ENC 2210: Technical Writing

Course Section: 5147
Course Time: Summer B; M-T-W-TH-F, 9:30-10:45 AM (Period 2)
Location: TUR 2349 **(**Turlington Hall)

Instructor: KaTosha O'Daniel
Email: kodaniel1@ufl.edu
Office: Library West, 2nd Floor
Office Hours: Wednesdays 11:00-12:15 PM (Period 3), and by appointment.

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 kinds of workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze common technical writing genres, including emails, letters, résumé s, 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.

Statement of Composition (C) Credit:
This course can satisfy the UF General Education requirement for Composition. For more information, see:
https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx

Statement of Writing Requirement:
This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:
https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx

Course Objectives

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, résumé s, 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

Required Texts

Please be sure to purchase the appropriate editions, as listed below:

Dobrin, Sidney I., Christopher J. Keller, and Christian R. Weisser. *Technical Communication in the Twenty-First Century*. 2nd ed. New York: Pearson/Longman, 2009.Print. ISBN: 9780135031742

Technical Communication in the Twenty-First Century companion website.
　　　http://wps.prenhall.com/chet_dobrin_techcomm_2/113/29040/7434295.cw/index.html

Assignments and Grading

Letters, 100 total points

Over the course of the semester students will write three letters:
1. 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. This letter will be submitted in draft form for in-class peer evaluation, and will be revised before submitted for a final grade. (word count: 300 words minimum; points value: 30 points)
2. Students write their second letter to inform the instructor as to what subject and term they intend to address in their technical definition assignment.
(word count: 300 words minimum; points value: 30 points)
3. The third letter is written as an assessment and evaluation of the manual collaborative project. This letter is written from the student to the instructor. (word count: 600 words minimum; points value: 40 points)

Total Word Count: 1200 words minimum

Memos, 100 total points

1. The first memo assignment serves as an introduction between students and teacher. Memo format is located at
http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf

(word count: 150 words minimum; points value: 10 points)

2. The second memo is more detailed. 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 State of Florida, National Parks Services explaining the relationship between ethics and technical writing as it is manifest in the case study. (word count: 250 words minimum; points value: 40 points)

3. For the third memo, students will explain to their instructor why they made the rhetorical choices they made in designing their job application packet.
(word count: 300 words minimum; points value: 50 points)

Total Word Count: 700 words minimum

Project: Résumé and Cover Letter, 75 points

Students produce professional-caliber job application materials: a cover letter and a résumé. This assignment is explained in detail in exercise 5 on page 438 of *TCTC*. Students will submit drafts for peer evaluation and feedback.

Word Count: 450 words minimum

Project: Technical Definition, 75 points

For this project, students will respond to writing scenario #9 in chapter 15, page 464 of *TCTC*. Students will write the extended definition portion of the assignment.

Word Count: 600 words minimum

Project: Proposal, 100 points

This project is the first of four linked projects.

Working in groups of three, four, or five, 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. The proposal will contain subject, schedule, method, and format for the manual. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal.

Word Count: Each student will produce 500 words minimum of writing.

Project: Progress Report, 50 points

This project is the second of four linked projects.

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). The progress report will detail what the group has accomplished, what remains to be completed, a revised schedule for completion, and a general assessment of the group's efforts thus far. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal

Word Count: Each student will produce 500 words minimum of writing

Project: Manual, 250 points

This project is the third of four linked projects.

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.

Word Count: Each student will produce 1500 words minimum of writing

Project: User Test and Report, 100 points

This is the fourth of four linked projects.

For this assignments student groups will develop a user test methodology, including procedures and protocols (see chapter 11 of *TCTC*). Using test groups from outside of the class population, groups will conduct their user tests in order to measure the functionality and readability of their technical manuals. Based on the data they gather and the group's evaluation of that data, each group will then revise the technical manual before final submission for grade. In addition, each group will produce a user test report (see chapters 11 and 22 of *TCTC*) that identifies the user test methodology, the materials, the processes, and procedures. The report will provide evaluation of that data and will address how that data was considered in regard to the final revision of the manual. The report will also detail what revisions were made as a result of the user test.

Word Count: Each student will produce 750 words minimum of writing.

Presentations, 60 points

In mock interviews, work updates, and project exhibitions, students will learn to inform and persuade audiences through oral presentations. Additionally, students will evaluate their peers throughout the course using peer evaluation forms.

Class Participation, Professionalism, and Quizzes, 90 points

Includes discussions, in-class activities, and workshops. Class participation and discussion of the readings is crucial in this course. You should be prepared to discuss the text at hand; therefore, you must complete the required reading for the day prior to coming to class. In addition, you are required to bring the book to each class period.

Quizzes will be given in-class and may cover the assigned readings or content from previous class discussion. The quizzes may be announced or unannounced.

Total points for this course = 1000 points

You must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO**: a grade of "C-" **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

GRADE APPEALS: Students may appeal a final grade by filling out a form available in the English Department Offices. You will need to contact Carla Blount, Program Assistant to the Director of Writing Programs, for details if you wish to file an appeal.

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

General Grading Rubric

A	Insightful: You did what the assignment asked for at a high quality level, with care and precision, 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. Work in the "A" range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
B	Proficient: You did what the assignment asked of you at a high quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the "B" range, an essay must be complete in content, be well organized, and show special attention to style.
C	Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you're working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.
D	Poor: 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/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.
E	An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Course Schedule (Tentative)

READ: Indicates readings to be discussed during the course period(s). This required reading must be completed prior to the class period for which it will be discussed. **You should bring your book to class every day for use as a guide during in-class discussions and workshops.**

HW: Indicates homework assigned during the course period.

DUE: Indicates a due date for an assignment. Assignments should be submitted at the beginning of the course period, unless otherwise indicated. Any assignments submitted electronically will be due via the Turn-It-In portal on the class e-learning/Sakai site at the beginning of the period for which it is due.

**ALL assignments will be submitted as 1) a hardcopy, due at the beginning of the class period for which it is assigned and 2) as an electronic word document to the course e-learning/Sakai site under the course assignments tab. Failure to submit both a hardcopy and electronic copy of each assignment is considered LATE and will result in an automatic "E" (zero points) for the assignment. The e-learning/Sakai submission portal for each assignment will close at 9:30 AM (the beginning of class) on the date for which the assignment is due.

Week 1: Introduction to Technical Writing; Audience & Correspondences

June **30** **M** Course Introduction

July **1** **T** **READ:** Chapter 1: Technical and Professional Communication in the Workplace; Chapter

12: E-mail, E-messaging, and Memos

In-Class Workshop on Correspondences

HW: Memo 1—Introduction Memo

2	**W**	**DUE:** Memo 1—Introduction Memo	

READ: Chapter 2: Rhetoric and Technical Communication; Chapter 4: Ethics and the Workplace Writer

In-Class Workshop on Audience Analysis

HW: Memo 2—Analysis Memo

3	**TH**	**DUE:** Memo 2—Analysis Memo	

READ: Chapter 3: Technical Writing and Electronic Technologies; Chapter 13: Letters

In-Class Workshop on Case Studies, Draft and Peer Review Letter 1

HW: Letter 1—Response Letter

4	**F**	**Happy 4th of July! No Classes.**	

Week 2: Drafting, Style & Persuasive and Technical Writing

July	**7**	**M**	**DUE:** Letter 1—Response Letter	

READ: Chapter 6: Researching and Evaluating Source Materials

In-Class Workshop on Evaluating Sources

HW: Evaluating Information & Sources Worksheet

8	**T**	**DUE:** Evaluating Information & Sources Worksheet; Signed/Dated Syllabus Contract (Last Page of the Syllabus)	

READ: Chapter 14: Finding and Obtaining Employment

Guest Speaker from UFs Career Resources Center: *Job and Internship Search Strategies*

9	**W**	**READ:** Chapter 7: Organizing and Drafting Documents	

In-Class Workshop on Job Application Packet

HW: Begin Drafting Job Application Packet (Cover Letter and Résumé)

10	**TH**	**READ:** Chapter 9: Layout and Design	

In-Class Workshop on Job Application Packet, cont.; Discussion of Peer Review

HW: Continue Drafting Cover Letter and Résumé

11	F	**DUE:** Draft of Cover Letter and Résumé
		READ: Chapter 10: Revising, Rewriting, and Editing
		In-Class Peer Review for Job Application Packet
		HW: Finish Cover Letter and Résumé; Memo 3—Rhetorical Analysis of Job Application Packet

Week 3: Collaborative Projects & Writing Proposals

July	14	M	**DUE:** Job Application Packet (Cover Letter and Résumé) and Memo 3—Rhetorical Analysis Memo
			READ: Chapter 15: Technical Definitions; Chapter 16: Technical Descriptions and Specifications
			In-Class Workshop on Kinds of Definitions
	15	T	**READ:** Chapter 5: Workplace Writing in a Transnational World
			In-Class Workshop on Extended Technical Definitions
			HW: Letter 2—Pitch Letter; Begin Drafting Technical Definition
	16	W	**DUE:** Letter 2—Pitch Letter
			READ: Chapter 20: Proposals and Requests for Proposals
			In-Class Workshop on Forming Groups and Writing Proposals
			HW: Finish Draft of Technical Definition
	17	TH	**DUE:** Draft of Technical Definition
			READ: Chapter 8: Visual Rhetoric and Using Visuals
			In-Class Workshop to Peer Review Technical Definition
	18	F	**DUE:** Technical Definition
			READ: Chapter 17: Websites and Online Environments
			In-Class Workshop on Mock Interviews and Proposals

Week 4: Writing Manuals and Reports

July	**21**	**M**	**READ:** Chapter 18: Technical Instructions
			In-Class Workshop on Mock Interviews and Proposals
			HW: Finish Draft of Proposal
	22	**T**	**DUE:** *COMPLETE* Draft of Proposal, posted to e-learning Discussion Board
			READ: Chapter 23: Presentations
			In-Class Workshop on Mock Interviews
			In-Class Peer Review of Proposals
	23	**W**	**DUE:** Proposals
			READ: Chapter 19: Manuals
			In-Class Workshop on Mock Interviews; Manuals and Progress Reports
	24	**TH**	Mock Interview Marathon
	25	**F**	**READ:** Chapter 21: Informal Reports; Chapter 22: Formal Reports
			Mock Interviews, Wrap Up
			In-Class Workshop on Manuals and Progress Reports, cont.

Week 5: Information Usability

July	**28**	**M**	**READ**: Chapter 11: Usability
			In-Class Workshop on Manuals and Progress Reports, cont.
			Sign up for Mandatory Manuals Conferences
			HW: Progress Reports; Presentations
	29	**T**	**DUE:** Progress Reports; In-Class Presentations on Group Progress
	30	**W**	In-Class Workshop on Manuals and User Test Reports
	31	**TH**	**Mandatory Conferences on Manuals**
Aug.	**1**	**F**	In-Class Workshop on Manuals and User Test Reports
			Sign up for Mandatory User Test Reports Conferences

Week 6: Presentations and Course Wrap-Up

Aug. **4** **M** **Mandatory Conferences on User Test Reports**

           DUE: *Complete* draft of Manual, posted to e-learning Discussion Board

    5 **T** In-Class Workshop on Manuals and User Test Reports

    6 **W** **DUE:** Manuals

           In-Class Presentations Workshop

           HW: Complete Online Course Evaluations

    7 **TH** **DUE:** User Test Reports

           In-Class Presentations with Peer Evaluation

    8 **F** **DUE:** Letter 3—User Test Report Assessment Letter; *My Group Participation* Form

           In-Class Presentations with Peer Evaluation

Course Policies

Attendance

Attendance is required and will be taken every day. **As a Summer B class, we meet every day (M-T-W-TH-F) for 75 minutes.** You are allowed three (3) absences. For every absence exceeding this, your final grade will drop by one letter grade. If you miss more than six (6) classes, you will automatically fail the course. The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena).

Students who participate in athletic or extracurricular activities are permitted to be absent twelve (12) scholastic days per semester without penalty. A scholastic day is defined as any day on which regular class work is scheduled. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed.

If you are absent, it is your responsibility to be aware of all due dates. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.

A note on tardiness: Students who enter class after roll has been taken are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Technology Policy

All electronic devices (with the exception of laptop computers for note taking and workshop purposes ONLY) must be silenced or set to vibrate during class. **Any unsilenced electronic device, as well as habitual texting during class will result in a recorded absence for that day.**

Printing

Currently enrolled students have access to the Printing Lab, located on the ground floor of the Reitz Union next to the Reitz Union Hotel Desk. Lab services are provided by Student Government, and each student may print 250 pages of free printing per semester.

The Lab hours for the Summer are as follows:

Monday - Thursday: 8:30AM - 6:00PM
Friday: 8:30AM - 5:00PM
Saturday: Closed
Sunday: Closed

The Lab is closed on all UF holidays and breaks. You can reach the lab at 352-273-4431.

Drafts Policy

I will look at drafts of all papers at any point in the writing process. However, a review of any and all drafts must be completed in person, either during regular office hours or a scheduled office visit outside of normal office hours. **To maintain fairness for the entire class, I am unable to review drafts of any written assignment via email.**

UF's Statement on Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism 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):
>
> a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
>
> b.) 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, 15 Aug. 2007)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

UF's Statement on Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more information about UF policies regarding harassment, see:
http://www.hr.ufl.edu/eeo/sexualharassment.htm

Classroom Behavior, Collaborative Work, & Participation

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In the workplace, you will most likely find yourself contributing and completing documents and projects with co-workers. Learning how to collaborate is an essential and valuable skill. In this course, you will complete some of your assignments in groups. I will also require you to respond and/or evaluate to each other's writing. Each student is responsible for completing work for both individual and group work thoroughly and in a timely fashion. Failing to effectively contribute to collaborate work will negatively impact your grades.

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session. **Because this course relies heavily on workshops, you should bring computers, paper, and writing utensils to each class meeting.**

Paper Maintenance Responsibilities and Peer Review Policy

I DO NOT ACCEPT LATE ASSIGNMENTS.

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.

Peer review workshops are mandatory. Final submissions that have not been peer reviewed in the workshop will not be accepted for evaluation. If you miss a peer review workshop, it is your responsibility to arrange for a make-up session with your classmates and/or tutors at the Writing Center.

Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered and correct MLA or APA formatting. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted. Papers submitted electronically are due at the beginning of the class for which the project is assigned. Electronic submissions will be turned in via the course e-learning/Sakai page as a word document.

**ALL assignments will be submitted as 1) a hardcopy, due at the beginning of the class period for which it is assigned and 2) as an electronic word document to the course e-learning/Sakai site under the course assignments tab. Failure to submit both a hardcopy and electronic copy of each assignment is considered LATE and will result in an automatic "E" (zero points) for the assignment. The e-learning/Sakai submission portal for each assignment will close at 9:30 AM on the date for which the assignment is due.

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.

Writing Center

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

Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: http://www.dso.ufl.edu/drc/

Please sign and date this form, and return it to your course instructor by **Tuesday July 8th, 2014.**

I understand and accept the terms and policies of this ENC 2210 syllabus as listed above for the Summer B 2014 semester.

_____   _____

Name   Date