

ENC 2210 — Technical Writing (Sect. 4G55) Summer B 2017

Michael Lupi (mlupi@ufl.edu)

Benton Hall 328, M,T,W,R,F | Period 3 (11:00 AM - 12:15 PM)

Office: Turlington Hall Room 4409

Office Hours: Mondays 1:30 to 2:30pm and Tuesdays 9:30 to 10:30am—
and by appointment.

Course Description:

Overview

This course introduces you to technical and professional writing. It offers practical information about communicating in different kinds of workplace environments and professional communities. You will produce and analyze many common technical writing genres, such as email messages, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, proposals, etc.

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.

General Education Objectives:

- This course confers General Education credit for Composition (C), and 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:

You are not required to buy any texts for this course. Your readings will be assembled from a combination of sources available on Web or handouts given in class.

During some classes you may be required to review very basic powerpoint presentations that will be posted on our Canvas course page.

Recommended Text: Strunk and White, *The Elements of Style*.

Assignments

Correspondence

Corr. #1: Introductory Email, 250 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, doctor, teacher, engineer, etc.). For this assignment, I strongly suggest that you send a request for an informational interview and use LinkedIn as a resource.

Corr. #2: Professional Correspondence, 800 words

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

Corr. #3: Manual Assignment Proposal Letter, 350 words

In this third letter, you will explain to your instructor which manual assignment you will choose, why, and how you plan to complete the assignment.

Memos

Memo #1, 250 words

Introduce yourself to your instructor. Please note, you should insert the correct information in the memo format which includes your name, my name (as the instructor), and the correct date. See memo assignment #1 for more detail.

Memo #2, 350 words

Pick a problem within a specific corporate or governmental organization and write a memo that addresses the issue and brings it to the attention of the appropriate authority. Briefly propose a solution.

Memo #3

Persuasion, 800 words

Write a professional memo that argues for the implementation of specific process or device in some technical aspect of your field. For the sake of the assignment, you should either invent or find a company or organization to suit the context of your memo. The memo should be addressed to your supervisor and colleagues.

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 sources and examples available on the Web for formatting and style guidelines.

Proposal, 750 words

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

Technical Definition (400 words)

For this project, you will select a key term from your proposal to define for the target audience. This project will be produced as a Word or PowerPoint document and be formatted as if it were a blueprint for a webpage.

Manual, 750 words

For this assignment, you will write a manual that guides the user through some technical or complex process. More details and an assignment sheet will follow for this project.

User Test and Report, 800 words

For this assignment you will develop a user test methodology, which will include procedures and protocols. Using test groups, you will conduct user tests to ascertain the functionality and readability of your technical manual. Based on the information you gather and your assessment of that information, you will then revise that technical manual before submitting it for a grade. You will also be required to produce a user test report that identifies the user test methodology, materials, processes and procedures. The report will evaluate that data and will address how that data was considered in relation to the final revision of the manual. The report should also detail what revisions were made as a result of the user test.

Total word count for the entire course: 6150 words.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* 1) Don't be late to class. Two late appearances equals an absence and three unexcused absences automatically lowers your course grade. 2) You automatically fail if you have missed five classes.
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
3. *Paper Format & Submission:* Both hardcopy and through Canvas for most assignments. On certain occasions, I may ask you to only submit a paper through Canvas.
4. *Late Papers/Assignments:* Any late paper will receive a deduction of half an entire letter grade for each day that it is late—so an A paper would earn an A-, a B+ paper would earn a B, and so on.
5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *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/>.
7. 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.

8. For information on UF Grading policies, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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.
10. *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>
11. 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>
12. *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 SCHEDULE

(Any assignments not on the schedule will be announced either in class or through Canvas.)

Week	Area of Focus, Assignments	Due Dates						
1: June 26 th to 30 th	<table border="1"> <tr> <td>Intro to Tech Writing</td> <td>Communicating in the Technical and Professional Workplace: Reading: "Here's Why Memos Have Always Mattered"</td> </tr> <tr> <td>Correspondence</td> <td>Letters, Memos, and E-mails: Reading "Nokia CEO Memo"</td> </tr> <tr> <td>Rhetorical Situations</td> <td>Using Plain and Persuasive Style</td> </tr> </table>	Intro to Tech Writing	Communicating in the Technical and Professional Workplace: Reading: "Here's Why Memos Have Always Mattered"	Correspondence	Letters, Memos, and E-mails: Reading "Nokia CEO Memo"	Rhetorical Situations	Using Plain and Persuasive Style	<p>W: Corr. #1</p> <p>Th: Memo #1</p>
Intro to Tech Writing	Communicating in the Technical and Professional Workplace: Reading: "Here's Why Memos Have Always Mattered"							
Correspondence	Letters, Memos, and E-mails: Reading "Nokia CEO Memo"							
Rhetorical Situations	Using Plain and Persuasive Style							
2: July 3 rd to 7 th	<table border="1"> <tr> <td>Ethics: "Hoverboard" Reading</td> </tr> <tr> <td>Job Applications: Reading/Research Assignment: Find Three Resumes and Cover Letters from people in your field. Print, Analyze.</td> </tr> <tr> <td>Job Application Packet</td> </tr> <tr> <td>Job Application Packet (cont'd)</td> </tr> <tr> <td>Peer Review Job Application Packet</td> </tr> </table>	Ethics: "Hoverboard" Reading	Job Applications: Reading/Research Assignment: Find Three Resumes and Cover Letters from people in your field. Print, Analyze.	Job Application Packet	Job Application Packet (cont'd)	Peer Review Job Application Packet	<p>Memo #2 + 3</p>	
Ethics: "Hoverboard" Reading								
Job Applications: Reading/Research Assignment: Find Three Resumes and Cover Letters from people in your field. Print, Analyze.								
Job Application Packet								
Job Application Packet (cont'd)								
Peer Review Job Application Packet								
3: July 10 th to 14 th	<table border="1"> <tr> <td>Working Collaboratively</td> </tr> <tr> <td>Problems & Solutions. Reading: "Letters from Nuts" on Ted Nancy's website.</td> </tr> <tr> <td>Pitch Letter</td> </tr> <tr> <td>Technical Definitions. Reading: "How to Write a Winning Business Proposal"</td> </tr> </table>	Working Collaboratively	Problems & Solutions. Reading: "Letters from Nuts" on Ted Nancy's website.	Pitch Letter	Technical Definitions. Reading: "How to Write a Winning Business Proposal"	<p>Corr. #2 + 3</p>		
Working Collaboratively								
Problems & Solutions. Reading: "Letters from Nuts" on Ted Nancy's website.								
Pitch Letter								
Technical Definitions. Reading: "How to Write a Winning Business Proposal"								

	Writing Day Proposal Assignments: Brainstorming and Drafting: Reading Sample Business Proposals—To Be Posted On Canvas	
4: July 17 th to 21 st	Working on Proposals—Workshops, Group Feedback Committee Meetings—Proposal Committee Meetings—Proposal Editing Usability. Readings: Sample Usability Reports Committee Meetings—User Tests Presentations and Administration of User Tests	Proposal & Tech. Definition
5: July 24 th to 28 th	Working on the Manual Committee Meetings—Analyze User Tests Committee Meetings—User Test Reports: Readings No Class-Writing Day Feasibility Reports Committee Meetings: Feasibility Reports	Fri: User Manual
6: July 31 st to Aug. 4 th	User Tests, Reports Committee Meetings: Feasibility Reports Committee Meetings: Feasibility Reports Group Feasibility Reports Last Class: In-Class Reflection	Thu: User Test Report

Grading Points	
Letters (3)	150 points total
Memos (3)	150 points total
Project: Job Application Packet: Resume and Cover Letter	100 points
Project: Technical Definition	100 points
Project: Proposal	100 points
Project: Manual	200 points
Project: User Test/Report	100 points
Professionalism and Participation	100 points

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