Technical Writing

ENC2210.025C MTWRF 3:30-4:45pm Turlington Hall B310 Summer Session A 2014

Instructor: Justin Grant
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Office: Tigert Hall 302
Office Hours: Mondays and Wednesdays 2:15-3:15pm and by appointment

Required Text:

Technical Communication in the Twenty-First Century, with TechComLab & eText. 2nd Edition. Sidney
    I. Dobrin, Christopher J. Keller, and Christian R. Weisser. Pearson, 2012. (ISBN:
    032190379X)

Catalog Description:

Credits: 3; Prereq: ENC 1101 or test score equivalency.
A survey of the forms and methods of communication used in business, industry and government,
including informal and formal reports, letters, resumes and proposals. (C) (WR) (from the 2012-
2013 University of Florida Undergraduate Catalog)

Course Overview:

ENC 2210 Technical Writing is an introduction to technical and professional writing. 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 emails, letters,
resumes, memos, reports, proposals, technical descriptions, technical definitions, technical
manuals, and proposals. Students will work toward understanding how to analyze and react to
rhetorical situations 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, to work with
peers in writing and revision workshops, and to collaborate with peers on projects. Because as
much of the communicative work produced in the workplace is collaborative as it is individual,
ENC 2210 emphasizes both individual writing projects and collaborative writing projects.

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, including letters, memos, emails, resumes, reports, proposals, technical descriptions, technical definitions, and technical manuals
- 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 images into documents
- produce documents both collaboratively and independently
- develop and administer user tests; analyze and synthesize user test data
- refine writing style for clarity, concision, coherence, cohesion, and emphasis
- critique and revise your own documents to insure that they fulfill their purposes
- work with peers in order to provide written and oral feedback to one another

Assignment/Word Count
        Point Value:

1. Introductory Memo (250 words)
<div align="center">

25
</div>

The first memo assignment serves as an introduction between the student and the instructor.

2. Case Study Memo (350 words)
<div align="center">

25
</div>

For this project, students will read and analyze case study #1 found in chapter 2 of *TCTC* (p. 38-39) Once students are familiar with the case study, they will write a memo to the instructor explaining the relationship between ethics and technical writing as it is manifest in the case study. The memo should address how the writers involved in this case might have avoided both the disaster explained in the case study as well as how they may have acted more ethically by way of their technical documentation. Of course, students may also argue in their memos that the writers identified in the case study did act ethically. In such cases, students should explain this conclusion in their memos.

3. Response Letter (350 words)
<div align="center">

25
</div>

The first letter assignment is written in response to case study #1 provided on page 391 in Chapter 13 of *TCTC*. In this case study, students are asked to write a letter in response to a series of letters written by the National Park Service in 2004.

4. Résumé and Cover Letter (750 words)
<div align="center">

50
</div>

In this multi-part assignment, you will first identify an internship or job you hope to have. Next, you will research the field and construct a profile for the ideal candidate for this position. You will write a cover letter and a résumé for this particular job.

5. Rhetorical Analysis Memo (250 words)
10

For the third memo, students will explain to their instructor why they made the rhetorical choices they made in designing their job application packet.

6. Technical Definition Letter (150 words)
10

Students write their second letter to inform the instructor as to what subject/term they intend to address in their technical definition assignment.

7. Technical Definition (900 words)
75

For this assignment, you will define a term or concept specific to your academic discipline that would be too specialized or unfamiliar for a non-technical audience to understand. Using the organizational patterns discussed in *TCTC*, you will write an expanded definition of your chosen term for a non-technical audience.

8. Group Project: Proposal (750 words per student)
50

Working in groups of three or four, students will identify a problem that requires detailed technical instructions, policies, and/or procedures in order to solve. The problem should be one with which students are familiar and that is relevant to student lives. Once the group has identified the problem, they will produce a proposal (see chapter 20 of *TCTC*) that identifies how they intend to produce a manual that guides others through the process, procedure, or policy.

9. Group Project: Usability Test (250 words)
25

When technical communicators want to get a sense of how real audiences will respond to a set of instructions, they perform a usability test. For this assignment, you will conduct usability testing on the task analysis portion of your manual. You will incorporate feedback from the usability testing stage into the progress report that describes your revision plan for your Technical Manual.

10. Group Project: Progress Report (500 words per student)
25

Once each group's proposal has been approved and evaluated by the instructor, each group will begin work on its manuals (see below). Mid-way through the manual project, each group will be required to submit a formal progress report (see chapter 21). After you have completed all usability testing procedures and taken time to study the data you received from the usability testing forms and your field notes, you are ready to put together your progress report.

11. Group Project: Technical Manual Presentation
                            25
This presentation will give you an opportunity to discuss the process of creating your manual and explain how you would shape this manual for a different audience.

12. Group Project: Technical Manual (1,000 words per student)
100
For this project, each group will produce a technical manual (see chapters 18 and 19 of *TCTC*) that defines and provides instructions, policies, and/or procedures for solving the problem students have opted to solve (see proposal). This project is substantial, requiring not only the production of a large amount of text, but specific consideration of design, layout, images, organization, and accessibility.

13. Technical Manual Report (500 words)
                            25
The Project Report is the final stage of your Technical Manual Project. This Report will describe the working history of your Technical Manual, from the original problem to the final version of your manual. This also provides you with your final opportunity to demonstrate the thinking you have done about technical communication this semester by describing your strategies for solving communication problems.

14. Peer Reviews (6 x 5pts each)
                            30
One of the most useful ways to learn about writing is to read and evaluate other people's writing. Therefore, I take peer reviews seriously and hope that you take full advantage of them as a way to improve your own writing and help others improve theirs. There will be **six** peer review sessions throughout the semester. For each peer review session bring one copy of your rough draft. Your rough draft should be typed and should reflect what the finished product will look like; remember the more you have written the more your classmates can help you. There are no make-up peer reviews: if you are absent or you did not bring your rough draft for a peer review day, you will lose the points.

_____**500 POINTS TOTAL**

General Education Requirements:

Successful completion of ENC 2210, Technical Writing, satisfies the University of Florida's General Education Requirement for Composition (C).

(For more information regarding the University of Florida's General Education Requirement for Composition see: http://gened.aa.ufl.edu/writing-requirement.aspx)

Points Breakdown:

Assignments	Word	Points	Percentage of

	Count		Final Grade
Introductory Memo	250 words	25pts	5%
Case Study Memo	350 words	25pts	5%
Response Letter	350 words	25pts	5%
Résumé and Cover Letter	750 words	50pts	10%
Rhetorical Analysis Memo	250 words	10pts	2%
Technical Definition Letter	150 words	10pts	2%
Technical Definition	900 words	75pts	15%
Group Project: Proposal	750 words per student	50pts	10%
Group Project: Usability Test	250 words per student	25pts	5%
Group Project: Progress Report	500 words per student	25pts	5%
Group Project: Technical Manual Presentation	N/A	25pts	5%
Group Project: Technical Manual	1,000 words per student	100	20%
Technical Manual Report	500 words	25pts	5%
Peer Reviews (6 x 5pts each)	N/A	30pts	6%
TOTAL	6000 words	500pts	100%

Due Dates:

Assignment	Due Date
Introductory Memo	R 5/15
Case Study Memo	M 5/19

Response Letter	W 5/21
Résumé and Cover Letter	T 5/27
Rhetorical Analysis Memo	T 5/27
Technical Definition Letter	W 5/28
Technical Definition	M 6/2
Group Project: Proposal	F 6/6
Group Project: Usability Test	W 6/11
Group Project: Progress Report	W 6/11
Group Project: Technical Manual Presentation	R 6/19
Group Project: Technical Manual	F 6/20
Technical Manual Report	F 6/20
Peer Reviews (6 x 5pts each)	*Peer Review #1*: F 5/16 *Peer Review #2*: T 5/20 *Peer Review #3*: F 5/23 *Peer Review #4*: F 5/30 *Peer Review #5*: R 6/5 *Peer Review #6*: T 6/17

Grade Scale:

UF has recently instituted minus grades. As a result, letter grades now have different grade point equivalencies. For more information, see:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculating

Grade	GPA	Percent	Points
A	4.0	93-100	465-500
A-	3.67	90-92	450-464
B+	3.33	87-89	435-449
B	3.0	83-86	415-434
B-	2.67	80-82	400-414
C+	2.33	77-79	385-399
C	2.0	73-76	365-384
C-	1.67	70-72	350-364
D+	1.33	67-69	335-349
D	1.0	63-66	315-334
D-	0.67	60-62	300-314
E	0.00	0-59	1-299

Grading Rubric:

Here is the meaning behind the grades assigned to your papers (use the statements to determine how you might work toward a higher grade):

A: You did what the assignment asked for at a high level of quality, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style.

B: You did what the assignment asked of you at a high quality level. Work in this range needs revision; however it is complete in content, is organized well, and shows special attention to style.

C: You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical.

D: You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

E: An E is usually reserved for people who don't do the work or don't come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

Course Policies

Attendance:

Attendance is required. You are permitted **THREE (3)** unexcused absences for the summer term. The **fourth (4th)** absence lowers your final course grade by half of a letter. By the **fifth (5th)** absence, **you will automatically fail my course**. The English Department exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. A valid, signed doctor's note, with the reason—illness or injury—that prevented you from attending class may also be submitted, and will be accepted at the discretion of the instructor.

Note #1: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Note #2: I take attendance at the beginning of class. If you should arrive late (**within 10 minutes**), it is your responsibility to see me at the end of class to be counted as present. If you arrive **more than 10 minutes** after class starts, you will be counted as **absent**.

Further information on attendance can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Plagiarism: Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
(University of Florida, Student Honor Code, 8 July 2011)
University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tips:
- You should never copy and paste something from the Internet without providing the exact location from which it came.
- Self-plagiarism is still a form of cheating.

Classroom Behavior:

Students are expected to behave respectfully and professionally when interacting with their instructor and fellow students, whether during discussions or via email. Failure to comply with these guidelines will result in dismissal from the class.

Class Work:

Formal papers are due at the beginning of class **and** on-line at the assigned deadline. **Late papers are accepted.** Assignments turned in after their deadlines will be marked down **10 points** for each day late unless other arrangements have been made in advance or in instances of a documented emergency.

There are no make-up peer reviews: if you are absent or you did not bring your rough draft for a writing workshop, you will lose the points.

Important Note: For each assignment, you must submit one hard copy to me on the date that it is due, in addition to uploading a copy to Sakai.

Only final paper versions are submitted on Sakai, not drafts.

Doing the reading is NOT optional. If I get a sense that people have not completed the assigned reading, I will begin giving unannounced quizzes.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities:

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission:

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai and as hard copies. Final drafts should be polished and presented in a professional manner. Format, citations, and documentation must follow APA style. Attempts to pad paper length with overly generous fonts or margins will result in an unprofessional appearance, and your grade will be affected. Papers that are longer than the stated number of pages will not be penalized; however, work must meet the minimum page requirement in order to receive a passing grade. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

Harassment:

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. Because this course requires much contact, collaboration, and dialog among students, it is essential that each student work to create an environment of respect and tolerance. UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment see: http://www.hr.ufl.edu/eeo/sexharassment.htm

Conferences:

I encourage you to make an appointment to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. Of course, we can correspond via email.

Email and Sakai:

Students are expected to regularly check their University of Florida e-mail account and the course website—regularly here means email at least once every 24 hours, and the website at least twice per week. Course grades cannot, due to University policy, be conveyed via email. Should you have questions or concerns about your grade, set up a conference with the instructor.

Electronic Devices:

Put your cellphones on silent before class begins. Students are free to use laptop computers and other portable electronic devices in class for the purposes of taking notes during discussion or during writing workshops. WWW browsing, emailing, chatting, etc. unrelated to class activities is, however, inappropriate and will not be tolerated.

Writing Center:

The University Writing Center is located in Tigert 302 and is available to all UF students.

Students with Disabilities:

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Grade Appeals:

Students should consult Carla Blount, English Department Program Assistant, if they are seeking to appeal their final course grade. Please note that grade appeals may result in a higher, unchanged, or lower final grade.

Course Schedule:

M 5/12:
      (1) Course Introductions and Expectations

(2) Class members will work together throughout the semester. To help everyone become acquainted, your task is to introduce to the class the person seated next to you. (That person, in turn, will introduce you). Follow this procedure:

(a) Exchange with your neighbor whatever personal information you think the class needs: background, major, career plans, communication needs of your intended profession, and so on. Each person gets three minutes to tell her or his story.

(b) Take careful notes; ask questions if you need to.

T 5/13:

(1) Read Chapter 1, "Technical and Professional Communication in the Workplace"

(2) Numerous examples of actual technical writing, from proposals to professional websites to feasibility and planning studies are available online. First, visit a government website, such as the Food and Drug Administration www.fda.org, the Centers for Disease Control www.cdc.gov, or the Environmental Protection Agency www.epa.gov. Then, find an example of a technical document on one of these websites, and be prepared to discuss two or three elements of the example that qualify it as "technical." In addition, be prepared to discuss the purpose of the document (informative, instructional, and/or persuasive). You do not need to bring in a copy of the document, but do prepare notes for a brief, informal presentation.

W 5/14:

(1) Read Chapter 12, "Email, E-Messages, and Memos"

(2) Discuss Assignment #1: Introductory Memo

R 5/15:

(1) Assignment #1: Introductory Memo Due

(2) Read Chapter 2, "Rhetoric and Technical Communication"

(3) Read Chapter 4, "Ethics and the Workplace Writer"

(4) **Discuss Assignment #2: Case Study Memo**

F 5/16:

(1) Peer Review Workshop #1: Case Study Memo

Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your memos.

M 5/19:

(1) Assignment #2: Case Study Memo Due

(2) Read Chapter 13, "Letters"

(3) Read Chapter 7, "Organizing and Drafting Documents"

(4) Discuss Assignment #3: Response Letter

T 5/20:

(1) Peer Review Workshop #2: Response Letter

Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your letters.

W 5/21:
    (1) Assignment #3: Response Letter Due
    (2) Read Chapter 14, "Finding and Obtaining Employment"
    (3) **Discuss Assignments #4 and #5: Job Application Packet and Rhetorical Analysis Memo**

R 5/22:

    (1) **Bring in a hard copy of your job posting today**
    (2) Self-assessment activity and crafting skills descriptions
    (3) Mock interviews

F 5/23:
    (1) Peer Review #3: Job Application Packet
    Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your job application packets.

M 5/26:
    (1) NO CLASS: MEMORIAL DAY

T 5/27:
    (1) Assignments #4 and #5: Job Application Packet and Rhetorical Analysis Memo
    (2) Read Chapter 15, "Technical Definitions"
    (3) Discuss Assignments #6 and #7: Technical Definition Letter and Technical Definition
W 5/28:
    (1) Assignment #6: Technical Definition Letter Due
    (2) Read Chapter 6, "Researching and Evaluating Sources"
    (3) Read "Appendix B" (only pgs. 744-751)

R 5/29:
    (1) Writing Workshop for Technical Definition Assignment: Bring your laptops to class today

F 5/30:
    (1) Peer Review #4: Technical Definition
    Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your technical definitions.

M 6/2:

(1) Assignment #7: Technical Definition Due

(2) Read Chapter 20, "Proposals and Requests for Proposals"

(3) Discuss Assignment #8: Proposal

T 6/3:

(1) Read Chapter 9, "Layout and Design"

(2) Draft of Project Description Due

W 6/4:

(1) Draft of Problem Description Due

(2) Draft of Audience Description Due

(3) Proposal Group Work

R 6/5:

(1) Peer Review #5: Proposal

Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your proposals.

F 6/6:

(1) Assignment #8: Proposal Due

(2) Read Chapter 18, "Technical Instructions"

(3) Read Chapter 19, "Manuals"

(4) Discuss Assignment # 12: Technical Manual

M 6/9:

(1) Read Chapter 8, "Visual Rhetoric and Technical Communication"

(2) Draft of Task Overview Due

(3) Technical Manual Group Work

T 6/10:

(1) Draft of Instruction Set Due

(2) Draft of Troubleshooting and Warnings/Precautions Sections Due

(3) Technical Manual Group Work

W 6/11:

(1) Read Chapter 11, "Usability"

(2) Read Chapter 21, "Informal Reports"

(3) Discuss Assignments #9 and #10: Progress Report and Usability Test

(4) Draft of Visuals Due

R 6/12:

(1) Complete Usability Test In Class: Make sure you bring your laptops to class

F 6/13:

(1) Draft Progress Report In Class: Make sure you bring your laptops to class

M 6/16:

(1) **Assignments #9 and #10 Due: Progress Report and Usability Test**

(2) **Discuss Assignment #11: Proposal Presentations**

(3) Read Chapter 23, "Presentations"

T 6/17:

(1) **Peer Review #6: Technical Manuals**

Note: Everybody bring in one hard copy of your working draft today. In addition, all class members should bring in any necessary materials (laptop, notes, etc.) so you have time during the second half of class to work on your technical manuals.

(2) **Discuss Assignment #13: Technical Manual Report**

W 6/18:

(1) **Group Conferences**

R 6/19:

(1) **Technical Manual Presentations (Assignment #11)**

F 6/20:

(1) **Technical Manual (Assignment #12) and Technical Manual Report (Assignment #13) Due**

(2) **Last day of class! Party!**