

Technical Writing
ENC 2210-1GS8 Class #30485
Spring 2023

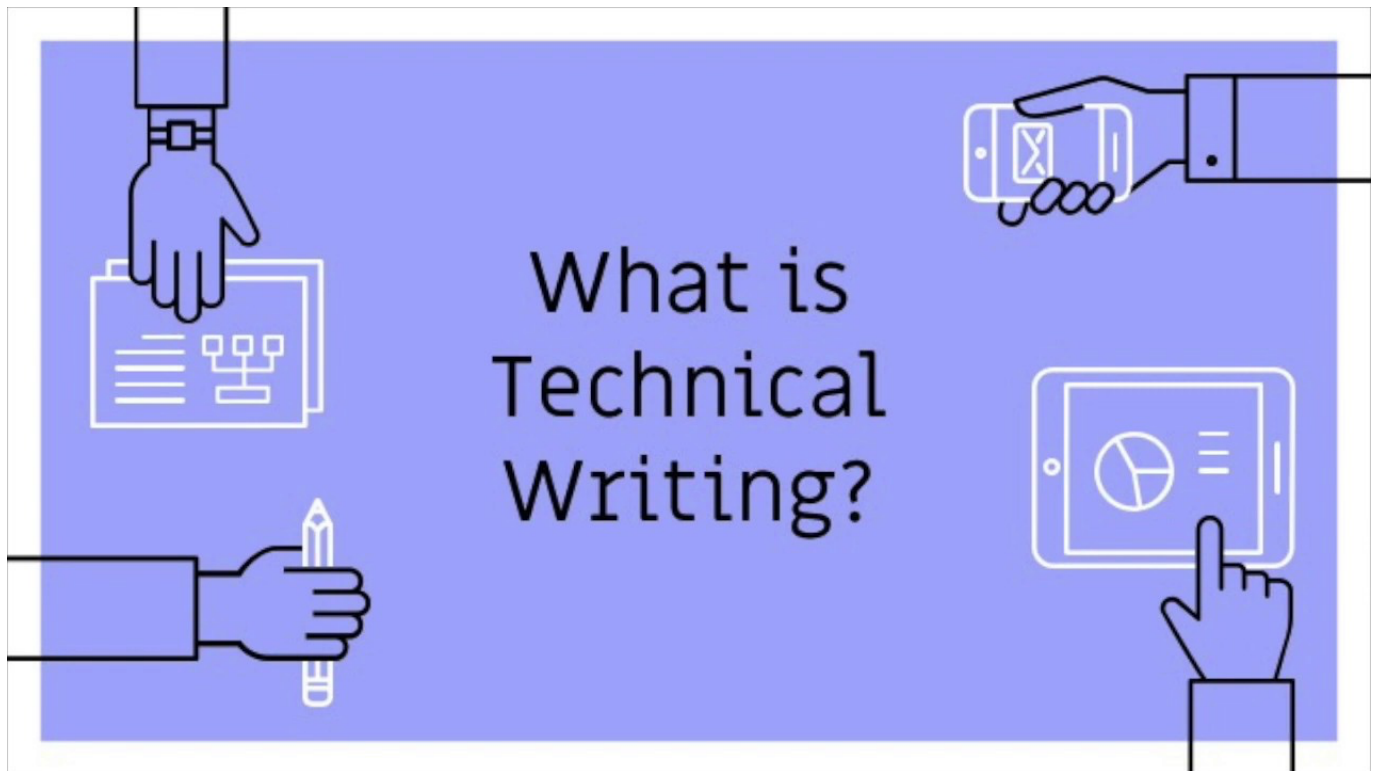
Instructor: Ivette Rodriguez

Course meeting times & locations: Tuesdays and Thursdays 1:55pm-3:50pm
through Zoom: (link pending)

Office Hour Location and Time: Tuesdays after class through Zoom (same as class link)

Course website: Canvas

Instructor Email: ivetterodriguez@ufl.edu



ALT Text: Linked block titled, "What is Technical Writing?"

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 kinds of workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, résumés, 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.

Canvas Discussion Board posts provide students with the opportunity to participate in ongoing class conversations 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 as much of the communicative work produced in the workplace is collaborative as it is individual, ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

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.
- 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.

Course Objectives By the end of the course, students enrolled in ENC 2210 should be able to:

1. Identify and understand the facets and functions of the primary genres of technical writing, including letters, memos, emails, résumés, reports, proposals, technical descriptions, technical definitions, and technical manuals.
2. Produce professional caliber technical documents.
3. Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and
4. uses.
5. Develop strategies for addressing multiple audiences in any given technical document, including
6. accommodations for expert and lay audiences.
7. Write documents that are accessible and reader-centered.

8. Strategically orchestrate elements of document design and layout, including type, spacing, color, and
9. medium.
10. Integrate tables, figures, and other images into documents.
11. Produce documents both collaboratively and independently.
12. Develop and administer user tests; analyze and synthesize user test data.
13. Refine writing style for clarity, concision, coherence, cohesion, and emphasis.
14. Critique and revise your own documents to insure that they fulfill their purposes.
15. Work with peers in order to provide written and oral feedback to one another.

Required Texts: Richard Johnson-Sheehan, *Technical Communication Today*, 6th Ed. ISBN 9780134433981. You can rent or purchase the electronic version through Amazon.

Assignments (Total Word Count 6,000/Total Points 1,000)

Introductory Email (250 words) 50 points

An E-mail addressed to your instructor introducing yourself and your future professional plans.

Job Search Memo_(250 words) 50 points

A Memo addressed to the class detailing the current job market in your field and best practices for applying to jobs in this industry.

Job Portfolio (500 words) 100 points

A Resume and Cover Letter customized for the career opportunity (job, internship, scholarship, or program) you plan to apply to.

Technical Description_(1200 words) 175 points

An Extended Definition of a technical concept or procedure in your field.

Manual (1200 words) 175 points

An instructional manual describing how to carry out a task in your field.

Proposal (1200 words per group member) 175 points

As a group, propose a well-researched and feasible plan for an improvement to a current problem .

Participation: (~400 words), 150 points

Canvas Discussion Board posts and comments every week.

You can find information about the **University Writing Requirement** [here](#).

Course Policies:

1. You must complete all *assignments* to receive credit for this course.

2. Attendance: Three unexcused absences are accepted for the semester.
3. *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/%20title-ix-rights/>
4. *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.

Plagiarism Definition from the current 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:

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

C. 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.

D. Submitting materials from any source without proper attribution.

5. 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.
6. *Students who are in distress* or who are in need of counseling or urgent help: please contact umat-ter@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/>
7. For information on UF *Grading* policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
8. *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.
9. *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/>

Weekly Schedule:

| Wk | Read/View for Class | DUE |
|----|---|--------------------------------------|
| 1 | <p>What is Technical Writing? Watch the video introduction to the course I've created, as well as the one I've posted titled, "What is Technical Writing?" And "Meet Some technical Writers."</p> | |
| | <p>Read Chapter 1 in your Textbook: "Technical Communication in the Entrepreneurial Workplace."</p> | |
| | <p>Discuss Chapter 1 on Canvas Discussion Board. Post one paragraph (at least 5 sentences) relating the chapter to your field of study. Then, comment on at least one of your classmates' posts (3-4 sentences that show an engaged reading of their response to the chapter).</p> | <p>Discussion Post due by Friday</p> |
| 2 | <p>Read Chapter 6 "Emails, Letters, and Memos."</p> | |
| | <p>Write Introductory E-mail using what you learned about e-mail correspondence from Chapter 6 and submit through Canvas.</p> | <p>Intro Email due by Friday</p> |
| 3 | <p>Job Portfolio.</p> | |
| | <p>Read Chapter 5 "Starting your Career."</p> | |
| | <p>Discuss Chapter 5 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates' posts (3-4 sentences that show an engaged reading of their response to the chapter).</p> | <p>Post due by Friday</p> |
| | <p>Research and find a Job, internship, scholarship, or program ad you can apply to today. Study the ad carefully for required, preferred, and implied skills you can show you possess.</p> | |

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| 4 | <p>Write A Cover Letter and Resume that responds to the Job/Internship add you found, using Chapter 5 as your guide. Study the add carefully to understand the skills required, preferred, and implied, so you may show through your Letter and Resume that you possess these skills.</p> | <p>Job Portfolio due by Friday</p> |
| 5-7 | <p>Watch video introduction to Technical Description.</p> | |
| | <p>Read Chapter 7 “Technical Descriptions and Specifications.”</p> | |
| | <p>Discuss Chapter 7 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates’ post (3-4 sentences that show an engaged reading of their response to the chapter).</p> | <p>Post due Friday</p> |
| | <p>Plan your Technical Description. Choose an object, concept, or procedure you’ve learned about through your courses and describe it in depth, using Chapter 7 as a guide.</p> | |
| | <p>Write your Technical Description.</p> | <p>Technical Description due by Friday</p> |
| 8-10 | <p>Watch video introduction to Manual.</p> | |
| | <p>Read Chapter 8 “Instructions and Documentation.”</p> | |
| | <p>Discuss Chapter 8 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates’ post (3-4 sentences that show an engaged reading of their response to the chapter).</p> | <p>Post due Friday</p> |

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| | Read Chapter 18 “Creating and Using Graphics.” | |
| | Write Manual. | Manual Due by Friday |
| 11-13 | Watch video introduction to Introduce Proposal. | |
| | Read Chapter 9 “Proposals.” | |
| | Discuss Chapter 9 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates’ post (3-4 sentences that show an engaged reading of their response to the chapter). | Post due Friday |
| | Read Chapter 13 “How to be Persuasive.” | |
| | Write “Proposal.” | Proposal due Friday |
| 14-16 | Using Wordpress. | |
| | Read Chapter 17 “Designing Documents and Interfaces.” | |
| | Discuss Chapter 17 on Canvas Discussion Board. Post one paragraph describing what you found to be the most interesting, useful, or otherwise noteworthy aspects of the chapter. Then, comment on at least one of your classmates’ post (3-4 sentences that show an engaged reading of their response to the chapter). | Post due Friday |
| | Read Chapter 3 “Working in Teams.” | |

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| | <p>Write The script or text for your individual portion of the group project.</p> | <p>Web page due Friday</p> |
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Grading/Assessment Rubric

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 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.

Grading Scale

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 64-66
D - 60-63
E 0-59