ENC 2210: Technical Writing online/asynchronous
CN: 12534

Instructor: Kimberly Williams
Email: kwilliams6@ufl.edu
She/her pronouns
Office Hours/Method: Wednesday 12:00-2:00pm Library West 1st floor open study (across from Starbucks) OR Zoom

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 letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, and technical manuals. Students will work toward understanding how to analyze and react to rhetorical situations including issues of audience, organization, visual design, style, and the material production of documents.

Objectives

This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

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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 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 virtual 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

All material is either embedded (via hyperlinks) in the course schedule OR open source texts.

- ★ *Technical Writing* Authors: Allison Gross; et. al
- ★ *Technical Communication Today 6th Edition* Author: Richard Johnson-Sheehan (located in the course FILE section)

Grading & Course Credit Policies

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**. Keep in mind that I offer extensions, so stay in contact with any difficulties. Please visit office hours, email me, and keep in steady communication. I promise to avoid awkwardness.

Grading Scale

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

Assignment Descriptions (Total Points Possible: 1000)

1. **250 words with 150-word responses/100 points (4 responses) Tech Talks:** Career blogs and/or social media exchanges are standard practices for addressing contemporary and even controversial topics.These discussion board posts include critical reflections and peer responses on a technical writing/communication news item.

2. **200 words/20 points Email:** Write an email and introduce yourself to me, the instructor. Include the following:
   a. Place of origin (e.g. Tampa, Florida; Accra, Ghana)
   b. Major
   c. Goals for this course (what do you hope to gain and accomplish)
   d. What are your strengths and areas of growth with writing (e.g. grammar, syntax, word count)
   e. What has been your favorite course at UF and why

3. **500 words/25 points Memo**: You are an executive at the UF's Business Affairs for Food Service office. In this role, you decide which restaurants, cafes, or other miscellaneous eateries (i.e. smoothie, kombucha) in Reitz Union. Craft a memo to students on the future revamping of the Reitz Union food hall. Include the following:
   a. Which new eateries are included in the Reitz Union?

      b. Why did you decide to include said eatery in the Reitz Union? Give specific rationales like food quality/variety, company statistics, student needs etc.

      c. Timeline when the renovations will happen

      d. Include in-text MLA citations (no works cited).
          Ex: We are now including Cava in the Reitz Union because of their favorable surveys from ages 17-23 (*Business Insider*).

4. **400 points Multi-step Job Application:** This assignment includes various exercises that prepare you for job composition, interviews, and submission. You will research and find your applicable job announcement and respond accordingly.

      a. **Gator Professional Series 500 words/100 points:** Using the *GPS module system,* complete the modules materials, all related quizzes, and receive a career related certificate you may include in your resume! These assignments span activities on skill reflections, elevator pitches, networking skills and so much more. This series is important to become familiar with the Career Connections Center and also with networking and research.

      b. **Preparatory Materials 300-400 words/100 points**: Complete various annotations and tasks related to your final career materials.

      c. **Cover Letter 300-400 words/100 points**: Write a business template letter aligning your career aspirations, career qualifications, and "job fit" to a specific job description. This grading criteria is on format, persuasion, and relation to job description.

      d. **Resume 1-2 page 250+words//100 points**: Write a comprehensive resume detailing your professional skills, experiences, and accomplishments. This grading criteria is on language, format, and relation to job description.

5. **600 words/150 points UX Design Website Analysis**: Critically analyze and rate a streaming, social, or product website. Rate its usability, accessibility, color, design and more.This will include outside references and comparison to other platforms.

      a. **500 words/100 points Preparatory assignments**: This includes annotative and reflection assignments on analysis and UX design.

6. **500 words/50 points Class Proposal**: Develop a Quest course for UF students where you discuss the content, text, and assignments.

7. **500 words/100 points** **Technical Instruction:** Create a technical document with steps demonstrating how to thrive the first semester as a first-year student at the University of Florida.
    a. **300 words/ 50 points** **Proposal:** Create a proposal that explains your rationale regarding the content.

Class Policies

Course Policies:

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

2.   *Concerning issues that might affect your progress:* If you experience any kind of hardship that affects your progress during the class, which include financial or health-related issues, email me as soon as possible.

3.   Email responses and professionalism: Please email me about class matters through Canvas, and whenever you send me an email during the week wait at least 24 hours for a reply. Emails received during the weekend will be answered on Monday.

4.   C*ourse behavior: UF's policy on 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/policy-statement/

5.   *Paper Format and Submission:* All assignments will be submitted on Canvas.

6.   *Late Papers/Assignments:* Late work **will not be graded** unless you ask for extension by email at least 24 hours before the assignment is due. Reach out and stay with steady communication for extensions and help. **I am happy to offer breathing room because outside of the virtual space, I know you have lives, hardships, and surprises.**

    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.* UF students follow 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://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.)

From 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.

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 your instructor early in the semester.

9.   *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/

10.   Remember there is also Field and Fork and a campus resource site for other aid. You deserve help and support throughout this time!

11.   *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by addressing appeals to administrative assistant Carla Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

12.   *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://gatorevals.aa.ufl.edu/

A	Follows ALL instructions specific to the assignment description ● Generates and elaborates on original ideas relevant to the course content ● Assignment provides evidence to support claims ● Assignment incorporates source material appropriately and effectively ● Assignment displays clear organizational forethought ● Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors

B	● Follows most instructions specific to the assignment description ● 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	● 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	● 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	● 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

Schedule of Classes and Assignments

- **Remember to read the page numbers on the textbook pages and NOT the pdf numbers.**
- **Syllabus is subject to change; this shared drive format helps with adapting to seamless changes**

Date	Assigned Readings and Classwork	Assignments	Deadlines
Unit 1: Introduction to Tech Writings			
Jan 8-12	*Syllabus and brief course introduction	Send questions to me about the syllabus!	**N/A**
Jan 15-19	*What is Technical Writing? *Read Chat GPT article for Tech Talk	*Syllabus & Tech writing quiz due *Tech Talk #1	**Jan 15th** **Jan 17 & 19 due (2-part)**
Jan 22-26	*7.1 Correspondence: Text Messages, Emails, Memos, and Letters	*Email to instructor	**Jan 26th**
Jan 29-2/2	*Begin Gator Professional Series	*Reitz Union Memo	**2/2**
Unit 2: Career Professionalism			
Feb 5-9	*Gator Professional Series	*Complete and upload workbooks *Complete quizzes to receive certificates	**2/9**
Feb 12-16	*Chapter 5: 99-114 *Technical Communication Today* (in FILES section of Canvas Course)	*Job post and chapter worksheet *Resume annotation with discussion worksheet	**2/16**

Feb 19-23	*Chapter 5: 114-120 *Technical Communication Today* (in FILES section of Canvas Course) *Career Connections template *Cover letter continued…	*Cover letter annotation *Job post and annotation with discussion worksheet	**2/23**
Feb 26-March 1st	*Next steps before submission with letters and resume	*Cover letter *Resume *Tech Talk #2	**3/1** **Feb 28 and March 1**
Unit 3: UX Design and Document Design			
March 4-8	*Chapter 17: 476-503 *Technical Communication Today* (in FILES section of Canvas Course)	*Document Design Activity *Website analysis activity	**March 8** **March 8**
March 11-15	**Spring Break**		
March 18-22	*UX principles *Usability *Accessibility and Empathy	*Tech Talk #3	**March 20 and March 22**
March 25-29	*10 Most Common Accessibility Errors	*Website Analysis	**March 29**
Unit 4: Quest and Gator Guide			
April 1-5	*Proposals 101 *Chapter 9 244-262	Tech Talk #4	**April 3 and 5**

	Technical Communication Today (in FILES section of Canvas Course)		
April 8-12	*Course Proposals Examples *Proposal Template Examples *Quest site	*Quest Course proposal due	**April 12**
April 15-19	*Chapter 2 Applications of Instruction Writing *Chapter 4 Handbook Instructions		
April 22-24	N/A	*Proposal Worksheet *Technical Instruction	**April 24** **April 28**

Citations: Instructors Rodewald and Nwachukwu