ENC 2210: Technical Writing  
Course Description and Schedule, Fall 2005

Section: 7783  
Class Place and Time: Rolf’s: Room 315; MWF period 6
Instructor: Rachel Slivon  
Office: Rolf’s 501 Desk 8
Email: rslivon@english.ufl.edu  
Office Hours: Wed. 1:45pm-2:45 pm and by appointment

Texts:  

Catalog Description:  
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 2005-2006 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, 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 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

Grading:

Letters (3) 100 points
Memos (3) 100 points
Project: Job Application Packet: Resume 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):

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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General Education Requirements
Successful completion of ENC 2210, Technical Writing, 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/advisinggeden.html )

Successful completion of ENC 2210, Technical Writing, satisfies the requirements of the State of Florida’s 6000 word Gordon Rule.)
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 410-411 in Chapter 12 of *TCTC*. In this case study, students are asked to write a letter in response to a series of letters written by the National Park Service in 2004. The memo documents are available online as listed in the textbook. 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. Students write their second letter to inform the instructor as to what subjects/terms they intend to address in their technical description and technical definition assignments. (word count: 150 words)

3. The third letter is written as an assessment and evaluation of the manual collaborative project. This letter is written from the student to the instructor. (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 (word count: 50 words)

2. The second memo is more detailed. For this project, students will read and analyze the case study found in chapter 2 of *TCTC*. Once students are familiar with the case study, they will write a memo to the 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, students may also argue in their memos that the writers identified in the case study did act ethically. In such cases, students should explain this conclusion in their memos. (word count: 250)

3. For the third memo, students will explain to their instructor why they made the rhetorical choices they made in designing their job application packet. (word count: 100)

Total Word Count: 400

**Project: Resume and Cover Letter**
Students produce professional-caliber job application materials: a cover letter and a resume. This assignment is explained in detail in exercises 2 and 3 on page 459 of *TCTC*. Students will submit drafts for peer evaluation and instructor feedback.

Word Count: 300
Project: Technical Definition
For this project, students will respond to the case study in chapter 14, page 492 of TCTC. Students will write the extended definition portion of the assignment and will do so in a web page.

Word Count: 250 words

Project: Proposal
This project is the first of four linked projects.

Working in groups of three, four, or five, students will identify a problem that requires detailed technical instructions, policies, and/or procedures in order to solve. The problem should be one with which students are familiar and that is relevant to student lives. Once the group has identified the problem, they will produce a proposal (see chapter 20 of TCTC) that identifies how they intend to produce a manual that guides others through the process, procedure, or policy. The proposal will contain subject, schedule, method, and format for the manual. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal.

Word Count: Each student will produce 1000 words of writing.

Project: Progress Report
This project is the second of four linked projects.

Once each group’s proposal has been approved and evaluated by the instructor, each group will begin work on its manuals (see below). Mid-way through the manual project, each group will be required to submit a formal progress report (see chapter 21). The progress report will detail what the group has accomplished, what remains to be completed, a revised schedule for completion, and a general assessment of the group’s efforts thus far. Draft versions will be submitted for peer evaluation and for instructor feedback prior to submission of the final proposal.

Word Count: Each student will produce 1000 words of writing

Project: Manual
This project is the third of four linked projects.

For this project, each group will produce a technical manual (see chapters 18 and 19 of TCTC) that defines and provides instructions, policies, and/or procedures for solving the problem students have opted to solve (see proposal). This project is substantial, requiring not only the production of a large amount of text, but specific consideration of design, layout, images, organization, and accessibility.

Word Count: Each Student will produce 2500 words of writing

Project: User Test and Report
This is the fourth of four linked projects.

For this assignments student groups will develop a user test methodology, including procedures and protocols (see chapter 10 of TCTC). Using test groups from outside of the class population,
groups will conduct their user tests in order to measure the functionability and readability of their technical manuals. Based on the data they gather and the group’s evaluation of that data, each group will then revise the technical manual before final submission for grade. In addition, each group 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 will also detail what revisions were made as a result of the user test.

**Word Count:** Each student will produce 1000 words of writing.

**TOTAL WORD COUNT FOR FINAL SUBMISSION:** 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 two copies of the assignment to the writing workshop. 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.

Cell Phones and Electronic Devices
Please turn off all cell phones and electronic devices BEFORE you enter the classroom and please do not turn them on again until after you LEAVE the classroom.

Schedule

Week 1  8/24-8/26
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  8/29-9/2  Drop/Add ends 8/29 11:59pm
Ethics and Technical Writing; *TCTC* Chapter 2
Rhetoric and Technical Writing; *TCTC* Chapter 3
Assignment: Memo 2

Week 3  9/5-9/9  9/5—Labor Day; No Classes
Writing Letters; *TCTC* Chapter 12
Technical Writing and Electronic Technologies; *TCTC* Chapter 4
Assignment: Letter 1

Week 4  9/12-9/16
Research and Technical Writing; *TCTC* Chapter 5
Organization, Drafting, and Technical Writing; *TCTC* Chapter 6

Week 5  9/19-9/23
Job Application materials; *TCTC* Chapter 13
Revising, Editing, and Rewriting; *TCTC* Chapter 9

Week 6  9/26-9/30
Workshops for Job Application materials
Conference for Job Application materials
Job Application Materials due

Week 7  10/3-10/7  10/4-10/5 Rosh Hashanah  10/5 Ramadan
Layout and Design; *TCTC* Chapter 7
Technical Definitions; *TCTC* Chapter 14
Assignment: Technical Definition

Week 8  10/10-10/14  10/13 Yom Kippur
Workshops for Technical Definition
Conferences for Technical Definition
Technical Definition due

Week 9  10/17-10/21
Proposals; *TCTC* Chapter 20

Week 10  10/24-10/28
Workshops and Conferences for Proposals
Technical Instructions; *TCTC* Chapter 18

Week 11  10/31-11/4
Manuals; *TCTC* Chapter 19
Reports; *TCTC* Chapter 21

Week 12  11/7-11/11  11/11 Veteran’s Day; No Classes
User Tests; *TCTC* Chapter 10
Workshops and Conferences for Manuals and User Tests

Week 13  11/14-11/18
Progress Reports due
Workshops and Conferences for Manuals and User Tests

Week 14  11/21-11/25  11/21 Last day to drop by petition
11/24-11/25 Thanksgiving Holiday; No Classes
Workshops and Conferences for Manuals and User Tests
Assignment: Letter 3

Week 15  11/28-12/2
Workshops and Conferences for Manuals and User Tests

Week 16  12/5-12/7  12/7 Last day of classes
Course wrap up; evaluations
Manuals, User Test Reports, and Letter 3 due

Detailed Schedule (Subject to Change)
*Even though I may change the schedule, I thought it would be beneficial if you had an idea of what we would be doing each day in class and knew specific due dates. I will update you with changes if necessary.

Week 1  8/24-8/26
W: Course Introductions
***Assignment: Memo 1; see
http://www.clas.ufl.edu/users/sdobrin/ENC2210Memo1.pdf
(due Mon. 8/29- Bring two copies)
F: What is Technical Writing? TCTC Chapter 1
Week 2  8/29-9/2  Drop/Add ends 8/29 11:59pm

M:  **Memo 1 due- Bring two copies**  
    Ethics and Technical Writing; *TCTC* Chapter 2

W:  Rhetoric and Technical Writing; *TCTC* Chapter 3  
    ***Assignment: Memo 2 (due Wed 9/7)***

F:  Review Ch. 2 and 3; work on Memo 2

Week 3  9/5-9/9  9/5—Labor Day; No Classes

W:  **Memo 2 due**  
    Writing Letters; *TCTC* Chapter 12  
    ***Assignment: Letter 1 (draft due Mon. 9/12- Bring two copies; final draft due Mon. 9/19)***

F:  Technical Writing and Electronic Technologies; *TCTC* Chapter 4

Week 4  9/12-9/16

M:  **Letter 1 Draft due- Bring two copies**  
    Workshops for Letter 1 Draft

W:  Research and Technical Writing; *TCTC* Chapter 5

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

Week 5  9/19-9/23

M:  **Final draft of Letter 1 due**  
    Job Application materials; *TCTC* Chapter 13  
    ***Assignment: Resume and Cover Letter (draft due Fri. 9/23-Bring two copies; Final Draft due Fri. 9/30)***

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

F:  **Draft of Resume and Cover Letter due- Bring two copies**  
    Workshops for Resume and Cover Letter

Week 6  9/26-9/30
M: Conference for Resume and Cover Letter; Work on Final Draft of Resume and Cover Letter

***Assignment: Memo 3 (due Fri. 9/30; related to Resume and Cover Letter)

W: Conference for Resume and Cover Letter; Work on Final Draft of Resume and Cover Letter

***Assignment: Letter 2 (related to technical definition plans due Wed. 10/5)

F: Final Draft of Resume and Cover Letter due;
Memo 3 due
Layout and Design; TCTC Chapter 7

Week 7 10/3-10/7 10/4-10/5 Rosh Hashanah 10/5 Ramadan

M: Technical Definitions; TCTC Chapter 14
***Assignment: Technical Definition (due Mon. 10/17)

W: Letter 2 due
Review Ch. 7 and 14; Work on Technical Definition

F: TBA

Week 8 10/10-10/14 10/13 Yom Kippur

M, W: Workshops and Conferences for Technical Definition

F: Work on Technical Definition; Finish Workshops and Conferences

Week 9 10/17-10/21

M: Technical Definition due
***Assignment: Collaborative Projects—Proposal, Manual, Progress Report, User Test/Report (Proposal Drafts due Wed. 10/26; Final Drafts due Fri. 11/4- Bring two copies)
Proposals; TCTC Chapter 20

W, F: Review Ch. 20; Workshops and Conferences for Proposals

Week 10 10/24-10/28

M: Workshops and Conferences for Proposals

W: Proposal drafts due- Bring two copies
Workshops for Proposal drafts

F: Technical Instructions; TCTC Chapter 18
Week 11    10/31-11/4
M:   Manuals; *TCTC* Chapter 19
W:   Work on Final Draft of Proposal
F:   **Final Draft of Proposal due**
     Reports; *TCTC* Chapter 21

Week 12    11/7-11/11   11/11 Veteran’s Day; No Classes
M:   User Tests; *TCTC* Chapter 10
W:   **Progress Report Drafts due- Bring two copies**
     Workshop Progress Report Drafts

Week 13    11/14-11/18
M:   Workshops and Conferences for Manuals and User Tests

W,F:  Workshops and Conferences for Manuals and User Tests

Week 14    11/21-11/25   11/21 Last day to drop by petition
11/24-11/25 Thanksgiving Holiday; No Classes
M:   **Final Draft of Progress Report due**
     ***Assignment:  Letter 3 (due Wed. 12/7 with rest of project)***
     Workshops and Conferences for Manuals and User Tests
W:   Workshops and Conferences for Manuals and User Tests

Week 15    11/28-12/2
M,W,F: Workshops and Conferences for Manuals and User Tests

Week 16    12/5-12/7   12/7 Last day of classes
M:   Course wrap up; evaluations
W:   **Manuals, User Test Reports, and Letter 3 due**