

ENC 2210: TECHNICAL WRITING

Instructor: Daun Fields

Section: 12A0/Class #11961

Office Hours: Wednesdays 1:30-3:30pm

Course description

ENC 2210 (Technical Writing) is an introduction to technical and professional writing in contemporary workplace environments. This course presents you with practical information about—and practice in—communicating within different kinds of professional/technical discourse communities. Throughout the semester, you will analyze and produce common technical writing genres, including emails, letters, resumes, memos, technical descriptions, definitions, instructions, proposals, and reports.

As an introductory writing course, **this class is also practice**. We will work toward understanding how to analyze and react to the rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, usability, and accessibility. In addition, the course will help you navigate the challenges of setting career goals and determining priorities, as well as develop problem solving skills that are needed in today's technologically driven workplace. Finally, we will also examine how these forms of technical communication intersect with novel generative-AI technologies and consider what the implications, possibilities, and limitations of these intersections are for technical communicators today.

This course is a survey of forms and methods of communication used in business, industry and government, including non-formal and formal reports, letters, resumes and proposals.

Course materials

All materials are free and will be posted to Canvas. Our primary texts will be the following, both of which are open access:

- [Technical Writing Links to an external site.](#) by Allison Gross; Annemarie Hamlin; Billy Merck; Chris Rubio; Jodi Naas; Megan Savage; and Michele DeSilva
- [Introduction to Technical and Professional Communication: Technical Communication through a Social Justice Lens Links to an external site.](#) by Brigitte Mussack

Course objectives and outcomes

General education designation: composition (C)

Communication courses afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking. Composition (C) is a sub-designation of Communication at the University of Florida. Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

All General Education area objectives can be found [here](#)[Links to an external site.](#).

Course-specific objectives and outcomes

- *Practice* technical communication:
 - Identify and work with various genres of technical communication.
 - Recognize the prevalence of technical writing in everyday experience.
 - Practice using common tools of technical writing production with proficiency—including emergent generative-AI technologies.
- *Analyze* technical writing documents and practices:
 - Explain rhetorical choices made as a result of both individual and collaborative work.
 - Analyze specific documents (including documents “written” by gen-AI) to better understand the rhetorical, social, cultural, and political implications of technical communication.
- *Research* practices that impact effective technical communication:
 - Plan and implement appropriate research practices that impact technical writing tasks.
 - Explore technical writing as a way of thinking, knowing, and being.
- *Produce* professional documents:
 - Apply rhetorical and design principles to compose effective deliverables.
 - Recognize the rhetorical possibilities of different modes and make sound choices when combining modes.

Student Learning Outcomes (SLOs)

- 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.

Grading and evaluation

This course confers General Education credit for Composition (C) and also fulfills 6,000 of the university's 24,000-word writing requirement (WR). To satisfy this requirement, all submissions must meet minimum word counts.

Requirements for make-up work, assignments, and other work in this course are consistent with university policies that can be found in the [CatalogLinks to an external site.](#)

Grading criteria

A	The qualities of a B project, plus imagination, originality, and engaging expression. The work exhibits depth of thought, command of language, and a keen eye for communicating through selected medium.
B	A sufficient, thorough execution of the assignment's objectives. The work demonstrates clear organization, ample supporting details, and a clear expression of ideas.
C	A satisfactory fulfillment of the assignment's objectives, with baseline organization and style means the student's work met the demands of the assignment in a minimally acceptable way.
D	The presence of a significant defect in context, substance, organization, style, or delivery of the submission; the project demonstrates an inadequate treatment of the assignment.
F	Inadequate coverage of essential points; uncertain or misguided purpose; poor organization; ineffective and inconsistent expression; significant defects in standard usage.

Grading scale

A	4.00	93.0% +	B	3.00	83.0–86.9%	C	2.00	73.0–76.9%	D	1.00	63.0–65.9%
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A-	3.67	90.0–92.9%	B-	2.67	80.0–82.9%	C-	1.67	70.0–72.9%	D-	0.67	60.0–62.9%
B+	3.33	87.0–89.9%	C+	2.33	77.0–79.9%	D+	1.33	67.0–69.9%	E	0.00	0.0–59.9%

See the UF Catalog's "[Grades and Grading Policies](#)[Links to an external site.](#)" for information on how UF assigns grade points.

Note: A minimum grade of C is required to earn General Education credit.

Penalties for not meeting minimum word count:

(WR) and (C) Credit:

- If an assignment does not meet the minimum word count, **the student will not receive credit** for the University's Writing Requirement (WR) nor for the General Education credit for Composition (C) for this course.
- At the instructor's discretion, the student may resubmit the assignment to meet the word count within one week of receiving feedback or by the end of the first day of end-of-term exams, whichever comes first. The instructor will provide the due date for the revised submission in their feedback.

Grade Eligibility:

- **Assignments that do not meet the minimum word count will receive a grade of zero.**
- **Resubmitted assignments are not eligible for full credit.** The maximum grade an assignment can receive is proportional to the percentage of the word count the initial submission met.
- For example, if the minimum word count is 1000 words and the on-time submission is 900 words, the maximum possible grade for the resubmission is 90%. If the assignment earns 85% based on the rubric, the final grade will be 90% of 85%, which is 76.5%.

Submissions that do not meet the minimum word count will be tagged as "missing" until they are resubmitted.

Late work

Assignments incur a 0.41% penalty for each hour they are late. This is about 10 percent per day.

Students may waive this penalty for one day up to three times during the semester by emailing the instructor before the deadline. Each of the waivers pushes the student's due date back one day. An assignment submitted more than one day late requires more than

one waiver. The student's email should inform the instructor 1) how many waivers will be used and 2) which assignment will be adjusted. No reason is necessary.

Major course assignments and grade categories

Students' final grades are composed of the following major assignments and evaluative categories, all of which will be detailed at greater length as they arrive in class.

Introductory Email (300 words; 50 points)

Compose an email to your instructor that follows formal email etiquette and guidelines and introduces yourself and your goals for this course.

Memo (500 words; 50 points)

Taking the role of an upper-level manager, write a memo to your employees identifying a problem in the workplace and proposing a solution.

Letter (300 words; 50 points)

Taking the role of a dissatisfied customer, compose a formal letter to a company or business and seek reparation or reimbursement for the unsatisfactory service.

Resume (250 words; 100 points)

Create a resume that follows the suggested format and recommended content outlined in your reading for this week.

Job Ad Analysis (500 words; 50 points)

Identify a position currently offered in a field that interests you and critically analyze the rhetoric and content in their posted advertisements, identifying ways that you could adjust your resume to suit that position.

Cover Letter (250 words; 50 points)

Craft a cover letter that spearheads an application to a prospective employer, stating your interest and highlighting your qualifications.

AI Tech Analysis (500 words; 70 points)

Critically analyze a technical description generated by a generative AI technology to evaluate its effectiveness, accuracy, and potential limitations.

Research Profile (500 words; 70 points)

Research publications and professional organizations in your field of study and create a memo detailing your findings.

AI Audience (400 words; 35 points)

Choose a small passage of a scholarly article related to your field of study and have generative-AI rewrite it for a wider, more general readership. Analyze the adapted passage to evaluate its effectiveness, accuracy, and potential limitations.

UF Web Analysis (500 words; 70 points)

Select a website and assess its usability and accessibility traits.

UF Event Flyer (N/A words; 20 points)

Following design principals and using a tool like [Canva](#)[Links to an external site.](#), create a flyer or infographic that effectively informs a reader of an upcoming event or initiative affiliated with UF.

Technical Instructions Project (1100 words; 160 points)

This project spans multiple assignments including an analysis, a proposal, the technical instructions, and a reflection. Create a document instructing your reader how to complete a task, demonstrating your understanding of effective document design and use of graphics and structure for composing technical instructions.

Experiential Learning Assignment (1000 words; 150 points)

This project spans the entire semester and is composed of multiple components, including a proposal, progress reports, an activity record, and a reflection. Select a particular technical skill to learn over the semester.

Quizzes (45 points)

Quizzes assess comprehension throughout the course.

Total words: 6000. Total points: 1000.

University policies

University honesty policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information,

see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/Links to an external site.>

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/Links to an external site.> It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Carla Blount (cblount@ufl.edu, (352) 294-2872). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.eduLinks to an external site.>, 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.eduLinks to an external site.>; 352-392-1261).

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.comLinks to an external site.>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/Links to an external site.> Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/Links to an external site.>

Resources available to students

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care websiteLinks to an external site.](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center websiteLinks to an external site.](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

- Student Health Care Center: Call [352-392-1161](tel:352-392-1161) for 24/7 information to help you find the care you need, or [visit the Student Health Care Center websiteLinks to an external site.](#).
- University Police Department: Visit [UF Police Department websiteLinks to an external site.](#) or call [352-392-1111](tel:352-392-1111) (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel:352-733-0111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center websiteLinks to an external site.](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell websiteLinks to an external site.](#) or call [352-273-4450](tel:352-273-4450).
- Field and Fork Pantry: <https://fieldandfork.ufl.edu>, 564 Newell Drive, (352) 294-3601

Academic Resources

- E-learning technical support: Contact the [UF Computing Help DeskLinks to an external site.](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections CenterLinks to an external site.](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library SupportLinks to an external site.](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- [Teaching CenterLinks to an external site.](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing StudioLinks to an external site.](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more informationLinks to an external site.](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more informationLinks to an external site.](#).

Course schedule

The schedule below is subject to change. Our Canvas page will be the most accessible, up-to-date site of all resources, texts, due dates, assignments, and course information. Make it a habit to check it along with your email inbox for updates from me as they become available.

Unit	Week	Assignments Due
Course Introduction and Professional Communication 8/21–9/19	1	-Proposal: Experiential Learning
	2	-Introductory Email
	3	-Memo
	4	-Start: Experiential Learning -Letter
Resumes, Credentialing, and Job Materials 9/22–10/3	5	-Resume
	6	-Job Ad Analysis -Cover Letter
Generative AI Technologies and Audience Considerations 10/6–10/24	7	-Progress 1: Experiential Learning -AI Tech Analysis
	8	-Research Profile
	9	-AI Audience
Document Design Principles, Usability, and User X Testing 10/27–11/7	10	-UF Web Analysis
	11	-Progress 2: Experiential Learning -UF Event Flyer

Creating Technical Instructions 11/10–12/3	12	-Analyzing Instructions -Proposal: Tech Instructions
	13	-Instructional Document -Reflection: Tech Instructions
	14	Winter Break
	15	-Reflection: Experiential Learning