Technical Writing
ENC2210.0248 MTWRF 9:30-10:45am Anderson Hall 34 Summer Session A

Instructor: Justin R. Grant
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Office Hours: Mondays and Thursdays ll:00am-12:00pm

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

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Grading

Letters (3)	100 points
Memos (3)	100 points
Project: Job application packet: Resume and cover letter	100 points
Project: Technical definition	100 points

Project: Proposal   100 points
Project: Progress report   100 points
Project: Manual   200 points
Project: User test /   Report   100 points
Professionalism and Participation
       (includes performances in discussions, in-class work, workshops, quizzes)

                                                               100 points

Final Grade = Average of these grade

Grade Equivalencies
(Including Final Grade)

A	92-100
B+	86-91
B	81-85
c+	76-80
c	71-75
D+	66-70
D	61-65
E	60 or below

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://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx)

Assignments

Letters
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 instructor comment, will be presented in workshop for peer evaluation, and will be revised before submitted for a final grade, (word count: 150 words)

2. Students write their second letter to inform the instructor as to what subjects/terms they intend to address in their technical description and technical definition assignments, (word count: 150 words)
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: 150 words)

Total Word Count: 450 words

Memos
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: 50 words)
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 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. (word count: 250 words)
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: 100 words)

Total Word Count: 400 words

Project: Resume and Cover Letter
Students produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in exercise 5 on page 438 of TCTC. Students will submit drafts for peer evaluation and instructor feedback.
Word Count: 300 words

Project: Technical Definition
For this project, students will respond to case study #1 in chapter 15, page 462 of TCTC. Students will write the extended definition portion of the assignment and will do so in a web page.

Word Count: 250 words

Project: Proposal

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 1000 words of writing.

Project: Progress Report

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 1000 words of writing

Project: Manual

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 2500 words of writing

Project: User Test and Report

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 1000 words of writing.

TOTAL WORD COUNT FOR FINAL SUBMISSION: 6,900 words

Course Policies
Text Requirements
All assignments, including visuals, should be computer generated and should be rendered in the most professional-caliber method available to students.

Bring two copies of the assignment to the writing workshop. Drafts for writing workshops should not be "rough," but complete and polished. You will be graded on this.

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

Submit all drafts of assignments with the final versions.

All assignments are due at the beginning of the class indicated on the schedule. Late assignments will not be accepted unless the student has made arrangements with the instructor prior to the submission of the late work. Part of the role of this course is to instruct students in producing documents within given time constraints as is often the case in workplace writing; hence, it is crucial for students to abide by required deadlines.

Please note: the policy regarding late submissions of work applies to collaborative assignments, too. In the case of a late collaborative assignment, all members of the writing group are penalized equally.

Attendance
Promptness and attendance are imperative in a discussion- and workshop-based class. It should go without saying that you should arrive to class on time and well prepared. Tardiness, like sporadic absences, disrupts the class. Don't enter the class more than ten minutes after it has begun. Being tardy three times will count as an unexcused absence. Your letter grade will be lowered one full letter grade after the fourth unexcused absence (university-sponsored events and documented illnesses are usually excused). Additional absences may cause you to fail the course. If you miss class, you are responsible for getting any assignments and making up any work.

Academic Dishonesty
Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code, available online at:
http://catalog.ufl.edU/ugrad/current/advising/info/student-honor-code.aspx#honesty.

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 dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

From the University of Florida Honor Code: "One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow."

Conferences
I encourage you 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 also correspond via e-mail.

Course Schedule:

Week 1
Course Introductions
What is Technical Writing? TCTC Chapter 1
Writing Memos and Email Correspondence; TCTC Chapter 12
Assignment: Memo 1; see http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf
Ethics and Technical Writing; TCTC Chapter 4
Rhetoric and Technical Writing; TCTC Chapter
Assignment: Memo 2
Writing Letters; TCTC Chapter 13
Technical Writing and Electronic Technologies; TCTC Chapter 3
Assignment: Letter 1
Memo 2 due

Week 2
Letter 1 due
Research and Technical Writing; TCTC Chapter 6
Organization, Drafting, and Technical Writing; TCTC Chapter 7
Job Application materials; TCTC Chapter 14
Revising, Editing, and Rewriting; TCTC Chapter 10
Workshops for Job Application materials
Layout and Design; TCTC Chapter 9
Technical Definitions; TCTC Chapter 15
Assignment: Technical Definition

Week 3
Job Application Materials due
Workshops for Technical Definition
Assignment: Collaborative Projects — Proposal, Manual, Progress Report, User Test/Report
Proposals; TCTC Chapter 20
Technical Definition due

Week 4
Workshops and Conferences for Proposals
Technical Instructions; TCTC Chapter 18
Manuals; TCTC Chapter 19
Proposals due

Reports; *TCTC* Chapter 21
Reports; *TCTC* Chapter 22
User Tests; *TCTC* Chapter 11
Workshops and Conferences for Manuals and User Tests

Week 5
Progress Reports due
Workshops and Conferences for Manuals and User Tests
Assignment: Letter 3

Week 6
Workshops and Conferences for Manuals and User Tests
Course wrap up; evaluations
Manuals, User Test Reports, and Letter 3 due