ENC 2210- Technical Communication, Section 34F7, Class 12979, Spring 2022

Instructor Name: Ms. Claudia Mitchell
Course meeting times & locations: Tuesday Period 2-3, Thursday Period 3, Turlington 2346
Office Location and Hours: Zoom, Thursday, Period 5-6 link TBA
Course website: Canvas TBA
Instructor Contact Information: Canvas Inbox, Claudia Mitchell

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
- Produce professional caliber technical documents
- 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*, 12th ed. Boston: Bedford (2018).
Note: you may also use the hard copy of the book.

Required Viewing:
Better Off Ted, S1E1, "Pilot"
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 through sources such as Netflix, Amazon, Hulu, or YouTube.

Assignments:

Unit 1, Professional Communication through Emails: (850 words, 125 points)
Introduction Email (150 words, 25 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 reparation 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.

Other Assignments:
Reading Quizzes: (100 points)
Throughout the semester, you will be given short-answer and multiple-choice quizzes on the assigned readings. Complete the week's assigned reading before class each Tuesday. Quizzes will be unannounced, and there will be 8-10 quizzes over the course of the semester totaling 100 points. The lowest quiz grade will be dropped; if a student misses a quiz due to absence, that quiz will be dropped instead.

Total Words: 6000
Total Points: 1100

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 (detailed in the next section) to receive University Writing Requirement credit for this course. This course contributes 6,000 words to the

Attendance Policy: Attendance in this course is required. Like all lecture-discussion classes, this one needs you! You are allotted **four** 50-minute absences, meaning missing a double block class period counts as **two** absences. More than four absences will result in a lowered course grade. 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 it is your responsibility to see me after class to ensure that I have marked you present for the day. Arrivals more than 15 minutes late constitute partial absences.

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

Paper Format & Submission: All submissions must be formatted as Word documents, except where otherwise specified, and submitted to Canvas. Please do not email me your assignments; they must be submitted to Canvas to receive credit.

Late Papers/Assignments: Late assignments submitted *without an approved extension* will be penalized by **one letter grade for each day past the submission deadline**. Don't forget that all assignments *must* meet the word count and be submitted in order to receive WR credit for this course. **ALL Writing Requirement word count assignments for this class must be turned in to receive WR credit, even if they are submitted late**. Please reach out to me for any necessary extensions at least 48 hours before assignment deadlines. See the course Hurricane policy below for information on extensions.

Course "Hurricane" Policy: Here in Florida, we sometimes cancel classes or postpone assignment due dates during hurricane season in the event of severe weather. In these instances, the University and instructors recognize that personal health and safety comes first—meaning, before classwork. Likewise, I understand that sometimes students will experience extenuating circumstances that prevent them from submitting assignments on time—our own personal hurricanes. ***Students in this class may submit to me a "hurricane policy request" once during the semester. No documentation or personal details regarding the reason for the extension need be submitted as part of this request. In response to the request, I will grant a no-questions-asked assignment deadline extension.*** Additional extension requests will require documentation.

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

Academic Honesty Policy 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 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. 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/

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.)

Accommodations and Resources
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 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/
3. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
4. *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.

COURSE SCHEDULE

In this course, we will have consistent deadlines for work each week. Reading assignments are due before the week's first class period, and writing assignments are due the Sunday after the week's last class period. Managing your time and workload is your responsibility; since this is a professionalization course, treat your deadlines as if they are work deadlines, and manage your time effectively to meet them.

READ: Reading assignments should be completed **prior to the week's first class period**.
WRITE: Writing assignments will be due on **Sunday at midnight** of the week indicated. Some writing assignments will be begun in class, but due to be completed by the following Sunday midnight deadline.
VIEW: Viewing assignments will be screened during class. In case of absence, students are responsible for viewing the material on their own.

Course Schedule Overview				
Week Number	Tues Class	Thurs Class	Required Reading & Writing	
Week 1	--	Jan 6	READ: Ch. 1 Introduction to Technical Communication WRITE: Introduction Email	Introduction to Technical Communication
Week 2	Jan 11	Jan 13	READ: Course Syllabus Ch. 3, p.42-49 Planning Ch. 10, p. 221-228 Structuring Effective Sentences WRITE: Inquiry Email, Complaint/Claims Email	Unit 1: Writing Emails
Week 3	Jan 18	Jan 20	READ: Ch. 14 Corresponding in Print and Online WRITE: Response Email	Professionalism in Correspondence
Week 4	Jan 25	Jan 27	READ: Ch. 15 Applying for a Job VIEW: *The Office,* "Search Committee" clips https://www.youtube.com/watch?v=u7HDSeGqRz0 WRITE: Job Listing Response, Professional Bio	Unit 2: Applying for Jobs
Week 5	Feb 1	Feb 3	READ: Ch. 10 p. 228-241 Choosing the Right Words and Phrases WRITE: Resume & Cover Letter, Thank You Letter	Constructing a Resume and Cover Letter
Week 6	Feb 8	Feb 10	READ: Ch. 2 Understanding Ethical and Legal Considerations VIEW: *Better Off Ted*, "Pilot"	Unit 3: Navigating the Workplace
Week 7	Feb 15	Feb 17	VIEW: *Better Off Ted*, "The Impertence of Communicationizing"	Workplace Communication & the Importance of Clarity

			WRITE: Staff Communication Memo	
Week 8	Feb 22	Feb 24	VIEW (in-class): *Office Space* WRITE: Workplace Ethics & Personal Well-Being Response Paper	Workplace Ethics and Self-Care at Work
Week 9	Mar 1	Mar 3	READ: Ch. 6 Researching Your Subject Ch. 20, p537-546 Writing Definitions	Conducting and Communicating Research
Week 10	Mar 8	Mar 10	NO CLASS	SPRING BREAK
Week 11	Mar 15	Mar 17	READ: Appendix A Skimming Your Sources and Taking Notes WRITE: Technical Concept Paper	Communicating to a Public Audience
Week 12	Mar 22	Mar 24	READ: Ch. 8 Communicating Persuasively WRITE: Project Proposal Memo	Unit 3: Group Project Proposal
Week 13	Mar 29	Mar 31	READ: Ch. 18, 469-474 Problem-Solving Model for Recommendation Reports WRITE: Progress Report	Writing Proposals & Group Workshops
Week 14	Apr 5	Apr 7	READ: Ch. 16 Writing Proposals WRITE: Individual Proposal Sections	Writing Proposals & Group Workshops
Week 15	Apr 12	Apr 14	*TC* Ch. 18 Writing Recommendation Reports WRITE: Peer Review	Writing Proposals & Group Workshops
Week 16	Apr 19	--	WRITE: Reflection on Group Work, Turn in Final Proposal	Finishing Up & Conferences

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 below 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 error 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 the assignment requirements were not met. If you gave an assignment an honest try and still received an 'E,' you may not be ready to succeed in this course.