

## ENC 2210-5147 – Technical Writing, Summer B 2019

**Instructor Name:** Zack Shaw

**Class #:** 11183

**Course meeting times & locations:** M,T,W,R,F | Period 5 (2:00 PM - 3:15 PM), AND 0021

**Office Location and Hours:** TUR 4341 , M&W – 12:45-1:45

**Instructor Email:** z.shaw@ufl.edu

### Course Description:

The goal of ENC-2210 is to introduce students to technical writing in professional spaces. Students will be asked to write professional letters and memos, propose and perfect professional projects, compose crucial documents for applying for jobs, and, finally, to collaborate on a technical manual documenting a topic of your group's choice for an audience of students.

Students will hone crucial skills for technical writing, mastering style, brevity, visual design and formatting, audience consideration, and organization. We will work through situations that require technical writing through a variety of in-class activities, ranging from group work to individual writing activities to staged workplace simulations. By the end of the course, successful students will be equipped with the essential skills for engaging in technical communications.

### 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:

*Technical Communication Today*, 6<sup>th</sup> edition, ed. Richard Johnson-Sheehan

Textbook Access:

Students can purchase a discounted eBook version of the book by logging into the Gator1 Central portal and following this link: <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>.

Alternatively, you can just log into your Gator1 Central portal and on the main page there's a drop down box that asks you why you're using your portal; select "UF All Access: Get Access Codes for Classes."

Students will only be able to view their current courses after the courses begin. When on this page, check the box next to the class and press the "Opt-in" button below. A charge will appear in students' accounts.

Once on the Canvas page, you can navigate to the "Pearson Revel" tab and you will find that you have full access of the textbook, but this only lasts through the add-drop period, and you will need to "Opt-in" to have full access after that point.

You can highlight any part of the text in color by clicking and dragging over the text with your cursor and then right-clicking to add a highlight. You can also add a note by doing the same process.

If for some reason you have to drop the course, if you do so during the normal add-drop period, the charges for the eBook will be removed from your student account

## Assignments

Assignment:	Point Value
Introductory Email (350 words)	/50
Professional Correspondence (450 words)	/75
Letter to a Sponsor (450 words)	/75
Technical Writing Experience Memo (450 words)	/75
Job Description and Analysis Memo (500 words)	/75
Audience and Adjusted Rhetoric Memo (550 words)	/75
Technical Description Memo (700 words)	/75
Resume and Cover Letter (350 words)	/100
Proposal (1200 words)	/150
Instruction Manual (1000 words)	/150
Participation	/100
<b>Total (6000 words)</b>	<b>1000</b>

## Assignments

**Emails and Letters:** There are three assignments that are emails and letters for a total of 1,250 words.

- **Introductory Email (350 words):** Using a standard email format and an effective professional style, write a message to a teacher or professional working within your field (e.g. nurse, writer, musician, doctor, teacher, engineer, etc.).
- **Professional Correspondence (450 words):** Using professional correspondence style, send a hypothetical “letter from a nut” to an actual company or organization. Feel free to create any outlandish scenario and/or characters for your letter, just make sure that the content is not inappropriate. Check out [Ted L. Nancy’s website](#) for examples.
- **Letter to a Sponsor (450 words):** You work as a technical writer for a production company (think film production, video podcast production, television series production, etc.). You are tasked with sending a letter to a sponsor about either of the following issues:
  1. Your company accidentally advertised the sponsor’s product or service inappropriately (you can take this in a few different directions—be creative!). Your letter must explain the situation entirely, apologize to the sponsor, and consider how you might use the sponsor’s product or service in your production moving forward. Discuss your company’s policy for working with sponsors and your dedication to working appropriately with their products and services.
  2. Your company is accepting a sponsorship from a sponsor and needs to write a proposal for how you plan on advertising/using the sponsor’s product or service in your production. Detail an exact procedure of how the product or service will be used, taking into consideration various contextual concerns for use (ie. the script you use to talk about the sponsorship or certain colors used in a film set that are near an advertised product). Discuss your company’s policy for working with sponsors and your dedication to working appropriately with their products and services.

**Memos:** There will be four memo assignments for a total of 2,200 words.

1. **Technical Writing Experience (450 words):** The first memo assignment serves as an introduction between students and teacher. You’ll be working with the memo format as outlined in Chapter 6 of the *Technical Communication Today*. Please note, you should fill in the correct information in the memo format to include your name, my name (as the instructor), and the correct date. This memo requires you to inform me of your technical writing experience before the beginning of the class. What kinds of writing have you done in the past and why will technical writing be crucial for you in your field?
2. **Job Description Analysis Memo (500 words):** Explain where you found the job description you did, why you selected this job description, and what we can infer as readers about the job based on the description as it is presented. 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:
  - a. The materials they are requesting to be included in the application
  - b. The qualities they are looking for in their ideal applicant
 Finally, jot down some thoughts about how you might go about applying to this ad based on your observations.
3. **Audience and Adjusted Rhetoric Memo (550 words):** The second memo is more detailed. For this project, you will read and analyze the case study in Chapter 2 of *Technical Communication Today*. Once you are familiar with the case study, you will write a memo to your instructor explaining the importance of targeted audiences in technical writing. The memo should address

how and when the writers involved in this case will have to adjust their language when writing for audiences at different levels.

4. **Technical Description Memo (700 words):** For this assignment, you will respond to the prompt in chapter 7 of *Technical Communication Today* (page 198, prompt number 2). You won't be restricted to just those devices for your memo, however. Write a professional memo that argues for the implementation of a specific process, device, application, or procedure related to your field. The memo should begin by arguing for why the field needs to make this change. The rest of the memo should be a technical description (you can use the description on page 197 as an example) of that specific process, device, application, or procedure. Make sure that your memo is properly researched and includes sources where appropriate (though you may also not need sources for this--if you're using information you found from a source, you'll need to cite it). Within the memo, you must include at least 3 technical definitions.

**Resume and Cover Letter (350 words):** For this assignment, you will produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in chapter 5 of *Technical Communication Today*.

**Proposal (1200 words):** For the proposal assignment, students will write a detailed proposal for a mobile application that solves a problem within their field of study. Alternatively, students may write a funding proposal for a specific grant from within their field (grant must be approved by instructor).

**Instruction Manual (1000 words per student):** Working in groups of three, students will create an instructional guide within a specific area around campus designed to provide advice or instructions for either the general student body at UF or a specific group of students. The instruction manual will be housed on a website created with Adobe Spark. The website should incorporate multimedia content (images, video, infographics, etc.) where rhetorically appropriate. Each student is responsible for writing the content for their specific section of the website. Although the entire group is responsible for (and should provide input on) all aspects of the assignment, individual students will be assigned specific technical roles.

Total word count for the entire course: 6000 words.

### **Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* As this is a lecture, discussion, and in-class work course, you'll have to be in the class to do the best you can do. You are allowed up to two unexcused absences, but you will earn a lowered course grade if you miss more than two. If you reach five absences you will fail the course. Arriving late to class three times will amount to one unexcused absence.
3. *Paper Format & Submission:* Papers should be submitted with standard, 1-inch margins, double spacing, and 12-point Times New Roman font. All papers will be submitted electronically, via Canvas.
4. *Late Papers/Assignments:* There are *absolutely no* late paper submissions. If you need an extension for an appropriate reason, come talk to me in advance of the due date.

5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course (save things on a cloud server in case of severe computer issues). 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/](http://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>. I'll ask that you wait to complete them until we have a chance to talk about them in class, as they are important.
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. *Classroom Behavior and Netiquette:* You'll need your laptops in class on occasion, though I'll let you know which days you'll be needing them so that you can prepare in advance. What you get out of this class will directly result from the energy you put into it in the classroom, so please use the time in the classroom wisely.
13. *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-equitydiversity/resources/harassment/>
14. *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.)

## Schedule

Course Week/Date	Class Topic	Readings Due	Writing Assignments Due <i>(all due at 11:59pm)</i>
<b>WEEK 1</b>	Understanding Technical Writing		
M, July 1 <sup>st</sup>	<i>Introductions</i>		
T, July 2 <sup>nd</sup>	<i>The Basics of Technical Writing</i>  Introduce Technical Writing Experience Memo	<i>TCT</i> Chapter 1, “Technical Communication in the Entrepreneurial Workplace”	
W, July 3 <sup>rd</sup>	<i>The Perfect Email</i>  Introduce Introductory Email; Email and letter writing workshop	<i>TCT</i> First Half of Chapter 6, “Emails, Letters, and Memos” (137-158)	Technical Writing Experience Memo Due
Th, July 4 <sup>th</sup> — NO CLASS	<i>Holiday—NO CLASS</i>		
F, July 5 <sup>th</sup>	<i>Memos Today</i>  Introduce Professional Correspondence	<i>TCT</i> Second Half of Chapter 6, “Emails, Letters, and Memos” (159-174)	Introductory Email Due
<b>WEEK 2</b>	Introduction to Rhetoric and Writing about Ethical Challenges		
M, July 8 <sup>th</sup>	<i>Professional Writing and Tone</i>  Tone Workshop: Creative Writing with Tone activity; time in class for drafting	Look through Purdue Owl’s Professional and Technical Writing Resources: <a href="https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html">https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html</a>	
T, July 9 <sup>th</sup>	<i>Ethical Challenges and Composition</i>  Introduce Letter to a Sponsor; Rhetoric Workshop: Be a Politician activity		Professional Correspondence Due

W, July 10 <sup>th</sup>	<i>Planning and Outlining</i>  Outlining workshop (outlining, reverse outlining, etc.) and making outlines for the Letter to a Sponsor assignment; Time in class for drafting	<i>TCT</i> First Half of Chapter 11, “Formal Reports” (308-331)	
Th, July 11 <sup>th</sup>	<i>Managing Ethical Challenges</i>  Types of Bias; Writing Bias activity	<i>TCT</i> Chapter 4, “Managing Ethical Challenges”	
F, July 12 <sup>th</sup>	<i>Promoting</i>  Introduce Audience an Adjusted Rhetoric Memo; Audience, Rhetoric, Tone, and Topic Dice Roll activity	<i>TCT</i> Second Half of Chapter 11, “Formal Reports” (332-348)	Letter to a Sponsor Due
<b>WEEK 3</b>	<b>Rhetoric: Persuasive (and Practical) Writing</b>		
M, July 15 <sup>th</sup>	<i>Graphics, Persuasion, and Rhetorical Analysis</i>  Chris Kluwe Rhetorical Analysis	<i>TCT</i> Chapter 16, “Using Plain and Persuasive Style”  <i>TCT</i> Skim Chapter 18, “Creating and Using Graphics	
T, July 16 <sup>th</sup>	<i>Persuasion and The Pitch</i>  <i>TCT</i> Chapter 20, “Presenting and Pitching Your Ideas”; 1-Minute Speeches (groups and class activity); time in class for drafting	<i>TCT</i> Chapter 2, “Profiling Your Readers	
W, July 17 <sup>th</sup>	<i>Style and Persuasion, The Pitch Continued</i>  Introduce Job Description Analysis Memo and Resume and Cover Letter; 1-Minute Speeches continued (groups and class activity)	<i>TCT</i> Chapter 13, “How to Be Persuasive”	Audience and Adjusted Rhetoric Memo Due

Th, July 18 <sup>th</sup>	<i>Visual Rhetoric for Technical Writers</i>  Understanding visual rhetoric; Roland Barthes' "Rhetoric of the Image" (152-159); Language workshop: concision and punctuation	Roland Barthes' "Rhetoric of the Image" (152-159)	
F, July 19 <sup>th</sup>	<i>Spinning Stuff Into Salaries: How to Construct Resume Lines</i>  Starting next week's theme early – Resume Workshop; 1-Minute Speeches continued	<i>TCT</i> Chapter 5 "Starting Your Career"	
<b>WEEK 4</b>	Technical Writing in a Field Near You!		
M, July 22 <sup>nd</sup>	<i>Words to Wallets: Cover Letters</i>  What Makes a Good Peer Review Checklist workshop; Cover Letter Workshop and partner speech practice	Cover Letter Examples: <a href="https://www.themuse.com/advice/cover-letter-examples-every-type-job-seeker#example1">https://www.themuse.com/advice/cover-letter-examples-every-type-job-seeker#example1</a>	Job Description Analysis Memo Due
T, July 23 <sup>rd</sup>	<i>Peer Reviewing</i>  Resume and Cover Letter Peer Review (bring in substantial work for the Resume and Cover Letter, and at the end of class, post your peer reviews to the discussion board— <b>please only post the peer review that you conducted for your partner's paper</b> )		
W, July 24 <sup>th</sup>	<i>Proposals</i>	<i>TCT</i> Chapter 9, "Proposals"	Resume and Cover Letter Due



	Introduce Proposal; Select groups for Instruction Manual Project; 1-Minute Speeches continued		
Th, July 25 <sup>th</sup>	<i>Writing within a Time Limit</i>  Writing Process discussion; “Shitty First Drafts”; 1-Minute Speeches continued; time in class for drafting	<i>TCT</i> Chapter 15 “Drafting, Designing, and Revising”	
F, July 26 <sup>th</sup>	<i>Writing In(to) Your Own Field</i>  Discourse communities, Proposal Peer Review (bring in substantial work for the Proposal project and at the end of class, post your peer reviews to the discussion board— <b>please only post the peer review that you conducted for your partner’s paper</b> )		
<b>WEEK 5</b>	Describing and Collaborating		
M, July 29 <sup>th</sup>	<i>Writing Day—NO CLASS</i>		
T, July 30 <sup>th</sup>	<i>Describing Things!</i>  Introduce Technical Description Memo, description activity		Proposal Due
W, July 31 <sup>st</sup>	<i>Getting Specific</i>  Teamwork Workshop: Bob Ross Partner Description activity with example video	<i>TCT</i> Chapter 7 “Technical Descriptions and Specifications”	

Th, Aug. 1 <sup>st</sup>	<p><i>Getting into Groups</i></p> <p>Introduce Instruction Manual PowerPoint; group discussion about topic and direction</p>	TCT Chapter 3 “Working in Teams”	
F, Aug. 2 <sup>nd</sup>	<p><i>Collaborative Writing Workshop</i></p> <p>Collaborative Writing activity</p>		Technical Description Memo Due
<b>WEEK 6</b>	Collaborating and Reflecting		
M, Aug. 5 <sup>th</sup>	<p><i>Teamwork Takes Work!</i></p> <p>Revisit our Peer Review Checklist; time in class for working (you should have the ideas for each section of the project finalized by the end of class)</p>	Review the Peer Review Checklist on the Canvas discussions board	
T, Aug. 6 <sup>th</sup>	<p><i>Thinking about Audience and Instructions</i></p> <p>Discuss online materials; audience and instruction manuals activity; reflecting on Bob Ross’ rhetoric of how to paint and his audience</p>	<p>Take a look at online resources for Instruction Manuals:</p> <p><a href="https://swipeguide.com/how-to-write-a-good-instruction-manual/">https://swipeguide.com/how-to-write-a-good-instruction-manual/</a></p> <p><a href="https://www.gluu.biz/how-to-write-work-instructions/">https://www.gluu.biz/how-to-write-work-instructions/</a></p>	
W, Aug. 7 <sup>th</sup>	<p><i>Peer Reviewing</i></p> <p>Instruction Manual Peer Review with another group (each member of a group will partner with one member from another group; bring in substantial work for the project and at the end of class, post your peer reviews to the discussion board—<b>please</b></p>		

	<b>only post the peer review that you conducted for your partner's paper)</b>		
Th, Aug. 8 <sup>th</sup>	<p><i>Class Review</i></p> <p>Class review and evaluations; use remaining time in class with group members wisely, and let me know if you have any questions!</p>		
F, Aug. 9 <sup>th</sup>	<i>Writing Day—NO CLASS</i>		<b>Instruction Manual Due by noon</b>