

## ENC 2210 – Technical Writing – 5147, Summer B 2018

**Instructor Name:** Kevin Cooley

**Course meeting times & locations:** M,T,W,R,F | Period 5 (2:00 PM - 3:15 PM), MAT 0251

**Office Location and Hours:** TUR 4357, Thursday 3:15 - 4:15 p.m.

**Course website:** Canvas

**Instructor Email:** kevin.cooley@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, write a technical manual, and, finally, to collaborate on a technical manual documenting a random topic with professional authority.

Students will hone crucial skills for technical writing, mastering style, brevity, visual design and formatting, audience consideration, and organization. A variety of in-class activities ranging from group work to individual writing activities to staged workplace simulations will be used to work through situations that require technical writing. 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

## Assignments

Assignment:	Point Value
Workplace ( <i>Brooklyn-99</i> ) Memo (300 words)	/25
Comey Memo (500 words)	/25
Proposal Memo (400 words)	/50
Note to Sponsors (400 words)	/75
Progress Report (500 words)	/125
Persuasive Letter (500 words)	/100
Press Release/Promotional Materials (350 + 250 words)	/40
Technical Concept Paper #1 (1000 words)	/150
Usability Report (400 words)	/50
Job Description and Analysis (250 words)	/10
Resume	/50
Cover Letter (300 words)	/50
Technical Concept Paper #2 (1200 words)	/150
Participation	/100
<b>Total (6000 words)</b>	<b>1000</b>

### Workplace (*Brooklyn-99*) Memo (300 words)

For this assignment, you will respond to the Brooklyn Nine-Nine episode “Pilot” (the first episode) and write a memo to the precinct from the perspective of Captain Holt addressing the importance of a precinct-wide mandatory dress code.

### Comey Memo (500 words)

For this assignment, you will respond to the *Washington Post* article, [“James Comey’s memo has shaken a presidency. Here’s why memos have always mattered.”](#) You will write a memo to your instructor discussing the article and the significance of the memo genre in the recent political climate.

### Proposal Memo (400 words)

For this assignment, you will write a brief memo to Chris Traegar and Ben Wyatt from Leslie Knope proposing the Harvest Festival as a means to help alleviate the current budget problems the Parks Department has faced.

Recommended episode viewing: "Media Blitz" and "Harvest Festival" but the Harvest Festival story arc runs from episode 3.1- 3.7 so it may be useful for you to view those episodes as well for the proposal project.

This is a project overview so consider the following questions:

What are you proposing?

Why are you proposing it?

How will you implement it? A general strategy is fine for now, keep the memo format and word count in mind). Think about the plan you have for the project and how it will take shape. If you watch episode 3.1, Leslie does a good job of providing a brief overview about the Harvest Festival and why it is a good idea for Pawnee. Think about the bigger picture and “so what?” and keep your target audience in mind.

### **Note to Sponsors (400 words)**

For this assignment, you will respond to the Parks and Recreation episode “Media Blitz” (3.5) and write a letter from the perspective of Leslie Knope about the Harvest Festival media campaign to the Harvest Festival sponsors.

This letter is going to an audience with limited information: Harvest Festival Sponsors. You need to think about framing the issues that come up in "Media Blitz" and discuss how you will get the event back on track. What is this media and promotion plan? How will you assure sponsors about the success of the event?

### **Progress Report (500 words)**

For this assignment, you will write a progress report to City Manager Chris Traegar and the Pawnee City Council from Leslie detailing the progress of the Harvest Festival. You will need to include a detailed list that outlines the operation of the Harvest Festival, including a working budget, vendor list, and venue information.

Things to think about in writing your progress report:

What work have you done?

What work needs to be done?

How do you plan to tackle any issues and challenges?

Be honest about where you are in your work. Draw from the Parks and Recreation episodes 3.1-7 to help provide you with material for the progress report.

Remember a progress report is a meta-discourse paper where you reflect back on your work and make a plan to execute the remaining work.

### **Persuasive Letter (500 words)**

You will operate as if you were a location manager on *Impractical Jokers* who is trying to secure a venue for one of the following Joker challenges/punishments (“[Joe is Breaking Tables, Literally](#)”, “[The Jokers Go Fishing](#)”, “[Q Vs. the Angry Mob](#)”, “[Keep the Change](#)”). Write a letter to the owner of the venue in question in which you pitch your proposition to the owner.

Remember: the behaviors the Jokers are going to commit in the operation are highly unorthodox, and it may take a bit of reframing in order to enthruse your target audience about the idea you have in mind. What is the motivation of your target audience, and how can you tweak the narrative to make it clear to them that your idea will help fulfill that motivation? Remember: *Impractical Jokers* may be silly, but the business behind it is quite practical, so keep your language formal and your approach tidy to maintain a much-needed air of professionalism.

### **Press Release/Promotional Materials (350 + 250 words)**

For this multi-step assignment, you will:

- 1). Write a 350-word press release about the Harvest Festival for media and the general public outlets. Think about your audience and what you need to convey. Language and motivation will be important.
- 2). Create a visual document as part of your Harvest Festival promotion. This can be a print or online document. The goal of this is to streamline the information in your project for your target audience. Feel free to get creative. The goal of this assignment is to convey the information in your press release through a different medium -- a visual one. Many events make use of posters and flyers to promote their information. Think about visual layout and design. This assignment is not grading your graphic design ability but rather why you made the choices you did.
- 3). Write a brief (250 word) reflection addressing the design elements you chose in the visual document. This meta-discourse is intended to help you think critically about how you convey information through different mediums. How will you translate the information from your press release to a visual component?

### **Technical Concept Paper #1 (1000 words)**

Pick a term or concept that is significant to your field. You will conduct research and provide an overview of that term for a lay audience. You must include 2-3 secondary sources, and you must cite these sources in MLA format.

Option 1: You will write a traditional technical paper that will circulate in a prose medium (blog post, social medium update, etc.).

Option 2: You will create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you chose this option you can create the actual digital document or write a script for it.

### **Usability Report (400 words)**

Keeping in mind the feedback you received from the usability workshop, draft a usability report that outlines the potential changes you would make on your technical concept paper if you were to move forward with publishing this content. What were the most prominent and the most powerful critiques that your classmates made? How might you go about addressing those critiques? Are there any changes in style, mechanics, and formatting that would've helped your lay-audience to understand your technical paper and its aims? Are there any changes you would make upon reconsidering the piece that your peer reviewer did not suggest? Explain.

### **Job Description Analysis Report (250 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. Jot down some thoughts about how you might go about applying to this ad based on your observations.

### **Resume (*does not count toward word count*)**

Craft a clear, concise resume demonstrating your skills and qualifications for this position as well as a short follow-up email thanking the interviewer for taking the time to meet with you.

### **Cover Letter (300 words)**

Write a cover letter for the job ad you identified. In your cover letter, make sure you:

- Introduce yourself as an ideal candidate.
- Address any shortcomings in your resume.
- Provide specific examples from previous work/school experience that illustrate primary and secondary skills listed on your resume.

Remember, your cover letter should highlight the most important elements of your resume by crafting a coherent narrative about your qualifications for the position as it is described in the job ad. Do not try to restate every element of your resume.

### **Technical Concept Paper #2 (1200 words)**

Unlike the previous technical concept paper, you will be assigned a concept that may or may not be significant to your field. While you will be writing the final draft of the paper on your own, you will be working in groups of four or five to conduct research, bounce ideas off one another, and to perform a small presentation of how you would see yourselves composing a team-written version of this document. You must include 3-4 secondary, peer-reviewed sources.

*Option 1:* You will write a traditional technical paper that will circulate in a prose medium (blog post, social medium update, etc.).

*Option 2:* You will create a digital document (video/podcast, etc.) to engage your concept and write a brief discussion about why you chose this particular medium. If you chose this option you can create the actual digital document or write a script for it.

### **Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Absences beyond two unexcused absences will result in the loss of one third of a letter grade per absence. Absences in excess of four will result in an E grade. Three tardies will amount to one absence.
3. *Paper Format & Submission:* All papers will be submitted electronically, via Canvas in .doc or .docx format. No exceptions. If you have software that renders documents in a format other than .doc or .docx, use an online converter [like this one](#) to convert your file to the proper format before turning it in.
4. *Late Papers/Assignments:* There are *absolutely no* late paper submissions.
5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. 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>
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:* Ensure that your use of technology is productive in the classroom. If it is not, I reserve the right to dock your participation grade with no warning.
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-equity-diversity/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 beginning of class)</i>
<b>WEEK 1</b>	<b><i>Understanding Technical Writing</i></b>		
M, July 2 <sup>nd</sup>	<i>Introductions</i>	--	
T, July 3 <sup>rd</sup>	<i>The Basics of Technical Writing</i>	<ul style="list-style-type: none"> <li>• “Technical Communication in the Entrepreneurial Workplace,” <i>TCTC</i> Chapter 1</li> </ul>	
W, July 4 <sup>th</sup> , <i>No Class</i>	--	--	
Th, July 5 <sup>th</sup>	<i>The Perfect Email</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 6, “Emails Letters and Memos”</li> </ul>	<ul style="list-style-type: none"> <li>• Brooklyn-99 Memo</li> </ul>
F, July 6 <sup>th</sup>	<i>Memos Today</i>		<ul style="list-style-type: none"> <li>• James Comey Memo</li> </ul>
<b>WEEK 2</b>	<b><i>Proposing, Protecting, and Perfecting a Project</i></b>	*All assignments in this week demand familiarity with <i>Parks &amp; Rec</i> episodes S03E01 – S03E07.	
M, July 9 <sup>th</sup>	<i>Proposing</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 9: “Proposals”</li> </ul>	
T, July 10 <sup>th</sup>	<i>Protecting</i>		<ul style="list-style-type: none"> <li>• Proposal Memo Due</li> </ul>
W, July 11 <sup>th</sup>	<i>Reporting</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 4, “Managing Ethical Challenges”</li> </ul>	<ul style="list-style-type: none"> <li>• “A Note to the Sponsors” Due</li> </ul>
Th, July 12 <sup>th</sup>	<i>Perfecting</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 11, “Formal Reports”</li> </ul>	
F, July 13 <sup>th</sup>	<i>Promoting</i>		<ul style="list-style-type: none"> <li>• Progress Report Assignment Due</li> </ul>
<b>WEEK 3</b>	<b><i>Persuasive (and Practical) Writing</i></b>		
M, July 16 <sup>th</sup>	<i>Persuasion: A Workshop</i>	<ul style="list-style-type: none"> <li>• <i>TCIC</i> Chapter 18, “Creating and Using Graphics”</li> </ul>	<ul style="list-style-type: none"> <li>• Press Release/Promotional Materials Due</li> </ul>
T, July 17 <sup>th</sup>	<i>The Practical Persuasion Behind Impractical Jokers</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 13, “How to Be Persuasive”</li> </ul>	
W, July 18 <sup>th</sup>	<i>Style and Persuasion, Style as Persuasion</i>	<ul style="list-style-type: none"> <li>• <i>TCTC</i> Chapter 16, “Using Plain and Persuasive Style”</li> </ul>	

TH, July 19 <sup>th</sup>	<i>The Pitch</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 20, “Presenting and Pitching Your Ideas”</li> </ul>	
F, July 20 <sup>th</sup>	<i>The Persuasion in Education</i>		<ul style="list-style-type: none"> <li>• Persuasive Letter Due</li> </ul>
<b>WEEK 4</b>	<b><i>Technical Writing in a Field Near You!</i></b>		
M, July 23 <sup>rd</sup>	<i>Writing in Your Own Field</i>	<ul style="list-style-type: none"> <li>• Watch “<a href="#">Carl Sagan's Cosmos - Ep 1: The Shores of the Cosmic Ocean</a>” until 28:05.</li> </ul>	
T, July 24 <sup>th</sup>	<i>No Class</i>	---	---
W, July 25 <sup>th</sup>	<i>Styling and Profiling Your Work-Writing</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 17, “Designing Documents and Interfaces”</li> </ul>	
Th, July 26 <sup>th</sup>	<i>Writing on a Time Limit</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 21, “Writing for the Internet”</li> </ul>	
F, July 27 <sup>th</sup>	<i>Writing In(to) Your Own Field</i>		<ul style="list-style-type: none"> <li>• Technical Concept Paper Due (11:59 P.M.)</li> </ul>
<b>WEEK 5</b>	<b><i>Writing Your Way Into the Job Market</i></b>		
M, July 30 <sup>th</sup>	<i>Peer Review - Usability Workshop</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 19, “Revising and Editing for Usability”</li> </ul>	
T, July 31 <sup>st</sup>	<i>Finding the Right Job Ad</i>		<ul style="list-style-type: none"> <li>• Usability Report Due</li> </ul>
W, Aug. 1 <sup>st</sup>	<i>Spinning Stuff Into Salaries with Nathan Fielder: How to Construct Resume Lines</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 5, “Starting Your Career”</li> </ul>	<ul style="list-style-type: none"> <li>• Job Description and Analysis Due</li> </ul>
TH, Aug. 2 <sup>nd</sup>	<i>Words to Wallets: Cover Letters</i>		<ul style="list-style-type: none"> <li>• Resume Submission Due</li> </ul>
F, Aug. 3 <sup>rd</sup>	<i>Getting into Groups</i>		<ul style="list-style-type: none"> <li>• Cover Letter Due</li> </ul>
<b>WEEK 6</b>	<b><i>Technical Writing for Collaborative Projects</i></b>		
M, Aug. 6 <sup>th</sup>	<i>Teamwork Takes Work: Teamwork Workshop</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 3, “Working in Teams”</li> </ul>	
T, Aug. 7 <sup>th</sup>	<i>Collaborative Research Workshop</i>	<ul style="list-style-type: none"> <li>• TCTC Chapter 14, “Researching in</li> </ul>	



		Technical Workplaces”	
W, Aug. 8 <sup>th</sup>	<i>Collaborating on Collaborations: Crowd-testing Ideas</i>		<ul style="list-style-type: none"> <li>● Group Mini-Presentations to be Presented Today</li> </ul>
TH, Aug. 9 <sup>th</sup>	<i>Work Day</i>	<i>[Meet in Class for updates, head to Library for Collaborative Work]</i>	
F, Aug. 10 <sup>th</sup>	<i>Writing Day – No Class</i>		<ul style="list-style-type: none"> <li>● Group Technical Concept Paper Due</li> </ul>