ENC 2210 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 professional caliber technical documents
- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses
- Develop strategies for addressing multiple audiences in any given technical document, 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 visuals into documents
- Produce documents both collaboratively and independently
- Develop and administer user tests; analyze and synthesize user test data
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Critique and revise documents to ensure that they fulfill their intended purposes

GENERAL EDUCATION OBJECTIVES:

Composition Credit: Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). To earn general education Composition credit, students will
- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments.

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, students must complete all the major writing assignments.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

REQUIRED TEXTS:

- Johnson-Sheehan, Richard. *Technical Communication Today*, 6th edition, Revel Access Digital Format. Pearson. ISBN-13: 9780134438658.
- All other readings will be posted to our Canvas page.

COURSE ASSIGNMENTS:

(See the following section for word-count and points.)

- **Class Participation:** Class participation includes contributing to class discussions and activities, as well as completing homework assignments, including readings and related assignments.

- **Introductory Email:** Using a standard email format and an effective professional style, introduce yourself to me: tell me about your professional/academic interests, as well as your goals for and expectations from the course.

- **Peer Review:** Students will peer review one another's work <u>four</u> times during the semester. Each peer review assignment will be assigned a technical writing genre. To satisfactorily complete these assignments, students will need to provide helpful feedback while also following the writing conventions associated with the assigned genre. They will review one cover letter, one e-mail, one memo, and one proposal.

- **Application Packet:** This assignment is made up of three parts, which are as follows:
  1. *Description and Analysis*: [350 words] Find a specific posting for a job, internship, graduate school, and/or professional organization that interests you and write an analysis and description of the application. Your analysis should contain the following:
     - A link to the original posting
     - A description of the materials (e.g., a resume or writing sample) being requested
     - A characterization of the ideal candidate.
  2. *Cover Letter*: [350 words] Write a professional cover letter for your application in which you:
     - Introduce yourself as an ideal candidate
     - Address any shortcomings in your resume
     - Provide specific examples from previous work or school experiences that illustrate the primary and/or secondary skills that make you an ideal candidate.
  3. *Resume*: [1-2 pages] Craft a clear and attractive resume demonstrating your skills and qualifications for the position.

- **Technical Description:** Following the conventions of professional blogging, compose a blog post in a Word document that either provides a clear description for a specific technical term in your field of study to a general, non-expert audience or argues for the implementation of a specific process or device regarding some technical aspect of your field. Sources, when used, must be properly cited.

- **Progress Report:** Midway through the assignment, students will write and submit a progress report detailing the progress you have made on the Zoom Presentation project, including what has been finished and what still needs to be finished. You should include a plan for completing the project. You may also reflect on your experiences working on this project.

- **Zoom Presentation**: Students will create and record a Zoom presentation designed to instruct or educate the UF student body or a specific group of students (e.g., first-year students) on a topic of their choice. Zoom presentations *must* work to address or solve some issue facing the audience. In addition to delivering and producing their Zoom presentation, students will complete the following written assignments:

  1. *Proposal, 700 words*: Students will write a detailed proposal for a Zoom presentation that attempts to instruct or educate the UF student body or a specific group of students on a particular problem facing the community.
  2. *Usability Report, 800 words* Students will develop a user test methodology for their Zoom presentations. Using test groups from inside the class or around the university, students will conduct user tests to measure the usability of their script and/or video. Based on the data you gather and your evaluation of that data, you will then revise your presentation before submitting it for a final grade.

- **Instructional Script:** Students are responsible for writing and submitting a 600-word instructional manual or guide written in longhand form; this will be the script for your zoom presentation.

ASSIGNMENTS OVERVIEW:

ASSIGNMENT	WORD COUNT	POINTS
Class Participation	-	50
Peer Review (4)	200x4 =800	25x4 = 100
Introductory Email (1)	200x1 = 200	50x1 = 50
Application Packet (1)	700x1 = 700	150x1 = 150
Technical Description (1)	600x1 = 600	125x1 = 125
Progress Report (1)	600x1 = 600	125x1 = 125
Zoom Presentation (1)	1500x1 = 1500	200x1 = 200
Instructional Script (1)	600x1 = 600	100x1 = 100

ASSIGNMENT	WORD COUNT	POINTS
Memo Writing (2)	250x2 = 500	25x2 = 50
Email Writing (2)	250x2 = 500	25x2 = 50
TOTAL	**6000 words**	**1000 points**

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 if you accrue more than five 75-minute absences.** You will earn a lowered course grade if you accrue four absences. Please contact me ahead of time to have your absence excused and to see what content you will miss. UF attendance policies: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

3. Tardiness: Although we all run late sometimes, please try to be on time, as we have a lot of material to cover and little time. Multiple tardies or arriving more than 15 minutes late may count as an absence. If you are running late, be sure to chat with me at the end of class to catch up on any announcements you may have missed.

4. Classroom Behavior and Netiquette: Whether you are participating in person, via Zoom, or on Canvas: treat each other, your instructor, and yourself with respect. Remember that you don't know what's going on in others 'lives. We all come from diverse cultural, economic, and ethnic backgrounds. If you are disruptive, disrespectful, rude, or otherwise engaging in inappropriate behavior, you will be asked to leave and counted absent.

5. 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/

6. Paper Format & Submission: All papers will be submitted through Canvas by 11:59 p.m. on the day they're due (unless otherwise specified). Your assignments should be in MLA format, Times New Roman 12-point font, double spaced, with one-inch margins. Be sure to cite all sources in MLA format, including any films you may be citing. (If you have MLA questions, check the Purdue OWL website first, then ask me if you're still unsure.) Include your last name and the page number in the upper right-hand corner. The first page should also include your name, my name, the class, and the date on the top left.

7. Late Papers/Assignments: Any extensions are granted at my discretion and **only if you ask in advance of the due date.**

8. Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

9. 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.

The current UF Student Honor Code defines plagiarism this way: 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:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

- 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.

- Submitting materials from any source without proper attribution.

- 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.

10. 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.

11. 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/

12. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

13. 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.

14. 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/

COURSE SCHEDULE (Tentative):
Subject to change—watch for Canvas announcements or messages regarding any updates.

WEEK	AGENDA	ASSIGNMENT
1	Introduction to the course	
	What is technical writing?	
	Writing memo and e-mail correspondence	Introductory email due
	Ethics and technical writing	
	Rhetoric and technical writing	Memo 1 draft due
2	Peer review – Memo 1	Memo 1 due
	Writing letters	Email draft due
	Peer review – Email 1	Email 1 due
	Research and technical writing	
	Analyzing jobs and internship postings	
3	Job application materials	Memo 2 due
	Resume and cover letter writing	Email 2 due
	Principles of designing and drafting	
	Editing, revising application materials	Cover letter draft due
	Peer review – Cover letter	
4	Technical Description and types	Application packet due
	Features of technical descriptions	
	Drafting technical descriptions	
	What is blogging?	
	Writing day	Technical description due
5	Types of brief report	
	Progress report writing	
	Proposal writing	Progress report due
	Writing day	Proposal draft due
	Peer review - Proposal	

6	Usability report writing	
	Technical instructions	
	Zoom presentation workshop discussion	
	Writing day	
	Writing day	Zoom Presentation due Instructional Script due

GRADING SCALE AND RUBRIC:

A	4.0	94-100	940-1000		C	2.0	74-76	740-769
A-	3.67	90-93	900-939		C-	1.67	70-73	700-739
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	84-86	840-869		D	1.0	64-66	640-669
B-	2.67	80-83	800-839		D-	0.67	60-63	600-639
C+	2.33	77-79	770-799		E	0.00	0-59	0-599