

**ENC2210: Technical Writing (UFOnline)**

Spring 2023

**Course Information**

<b>Instructor:</b>	Matt Knudsen (you can always address me as “ <b>Matt.</b> ” “Mr. Knudsen, Professor Knudsen, Mr. Matt, etc.” are all very courteous and appreciated but they’re far too formal and unnecessary. You can always just make it “Matt.” Thanks!
<b>Class Number:</b>	12754
<b>Section:</b>	35F2
<b>Office Hours:</b>	via Zoom, by appointment
<b>Course Website:</b>	Canvas
<b>Email:</b>	matthewknudsen@ufl.edu

**Course Description**

ENC2210: 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, resumes, letters, memos, reports, proposals, technical descriptions, and technical definitions.

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. Canvas discussions will provide students with the opportunity to participate in conversations about assigned readings and writing projects, to work closely with the instructor, and to work with peers in writing and revision workshops. Technical writing is produced individually as well as collaboratively. Accordingly, ENC2210 emphasizes both individual and team efforts.

**COVID-19 Statement**

**This course is completely online and asynchronous**, thus we will never meet via Zoom or F2F for class (only Zoom office hours). However, rest assured that I am active in the course and will engage with you throughout the semester. This specific section of ENC2210 was designed for online learning before COVID-19 disrupted the world, so that means that there are not any official accommodations that the University offers for online-only courses, but I am more flexible. I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances. I'm willing to work with you; my goal is to keep you on track and to make sure that you don't get left behind, but you must also put forth the effort of communication and professionalism.

**Course Objectives**

By the end of the course, students enrolled in ENC2210 should be able to:

- Identify and understand the functions of the primary genres of technical writing
- 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 non-professional 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 visual aids into documents
- Produce documents both collaboratively and independently
- Develop and administer user tests, then 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
- Work with peers 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, 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 **6,000 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.

### Textbook & Media

**Required:** Markel, Mike. *Technical Communication*. 13th ed., Bedford/St. Martin's, 2020.

**Suggested:** Johnson-Sheehan, Richard. *Technical Communication Today*. 6<sup>th</sup> ed., Pearson, 2018.

We will also watch the following episodes for assignments, which you can find through various online platforms such as Netflix, Hulu, Amazon, HBO, Peacock, etc.

(please be aware some of these episodes feature strong language and sexual content):

- *Brooklyn Nine-Nine* (1.1) “Pilot”
- *The Office* (5.3) “Business Ethics”
- *Veep* (1.1) “Fundraiser”
- *Parks and Recreation* (3.1) “Go Big or Go home”
- *Parks and Recreation* (3.2) “Flu Season”
- *Parks and Recreation* (3.3) “Time Capsule”
- *Parks and Recreation* (3.4) “Ron and Tommy: Part Two”
- *Parks and Recreation* (3.5) “Media Blitz”
- *Parks and Recreation* (3.6) “Indianapolis”
- *Parks and Recreation* (3.7) “Harvest Festival”
- *Silicon Valley* (2.6) “Homicide”

**Assignments (6000 words and 1,000 points total in course):**

**Weekly Discussions – 1 per week, 20 points each, 15 postings (300 points total)**

You are responsible for responding to questions and prompts related to readings and viewings each week. The discussion boards are collaborative spaces to share ideas and concepts. You will respond to a minimum of two colleagues’ responses for most discussions. You must first post to the thread to view others’ posts. Please maintain a **cordial and professional tone** at *all* times.

**Unit 1: Writing Professional Correspondence (1500 words, 150 points)**

Memos are an integral part of workplace structure and office communication. Therefore, you will write memos to your instructor throughout the semester.

**Memo #1: Dress Code (300 words; 30 points)**

For this assignment, you will respond to the *Brooklyn Nine-Nine* “Pilot” episode (1.1) and write a memo to the precinct addressing the importance of a precinct-wide mandatory dress code.

**Memo #2: Workplace Ethics (300 words; 30 points)**

For this assignment, you will respond to *The Office* episode “Business Ethics” (5.3) and write a memo to the office about ethical practices in an office setting.

**Memo #3: Staff Communication (400 words, 40 points)**

For this assignment, you will respond to the *Veep* episode “Fundraiser” (1.1) and write a memo addressing the PR and communication issues that the office deals with during the episode.

**Memo #4: Health Advisory Notice and Info Graphic (500 words, 50 points)**

For this assignment, you will respond to the *Parks and Recreation* episode “Flu Season” (3.2). You will write a memo to the employees of City Hall about the flu epidemic and appropriate flu prevention. This assignment will include at least 1 infographic to help illustrate your points.

**Unit 2: Project Proposal Process (2000 words, 200 points)**

For this unit, you will focus on the Harvest Festival Story arc from *Parks and Recreation* (season 3, episodes 1-7).

**Part 1: Project Proposal Memo (300 words, 30 points)**

For this assignment, you will write a brief memo to Chris Traegar and Ben Wyatt from Leslie Knope proposing the Harvest Festival as a means to help alleviate the current budget problems the Parks Department has faced.

**Part 2: Progress Report (300 words, 30 points)**

For this assignment, you will write a progress report to City Manager Chris Traegar and the Pawnee City Council from Leslie detailing the progress of the Harvest Festival. You will need to include a detailed list of outlines the operation of the Harvest Festival, including a working budget, vendor list, and venue information.

**Part 3: Professional Letter (300 words, 30 points)**

For this assignment, you will write a letter to a desired sponsor or vendor asking them to donate goods or services from the perspective of one of the Pawnee Parks and Rec staff (Lelise, April, Tom, Donna, Jerry, Ron, or Ben). For example, you could write the Pawnee Police Department asking them to donate officers for security.

**Part 4: Harvest Festival Press Release (300 words, 30 points)**

For this assignment, you will write a press release about the Harvest Festival intended for local media and other public outlets.

**Part 5: Harvest Festival Promotional Materials (300 words, 30 points)**

You will create a visual document as part of your Harvest Festival promotion. This can be a print or online document. The goal of this is to consolidate and streamline the information in your project for your target audience. In addition, you will write a separate brief metadiscourse reflection about the design choices made in your promotional materials.

**Part 6: Project Proposal – Pawnee Harvest Festival (500 words, 50 points)**

For this assignment, you will write a final, comprehensive project proposal that outlines the details of the Harvest Festival (including an operating budget, facilities details, vendor lists, etc.) for approval by the city manager, Chris Traegar.

**Unit 3: Job Packet: (1000 words, 100 points)****Part 1: Analyzing Job Ads (500 words, 50 points)**

Find an application description for a job, internship, graduate school, and/or professional organization that you can reasonably apply for with your current skills/experience. Write a memo to your instructor analyzing and breaking down the ad, focusing on details that you intend to use for your targeted cover letter and resume. Analyze this ad based on the following:

- What is the overall role of the position within the organization?
- What skills, experience, qualifications, training, abilities, and qualities are “essential” for the position?
- What skills, experience, qualifications, training, abilities, and qualities are “preferred” for the position?
- In the context of the organization, what are the important needs, and how will the position address them? What outcome is the position expected to achieve?
- What are the potential challenges and barriers in the role and what knowledge, skills and abilities are necessary to meet them?
- What kinds of opportunities does the position provide?
- What are the keywords in the job ad?

**Part 2: Cover Letter and Resume: (500 words, 50 points)**

Write a Cover Letter and Resume for the job ad you analyzed in part 1.

In your cover letter, make sure you:

- Introduce yourself as an ideal candidate
- Address any shortcomings in your resume
- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.

Remember, your cover letter should highlight the most important elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume. In addition to the cover letter, craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult your textbook for formatting and style guidelines.

**Unit 4: Technical Concepts: (1500 words, 250 points)****Pitch Analysis Blog (350 words, 75 points)**

For this assignment, you will analyze the issues that occur in the *Silicon Valley* episode “Homicide” (2.6) and write a thorough and professional **blog post** that could feasibly be included on a website that hosts tech industry editorials. You will write from the perspective of a tech industry blogger about the success and failures of the Hooli “Nucleus” launch. Keep your audience in mind -- who is reading this blog and what do they hope to gain from reading it? What do *you* hope to convince them of, with your editorial?

**Technical Memo (350 words, 75 points)**

For this assignment, you will write a **brief but detailed memo** to your instructor addressing *why* you want to write on the topic you have chosen for your technical concept assignment (refer to the description of the final project in the syllabus). In addition to addressing your choice in terms of the subject matter, you will also need to describe the medium, genre, and "venue" through which your technical document will be circulated. Will this be a blog post on the homepage of a company website? A post on your organization’s Facebook page? A press release announcing the launch of a new product? A short video uploaded to YouTube? In defending your choice of medium, make sure to consider how your technical concept might be better communicated through video, image, sound, or some combination thereof. Also consider how different media and platforms (i.e. Facebook, Twitter, website, YouTube, etc.) work better for locating and appealing to different audiences. *Who* is your audience? *What* is the most effective method of reaching them? *How* will you explore this method to achieve your overall professional goal?

**Technical Concept Paper (800 words, 100 points)**

For this assignment, you will pick a term or concept that is significant to your field. You will conduct research and provide an overview of that term for a lay audience. You must include at least two secondary sources.

- Option 1: You will write a traditional technical paper that will circulate in a prose medium (blog post, social media update, etc.).
- Option 2: You will create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you chose this option you can create the actual digital document or write a script for it.

## 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

## Course Policies

- 1) **Course credit:** Except for discussion posts and unit reflections, you must complete **all** assignments to receive credit for this course. All work outlined within the units counts towards the Writing Requirement, so any missing assignments will lead to an “Incomplete” in the course, regardless of the grade you see on Canvas.
- 2) **Participation and Attendance:** Unlike some of your other classes, this course is skills-based. In other words, practice makes all the difference to writing; the more you write, the better you become. Consequently, the effects of this course are cumulative, and being “present” online means being active on discussion boards and other interactive elements of the course. In the online course, participation measures your attendance. We must all make the effort to engage with each other in this completely online and asynchronous setting, so assignments like discussion posts are significant to building our course community. Please take them seriously!
- 3) **Netiquette:** Since participation and discussion are an integral part of the course you are expected to treat your classmates with courtesy and respect as you would in a face-to-face setting. Collaboration is an integral part of the course design and applicable to real-world, workplace environments.
- 4) **Project Format & Submission:** All assignments will be submitted via Canvas. Regardless of the word processor you are using, please export documents as a .pdf file with your name and assignment. Example: “knudsen\_memo1.pdf”  
Please follow MLA style and citation guidelines:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html).  
Any documents that I cannot access will automatically receive a zero. I encourage you to check your assignments after submission on Canvas to ensure that they are in pdf format.
- 5) **Academic Honesty and 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code:

**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.

**Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came, including the date cited.

- 6) **Late Papers/Assignments:** All late papers and assignments will receive an automatic 10 percent deduction for the first three days after the deadline; the deduction jumps to 20 percent after the third day. If you submit an assignment one week after the original deadline, you will automatically receive a zero, but I will accept them for course credit (remember, you must submit ALL assignments to receive course credit).

## Writing Studio

Make a free appointment with the Writing Studio if you finish an assignment early and would like an extra set of eyes to look at your work: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

## Course Evaluations

Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

## Disability Policy

Students with disabilities who request accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give the instructor early in the semester.

## Personal Difficulties

Students who are in distress or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or [352-294-2273](tel:352-294-2273) so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: [352-392-1575](tel:352-392-1575) or <https://counseling.ufl.edu/>

**Please do not hesitate to reach out to me if you are having a hard time and are not sure how to proceed. I will gladly help you to figure out who you should speak to and how to make sure you succeed. You are not alone.**

## 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/policy-statement/>

## UF Grading Policies

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

## Grade Appeals

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount ([cblount@ufl.edu](mailto:cblount@ufl.edu)), Program Assistant in the English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

## Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.



## WEEK-TO-WEEK SCHEDULE

(unless otherwise specified, assignments are always due **Wednesday by midnight EST**)

### Unit 1: Writing Correspondence

#### **Week 1 – January 11<sup>th</sup>**

- Post** a welcome message (**Posting #1**) on the discussion board (please!)
- Read** Chapter 1 (15 pgs): “Introduction to Technical Communication”
- Read** Chapter 3 (13 pgs): “Writing Technical Documents”

#### **Week 2 – January 18<sup>th</sup>**

- Read** Chapter 4 (25 pgs): “Writing Collaboratively” from *TC*
- Read** Chapter 5 (32 pgs): “Analyzing Your Audience and Purpose” from *TC*
- Discussion Board **Posting #2** due

#### **Week 3 – January 25<sup>th</sup>**

- Read** Chapter 14 (27 pgs): “Corresponding in Print and Online” from *TC*
- Discussion Board **Posting #3** due
- Watch** *Brooklyn Nine-Nine* episode “Pilot” (1.1)
- Memo #1** due

#### **Week 4 – February 1<sup>st</sup>**

- Read** Chapter 2 (25 pgs): “Understanding Ethical and Legal Considerations” from *TC*
- Discussion Board **Posting #4** due
- Watch** *The Office* episode “Business Ethics”
- Memo #2** due

#### **Week 5 – February 8<sup>th</sup>**

- Read** Chapter 8 (21 pgs): “Communicating Persuasively” from *TC*
- Discussion Board **Posting #5** due
- Watch** *Veep* episode “Fundraiser” (1.1)
- Memo #3** due

#### **Week 6 – February 15<sup>th</sup>**

- Read** Chapter 12 (46 pgs): “Creating Graphics” from *TC*
- Discussion Board **Posting #6** due
- Watch** *Parks and Recreation* episode “Flu Season” (3.2)
- Memo #4** due

### Unit 2: Harvest Festival Proposal

**Required Viewing: Parks and Recreation Season 3, episodes 1-7**

#### **Week 7 – February 22<sup>nd</sup>**

- Read** Chapter 16 (26 pgs): “Writing Proposals” from *TC*
- Discussion Board **Posting #7** due
- Proposal Project Part 1: **Project Proposal Memo** Due

#### **Week 8 – March 1<sup>st</sup>**

- Read** Chapter 18 (47 pgs): “Writing Recommendation Reports” from *TC*
- Discussion Board **Posting #8** due
- Proposal Project Part 2: **Project Progress Report** due

**Week 9 – March 8<sup>th</sup>**

- Read “Writing Letters” (pg. 377, 9 pgs) from *TC*
- Discussion Board **Posting #9** due
- Proposal Project Part 3: **Professional Letter** due

**Week 10 – March 15<sup>th</sup> (SPRING BREAK!)****Week 11 – March 22<sup>nd</sup>**

- Read Chapter 11 (47 pgs): “Designing Print and Online Documents” from *TC*
- Discussion Board **Posting #10** due
- Watch** *Parks and Recreation* episode “Media Blitz” (3.5)
- Project Proposal Part 4 (**Press Release**) and 5 (**Promotional Materials**) due

**Week 12 – March 29<sup>th</sup>**

- Discussion Board **Posting #11** due
- Watch** *Parks and Recreation* episode “Harvest Festival” (3.7)
- Project Proposal Part 6 (**Project Proposal**)

**Unit 3: Job Packet****Week 13 – April 5<sup>th</sup>**

- Read Chapter 15 (37 pgs): “Writing Job Application Materials” from *TC*
- Discussion Board **Posting #12** due
- Job Packet Part 1 (**Analyzing Job Ads**)

**Week 14 – April 12<sup>th</sup>**

- Discussion Board **Posting #13** due
- Job Packet Part 2 (**Cover Letter and Resume**) due

**Unit 4: Technical Concepts****Week 15 – April 19<sup>th</sup>**

- Read Chapter 20 (44 pgs): “Writing Definitions, Descriptions, and Instructions” from *TC*
- Discussion Board **Posting #14** due
- Watch** *Silicon Valley* episode “Homicide” (2.6)
- Pitch Analysis Blog** due

**Week 16 – April 26<sup>th</sup>**

- Read Chapter 6 (30 pgs): “Researching Your Subject” from *TC*
- Discussion Board **Posting #15** due
- Technical Memo** due

**Reading Days: April 27-28****Technical Concept Paper due Wednesday, May 3<sup>rd</sup> by midnight****HAVE A GREAT SUMMER BREAK!**