

ENC 2210: Technical Writing
Course Description and Schedule, Fall 2007

Section: 2771
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Location: ROL 115
Time: T 5-6 / R 6
Office Location: TUR 4409
Office Hours: TBA

Texts:

Technical Communication in the Twenty-First Century. Sidney I. Dobrin, Christopher J. Keller, and Christian R. Weisser. (Available at the University of Florida Bookstore)

Catalog Description:

ENC 2210 Technical Writing

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

A survey of the forms and methods of communication used in business, industry and government, including nonformal and formal reports, letters, resumes and proposals. (C) (WR) (from the 2007-2008 University of Florida Undergraduate Catalog)

Overview:

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, résumés, 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 efforts.

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, résumés, 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 visuals 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

Grading:

Letters (3)	100 points
Memos (3)	100 points
Project: Job Application Packet: Résumé and Cover Letter	100 points
Project: Technical Definition	100 points
Project: Proposal	100 points
Project: Progress report	100 points
Project: Manual	200 points
Project: User Test / Report	100 points
Professionalism and Participation (includes performances in discussions, in-class work, workshops, quizzes)	100 points

Final Grade= Average of these grades

**Grade Equivalencies
(Including Final Grade):**

A	92-100
B+	86-91
B	81-85
C+	76-80
C	71-75
D+	66-70
D	61-65
E	60 or below

Statement of Composition Credit

Successful completion of ENG 1131, satisfies the University of Florida's General Education Requirement for Composition (C).

For more about the University of Florida's General Education Requirement for Composition see: <http://www.registrar.ufl.edu/catalog/policies/advisingened.html> a

Statement of Gordon Rule Requirements

Statement on Student Disability Services

Assignments:

Letters

Over the course of the semester students will write three letters:

1. The first letter assignment is written in response to the case study provided on page 371 in Chapter 12 of *TCTC*. In this case study, you are asked to write a letter in response to a series of letters written by the National Park Service in 2004. This letter will be submitted in draft form for instructor comment, will be presented in workshop for peer evaluation, and will be revised before submitted for a final grade. (word count: 150 words)
2. You write your second letter to inform your instructor as to how you intend to gather information to write your definition of bioterrorism for your technical definition assignment. (word count: 150 words)
3. In the third letter, you will explain to your instructor which manual assignment you will choose, why, and how you plan on completing the assignment. (word count: 150 words)

Total Word Count: 450 words

Memos

1. The first memo assignment serves as an introduction between students and teacher. Memo format is located at <http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf>
Please note, you should fill in the correct information in the memo format to include your name, your instructor's name, and the correct date. Do not simply copy the header as it stands; you should reply to the assignment memo. (word count: 50 words)
2. The second memo is more detailed. For this project, you will read and analyze the case study found in chapter 4 of *TCTC* (p. 90-92). Once you are familiar with the case study, you will write a memo to your instructor explaining the relationship between ethics and technical writing as it is manifest in the case study. The memo should address how the writers involved in this case might have avoided both the disaster explained in the case study as well as how they may have acted more ethically by way of their technical documentation. Of course, you may also argue in

- your memo that the writers identified in the case study did act ethically. If you chose this route, you should explain this conclusion in your memos.
(word count: 250)
3. For the third memo, you will explain to your instructor why you made the rhetorical choices you made in designing your job application packet.
(word count: 100)

Total Word Count: 400

Project: Résumé and Cover Letter

For this assignment, you will produce professional-caliber job application materials: a cover letter and a résumé. This assignment is explained in detail in exercise 6 on page 412 of *TCTC*. You will submit drafts for peer evaluation and instructor feedback.


Word Count: 300

Project: Technical Definition

For this project, you will respond to the case study in chapter 14, page 438 of *TCTC*. You should write the extended definition portion of the assignment as a web page.

Word Count: 250 words

Project: Proposal

 For this assignment, you will write a proposal in response to the case study found on pages 603-604 in *TCTC*.

Word Count: 1000 words

Project: Progress Report

This assignment is directly linked to the manual assignment described below. For this assignment, you will turn in a progress reports to your instructor detailing the progress you have made on the manual assignment. You will include information about what you have finished, what you still need to finish, and how you plan on accomplishing those remaining tasks. This project will be submitted mid-way through your work on the manual assignment.

Word Count: 1000 words

Project: Manual

For this assignment, you will have the option of completing one of these assignments found in *TCTC*:

Writing Scenario #6 p. 537 in Chapter 17 of *TCTC*

Writing Scenario #10 p. 538 in Chapter 17 of *TCTC*

Writing Scenario #11 p. 538 in Chapter 17 of *TCTC*

Writing Scenario #5 p. 567 in Chapter 18 of *TCTC*

Writing Scenario #7 p. 568 in Chapter 18 of *TCTC*

Writing Scenario #10 p. 568 in Chapter 18 of *TCTC*

Writing Scenario #13 p. 568 in Chapter 18 of *TCTC*

Word Count: 2500 words (manual only)

Remember: this assignment is linked to three other assignments: Letter #3, the Progress Report, and The User test and Report (see below).

Project: User Test and Report

For this assignment you will develop a user test methodology, including procedures and protocols (see chapter 10 of *TCTC*). Using test groups from outside of the class population, you will conduct user tests in order to measure the functionability and readability of your technical manual. Based on the data you gather and your evaluation of that data, you will then revise the technical manual before final submission for grade. In addition, you will produce a user test report (see chapters 10 and 21 of *TCTC*) that identifies the user test methodology, the materials, the processes, and procedures. The report will provide evaluation of that data and will address how that data was considered in regard to the final revision of the manual. The report should also detail what revisions were made as a result of the user test.

Word Count: 1000 words

TOTAL WORD COUNT FOR FINAL SUBMISSIONS IN COURSE: 6,900 words

Course Policies

Text Requirements

All assignments, including visuals, should be computer generated and should be rendered in the most professional-caliber method available to students.

Bring three copies of assignments to writing workshops. Drafts for writing workshops should not be “rough,” but complete and polished. You will be graded on this.

Writing workshops are mandatory. Final submissions that have not been reviewed in the workshop will not be accepted for evaluation. If you miss a workshop, it is your responsibility to arrange for a make-up session with your classmates and/or tutors at the Writing Center.

Submit all drafts of assignments with the final versions.

All assignments are due at the beginning of the class indicated on the schedule. Late assignments will not be accepted unless the student has made arrangements with the instructor prior to the submission of the late work. Part of the role of this course is to instruct students in producing documents within given time constraints as is often the case in workplace writing; hence, it is crucial for students to abide by required deadlines.

Please note: the policy regarding late submissions of work applies to collaborative assignments, too. In the case of a late collaborative assignment, all members of the writing group are penalized equally.

Attendance

Promptness and attendance are imperative in a discussion- and workshop-based class. It should go without saying that you should arrive to class on time and well prepared. Tardiness, like sporadic absences, disrupts the class. Don't enter the class more than ten minutes after it has

begun. Being tardy three times will count as an unexcused absence. Your letter grade will be lowered one full letter grade after the fourth unexcused absence (university-sponsored events and documented illnesses are usually excused). Additional absences may cause you to fail the course. If you miss class, you are responsible for getting any assignments and making up any work.

Academic Dishonesty

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code [available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>].

Harassment

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action.

See <http://www.aa.ufl.edu/aa/affact/harass/>

Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

From the University of Florida Honor Code

(<http://www.registrar.ufl.edu/catalog/policies/students.html>): "One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow."

Conferences

I encourage you to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. Of course, we can also correspond via e-mail.

Schedule

This schedule is tentative and may change as the semester unfolds. We may add assignments or to change the order of assignments, but we will discuss any changes in class.

Week 1

Course Introductions

What is Technical Writing? *TCTC* Chapter 1

Writing Memos and Email Correspondence; *TCTC* Chapter 11

Assignment: Memo 1; see <http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf>

Week 2

[Memo 1 due](#)

Ethics and Technical Writing; *TCTC* Chapter 4

Rhetoric and Technical Writing; *TCTC* Chapter 2

Assignment: Memo 2

Week 3

Writing Letters; *TCTC* Chapter 12

Technical Writing and Electronic Technologies; *TCTC* Chapter 3

[Memo 2 due](#)

Assignment: Letter 1

Week 4

Workshop: Letter 1

Research and Technical Writing; *TCTC* Chapter 5

Organization, Drafting, and Technical Writing; *TCTC* Chapter 6

[Letter 1 due](#)

Week 5

Job Application Materials; *TCTC* Chapter 13

Revising, Editing, and Rewriting; *TCTC* Chapter 9

Week 6

Workshops for Job Application materials

Conference for Job Application materials

[Job Application Materials due](#)

Week 7

Layout and Design; *TCTC* Chapter 8

Technical Definitions; *TCTC* Chapter 14

Assignment: Technical Definition, Letter 2

Week 8

[Letter 2 due](#)

Workshops for Technical Definition
Conferences for Technical Definition
[Technical Definition due](#)

Week 9

Assignment: Proposal
Proposals; *TCTC* Chapter 19

Week 10

Workshops and Conferences for Proposals
Assignment: Manual, Progress Report, User Test/Report, Letter 3
Technical Instructions; *TCTC* Chapter 17

Week 11

[Proposals due](#)
Manuals; *TCTC* Chapter 18
Informal Reports (Progress Reports); *TCTC* Chapter 20
Formal Reports; *TCTC* Chapter 21

Week 12

[Letter 3 due](#)
User Tests; *TCTC* Chapter 10

Week 13

Workshops and Conferences for Manuals and User Tests

Week 14

[Progress Reports due](#)
Workshops and Conferences for Manuals and User Tests

Week 15

Workshops and Conferences for Manuals and User Tests

Week 16

Course wrap up; evaluations
[Manuals and User Test Reports due](#)