

ENC 2210 - TECHNICAL WRITING (Sec. 025A), Summer A 2017

Instructor Name: Srimayee Basu

Course meeting times & locations: MTWRF 4 (12:30 pm-1:45pm); LEI 0104

Office Location and Hours: TUR 4335; Wednesday and Thursday Period 3 and by appointment.

Instructor Email: sbasu@ufl.edu

Course Description:

ENC 2210 Technical Writing is an introduction to technical and professional writing. This course presents students with practical information about communicating in various 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 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.

General Education Objectives:

- This course confers General Education credit for Composition (C). This course 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 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 requirements totaling 6000 words.

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.

Required Texts:

- Johnson-Sheehan, Richard. *Technical Communication Today*. 5th ed. New York: Pearson/Longman, 2015. Print. ISBN: 9780134419398

Assignments (see below for Grading Rubric):**Discussion Posts, 250 words each**

Throughout the semester, I will ask you to write short, persuasive responses to readings or case studies. These may be assigned in class or for homework. Check our detailed schedule on Canvas for homework dates for discussion posts.

Introductory Email, 200-300 words

Using a standard email format and an effective professional style, send a message to a teacher or professional working within your field (e.g nurse, writer, musician, doctor, teacher, engineer, etc.).

Professional Correspondence, 500 words

Using professional correspondence style, send a hypothetical “letter from a nut” to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out [Ted L. Nancy’s website](#) for examples.

Technical Description, 800 words

Write a professional memo that either:

1. provides a clear description for a specific technical term from your field to a general, non-expert audience

OR

2. argues for the implementation of specific process or device in regard to some technical aspect of your field.

Make sure that your memo is properly researched and includes sources where appropriate.

Application Packet

The application packet assignment contains three main sections:

1. Job description and analysis
2. Cover letter
3. Resume

Job description and analysis, 300 words

Find a job/application description for a specific job, internship, graduate school,

and/or professional organization. Include a link to this description when you turn in your assignment. Once you find the job description/application instructions, write an analysis of the job description that details

1. the materials they are requesting to be included in the application
2. the qualities they are looking for in their ideal applicant

Cover Letter, 350 words

Write a cover letter for your application packet in which you introduce yourself as an ideal candidate, address any shortcomings in your resume, and provide specific examples from previous work/school experience that illustrate any primary and secondary skills listed on your resume.

Resume, 1-2 pages

Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult pgs. of your textbook for formatting and style guidelines.

Proposal, 1000 words

For the proposal assignment, students will write a detailed proposal for a mobile application that solves a problem within their field of study. Alternatively, students may write a funding proposal for a specific grant from within their field. (Grant must be approved by instructor.)

Instruction Manual, 1000 words per student

Working in groups of three, students will create an instructional guide within a specific area around campus designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instruction manual will be housed on a website created with Wix free website editing software. The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate.

Each student is responsible for writing the content for their specific section of the website. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific technical roles.

Progress Report, 500 words

This assignment refers to the instruction manual assignment described above. Midway through the project, you will need to submit a progress report to your instructor detailing the progress you have made on the manual assignment.

Include information about what work you have finished, what you still need to finish and how you plan to do so. You may also use the progress report to address any difficulties working with specific group members or other group related difficulties.

Usability Report, 800 words

Develop a user test methodology for your instruction manual. Using test groups from inside the class population, you will conduct user tests to measure the functionality and readability of your technical manual. Based on the data you gather and your evaluation of that data in the usability report, you'll then revise your instruction manual before submitting it for a final grade.

The Report should include:

1. Methodology
 - a. Summary of instructions
 - b. Statement of test goals
 - c. User profile
 - d. Description of assigned tasks for user test
2. User test data
 - a. Step by step analysis of each question from your questionnaire
3. Recommendations
 - a. Plan for revising the instruction manual based on feedback conducted during the user tests.

TOTAL

100%

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Attendance is required and will be taken every day. If you miss more than four (4) classes, you will automatically fail the course. 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>. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. 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.
3. **Since this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing equipment to each class meeting.**
4. *Paper Format & Submission*: 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 formatting. All papers will be submitted as an MS Word (.doc or .docx) to Canvas by 8:35am.**
5. *Late Papers/Assignments*: No late papers or assignments will be accepted. I may consider extenuating circumstances, but you must contact me at least 36 hours before the assignment is due.
6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

7. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *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). Grade appeals may result in a higher, unchanged, or lower final grade.
11. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. *Classroom behavior and netiquette:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone—including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).
14. *UF's policy on Harassment:* UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

Tentative Weekly Schedule

Week 1: May 8 - 12

Subject: Introduction to Technical Writing; Audience & Correspondences			
	Lecture/Workshop	Reading	Assignments Due
M	Intro to Tech Writing	Chapter 1: Communicating in the Technical Workplace	
T	Correspondences	Chapter 5: Letters, Memos, and E-mails, working on writing an introductory e-mail during class.	Introductory email (by end of class)
W	Rhetorical Situations	Chapter 16: Using Plain and Persuasive Style and Chapter 13: Persuading Others	
Th	Letters	Chapter 2: Communicating in a Reader Focused Way, working on writing a professional letter during class.	Professional Letter (by end of class)
F	Ethics	Chapter 4: Managing Ethical Challenges	

Week 2: May 15 - 19

Subject: Drafting, Style & Persuasive and Technical Writing			
	Lecture/Workshop	Reading	Assignments Due
M	Job Applications	Chapter 11: Starting Your Career	Case Study Memo due

T	Job Application Packet	none	
W	Job Application Packet continued	Chapter 15: Organizing and Drafting	
Th	Peer Review Job Application Packet	Chapter 17: Designing Documents and Interfaces	
F	Problems & Solutions		Job Application Packet

Week 3: May 22 – 26

Subject: Collaborative Projects & Writing Proposals			
	Lecture/Workshop	Reading	Assignments Due
M	Pitch Letter	Read at least 3 examples of successful pitch letters on the online forum <i>The Writer's Residence</i> . (https://writersresidence.com/blog/2009/12/02/samples-of-query-letters-that-work/)	
T	Technical Definitions	Chapter 6: Technical Descriptions and Specifications	
W	Writing Day	none	
Th	Proposal Assignments	Chapter 8: Proposals	Technical Definition (by 9am)
F	Committee Meetings-Proposal	none	

Week 4: May 29 – June 2

Subject: Proposals and Usability			
	Lecture/Workshop	Reading	Assignments Due
M	No Class-Holiday		
T	Committee Meetings-Proposal Editing	Read the page titled “Planning and Organizing Proposals and Technical Reports” on the Purdue Online Writing Lab (OWL) website. (https://owl.english.purdue.edu/media/pdf/20080628094326_727.pdf)	Proposal (by end of class)
W	Usability	Chapter 19: Revising and Editing for Usability	
Th	Committee Meetings—User Tests		
F	Presentations and Administration of User Tests		

Week 5: June 5 - 9

Subject: Formal and Informal Reports			
	Lecture/Workshop	Reading	Assignments Due
M	Committee Meetings-Analyze User Tests	Analyzing the stylistic efficiency of your writing through The Writer's Diet tool. (http://writersdiet.com/?page_id=4)	
T	Committee Meetings-User Test Reports	none	
W	No Class-Writing Day	none	User Test Report due (by end of class)
Th	Feasibility Reports	Chapter 21: Writing for the Web	
F	Committee Meetings: Feasibility Reports	Chapter 18: Creating and Using Graphics	

Week 6: June 12 - 16

Subject: Reports and Course Wrap Up			
	Lecture/Workshop	Reading	Assignments Due
M	TBA	Read sample feasibility reports. A good source with diverse examples is the Colorado State University's Communications department website. Link below: http://lib.colostate.edu/research/communic/examplesJTC300.pdf	Progress Report (by end of class)
T	Committee Meetings: Feasibility Reports	none	
W	Committee Meetings: Feasibility Reports	none	Final Instructions due (by end of class)
Th		No Class	
F	In-Class Reflection	none	Assessment Letter (by end of class)

Progress Conferences

I encourage students to see me during my office hours, especially when they have questions about an assignment, need help with a writing problem, want extra feedback on a draft, or have questions about my comments on their work.

Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

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.

Note: 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.