

ENC 2210: TECHNICAL WRITING Section 0248, Spring 2017

Course meeting times: MTWRF Period 2 (9.30am-10.45 am)

Location: TUR 2333

Instructor: Poushali Bhadury

Office Hours: MT 10.45am -11.45am and by appointment

Office Location: TUR 4415

Course website: Canvas section on UF E-Learning (<http://elearning.ufl.edu/>)

Email: p.bhadury@ufl.edu

UF Catalog Description:

Credits: 3; Prereq: ENC 1101 or test score equivalency.

Surveys the forms and methods of communication used in business, industry and government, including nonformal and formal reports, letters, resumes and proposals. (C) (WR)

Course Description:

This course introduces you to technical and professional writing. It offers practical information about communicating in different kinds of workplace environments and professional discourse communities. You will produce and analyze many common technical writing genres: email messages, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, etc. You will analyze and react to rhetorical situations, considering issues of audience, organization, visual design, style, genre, and document production.

In class meetings, you will discuss assigned readings and projects, receive feedback from me on your writing, write and revise documents in peer workshops, and collaborate with other students on writing projects.

Course Objectives:

By the end of the course, you should be able to

- write more clearly and concisely than before
- identify and understand the genres of technical writing
- analyze and adapt to the constraints of rhetorical situations
- address multiple audiences, including experts and laypeople
- produce professionally designed technical documents
- integrate tables, figures, and other visuals into documents
- develop and administer user tests; analyze and synthesize user test data
- edit and revise your own documents thoroughly
- give written and oral feedback to peers

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 Text:

Technical Communication in the Twenty-First Century. 2nd Ed. Sidney I. Dobrin, Christopher J. Keller, and Christian R. Weisser. 2010. (On reserve at Library West)

I will also provide Powerpoints and online reading materials that are considered required reading during the course. These will be available via the Canvas course section.

Assignments (see below Schedule for Detailed Assignment Summaries and Grading Rubric):

Point-wise Grading Break-up as per Assignments:

Memos (2)	50 points
Emails (2)	50 points
Letters (2)	100 points
Job Application Packet: Resume & Cover Letter	150 points
Technical Definition	100 points
Group Project: Proposal	150 points
Progress report	100 points
Manual	200 points
Professionalism and Participation	100 points

Total grade points	1000 points

Course Policies:

1. You must complete all assignments to receive credit for this course.
2. Because this course relies heavily on workshops, students should bring computers, the textbook, paper, and writing utensils to each class meeting.
3. **Attendance:** Attendance is mandatory and will be taken daily. You are allowed a total of **FOUR** absences: excuses are neither needed nor accepted. **Missing more than four class periods mean you fail, automatically.** If you miss a class, you are still responsible for the work assigned and material covered—it is *your* responsibility to make yourself aware of all class discussion and announcements, and any changes to the syllabus/schedule made in class.

If you develop a medical condition that prevents you from coming to class, see me as soon as possible to discuss possible options. Notify me as early as possible about this, via e-mail or in person.

Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule.

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

4. **Tardiness:** Tardiness creates a problem for the entire class since it can disrupt work in progress. If you know that you will need to leave class early or will be arriving late, please alert me ahead of time.
5. **Missed Work:** Students are responsible for speaking to the professor about missed work, either before or after class, or during office hours. Missed daily work, in-class assignments, quizzes, and participation cannot be made up.
6. **Conferences:** Attendance at all writing conferences is *mandatory*. If you are absent for these, it will affect your grade for the assignment. Missing two conferences will affect your grade for the whole course.

To get full credit for conference attendance, you **MUST** bring in working/final drafts, outlines, etc. of your projects, as directed.

7. **Paper Format:** ALL assignments should be computer generated and professional in appearance. They should be in Times New Roman, Garamond or Arial 12 pt. type. If you use other fonts/font sizes, etc. expect points to be taken off for wrong formatting. Especially for Technical and Professional writing, this is vital.

Bring two copies of drafts to all writing workshops. Drafts should be complete and polished, not 'rough'. You will be graded on this.

Writing workshops (including peer reviews) are mandatory. If you miss a workshop, you must arrange a make-up session with your classmates. If your assignment has not been reviewed in workshop, I will not evaluate it.

8. **Paper Submission:** Submit all assignments at the beginning of class period on the due date. If you are absent from the class on a day a final assignment is due, you must still submit it before class begins, in my Turlington mailbox. If you are dropping off a due assignment in my mailbox, please notify me about it via e-mail.

Formal assignment submission refers to a hard copy (paper copy) that you personally hand in to me, or leave in my mailbox.

In addition to this, you should always upload your assignments on E-learning as well; however, E-learning uploads are NOT official assignment submissions, although they are mandatory. They are there for backup, to have the option of having feedback emailed back to you, and to check for plagiarism.

9. **Late Papers/Assignments:** Because deadlines are part of workplace writing, we will stick to them: *no late assignments* and no time extensions on assignment deadlines. Papers turned in late

will receive a deduction of half a letter grade a day for the first two days and one letter grade on the day after that. After the third day, you automatically fail the assignment.

10. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
11. **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/>.
12. **Disability Accommodation:** 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.
13. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
14. **Grade Appeals:** If you have any questions about your grades on individual assignments, you need to discuss it with me—**not** the Chair of the Department of English. 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.
15. **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>
16. **Campus Resources:** 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>
17. **Policies on technology, email and netiquette:**

Technology Policy: I have a zero-tolerance policy regarding use of cell phones in class, as well as any use of electronic devices not related to classroom learning. This includes texting as well as calls, and using smartphones/iPads/tablets for going online, checking email/social media, etc. Your phones **MUST** be in silent/vibration mode, and please keep them out of sight. If you are openly disruptive/texting/taking calls, etc. I may ask you to leave the class and you will be counted absent for the day.

Email Policy: Please allow a 24-hour period for me to respond to all emails before sending a follow up.

Netiquette: Since this is a writing course, please be aware that your emails are professional communication and should therefore reflect proper spelling, grammar and e-mail etiquette.
18. **Maintaining a Proper Classroom Environment:** Please treat classmates and myself with respect. Keep in mind that students come from diverse cultural, economic, and ethnic backgrounds, and students must demonstrate respect for ideas that may differ from their own. While I welcome open discussion and debate over academic, intellectual and a variety of other issues, it should be done in an environment of mutual respect, decorum and tolerance within the classroom. This is important from a professional perspective as well, since paying attention to these standards is necessary to create a supportive, productive workplace environment. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. A repeat offence may result in expulsion from the course.
19. **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/>

COURSE SCHEDULE

(This schedule is only a tentative guide and is subject to CHANGE)

Readings should be done BEFORE class on the day they are listed

Week One: May 8-12

Subject: Introduction to Technical Writing; Audience & Correspondences			
	Lecture/Workshop	Reading	Assignments Due
M 5/8	Intro to Tech Writing, Syllabus Review	<i>TCTC</i> Chapter 1: Technical and Professional Communication in the Workplace <i>TCTC</i> Chapter 3: Technical Writing and Electronic Technologies	
T 5/9	Correspondences	<i>TCTC</i> Chapter 12: Email, E-Messages and Memos Powerpoint (PPT) on Professional Communication on Canvas Assignment: Memo 1	
W 5/10	Letters	<i>TCTC</i> Chapter 13: Letters PPT and Online Examples of Workplace Letters, posted on Canvas Assignment: Letter 1 Assignment: Email 1	
Th 5/11	Rhetorical Scenarios & Emails	<i>TCTC</i> Chapter 7: Organizing and Drafting Documents	
F 5/12	In-Class Workshop	Workshop: Letter 1 Assignment: Memo 2	Memo 1 DUE

Week Two: May 15-19

Subject: Drafting, Style & Persuasive and Technical Writing			
	Lecture/Workshop	Reading	Assignments Due
M 5/15	Job Applications	<i>TCTC</i> Chapter 14: Finding and Obtaining Employment Assignment: Email 2 Assignment: Job Application Packet	Letter 1 DUE
T 5/16	Proposal Group Project	<i>TCTC</i> Chapter 20: Proposals and Requests for Proposals Assignment: Proposal	Email 1 DUE
W 5/17	Proposals contd.	<i>TCTC</i> Chapter 20 contd.	Memo 2 DUE
Th 5/18	Job Application Packet	<i>TCTC</i> Chapter 14 contd.	
F 5/19	Conferences: Job Application Packet	None	Full Draft due for conferences

Week Three: May 22-26

Subject: Collaborative Projects & Writing Proposals			
	Lecture/Workshop	Reading	Assignments Due
M 5/22	Conferences: Job Application Packet	None	Full Draft due for conferences

T 5/23	Pitch Letter, Workshops for Proposals	PPT on Formal and Informal Proposals, posted on Canvas	Email 2 DUE
W 5/24	Technical Definitions	<i>TCTC</i> Chapter 15: Technical Definitions Assignment: Technical Definition	
Th 5/25	Design Elements + Workshops for Proposals	<i>TCTC</i> Chapter 9: Layout and Design	Job Application Packet DUE
F 5/26	Writing Day: Proposal Group Project	None	
Week Four: May 29-June 2			

Subject: Technical Instructions and Manuals			
	Lecture/Workshop	Reading	Assignments Due
M 5/29	No Class—Memorial Day		
T 5/30	Technical Instructions and Manuals	<i>TCTC</i> Chapter 18: Technical Instructions Assignment: Letter 2, Progress Report, Manual	Proposal DUE
W 5/31	Proposal Presentations	Guides to Effective Business Presentations—links to articles posted on Canvas	In-class group presentations
Th 6/1	Proposal Presentations	Guides to Effective Business Presentations—links to articles posted on Canvas	In-class group presentations
F 6/2	Independent Project Work Day—Technical Definition	None	Get your Instruction Manual topic APPROVED by me via email
Week Five: June 5-9			

Subject: Technical Instructions + Formal and Informal Reports			
	Lecture/Workshop	Reading	Assignments Due
M 6/5	Instruction Manuals	<i>TCTC</i> Chapter 19: Manuals	Letter 2 DUE
T 6/6	Progress Reports	<i>TCTC</i> Chapter 21: Informal Reports	
W 6/7	Workshop: Progress Reports	<i>TCTC</i> Chapter 22: Formal Reports	Technical Definition DUE
Th 6/8	Workshop: Instruction Manuals	PPT on Instruction Manuals posted on Canvas	
F 6/9	Independent Project Work Day—Instruction Manuals	None	
Week 6: June 12-16			

Subject: Reports and Course Wrap Up			
	Lecture/Workshop	Reading	Assignments Due

M 6/12	Workshop: Instruction Manuals	Writer's Diet Test (online, link in Canvas)	Progress Report DUE
T 6/13	Peer Review: Instruction Manuals	Examples of Sample Instruction Manuals, posted on Canvas	
W 6/14	Workshop: Instruction Manuals	None	
Th 6/15	No class	None	Instruction Manuals DUE
F 6/16	Class Wrap up + in-class self-evaluation of writing	Technical Writing in the future + Ethics of Technical Writing: read article posted on Canvas	

Assignment Summaries:

(The assignment descriptions here are overviews for the most part, and will be subject to change, in certain cases. Detailed assignment sheets posted on Canvas will be provided for each assignment as necessary over the course of the semester. Please follow the assignment sheets for final instructions on all the projects. And Pay Attention to Word Limits)

MEMOS (5%)

1. Introduce yourself to your instructor. This should include basic information, including name and what you prefer to be called, email address, and phone number (this information might come in handy once we begin group work, in particular), semester schedule showing days and times available for group work outside of class (preferably in chart format), major, area(s) of specialization, your educational qualifications so far, any previous writing experience, career interests and goals, and your expectations of this course. Fill out all of the information, including your name, your instructor's name, and the correct date. **(200 words max)**
2. Write a memo to the members of your ENC 2210 class notifying them about an upcoming on-campus event or exhibit (eg. at the Harn Museum of Art or the UF Libraries) of interest—in your department or any of the organisations you might be associated with—that you would like people to attend. Provide details of the event as necessary, including date, venue, time, and what it will be about, what participants might expect to experience, etc. **(200 words max)**

Total Word Count: 400 (max)

EMAILS (5%)

[Note: These are NOT actual emails you send—you are submitting these as class assignments]

1. Email your academic advisor to ask what kind of citation style (e.g. MLA, APA, Chicago) you will need to use in your future work for your major. This will also give you practice for when you might need to contact someone by email during your research in your final project. **Alternatively**, you may also email them about any problems that you may be encountering at UF/with your major, **OR**, if you wish to change your major, want general advice about the process, and wish to set up an interview with your advisor to discuss the issue further. **(150 words min, 200 max)**
2. *This assignment relates to the Job Application Packet assignment described below.* Find a specific job, internship, scholarship/fellowship opportunity, graduate school department, and/or professional organization to which you wish to apply. **(Include a link to this description when you turn in your assignment.)** Once you find the job description/application instructions, write an email to a professor (can be real or imaginary), requesting them to write you a recommendation letter. You need to provide concrete details to help your professor write the best

possible letter they can. This may include: 1) mentioning the DEADLINE for the letter submission, 2) sending them any web resources relating to the specific opportunity, 3) sending them specific instructions for recommenders (a website/link is useful) that may be available, 4) reminding them of your connection with them (what class did you take with them? Did you do well in the course? What did you gain from that course? What was your best assignment for that course? Do you have anything else that would help them recollect you and agree to write a letter supporting your application?), 5) any other relevant details that might be useful for your recommender, 6) request to meet in person to discuss the opportunity in further detail.

Please remember that this is a REQUEST for a recommendation letter. Do NOT assume your professor will write in your support just because you ask them to. Your job is to *persuade* them to agree to do this favour for you. You should be especially careful about your **tone**—be respectful of their time, be sure to thank them for considering this request, and be sure to mention following up. (200 words **min**, 350 **max**)

Total Word Count: 350 (min)

LETTERS (10%)

1. Write a letter to the chair of your department. If you have not selected a major, choose a department that suits your interests. The letter will fall into one of three distinct categories, or may combine elements from some of these categories: a) *positive*: explain why you are satisfied with your experience in the department thus far; b) *negative*: provide reasons for your dissatisfaction with the department; or c) *persuasive*: suggest a change to the department and provide reasons to support your suggestion. This letter will require you to know the mailing address of your department chair's office. It will also require you to be familiar with the department itself. Have a thorough look at your department's website. Your letter should convince its reader that you are informed about the topics you address. You may also refer to your personal experience with the department. (300 words **min**, 350 **max**)
2. *This assignment relates to the manual assignment described below.* Explain to your instructor the manual assignment topic you will choose, as well as how you plan to complete the assignment. (150 words **min**, 200 **max**)

Total Word Count: 450 (min)

JOB APPLICATION PACKET: Resume and Cover Letter (15%)

Produce professional-calibre job application materials: a cover letter and a resume. You will submit drafts for peer evaluation and instructor feedback.

As detailed above in Email 2, include a link to a job/other career or educational opportunity when you turn in your assignment. Once you find the job description/application instructions, you should make especial note of: 1) the materials they are requesting to be included in the application, and 2) the qualities they are looking for in their ideal applicant. This will help you write the cover letter for the career opportunity.

1. **Cover letter:** 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. (300 words **min**)

2. **Resume:** Craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult relevant pgs. of your textbook, as well as class hand-outs/Canvas resources, for formatting and style guidelines. **(1-2 pages)**

Total Word Count: 500 (approx, depending on resume length)

Group Project—PROPOSAL (15%)

Write a proposal about any local issue of your choice, in groups of 3 people each. When I say ‘local’, that means it may include both UF and non-UF issues (like increasing RTS bus routes, for example), but it should impact you at a personal level somehow. In other words, you’ve got to have a stake—as a student or as a consumer, or as a citizen—in what is wrong with the particular scenario/setup to which you would be proposing improvements.

The proposal should adequately identify a **problem** in detail, and be able to come up with detailed, feasible **solutions** that address the issue and that could actually go towards solving that problem.

You will also be required to do a group class presentation on your Proposal. (2100 words min)

TECHNICAL DEFINITION (10%)

You will pick a term of your choice after discussing it with me and write an extended technical definition of the term. You will present it in the form of a simulated webpage. **(250 words min, 350 max)**

PROGRESS REPORT (10%)

This assignment relates to the manual assignment described below. Submit a progress report to your instructor detailing the work you have done on the manual assignment. It may be in the form of either a memo or a letter. You will include information about what you have finished, what you still need to finish, and how you plan to do so. You'll submit this project mid-way through your work on the manual assignment. **(800 words min)**

MANUAL (20%)

Complete one of these Writing Scenarios from Chapter 19 of *TCTC*:

#7 p. 588 OR **#10 p. 588**

or, one of the scenarios that I will be detailing on the assignment sheet. You may also propose specific project topics that you would like to work on, but you **HAVE** to run them by me first and get them approved.

(2500 words min; manual only)

This assignment is linked to two other assignments: Letter #2, and the Progress Report.

PROFESSIONALISM AND PARTICIPATION (10%)

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 and workshops; providing adequate drafts for group work; collaborating and participating in group activities; providing feedback on peer review (whether in class or online); 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, students should bring computers, the textbook, paper, and writing utensils to each class meeting.**

Remember also that this is a class on Technical, aka Professional Writing. As such, you will treat your classmates like colleagues and co-workers with whom you collaborate. Workplace writers often find themselves contributing and completing documents and projects with co-workers. Learning how to collaborate is an essential and valuable skill. In this course, students will complete some assignments in groups. I will also require students to respond to and/or evaluate 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 collaborative work is uncollegial and unprofessional, and will negatively impact grades.

Provided that you actually participate in the abovementioned fashion, regular attendance and punctuality also reflect positively on the grade. Participation points also hinge on your helpfulness and collegiality towards your fellow-classmates, in class and online.

Grading/Assessment Rubric

Grading Scale							
A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

General Assessment Rubric

A	<ul style="list-style-type: none"> Follows ALL instructions specific to the assignment description Generates and elaborates on original ideas relevant to the course content Assignment provides evidence to support claims Assignment incorporates source material appropriately and effectively Assignment displays clear organizational forethought Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	<ul style="list-style-type: none"> Follows most instructions specific to the assignment description Incorporates and elaborates ideas relevant to the course content Assignment provides evidence to support most of its claims Assignment incorporates source material appropriately Assignment has an identifiable organizational structure Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	<ul style="list-style-type: none"> Follows some instructions specific to the assignment description Incorporates ideas relevant to the course content Assignment provides evidence to support some of its claims Assignment incorporates source material Assignment has an identifiable organizational structure Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	<ul style="list-style-type: none"> Follows very few instructions specific to the assignment description Incorporates ideas irrelevant to the course content Assignment provides little to no evidence to support its claims Assignment incorporates no (or very little) source material Assignment has an unclear organizational structure Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none"> Does not follow instructions specific to the assignment description Incorporates no ideas relevant to the course content Assignment has no identifiable organizational structure Assignment incorporates no source material Assignment provides no evidence to support its claims Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors