

ENC 2210: Technical Writing

Summer B 2023 / University of Florida

Class #: 10883 / Section: 4G55

Instructor: Matt Vekakis

Instructor Email: mvekakis@ufl.edu

Instructor Office Hours: MW 2:00 PM – 3:00 PM via Zoom

Class Meeting Times & Location: MTWRF Period 6 (3:30 PM – 4:45 PM) in Matherly Hall 0118

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 workplace environments and discourse communities. Throughout the semester, students will produce and analyze texts within a number of common technical writing genres, including: emails, letters, resumes, memos, reports, technical descriptions, technical definitions, technical manuals, and proposals.

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. Class meetings provide students with the opportunity to participate in on-going class discussions 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. Technical writing is produced individually as well as collaboratively.

Course Outcomes

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

- Identify and understand the facets and 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 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 visuals into documents
- Produce documents both collaboratively and independently
- 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

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 (WR) 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 count requirements totaling 6,000 words.
- Detailed information on the General Education Objectives can be found here: <https://undergrad.ua.ufl.edu/general-education/gen-ed-program/>

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

There is no textbook required for this course. All readings will be provided on Canvas.

Assignments

Assignment	Points	Minimum Word Count
Emails	25 (x3) = 75	250 (x4) = 1000
Memos	50 (x2) = 100	500 (x2) = 1000
Technical Manuals	75 (x2) = 150	500 (x2) = 1000
Job Application Portfolio	250	1000
Grant Proposal	250	2000
Grammar Bootcamp	75	-
Participation	100	-
TOTAL	1000 points	6000 words

Emails

In an age of digitalization, students will be tasked with drafting four ‘professional’ emails to four stakeholders in various industries.

Memos

Students will synthesize technical jargon into ‘plain-speak’—that is, addressed to an audience outside of said academic/professional community. Conversely, students will synthesize ‘plain-speak’ into a document aimed at members of their academic/professional community.

Technical Manuals

Students will draft two technical manuals (one in and one out of their academic field); technical manuals provide detailed instructions for task completion to a wide-ranging audience.

Job Application Portfolio

Students will identify a real job posting and compose a variety of application materials: cover letter, resume, and references (among others) directed to the job posting.

Collaborative Grant Proposal

In groups (roughly arranged by academic domain) students will identify a ‘problem’ in their professional fields, identify solutions, and craft a written grant request to stakeholders asking for funding.

Grammar Bootcamp

Excellent grammar, syntax, and mechanics are expected in technical writing. Students will work through a ‘grammar bootcamp’ during the first week of the course to identify common grammar pitfalls.

Participation

Participation is key to succeeding in this course. Students will be assessed at the end of the semester on their participation online, in lecture and during group work.

Course Policies

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Attendance will be taken at the start of every class. To be marked present, students must be in the classroom at the time attendance is recorded and have all required materials to complete class assignments. Excused absences must be approved by the instructor before the start each course meeting. Two (2) unexcused absences results in a final grade half-step reduction (i.e. “B” is reduced to a “B-”). Four (4) unexcused absences results in an automatic failure of the course. Any student who arrives after attendance is recorded is responsible for confirming his/her/their presence with the instructor after class is over.
3. *Tardiness*: Students are considered late if they arrive after roll call. Three (3) tardiness marks equal one (1) unexcused absence. If a student is aware he/she/they may be late for a particular class, it is the student’s responsibility to contact the instructor before class. The instructor may provide an excusal relative to the circumstances. Any student who arrives after attendance is recorded is responsible for confirming his/her/their presence with the instructor after class is over.
4. *Classroom Policies*: Students are expected to treat the instructor, university staff, and fellow classmates with empathy, respect, and professionalism. Failure to regard any person in the class or visiting the classroom with dignity may result in various penalties equal to the severity: removal from classroom, failure on assignment, or referral to Office of Student Conduct and Conflict Resolution. Students are permitted to use laptops and tablets in the classroom, but cellphones are prohibited. Use of cellphones will, first, result in the instructor politely asking the student to put the device away. Multiple infractions will result in the student being removed from the classroom for the remainder of the meeting. The same policy applies to using laptops or tablets for material unrelated to class.
5. *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/>

6. *Paper Format & Submission*: All papers will be submitted electronically on Canvas; they must be submitted as Word files (.doc or .docx).

7. *Late Papers/Assignments*: Late assignments will receive a 10% point deduction for every 24-hour period the paper is late. Regardless of circumstances, students must receive an extension prior to the assignment deadline to avoid any penalty.

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.

The UF Student Honor Code defines “plagiarism” as:

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.

10. Students with *disabilities* who are requesting accommodations should first register with the (DRC) Disability Resource Center (352-392-8565, <https://disability.ufl.edu>), which will provide appropriate documentation to give your instructor early in the semester.

11. *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/>

12. For information on UF Grading policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

13. *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.

14. *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.

General Grading Rubric

	SATISFACTORY	UNSATISFACTORY
CONTENT	Assignments respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of material.	Assignments either include a central idea that is unclear or off- topic or provide only minimal discussion of ideas. Assignments may also lack sufficient or appropriate sources or fail to meet instructed standards.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure, including clear thesis statements and topic sentences.	Documents and paragraphs lack clearly identifiable thesis statements and topic sentences, may lack coherence or logic, and may also lack transitions and signposting to guide the reader.

ARGUMENT AND SUPPORT	Assignments persuasively present ideas and use strong supporting evidence. At the weak end of the satisfactory range, assignments may provide only generalized discussion of ideas or rely on weak support for arguments.	Documents make only generalizations, providing weak to no support (as in uncritical summaries or narratives that fail to provide analysis or new information).
STYLE	Assignments are written in a style with appropriate diction for the context, genre, and discipline. Assignments should show complexity of thought, not complexity of syntax. Writing engages the appropriate audience for each respective medium.	Assignments rely on diction that is inappropriate for the context, genre, or discipline. Assignments may use padded diction (don't rely on a thesaurus to sound smart), overly complex syntax but no complexity and clarity of thought. Documents may also use words incorrectly or unnecessarily (e.g. "utilize" for "use").
MECHANICS	Assignments are error-free. 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 arguments.	Assignments contain so many mechanical or grammatical errors that they impede the reader's understanding or undermine the writer's credibility.
PRESENTATION	Assignments have a polished and uniform look, are appropriate to the genre and context of the topic and use visual components effectively while making a pleasurable experience for readers.	Presentation is poorly executed and/or inappropriate to the genre and context, e.g., with non-uniform organization, illegible graphics, or a visual organization that impedes the reader's understanding or undermines the designer's credibility.

“A” Assignments engage with the topic thoughtfully and thoroughly, using reliable sources and working within the context of audience, purpose, and assignment format/medium. Show care and attention to visuals and formatting to enable reader comprehension. Tone and language are “professional” (objective, clear, and semi-formal) and communicate complex thought. Have few or no grammar and punctuation mistakes.

“B” Assignments thoroughly approach the topic, using reliable sources. Acknowledge the context of audience, purpose, and assignment format/medium, though may stumble over one or

more elements. Show attention to visuals and formatting; may be basic, but still clear and streamlined. Tone and language are professional and clear. Have some grammar or punctuation mistakes.

“C” Assignments make a good faith effort to engage with the topic, but source use or complex synthesis is not as well-integrated as A or B assignments. Some acknowledgement of audience, purpose, and assignment format/medium, but neglect one of these areas more than others. Show some thought in formatting and visual use, but not streamlined/tailored to the document's purpose. Tone and language are respectful but ‘chatty’ or overly complex. Have noticeable grammar and punctuation mistakes.

“D” Assignments have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or negligible source use. Little to no acknowledgement of audience, purpose, or assignment format/medium. Incorrect or unclear use of formatting and visuals. Tone and language unprofessional and/or unclear. Have disruptive grammar and punctuation errors.

“F” Assignments fail to meet any expectations or instructions relating to the assignment; are incomplete in every evaluative category. Submitted extremely late with no prior excusal from the instructor. Suffers from stylistic, rhetorical, and grammatical errors to the point of illegibility.

Grading Scale

A	93-100	(930-1000 points)
A-	90-92.9	(900-929 points)
B+	87-89.9	(870-899 points)
B	83-86.9	(830-869 points)
B-	80-82.9	(800-829 points)
C+	77-79.9	(770-799 points)
C	73-76.9	(730-769 points)
C-	70-72.9	(700-729 points)
D+	67-69.9	(670-699 points)
D	63-66.9	(630-669 points)
D-	60-62.9	(600-629 points)

Schedule		
Date	In Class	For Homework
WEEK ONE		
Monday, July 3	Intro/Icebreakers	Email #1
Tuesday, July 4	NO CLASS	NO CLASS
Wednesday, July 5	Grammar Bootcamp	Email #2
Thursday, July 6	Grammar Bootcamp	Email #3
Friday, July 7	Grammar Bootcamp	Email #4
WEEK TWO		
Monday, July 10	Memos Intro	Readings
Tuesday, July 11	Reading Review/Groupwork	Memo #1
Wednesday, July 12	Lecture	Readings
Thursday, July 13	Reading Review/Groupwork	Memo #2
Friday, July 14	Lecture	Readings
WEEK THREE		
Monday, July 17	Technical Manuals Intro	Readings
Tuesday, July 18	Reading Review	Technical Manual #1
Wednesday, July 19	Lecture	Readings
Thursday, July 20	Reading Review	Technical Manual #2
Friday, July 21	Lecture	Readings
WEEK FOUR		
Monday, July 24	Job Application Intro	Position Research
Tuesday, July 25	Lecture/Workshop	Resume
Wednesday, July 26	Lecture/Workshop	Cover Letter #1
Thursday, July 27	Lecture/Workshop	Readings
Friday, July 28	Lecture/Workshop	Cover Letter #2
WEEK FIVE		
Monday, July 31	Grant Proposal Intro	Reading
Tuesday, August 1	Groupwork	Gantt Chart
Wednesday, August 2	Groupwork	Gantt Chart
Thursday, August 3	Groupwork	Problem Proposal
Friday, August 4	Groupwork	Solution Proposal
WEEK SIX		
Monday, August 7	Groupwork	Grant Writing Proposal
Tuesday, August 8	Groupwork	Presentation Prep
Wednesday, August 9	Presentations	Presentation Prep
Thursday, August 10	Presentations	n/a
Friday, August 11	Course Evaluations	n/a

Note: a detailed course schedule (with assigned readings) will live on Canvas prior to the first day of class.