

# ENC 2210: Technical Writing

## Class 12752, Section 34GD

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**Instructor Name:** Erika Rothberg (she/her/hers)

**Course meeting times & locations:**

T | Period 8 – 9 (3:00 PM - 4:55 PM), FLI 0115

R | Period 9 (4:05 PM - 4:55 PM), TUR 2303

**Office Location and Hours:** 5-6pm T R and by appointment, TURL 4409

**Course website:** Canvas

**Instructor Email:** [erikarothberg@ufl.edu](mailto:erikarothberg@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 different kinds of workplace environments and professional/technical discourse communities. Throughout the semester students will produce and analyze a number of 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 on-going 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 Technical Writing 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

### General Education Objectives:

- This course confers General Education credit for either Composition (C) or Humanities (H). 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:

All written texts on the syllabus not listed here will be provided to you via Canvas→Files→Readings.

You must access the following TV episodes, which you can find through various online platforms such as Netflix, Hulu, Amazon, HBO, Peacock, etc.:

- Brooklyn Nine-Nine (1.01) "Pilot"

- *The Office* (5.3) “Business Ethics”
- *The Office* (7.25 and 7.26) “Search Committee”
- *Parks and Recreation* (3.1) “Go Big or Go home”
- *Parks and Recreation* (3.2) “Flu Season”
- *Parks and Recreation* (3.3) “Time Capsule”
- *Parks and Recreation* (3.4) “Ron and Tommy: Part Two”
- *Parks and Recreation* (3.5) “Media Blitz”
- *Parks and Recreation* (3.6) “Indianapolis”
- *Parks and Recreation* (3.7) “Harvest Festival”
- *Parks and Recreation* (5.11) “Women in Garbage”
- *Veep* (1.1) “Fundraiser”
- *Silicon Valley* (2.6) “Homicide”

### Assignments (see below for grading scale):

#### Unit 1: Writing Correspondence (1500 words, 150 points)

*Memos are an integral part of workplace structure and office communication. Therefore, you will write memos to your instructor throughout the semester.*

- Memo #1: Dress Code (200 words; 20 points)

For this assignment, you will respond to the Brooklyn Nine-Nine “Pilot” episode (1.1) and write a memo to the precinct addressing the importance of a precinct-wide mandatory dress code.

- Memo #2: Workplace Ethics (200 words; 20 points)

For this assignment, you will respond to *The Office* episode “Business Ethics” (5.3) and write a memo to the office about ethical practices in an office setting.

- Memo #3: Staff Communication (300 words, 30 points)

For this assignment, you will respond to the *Veep* episode “Fundraiser” (1.1) and write a memo addressing the PR and communication issues that the office deals with during the episode.

- Memo #4: Workplace Equality (300 words; 30 points)

For this assignment, you will respond to the *Parks and Rec* episode “Women in Garbage” (5.11) and write a memo to the City Council explaining why a gender-equitable workplace is a benefit to the community. Remember, you should employ logic and persuasion to illustrate that a more equitable work environment is a benefit to the workplace and all employees.

- Memo #5: Health Advisory Notice and Info Graphic (500 words, 50 points)

For this assignment, you will respond to the *Parks and Recreation* episode “Flu Season” (3.2). You will write a memo to the employees of City Hall about the flu epidemic and

appropriate flu prevention. This assignment will include at least 1 infographic to help illustrate your points.

## **Unit 2: Project Proposal (2000 words, 200 points)**

*For this unit, you will focus on the Harvest Festival Story arc from Parks and Recreation (season 3, episodes 1-7).*

- Part 1: Project Proposal Memo (200 words, 20 points)

For this assignment, you will write a brief memo to Chris Traegar and Ben Wyatt from Leslie Knope proposing the Harvest Festival as a means to help alleviate the current budget problems the Parks Department has faced.

- Part 2: Progress Report (300 words, 30 points)

For this assignment, you will write a progress report to City Manager Chris Traegar and the Pawnee City Council from Leslie detailing the progress of the Harvest Festival. You will need to include a detailed list of outlines regarding the operation of the Harvest Festival, including a working budget, vendor list, and venue information.

- Part 3: Professional Letter (300 words, 30 points)

For this assignment, you will write a letter to a desired sponsor or vendor asking them to donate goods or services from the perspective of one of the Pawnee Parks and Rec staff (Lelise, April, Tom, Donna, Jerry, Ron, or Ben). For example, you could write the Pawnee Police Department asking them to donate officers for security.

- Part 4: Harvest Festival Press Release (300 words, 30 points)

For this assignment, you will write a press release about the Harvest Festival intended for local media and other public outlets.

- Part 5: Harvest Festival Promotional Materials (200 words, 20 points)

You will create a visual document as part of your Harvest Festival promotion. This can be a print or online document. The goal of this is to consolidate and streamline the information in your project for your target audience. In addition, you will write a separate brief metadiscourse reflection about the design choices made in your promotional materials.

- Part 6: Project Proposal – Pawnee Harvest Festival (500 words, 50 points)

For this assignment, you will write a final, comprehensive project proposal that outlines the details of the Harvest Festival (including an operating budget, facilities details, vendor lists, etc.) for approval by the city manager, Chris Traegar.

- Part 7: Thank You Letter (200 words, 20 points)

For this assignment, you will write a thank you letter to the sponsors and volunteers of the Harvest Festival to address the difficulties that came up in episode “Harvest Festival” (3.7).

### **Unit 3: Job Packet: (1000 words, 100 points)**

#### **Part 1: Analyzing Job Ads (300 words, 30 points)**

Find an application description for a job, internship, graduate school, and/or professional organization that you can reasonably apply for with your current skills/experience. Write a memo to your instructor analyzing and breaking down the ad, focusing on details that you intend to use for your targeted cover letter and resume. Analyze this ad based on the following questions:

- What is the overall role of the position within the organization?
- What skills, experience, qualifications, training, abilities, and qualities are “essential” for the position?
- What skills, experience, qualifications, training, abilities, and qualities are “preferred” for the position?
- In the context of the organization, what are the important needs, and how will the position address them? What outcome is the position expected to achieve?
- What are the potential challenges and barriers in the role and what knowledge, skills and abilities are necessary to meet them?
- What kinds of opportunities does the position provide?
- What are the keywords in the job ad?

#### **Part 2: Write a Job Ad (200 words, 20 points)**

Write a job ad for the position of “Manager” for the Scranton Branch of Dunder Mifflin based on The Office episode “Search Committee” (7.25-7.26).

#### **Part 3: Cover Letter and Resume: (500 words, 50 points)**

Write a Cover Letter and Resume for the job ad you analyzed in part 1. In your cover letter, make sure you:

- Introduce yourself as an ideal candidate
- Address any shortcomings in your resume
- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.

Remember, your cover letter should highlight the most important elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume. In addition to the cover letter, craft a clear, concise resume demonstrating your skills and qualifications for this position. Consult your textbook for formatting and style guidelines.

### **Unit 4: Technical Concepts: (1500 words, 250 points)**

#### **Pitch Analysis Blog (350 words, 75 points)**

For this assignment, you will analyze the issues that occur in the Silicon Valley episode “Homicide” (2.6) and write a thorough and professional blog post that could feasibly be included on a website that hosts tech industry editorials. You will write from the perspective of a tech industry blogger about the success and failures of the Hooli “Nucleus”

launch. Keep your audience in mind -- who is reading this blog and what do they hope to gain from reading it? What do you hope to convince them of, with your editorial?

### **Technical Memo (350 words, 75 points)**

For this assignment, you will write a brief memo to your instructor addressing why you want to write on the topic you are writing about for your technical concept assignment. In addition to addressing your choice in term, you will also need to describe the medium and genre through which your technical description will be circulated. Will this be a blog post on the homepage of a company website? A post on your organization's Facebook page? A short video uploaded to YouTube? In defending your choice of medium, make sure to consider how your technical concept might be better communicated through video, image, sound, or some combination. Also consider how different media and platforms (i.e. Facebook, Twitter, website, YouTube, podcast, etc.) work better for different audiences.

### **Technical Concept Paper (800 words, 200 points)**

For this assignment, you will pick a term or concept that is significant to your field. You will conduct research and provide an overview of that term for a lay audience. You must include at least two secondary sources.

- Option 1: You will write a traditional technical paper that will circulate in a prose medium (blog post, social media update, etc.).
- Option 2: You will create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you chose this option, you can create the actual digital document or write a script for it.
- Option 3: You will create a comic or infographic. (You must consult with me if you pick this option to discuss the word count/image component.)

### **Participation Grade (200 points)**

This class necessitates your active participation and engagement to thrive! I expect you to come to class ready to talk, share, and participate. If you are not actively engaged in class, your participation points will be knocked. This is a daily grade.

### **Assignment Rubric**

	<u>SATISFACTORY (Y)</u>	<u>UNSATISFACTORY (N)</u>
Content	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

Organization and coherence	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
Argument and support	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
Style	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly
Mechanics	Papers will feature correct or error-free presentation of ideas. Papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

**“A” ASSIGNMENTS:** Engage with the topic thoughtfully and thoroughly, using reliable sources and working within the context of audience, purpose, and assignment format/medium. Show care and attention to visuals and formatting to enable reader comprehension. Tone and language are “professional” (objective, clear, and semi-formal) and communicate complex thought. Have few or no grammar and punctuation mistakes.

**“B” ASSIGNMENTS:** Engage thoroughly with the topic, using reliable sources. Acknowledge the context of audience, purpose, and assignment format/medium, though may stumble over one or more elements. Show attention to visuals and formatting; may be basic, but still clear and streamlined. Tone and language are professional and clear. Have some grammar or punctuation mistakes.

**“C” ASSIGNMENTS:** Make good faith effort to engage with the topic, but source use or complex synthesis not as well-integrated as A or B assignments. Some acknowledgement of audience, purpose, and assignment format/medium, but neglect one of these areas more than others. Show some thought in formatting and visual use, but not streamlined/tailored to the document's purpose. Tone and language are respectful but ‘chatty’ or overly complex. Have noticeable grammar and punctuation mistakes.

**“D”/“F” ASSIGNMENTS:** Have unclear topic or do not engage with the listed assignment requirements; little to no synthesis and incorrect or negligible source use. Little or no acknowledgement of audience, purpose, or assignment format/medium. Incorrect or unclear use of formatting and visuals. Tone and language unprofessional and/or unclear. Have disruptive grammar and punctuation errors.

### Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Your grade will be lowered course grade after **three** 50-minute unexcused absences + automatic failure if you miss **2 weeks** of class (failure *at* the sixth 50-minute absence). Note that missing a double-period means **2 absences**. Please stay in touch with me if circumstances arise that necessitate time away (ex. student athlete commitments). Details on the university’s attendance policies may be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
3. *Tardiness:* Latecomers receive partial absences (with three tardy arrivals equaling one absence), and must see me after class so I know you attended.
4. *Classroom behavior:* Disagreements are welcome in this course, but when we challenge each other, you are absolutely expected to be polite, open-minded, and generous in listening to one another. Racism, sexism, homophobia, transphobia, and bigotry in any format or fashion will not be tolerated.
5. *UF’s policy on Sexual Harassment:* The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. *Paper Format & Submission:* You must turn in your paper digitally on Canvas the day it is due. (Tardiness will still be counted as a partial absence on dates when assignments are due, so keep this in mind as you turn in your work.) Physically printed papers will not be collected.
7. *Late Papers/Assignments:* I do not accept late papers. If you need an extension, you **MUST** contact me **at least 24 hours prior to the deadline** to make arrangements with me. Extensions requested day-of will not be approved.
8. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *Academic Honesty and Definition of Plagiarism.* UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code



(<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

UF's definition of **plagiarism**, from the current UF Student Honor Code:

A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
  - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.
  - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.>
10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
  11. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
  12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
  13. *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). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
  14. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
  15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

## GRADING SCALE:

A	4.0	93-100	C	2.0	73-76
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	87-89	D+	1.33	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.67	80-82	D-	0.67	60-62
C+	2.33	77-79	E	0.00	0-59

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>  
<http://www.isis.ufl.edu/minusgrades.html>

## **Schedule of Classes:**

\*This is subject to change based on course needs, so pay attention to in-class announcements and emails to stay apprised of any changes. Readings/viewings are due on the day they are listed.

### **Week 1**

Tuesday, January 10<sup>th</sup>: Syllabus, class introductions

Thursday, January 12<sup>th</sup>: Chapter 1 (“Intro to Technical Writing”)

### **Week 2**

Tuesday, January 17<sup>th</sup>: Chapter 4 (“Writing Collaboratively”)

Thursday, January 19<sup>th</sup>: Memo workshop/group editing; **Memo #1 due by 11:59pm**

### **Week 3**

Tuesday, January 24<sup>th</sup>: Chapter 2 (“Understanding Ethics”)

Thursday, January 26<sup>th</sup>: *The Office*, “Business Ethics”; **Memo #2 due by 11:59pm**

### **Week 4**

Tuesday, January 31<sup>st</sup>: Chapter 5 (“Analyzing Your Audience and Purpose”)

Thursday, February 2<sup>nd</sup>: *Veep*, “Fundraiser”; **Memo #3 due by 11:59pm**

### **Week 5**

Tuesday, February 7<sup>th</sup>: Chapter 8 (“Communicating Persuasively”)

Thursday, February 9<sup>th</sup>: *Parks and Recreation*, “Women in Garbage” **Memo #4 due by 11:59pm**

### **Week 6**

Tuesday, February 14<sup>th</sup>: Chapter 12 (“Creating Graphics”)

Thursday, February 16<sup>th</sup>: *Parks and Recreation*, “Flu Season”; **Memo #5 due by 11:59pm**

### **Week 7**

Tuesday, February 21<sup>st</sup>: Chapter 16 (“Writing Proposals:”)

Thursday, February 23<sup>rd</sup>: *Parks and Recreation*, Harvest Festival, (s. 3 eps 1-2) **Proposal Project Part 1: Project Proposal Memo due by 11:59pm**

### **Week 8**

Tuesday, February 28<sup>th</sup>: Chapter 18 (“Writing Recommendation Reports”)

Thursday, March 2<sup>nd</sup>: *Parks and Recreation*, Harvest Festival, (s. 3 ep 3); **Proposal Project Part 2: Progress Report due by 11:59pm**

### **Week 9**

Tuesday, March 7<sup>th</sup>: “Writing Letters”

Thursday, March 9<sup>th</sup>: *Parks and Recreation*, Harvest Festival, (s. 3 ep 4); **Proposal Project Part 3: Professional Letter due by 11:59pm**

### **Week 10**

Tuesday, March 14<sup>th</sup> & Thursday, March 16<sup>th</sup>: Spring break—no classes or assignments due. Have a fun, safe time off!

### **Week 11**

Tuesday, March 21<sup>st</sup>: Chapter 11 (“Designing Print and Online Documents”)

Thursday, March 23<sup>rd</sup>: *Parks and Recreation*, Harvest Festival, “Media Blitz” (s. 3 ep 5);

**Project Proposal Part 4 (Press Release) and 5 (Promotional Materials) due at 11:59pm**

### **Week 12**

Tuesday, March 28<sup>th</sup>: *Parks and Recreation*, Harvest Festival, (s. 3 eps 6-7)

Thursday, March 30<sup>th</sup>: Project wrap-up: **Project Proposal Part 6 (proposal) and 7 (Thank You Letter) due at 11:59pm**

### **Week 13**

Tuesday, April 4<sup>th</sup>: Chapter 15 (“Writing Job Application Materials”)

Thursday, April 6<sup>th</sup>: *The Office*, “Search Committee” (eps. 25 & 26); **Job Packet Part 1 (Analyzing Job Ads) and 2 (Writing a Job Ad) due at 11:59pm**

### **Week 14**

Tuesday, April 11<sup>th</sup>: **Job Packet Part 3 (Cover Letter and Resume) due by 11:59pm**

Thursday, April 13<sup>th</sup>: Chapter 20, “Writing Definitions, Descriptions, and Instructions”; **Pitch Analysis Blog due at 11:59pm**

### **Week 15**

Tuesday, April 18<sup>th</sup>: Chapter 6 (“Researching Your Subject”)

Thursday, April 20<sup>th</sup>: **Technical Memo due at 11:59pm**

### **Week 16**

Tuesday, April 25<sup>th</sup>: Course wrap-up; last day discussion

**Final project (technical concept paper) due by 11:59pm on the last day of class**