# ENC 2210: TECHNICAL WRITING
## Summer (B) 2015. Section 5147

**Class Meets in Matherly 0251.**              **MTWRF Period 5 (2pm - 3:15pm)**

**Instructor:** Dhanashree Thorat                              **Email:** dthorat@ufl.edu
**Office Hours:** R, Period 6, 7 and by appt.        **Office:** Turlington 4411

## COURSE DESCRIPTION
This course introduces students to technical and professional writing that is crucial for communicating in workplace environments. Students will learn how to research, organize, and present technical information in a persuasive, succinct, and effective manner. Technical writing incorporates many genres, and we will focus on letters, memos, proposals, manuals, technical definitions, and job applications. We will also practice how to tailor documents to different audiences by using appropriate organization, style, layout, and visuals. The goal of the course is to familiarize you with genres and styles of writing that will be expected of you in a professional setting.

## COURSE OBJECTIVES AND GOALS
By the end of the course, students should be able to:
- Develop strategies for producing documents that are reader-centered, and for addressing multiple audiences, including expert and non-technical audiences
- Analyze and adapt to the specific rhetorical situation, including audience, purpose, and use
- Understand important genres of technical writing, including letters, emails, memos, proposals, manuals, technical definitions, and job applications
- Effectively use document design, layout, and visuals
- Produce documents that are professional in tone
- Produce documents that are clear, concise, coherent, and cohesive

## REQUIRED TEXTS
*Technical Communication Today.* 14th ed. John Lannon and Laura Gurak. Pearson. Print or eText version. ISBN: 9780134119120

**ASSIGNMENTS**

| Assignments | Length | Points |
|---|---|---|
| **Email**<br>Write an email to the instructor and class introducing yourself. This email should be sent to the class listserv and follow the appropriate email format and use professional language and tone.<br>Due: 28 June | 300 words | 50 points |
| **Writing Exercises (5)**<br>In the course of the term, students will work on 5 writing exercises to polish their professional writing style.<br>Due: Weekly | 500 words | 50 points |
| **Memo (3)**<br>Students will write three memos (each 400 words long) in the course of the term responding to topics related to working in a professional setting.<br>Memo 1 will be on ethics (Due: 2 July)<br>Memo 2 will be on professionalization in your field (Due: 19 July)<br>Memo 3 will be on visuals (Due: 2 August) | 1200 words | 150 points |
| **Technical Definition**<br>Students will choose a technical term from their field and write a sentence definition and expanded definition for a non-technical reader. You should use at least four extension strategies and one visual. You will need to conduct research to locate appropriate sources to use for this assignment. Cite and document your external sources.<br>Due: 23 July | 1000 words | 150 points |
| **Proposal**<br>For this assignment, students will take up a problem at UF, and then write a proposal to persuade a target audience about a proposed solution to that problem. Your proposal must be persuasive and well researched. It must include the following sections: Problem Statement, Plan of Action, Budget, Timeline, Conclusion. The assessment of the project will be based on the feasibility of your proposed course of action, effective use of rhetorical strategies, document design, and graphics.<br>Due: 16 July | 1500 words | 200 points |
| **Job Packet**<br>Students will identify and internship or job, and compile a job application packet (Cover Letter, Resume, Thank You Letter). Your job packet must be professional and persuasive.<br>Due: 30 July | 800 words | 100 points |
| **Instruction Manual**<br>Students will produce an instruction manual for a process or task. The manual will contain descriptions and specifications, product warnings, maintenance and troubleshooting advice, and any other information the user is likely to need to complete the task, use the product, or fulfill the process. Due: 6 August | 800 words | 100 points |

**GRADING**
**Grade Breakdown**
Email (300 words, 50 points)
3 Memos (1200 words, 150 points)
Proposal (1500 words, 200 points)
Instruction Manual (800 words, 100 points)
Technical Definition (1000 words, 150 points)
Job Packet (800 words, 100 points)
5 Writing Exercises (500 words, 50 points)
5 Peer Reviews (50 points)
Class Activities (50 points)
Participation (100 points)
TOTAL: 1000 points

**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 |

**Grading Rubric**
Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

In each written assignment, I will be looking at:
1) Content: How strong is your argument, development, and support? Does your multimedia content (when used) seem well-constructed and relevant to your assignment?
2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

You should strive to excel in all three areas.

**An A level assignment** is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

**A B level assignment** is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

**A C level assignment** has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An "E" is usually reserved for students who do not do the assignment or fail to attend class. However, an ´E" may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.


## COURSE POLICIES
### Communication With Your Instructor
The best way to contact me is via email. Please allow at least 24 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

### Classroom Behavior
Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own, therefore please have an open mind to diversity.

### Absence and Tardiness
Because of the participatory nature of this course, attendance is crucial. You have **3 absences** that you can take without penalty (aside from missing potential quizzes). Students who miss **more than six** class periods **will fail** the course (although the twelve-day rule, laid out below, is the one case for exceptions). It is your responsibility to keep track of your absences.

Prolonged absences will affect your quiz average, since in most cases (aside from the exceptions below) missed in-class assignments cannot be made up. In addition, prolonged absences will affect your grade as follows:

4 absences: 10% off participation grade
5 absences: 10% off participation grade
6 absences: 10% off final course grade
7 absences: Automatic failure of the overall course

If you are absent, please make yourself aware of all due dates and turn in assignments on time Please check with your classmates to obtain notes for the day you missed.

All members of the class are expected to adhere to official UF time. For this reason, if you are late to class, this will count as *Vz* **an absence.** If you are more than **10 minutes late,** I will mark you as absent. If you are frequently late to class or absent, this will also negatively affect your participation grade in the course.

Students are expected to bring the required reading for the day to class with them. If a student recurrently fails to bring the reading (in print of electronic format), you may be marked as absent.

**Twelve-Day Rule and Absence Exceptions**
According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work.

For the official University policy on absences, please refer to https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx for more detail.

**Preparation**
Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

**Participation**
Being present in the classroom is not enough to succeed in this class. While I may lecture on occasion, many classes will rely on your questions and comments relating to our texts and assignments. If you are frequently quiet during class, I may call on you.

Your participation grade will be based on your participation in class discussion, in your behavior during group work, your online presence on the class website, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.

**Electronic Devices - Cell Phones, Laptops, iPads, Etc.**
Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket - if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence.

While we are working in a computer classroom, you should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use the class computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

**Assignment Submission**
Papers and written assignments are due, via electronic copy, in .doc or .docx format, on the date indicated on the syllabus. Your assignment is still due if you plan to miss class.

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This

email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox.

**Late Submission**
If you expect to not make a deadline,   please contact me in   advance of the deadline. I may allow a short extension on a due date once in   the term if you contact me before the deadline,   and in exceptional circumstances.

**Academic Paper Format**
All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:
- • Double-spaced
- •    12 point, Times New Roman font
- •    1 inch margins, on all sides
- • MLA style headers with page       numbers
- • MLA style citations

For help with MLA format, find a copy of the *MLA Handbook* in the library or refer to the OWL Purdue website (http://owl.english.purdue.edu/owl/resource/747/01/).

Any file submitted as a Word document must have a file name that follows the "Last Name" "Assignment Name" format, e.g., Thorat Rhetorical Analysis.

**Assignment Originality and Plagiarism**
You must produce original material for all assignments in this course - you should not re-use materials that you have written for other courses. This also applies to material within the class - for example, you cannot repeat material from a short assignment wholesale in your research paper. However, you may expand on *ideas* from your shorter assignments.

Plagiarism is a serious violation of the student honor code (http://www.dso.ufl.edu/sccr/process/student-conduct-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 including but not limited to those found on the internet, 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)

I have a zero tolerance policy for plagiarism. If you plagiarize, you will fail the assignment. You may also fail the class and be reported to the Office of the Dean of Students. Always cite your sources.

**Grade Appeals**

In case there is an unresolved grade issue, you may appeal your final grade for the course by filling out a form, available from the Department of English. Grade appeals may lead to a higher, unchanged, or lower grade.


**UNIVERSITY POLICIES**

**Statement of Composition (C) and Humanities (H) Credit.**

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: https://catalog.ufl.edu/ugrad/current/adivising/info/generatl-educati onrequi rement s. Aspx

**Statement of Writing Requirement (WR):** 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/gordon.aspx

In order to fulfill this requirement, each assignment must be up to the minimum word count required.

**Statement of Student Disability Services:** 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/

**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 about UF policies regarding harassment, see: http://www.dso.ufi.edu/sccr/sexual/

**Statement on Academic Honesty:** All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see : http ://www. dso.ufi. edu/sccr/honorcodes/honorcode. php

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://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.

**Important Phone Numbers for Emergencies:** University counseling services and mental health services: (352) 392-1575 http://www.counseling.ufl.edu/cwc/Default.aspx ;University Police Department: (352) 392-1111 or 911 for emergencies

**COURSE SCHEDULE**

## Week 1: June 27th - July 1st

M - *Read as HW:* Chapter 1 (Introduction), Chapter 2 (Needs of SpecificAudiences)
T - *Read before class:* Chapter 14 (Memos), Chapter 15 (Email), Chapter 16 (Letters)
   Email 1 (Introduction) due June 28th
W - Chapter 4 (Weighing the Ethical Issues). Writing Exercise 1 due
R - Writing Workshop
F - Memo 1 (Ethics) Peer Review. Memo 1 (Ethics) due on July 2nd

## Week 2: July 4 - July 8

M - NO CLAS S - 4th of July
T - Chapter 23 (Proposals); Introduce Core Sections of the proposal (Plan, Timeline, Budget)
W - Chapter 7 (Thinking Critically About the Research Process), and Chapter 8 (Evaluating
   and Interpreting Information). Writing Exercise 2
R - Writing Workshop
F - Review of Plan section of Proposal; Introduce Paratextual Elements of the Proposal

## Week 3: July 11 - July 15

M- NO CLASS - Work on Proposals
T - Writing Workshop
W - Chapter 10 (Organizing for Readers) Writing Exercise 3
R - Student Conferences
F - Proposal Peer Review. Proposal due on July 16th

## Week 4: July 18 - July 22

M - Chapter 18 (Technical Definitions), Chapter 19 (Technical Descriptions). Read: "Why
   Natural Doesn't Mean Anything Anymore," *New York Times*
T - Chapter 5 (Global Considerations). Writing Exercise 4
W - Writing Workshop. Memo 2 on Intercultural Communication due onJuly 20th
R - Student Conferences
F - Technical Definition Peer Review. Technical Definition due on July 23rd

## Week 5: July 25 - July 29

M - Chapter 17 (Resumes and Other Job Search Materials)
T - Writing Exercise 5
W - Writing Workshop
R - Student Conferences
F - Job Materials Peer Review. Job Materials due on 30th July

## Week 6: August 1 - August 5

M - Chapter 20 (Instructions and Procedures).
T - Chapter 12 (Visuals). Memo 3 on visuals due on 2nd August.
W - Writing Workshop
R - Student Conferences
F - Instruction Manual Peer Review. Instruction Manual due on August 6th