ENC 2210 – Technical Writing (Section #34GE Class #13005) Spring 2022

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Office Location and Hours: TUR 4363, Mondays & Wednesdays 10-11 a.m. & by appointment
Course website: Canvas
Course meeting times & locations: MWF, Period 7 (1:55-2:45 p.m.), FLG 0260

ENC 2210: Technical Writing introduces you to technical and professional writing. Throughout the semester, you'll learn practical information about how to communicate effectively in the workplace. You'll practice technical writing by crafting a variety of texts including emails, letters, résumés, proposals, and technical manuals. To successfully complete the assignments for this course, you will need to analyze and respond to the different rhetorical situation each assignment presents. You'll consider your audience, organization, visual design, style, and the material production of documents.

In the writing and revision process, you will work closely with your instructor and peers, completing in-class activities, workshops, peer-reviews of longer writing assignments, and collaborative writing projects.

By the end of the course, you should:
- have a better understanding of various styles of technical writing
- be able to identify and adapt to rhetorical situations within technical discourse communities
- know how to craft professional-quality documents
- feel comfortable evaluating and critically revising your own work
- have experience offering critical feedback on your peers' writing

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 6e REVEL Access Digital Format, 2018.

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 six 50-minute absences. You will earn a lowered course grade if you accrue four absences. Note that missing a double session counts as 2 absences. For additional information regarding UF's attendance policy, please see the University's catalog (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies).

3. *Tardiness:* Being tardy three times amounts to once absence.

4. *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/

5. *Paper Format and Submission:* Unless otherwise specified, all assignments will be turned in to Canvas at 5pm EST the day an assignment is due. Make sure the assignment is formatted to the instructions/the specific document genre.

6. *Late Papers/Assignments:* Late work is not accepted. The instructor may issue extensions on a case-by-case basis, but these will only be considered if they are requested at least 24 hours before the assignment deadline. Extensions will not be issued for group/collaborative assignments or peer review assignments.

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

8. *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.>

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.

9. 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.

10. *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/

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

12. *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 Department Office 4008 TUR. To file an appeal, please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

13. *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/

Assignments

I. **Professional Correspondence: Emails, Letters, and Memo**
    1. **Two Routine Emails**
        a. Introductory Email (300 words)
            Using a standard email format and an effective professional style, you'll write an email to your instructor. In your email you will introduce yourself, state your goals for the course, and explain your professional/academic interests.
        b. Email Requesting Additional Information (300 words)
            Using a standard email format and an effective professional style, send a message requesting career information from a teacher or professional working within your field.
    2. **Two Routine Letters**
        a. "Letter from a Nut" (300 words)
            Posing as a "nut," you will imagine an outlandish scenario and write a letter to an actual company/organization requesting that they take some kind of action to improve the situation. You won't actually be sending this letter to the company. Check out Ted L. Nancy's website for examples.

b. Company response letter (300 words)
   This assignment will require you to write a response letter from the company's perspective.

3. **Memo** (500 words)
   This assignment asks you to write a memo that argues for the implementation a certain policy that is important for your field.

II.   Job Application Packet

1. **Job Description Analysis** (300 words)
   Identify a description for a job, internship, or graduate opportunity that you might be interested in. Write an analysis of the job description that details the materials necessary for the application and the qualities the recruiters are looking for in ideal applicant.

2. **Request for a Letter of Recommendation Email** (100 words)
   Write an email to someone familiar with your work and request a letter of recommendation.

3. **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 résumé, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

4. **Résumé** (1 page)
   You'll write a résumé targeted to the specific job description that you selected. Your résumé will detail your relevant educational and work experience.

5. **Thank You Letter** (300 words)
   Write a letter to your interviewer, and thank them for meeting with you.

III.   Proposal Project

1. **Proposal** (500 words per person)
   Working in groups of three, you will identify a problem faced by the UF community. You'll then write a proposal to persuade a target audience that something needs to be done about the problem and you will offer a specific solution to correct the issue.

2. **Progress Report** (250 words)
   During the process of writing the proposal, 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.

3. **Blog for a General Audience** (250 words per person)
   For this assignment, you will create a blog informing the wider public of your group's proposal.

IV.   Instruction Manual + Usability Report

1. **Instruction Manual** (1000 words)
   For this assignment, you will write an instruction manual for a general audience. The technical instructions will be for a "thing" most students at UF would find useful. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete the task, use the product, or fulfill the process. The manual will be assessed on the quality and readability of the instructions, on the

functionality of the instructional visuals, on the effectiveness of the design, and on the rhetorical style of the steps, sequencing, and transitions.

    2. **Usability Report** (250 words)
You will create a usability report for a classmate's instruction manual.

    V.   **In-Class Writing Activities** (250 words)
Periodically, you'll write short, persuasive responses to readings or case studies. You'll also respond to 2 classmates' posts. These may be assigned in class or for homework. Discussion posts due dates will be listed on the syllabus.

    VI.   **Peer Analysis** (3 peer analysis papers, 250 words each)
Throughout the semester, you will write several analytical reviews assessing your peers' writing. Your peer analysis papers should clearly outline the strengths and weaknesses of your partner's work. You should offer concrete suggestions for how your partner could improve his or her work. In assessing your peer analysis, I will consider whether you offered your partner constructive criticism and useful feedback. Your final draft will be assessed on whether you implemented the advice you were given in your peer analysis.

Assignment Point Values and Word Counts

Assignment	Total Words	Total Points
Routine Emails • Introductory Email (300 words) • Email Requesting Information (300 words)	600 words	15%
Routine Letters • "Letter from a Nut" (300 words) • Company Response (300 words)	600 words	10%
Memo	500 words	5%
Job Application Packet • Job Description Analysis (300 words) • Request for a Letter of Recommendation Email (100 words) • Cover Letter (300 words) • Résumé (one page) • Thank You Letter (300 words)	1000 words	20%
Proposal and Progress Report • Proposal (500 words per student) • Progress Report (250 words) • Blog for a General Audience (250 words)	1000 words	20%
Instruction Manual (1000 words) +Usability Report (300 words)	1300 words	15%
In-Class Writing Activities	250 words	5%
Peer Analysis Papers (3x250 words each)	750 words	10%
	6000 words	**100%**

Course Schedule
Please keep in mind that the schedule is tentative and subject to change.

		Unit 1: Introduction to Technical Writing, Audiences, Correspondences	
Wk	**Date**	**Read/View for Class**	**DUE**
1	W 1/5	Welcome & Course Introduction	
	F 1/7	Chapter 1: Technical Writing and Communication in the Workplace	
2	M 1/10	Chapter 6: Emails, Letters, and Memos	Introductory Email
	W 1/12	Chapter 15: Organizing and Drafting	
	F 1/14	Appendix A: Grammar and Punctuation Guide	
3	M 1/17	HOLIDAY – NO CLASS	
	W 1/19	Chapter 2: Profiling Your Reader (Sections 2.1 and 2.2)	
	F 1/21	Chapter 2: Profiling Your Reader (Sections 2.3 and 2.4)	Email Requesting Information
		Unit 2: Drafting, Style, and Persuasion	
4	M 1/24	Chapter 13: How to Be Persuasive (Sections 3.1 and 3.2)	
	W 1/26	Chapter 13: How to Be Persuasive (Sections 3.3 and 3.4)	Memo
	F 1/28	Chapter 16: Using Plain and Persuasive Style (Sections 16.1-16.4)	
5	M 1/31	Chapter 16: Using Plain and Persuasive Style (Sections 16.5-16.7)	"Letter from a Nut"
	W 2/2	Chapter 4: Managing Ethical Challenges (Sections 4.1-4.3)	
	F 2/4	Chapter 4: Managing Ethical Challenges (Sections 4.4-4.6)	
6	M 2/7	Chapter 4: Managing Ethical Challenges (Sections 4.4-4.6)	Company Response Letter
		Unit 3: The Application Packet	
	W 2/9	Chapter 5: Starting Your Career (Sections 5.1-5.3)	
	F 2/11	"How to Read a Job Descriptions" [Posted under "Files" in Canvas]	Identify a job description, internship description, or graduate school opportunity of interest to you.
7	M 2/14	Chapter 5: Starting Your Career (Sections 5.5-5.7)	
	W 2/16	Chapter 5: Starting Your Career (Sections 5.8-5.9)	Job Description Analysis

	F 2/18	Read Packet on Effective Résumés and Cover Letters	
8	M 2/21	Chapter 17: Designing Documents and Interfaces (Sections 17.1-17.6)	Request for a Letter of Recommendation Email
	W 2/23	Chapter 17: Designing Documents and Interfaces (Sections 17.7-17.8)	
	F 2/25	Review Sample Résumés and CVs	Résumé
9	M 2/28	Prepare Cover Letter for Peer Review	Peer Analysis 1: Cover Letter
Unit 4: Collaboration and Writing Proposals			
	W 3/2	Chapter 3: Working in Teams (Sections 3.1-3.3)	
	F 3/4	Chapter 3: Working in Teams (Sections 3.4 and 3.5)	Final Draft of Cover Letter
10	M 3/7	SPRING BREAK	
	W 3/9	SPRING BREAK	
	F3/11	SPRING BREAK	
11	M 3/14	Chapter 9: Proposals (Sections 9.1-9.4)	
	W 3/16	Chapter 9: Proposals (Sections 9.5-9.8)	
	F 3/18	Chapter 10: Brief Reports	
12	M 3/21	Read the handout "Planning and Organizing Proposals and Technical Reports"	Progress Report
	W 3/23	Chapter 21: Writing for the Internet (Sections 21.1-21.3)	
	F 3/25	Prepare Proposal Draft for Peer Review	Peer Analysis 2: Proposal
13	M 3/28	Chapter 21: Writing for the Internet (Sections 21.4-21.5)	Final Draft of Proposal
	W 3/30	Chapter 21: Writing for the Internet (Sections 21.6-21.7)	
Unit 5: Technical Descriptions and Instruction Manuals			
	F 4/1	Chapter 7: Technical Descriptions and Specifications (Sections 7.1-7.5)	
14	M 4/4	Chapter 8: Instructions and Documentation (Sections 8.1-8.4)	Blog Post
	W 4/6	Chapter 8: Instructions and Documentation (Sections 8.5-8.7)	

	F 4/8	Chapter 8: Instructions and Documentation (Sections 8.5-8.7)	
15	M 4/11	Prepare Instruction Manual for Peer Review	Peer Analysis 3: Instruction Manual
	W 4/13	Chapter 19: Revising and Editing for Usability (Sections 19.1-19.5)	Instruction Manual Due
	F 4/15	Chapter 19: Revising and Editing for Usability (Sections 19.6-19.7)	
16	M 4/18	Chapter 19: Revising and Editing for Usability (Sections 19.8-19.9)	
	W 4/20	Course Reflections	Usability Report

Grading Scale

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%

General Assessment Rubric

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