ENC 2210: Technical Writing
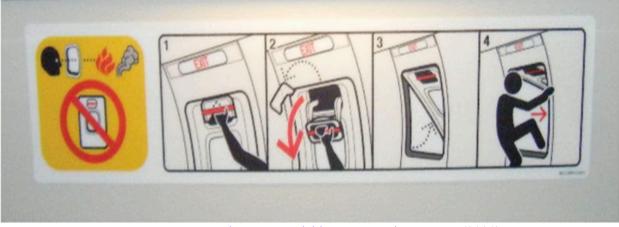
Section 34GE / Class # 12753 / Spring 2023

Instructor: Alexander Slotkin
Email: aslotkin@ufl.edu
Office Hours: W 11:00am –
12:00pm & by appt.

Office Location: TUR 4337
Course Times: MWF, Period 7 (1:55 – 2:45pm)
Classroom Location: MAT 0118

From "Conceptual Art or Readable Contract" by Han Yu (2020)

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, such as issues of audience, organization, visual design, style, and the material (digital) production of documents.

Course meetings will provide students with the opportunity to participate in ongoing discussions about assigned readings and writing projects, as well as to work closely with the instructor and their peers throughout the writing process. Students can expect to walk away from this semester with a portfolio demonstrating their strong technical writing skills.

Course Outcomes

By the end of the course, students enrolled in ENC 2210 should be able to:

- Identify and understand the facets and functions of the primary genres of technical writing;
- 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;
- Develop and administer user tests, and analyze the data;
- Refine writing style for clarity, concision, coherence, cohesion, and emphasis;
- Work with peers to provide written feedback to one another.

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

1. Johnson-Sheehan, Richard. *Technical Communication Today*, 6th edition, Revel Access Digital Format. Pearson. ISBN-13: 9780134438658
   a. Students: Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials
   - https://www.bsd.ufl.edu/AllAccess – UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.
2. All other readings will be posted to our Canvas page.

Assignments   Points   /1000

Please note that these are abbreviated descriptions. See the "Assignments" tab on Canvas for more information on each assignment, including grading rubrics.

Class Participation   50
Class participation includes contributing to class discussions and activities, as well as completing homework assignments, including REVEL readings and related assignments.

Introductory Email, 200 words   50
Using a standard email format and an effective professional style, introduce yourself to yourself to me: tell me about your professional/academic interests, as well as your goals for and expectations from the course.

Peer Review Memos, 1000 words (200 words each)   100
Students will peer review one another's work five times during the semester. Each peer review assignment will be formatted like a memo. To satisfactorily complete these assignments, students will need to provide helpful feedback while also following the writing conventions associated with memo writing.

Letter From a Nut, 500 words   100

Following the conventions of professional letter writing, write a "letter from a nut" to a major company or organization of your choice. Please make sure that the content of your letter, while hilarious, is PG. Check out the page "[Classic Letters From a Nut](#)" to see some examples.

Application Packet, 650 words total   **125**
This assignment is made up of three parts, which are as follows:
1. *Description and Analysis,* 300 words
   Find a specific posting for a job, internship, graduate school, and/or professional organization that interests you and write an analysis and description of the application. Your analysis should contain the following:
   - A link to the original posting;
   - A description of the materials (e.g., a resume or writing sample) being requested;
   - A characterization of the ideal candidate.
2. *Cover Letter*, 350 words
   Write a professional cover letter for your application in which you:
   - Introduce yourself as an ideal candidate;
   - Address any shortcomings in your resume;
   - Provide specific examples from previous work or school experiences that illustrate the primary and/or secondary skills that make you an ideal candidate.
3. *Resume*, 1-2 pages
   Craft a clear and attractive resume demonstrating your skills and qualifications for the position.

Extra Credit (+5) *available to students who elect to apply for their chosen posting; documentation (e.g., screenshots or forwarded emails) is required.*

Technical Description, 650 words   **125**
Following the conventions of professional blogging, compose a blog post in a Word document that provides a clear description of either a specific technical object or process in your field of study or the step-by-step process needed to complete a task in your field of study.

Zoom Presentation, 3000 words total   **450**
Students will create and record a Zoom presentation for other UF students designed to address an issue facing either the general UF student body or a specific group of students (e.g., first-year college students). To address the issue, students must a) educate viewers on their issue of choice and b) offer practical solutions that other students can put into practice. In addition to

delivering and producing their Zoom presentation, students will complete the following written assignments:

Proposal, 700 words   125
Students will write a detailed proposal for a Zoom presentation that attempts to instruct or educate the UF student body or a specific group of students on a particular problem facing the community.

Progress Report, 500 words   75
Midway through the assignment, students will write and submit a progress report detailing the progress you have made on the project, including what has been finished and what still needs to be finished. You should include a plan for completing the project. You may also reflect on your experiences working on this project.

Usability Report, 800 words   125
Students will develop a user test methodology for their Zoom presentations. Using test groups from inside the class or around the university, students will conduct user tests to measure the usability of their script and/or video. Based on the data you gather and your evaluation of that data, you will then revise your presentation before submitting it for a final grade.

Instructional Script, 1000 words   125
Students are responsible for writing and submitting a 1000-word instructional manual or guide written in longhand form; this will be the script for your zoom presentation.

Course Policies
You must complete all assignments to receive credit for this course.

1) Attendance
Because we will be incrementally building writing skills together throughout the semester, all of what we do in and for class is important and difficult to make up. You are therefore required to attend class, review course material, and complete all writing assignments. ***Attendance will be taken based on your participation, as well as your presence.***

Failure to be present and attentive in class will be counted as an absence. Students who accrue four or more absences will earn a lowered course grade (e.g., an "A" will become an "A-," an "A" will become a "B+," and so on). ***More than six absences will result in failure from the course.*** Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (e.g., for emergencies or major illness) as you would for any job.

The university exempts from this policy only absences involving university-sponsored events (e.g., athletics and band) and religious holidays. Any absence related to university-sponsored events and religious holidays must be discussed with me prior to the date that will be missed. ***Absences due to illness may be excused if I am presented with a doctor's note.*** For more information on UF's attendance policies, please see: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Please Note: If you are absent, it is your responsibility to make yourself aware of syllabus due dates and assignments. You will not earn credit for any activity you miss due to absence. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

2) Tardiness
Students who enter class after attendance is taken are late, which disrupts the entire class. ***Three instances of tardiness count as one absence.***

3) Preparation and Participation
Come to class prepared. Read and think carefully about the texts we will be discussing before each class. ***Reading the text in preparation for class is required, not optional.*** If you come to class prepared, you will find class discussion and activities much more interesting than if you come to class unprepared. Additionally, coming to class prepared will help you to take better notes, a major benefit when completing writing assignments. Students are expected to contribute constructively to each class session.

4) Etiquette
Students are expected to behave with respect, both to each other and to the instructor. Beside your own intellectual growth, this course is also about what we do together as members of the UF community. Inappropriate language or tone of voice, interruptions, dominating class discussion, and other behaviors that might impede the creation of a safe and comfortable learning environment will not be tolerated. We cannot discuss and debate ideas without respect for our friends and their intellectual growth. Treat your peers' writing as seriously as the articles and/or books we might read.

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 toward any and all members of the community: https://titleix.ufl.edu/policy-statement/.

6) Late Submissions
Late submissions will incur a ten-point penalty for each day they are late. All assignments and projects are due by their designated due date and time. I may consider

extenuating circumstances, but you must contact me in writing at least twenty-four hours before the assignment is due and provide relevant documentation.

7) Academic Honesty and the 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.

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:
1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing;
2. 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;
3. Submitting materials from any source without proper attribution;
4. 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.

8) Accommodations

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 your instructor early in the semester.

9) Students in Distress

Students who are in distress or who are in need of counseling or urgent help: please contact 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/

A student with an increased risk for severe illness from COVID-19, as determined by the CDC (Links to an external site.), can register with the Disability Resource Center to request a temporary course modification and/or academic accommodation. The student will need to provide medical documentation that identifies their diagnosis and their medical provider's concerns related to possible COVID-19 exposure. Students should be mindful that remote course access is not always a feasible modification for every course. The DRC will work in partnership with the student's instructor to determine a reasonable modification that meets the course requirements while considering the student's concerns

for exposure. Students can begin the process to register with the DRC by completing the form located on the [DRC website (Links to an external site.)](). For questions, please contact the DRC at 352-392-8565 or [drc@ufsa.ufl.edu]()

The following is a list of campus resources, as well as their contact information and/or location, should you need it:

U Matter We Care	**Website:** http://umatter.ufl.edu **Email:** umatter@ufl.edu **Phone:** 352-294-2273 (CARE)
Dean of Students	**Website:** https://dso.ufl.edu/ **Location:** 202 Peabody Hall **Phone:** 352-392-1261
Counseling and Wellness Center	**Website:** https://counseling.ufl.edu/ **Location:** 3190 Radio Road **Phone:** 352-392-1575
Field and Fork Pantry	**Website:** https://fieldandfork.ufl.edu/ **Location:** Near McCarty B **Phone:** 352-294-2208
Student Health Care Center	**Website:** http://shcc.ufl.edu/ **Location:** Multiple locations **Phone:** 352-392-1161

10) Writing Studio
The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See https://writing.ufl.edu/writing-studio/ to learn more.

11) 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 Grade appeals may result in a higher, unchanged, or lower final grade.

For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

12) 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://evaluations.ufl.edu/evals/Default.aspx

Course Schedule

The course schedule below is subject to change. I will notify students of any changes to the schedule well in advance. Students should check their emails and Canvas regularly for important updates. Readings and/or assignments should be completed **before** coming to the next class period.

Unit 1: Corresponding in the Workplace

Week 1: Memos, Emails, & Letters	
M 1/9	***Topic(s)*** - Go Over Syllabus - Introduction to Technical Writing - Introduce "Introductory Email" ***For Next Class:*** Read *Technical Communication Today* (*TCT* from hereon) "Chapter 1: Technical Communication in the Entrepreneurial Workplace"
W 1/11	***Topic(s)*** - Technical Communication & the Rhetorical Situation - Letter Writing Activity - Introduce "Letter From a Nut" ***For Next Class:*** Read *TCT* "Chapter 2: Profiling Your Readers"
F 1/13	***Topic(s)*** - Types of Professional Correspondences - Genre ***For Next Class:*** Read *TCT* "Chapter 6: Emails, Letters, Memos" & "Chapter ****Introductory Email due by 11:59pm****

Week 2: Nuts & Bolts	
M 1/16	**Holiday—No Class!**
W 1/18	***Topic(s)*** - Grammar: Coherence & Cohesion Workshop ***For Next Class:*** Read "Shitty First Drafts" by Anne Lamott (on Canvas)
F 1/20	***Topic(s)*** - Set Peer Review Expectations - Peer Review ***For Next Class:*** Read *TCT* "Chapter 5: Starting Your Career"

Unit 2: Applying for Jobs & Internships

Week 3: Job Applications	
M 1/23	***Topic(s)*** - Analyzing Job and Internship Postings - Introduce "Job Application Packet" ***For Next Class:*** Read *TCT* "Chapter 13: How to Be Persuasive" **Letter From a Nut due by 11:59pm**
W 1/25	***Topic(s)*** - Cover letters ***For Next Class:*** Read *TCT* "Chapter 15: Organizing and Drafting"
F 1/27	***Topic(s)*** - Resumes ***For Next Class:*** Read *TCT* "Chapter 17: Designing Documents and Interfaces"
Week 4: Job Applications Continued	
M 1/30	***Topic(s)*** - Writing and Design Workshop ***For Next Class:*** Read "Should Writers Use They Own English?" by Vershawn Ashanti Young (on Canvas)
W 2/1	***Topic(s)*** - Dialects and Languaging
F 2/3	**Individual Meetings—No Class**
Week 5: Nuts & Bolts	
M 2/6	***Topic(s)*** - Grammar: Brevity & Concision
W 2/8	***Topic(s)*** - Peer Review **Peer Review Memo #2 due by 11:59pm**
F 2/10	***Topic(s)*** - Introduction to Technical Descriptions - Introduce "Technical Description Blogpost"

	For Next Class: Read *TCT* "Chapter 7: Technical Descriptions and Specifications"
Unit 3: Technical Documentation	
Week 6: Reader-Centered Communication	
M 2/13	***Topic(s)*** - Look at a Sample Technical Description - Definition and Description Activity ***For Next Class:*** Read *TCT* "Chapter 8: Instructions and Documentation" ****Job Application Packet due @ 11:59pm****
W 2/15	**Class will be asynchronous (i.e., online) as I will be away at a conference until the 18th** ***Topics:*** - Look at Sample Instructional Blogpost - Instructional Activity ***For Next Class:*** Read "Annoying Ways People Use Sources" by Kyle D. Stedman (on Canvas)
F 2/17	**Class will be asynchronous (i.e., online) as I will be away at a conference until the 18th** ***Topic(s)*** - Finding, Citing, & Quoting Academic Sources ***For Next Class:*** Read *TCT* "Chapter 21: Writing for the Internet"
Week 7: Nuts & Bolts	
M 2/20	***Topic(s)*** - Blogging 101
W 2/22	***Topic(s)*** - Writing Workshop
F 2/24	***Topic(s)*** - Peer Review ***For Next Class:*** Read *TCT* "Chapter 9: Proposals" ****Peer Review Memo #3 due by 11:59pm****
Unit 4: Long-Term Projects in Technical Communication	
Week 8: Introduction to Proposals	

M 2/27	***Topic(s)*** - Introduction to Proposal Writing - Zombie Concept Mapping - Introduce "Proposal Assignment" ***For Next Class:*** Read *TCT* "Chapter 11: Formal Reports" ****Technical Blogpost due by 11:59pm****
W 3/1	***Topic(s)*** - Look at Sample Proposal - Practice Writing a Zombie Proposal ***For Next Class:*** Read *TCT* "Chapter 14: Researching in Technical Workplaces"
F 3/3	***Topic(s)*** - Brainstorming and Researching Topics
Week 9: Approaching the Project	
M 3/6	**Individual Meetings – No Class** ***For Next Class:*** Read "From Topic to Presentation: Making Choices to Develop Your Writing" by Beth L. Hewett (on Canvas)
W 3/8	***Topic(s)*** - Drafting Revisited
F 3/10	***Topic(s)*** - Writing Workshop
Week 10: Spring Break	
M 3/13	**Spring Break**
W 3/15	**Spring Break**
F 3/17	**Spring Break**
Week 11: Getting Started	
M 3/20	***Topic(s)*** - Peer Review ***For Next Class:*** Read *TCT* "Chapter 10: Brief Reports" ****Peer Review Memo #4 due by 11:59pm****
W 3/22	***Topic(s)*** - Introduction to Progress Reports - *The Oregon Trail* Planning Activity - Introduce "Progress Report" ****Proposal due by 11:59pm****

F 3/24	***Topic(s):*** - Script Writing ***For Next Class:*** *TCT* Chapter 19: Revising and Editing for Usability (pp. 530-549)
Week 12: Usability & User Experience	
M 3/27	***Topic(s)*** - Introduction to Usability & Usability Testing - Practice Usability Testing - Introduce "Usability Report"
W 3/29	***Topic(s)*** - Look at Sample Usability Report - Analyzing & Making Sense of Usability Data
F 3/31	***Topic(s)*** - Brainstorm Usability Questions & Methods - Workshop Usability Tests ***For Next Class:*** Read "Reflective Writing and the Revision Process: What Were You Thinking?" by Sandra Giles (on Canvas)
Week 13: User Testing	
M 4/3	***Topic(s)*** - Revision & Reflection Workshop ****Your Full Script due by the beginning of Class**
W 4/5	***Topic(s)*** - Usability Testing ****Progress Report due by 11:59pm****
F 4/7	***Topic(s)*** - Usability Testing
Week 14: Video Production	
M 4/10	***Topic(s)*** - Introduction to Storyboarding - TikTok Activity ***For Next Class:*** Read *TCT* "Chapter 20: Presenting and Pitching Your Ideas"
W 4/12	***Topic(s)*** - Video Editing - Zoom Presentations 101
F 4/14	***Topic(s)*** - Peer Review

	****Peer Review Memo #5 due by 11:59pm****
Week 15: Getting Ready to Present	
M 4/17	***Topic(s)*** - Writing Workshop ***For Next Class:*** Read "Dressed But not Tryin' to Impress" by Brittany Hull, Cecilia D. Shelton, & Temptaous Mckoy ****Usability Report due by 11:59pm****
W 4/19	***Topic(s)*** - Professionalisms
F 4/21	- Grammar: TBD
Week 16: Final Week!!	
M 4/24	- Writing Workshop
W 4/26	***Topic(s)*** - Eat Donuts - Reflect on the Semester ****Podcast Presentation due by 11:59pm****

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment or project illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment or project will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, *every* assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive ZERO credit.**

More information on UF grading policies may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades.

Grading Scale

A	4.00	93-100 (%)	930-1000 (pts.)	C	2.00	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	3.00	83-86	830-869	D	1.00	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	00-59	000-599

General Grading Rubric

While different writing assignments are assessed or graded according to individualized criteria—all of which may be found on Canvas—the following is a general overview of the grading criteria I follow:

A	"A" papers far exceed the goal of the assignment. The drafts are thoughtful, the writing is clear, the content is sophisticated and demonstrates critical thinking, and the reflection is candid and shows growth. Since careful editing and proofreading are essential in effective, technical communication, "A" papers must be free (or mostly free) of typos and grammatical or mechanical errors.
B	"B" papers meet and sometimes exceed the goal(s) of the assignment. Perhaps there are some mechanical or organizational issues, or the process is not what it should be, or the thinking could be more developed. Papers in this grade range are adequate and/or complete in content, organization, and style, but need further revision.
C	"C" papers fall short of the goal(s) of the assignment in some way. They might not demonstrate critical thinking, or they might not include part of the process, or fail to show significant revision based on feedback. Papers that fall into this grade range are, at a minimum, complete in content and logically ordered. "C" paper may also feature a straightforward but unremarkable style, imprecise word choice, and/or numerous mechanical errors.
D	"D" papers fall significantly short of the goals of the assignment, are missing significant pieces, or show a significant lack of clarity and effort. For "D" papers, the content (and support) is often incomplete and/or the organization is hard to discern. The ideas presented in papers that fall into this grade range are oversimplified or superficial and/or are not organized around a central argument. Attention to style and mechanics in "D" papers is uneven and/or nonexistent.
E	"E" letter grades are typically reserved for missing assignments and plagiarized work. Any paper that is short of the word requirement, does not demonstrate an awareness of the task at hand, and/or is sufficiently deficient across the board in terms of content, organization, mechanics and style will also earn an "E" mark.