

ENC 2210
Technical Writing
Spring 2024

Welcome!

I. University Course Description

This is a 3-credit hour course. Prerequisites are ENC 1101 and ENC 1102 or ENC 1121 and ENC 1122. It's offered through the Department of English in the School of Humanities, College of Arts and Sciences. The course meeting time(s) and location are listed above.

This is a 6ACT Communications course (formerly, Gordon Rule). Students in this course will engage in writing as a “process,” which means employing strategies such as pre-writing, co-authoring, document design, peer feedback, revising, and editing. Students will learn how to develop ideas and texts that follow academic/disciplinary conventions for different contexts, audiences, and purposes. An integral part of writing instruction is the opportunity to revise documents in response to feedback, so students will be required to revise at least some course writing assignments (including one major assignment) after receiving feedback from the instructor. At a minimum, students will write 4500 words for this course. Students must achieve a proficiency level of at least C- in the course in order to receive Gordon Rule Communication credit.

II. Course Requirements

This is primarily a writing class, but students are also expected to read carefully, engage in meaningful discussions, complete exercises, and conduct research for major projects. There will be both individual and collaborative work throughout this class. Students will complete four major writing projects (that include several deliverables each), complete reading and homework assigned, participate in activities online, and conduct regular document review.

III. Course Goals

Students completing this course will develop the following skills and abilities:

- Rhetorical strategies for writing in the workplace
- Genres and conventions of technical and professional communication
- Collaborative writing and project management
- Document design and writing technologies
- Ethics, accessibility, and inclusion in the workplace

IV. Student Learning Outcomes

- Analyze and write in a specific context defined by purpose and audience

- Analyze professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of writing, such as persuasion, organizational communication, and public discourse.
- Learn effective document design
 - Learn to argue with visual data, understanding and implementing various principles of format, layout, and design of documents that meet multiple user/reader needs.
- Write within a genre
 - Learn and practice writing in various genres of professional and technical discourse like the memo, letter, technical reports, proposals, and descriptions, etc.
- Develop your writing process, style, and editing techniques
 - Develop and understand various strategies for planning, researching, drafting, and revising documents. Develop a clear, concise, and functional writing style. Develop techniques to become an effective critic and editor.
- Practice Collaboration
 - Learn and apply strategies for successful collaboration, such as working and communicating on-line with colleagues, setting and achieving project goals, and responding constructively to peers' work.

V. Required Texts and/or Readings and Course Materials

A Rhetorical Approach to Workplace Writing (RAWWr). Available for \$20.00 via USF Writes at <https://usfwrite.usf.edu/>

VI. Grading Scale

94 – 100	A
90 – 93.9	A-
87 – 89.9	B+
84 – 86.9	B
80 – 83.9	B-
77 – 79.9	C+
74 – 76.9	C
70 – 73.9	C-
67 – 69.9	D+
64 – 66.9	D
60 – 63.9	D-
0 – 59.9	F

VII. Grade Categories and Weights

Assessment	Percent of Final Grade
Project 1 (Document Series)	15%
Project 2 (Information Design)	15%
Project 3 (Collaborative Report)	40%
Project 4 (Performance Evaluation)	10%

Exercises/ Engagement	20%
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VIII. Critical Assignments

The critical assignments relate to and measure the Student Learning Outcomes.

Project 1: Document Series (15%)

Students are provided with a common workplace scenario and asked to prepare multiple documents necessary for addressing and navigating a significant conflict or communication failure. Preparing these documents asks students to consider and compose for audiences, both internal and external, with varying levels of technical knowledge, institutional power, and investment.

Project 2: Information Design (15%)

Students select a specific concept, issue, or topic that interests them and is related to their major. They then locate and collect numerical data about the subject (in the form of studies, reports, spreadsheets, or articles), and select data to visualize and provide an overall sense of the subject.

Project 3: Collaborative Report (40%)

This unit asks students to write a feasibility report focused on one, local, real problem. Students will research a problem and write a report that describes the problem, identifies a possible solution, and satisfies the needs of their intended audience by fulfilling the genre expectations of their chosen document. Then, students will present their reports to the class. Students work collaboratively on the report. The project requires significant research and the creation of a formal report. The final part of this assignment is a self and team evaluation.

Project 4: Performance Evaluation (10%)

This project asks students to complete a performance evaluation where they evaluate what they have done in the class using the course outcomes as a metric. A performance evaluation or performance review is a formal evaluation process in which an employee's work performance is discussed with their supervisor. Performance reviews are important in the workplace as they identify strengths and areas for improvement, discuss the achievement of clear expectations, and promote employee growth. Students will write a memo to their instructor in which they evaluate and reflect on what they have learned in the class.

IX. Diversity Statement

This course is an inclusive classroom space. We are committed to a learning atmosphere that acknowledge and appreciate the diverse students at USF and their views on race, ethnicity, ability, gender, religion, and socio-economic status. Please let me know what name you want to be called and what pronouns you use (if you're comfortable doing so).

In this class you will have the opportunity to express and experience that cultural diversity through the varied voices of your classmates as it relates to the content of the course. The diversity that students bring to this class will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs.

I expect every member of our classroom community to treat each other with equal respect, to strive for understanding, and to allow everyone to express their views without fear of ridicule or ostracization. Our class will foster an environment that honors the identities and backgrounds of all individuals. I invite any students who see or experience instances of bias, exclusion, or derogatory language or actions to report these instances directly to me.

X. Attendance Policy

I do not mark attendance; however, I do expect that you will prepare for and engage with the material we cover. This is a face-to-face class, but I realize that life is unpredictable. Each one of us has a different comfort level with being in a face-to-face environment because of the past few years.

Engagement is strongly encouraged—you will need to demonstrate active involvement in the course activities by keeping up with reading responses, project deliverables, and other coursework. You will also need to respond to emails from the instructor as well as fellow students promptly to ensure that good communication flows in all directions. Students are responsible for any work missed during an absence.

Engagement comes in many forms, not just attendance. Holistically, engagement includes:

- Preparation (reviewing readings and materials before class)
- Focus (avoiding distraction during in person or online activities)
- Presence (engaged and responsive during class discussions)
- Asking questions (in class, out of class, online, offline)
- Active Listening (hearing what others say, and also what they're not saying)
- Specificity (referring to specific ideas from readings and discussions)
- Synthesizing (making connections between readings and discussions)

Engagement (in all of its forms) is worth 10% of your grade.

XI. Late Work / Missed In-Class Work

You'll receive credit for all the work you do for our class as long as you follow proper protocol for submission and submit your work on time. Keep in mind the following:

- You may submit major projects late with the knowledge that points averaging to one letter grade will be deducted each day past the due date.
- You will submit most of your work to Canvas drop boxes and USF writes, unless otherwise instructed. Some assignments will need to be submitted to both Canvas and USF Writes.

XII. Incomplete

The current university policy concerning incomplete grades will be followed in this course. For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

XIII. Technology Requirement

Email: You will need to check your email regularly and you can expect that if you send me a message during the week, I will respond within 24 hours.

Canvas: This course uses Canvas as it was intended as a Learning Management System. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

USF Writes: This is a formative feedback tool to make visible the writing process and revision, and it is required to use. Your textbook is also delivered through the platform.

In the event of a USF service disruption that affects all students, instructors will notify students how to submit assignments.

Recordings: Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited.

Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code (<https://usf.app.box.com/v/usfregulation60021>).

XIV. Important Dates

Classes Begin	January 8
Drop/Add Ends	January 12
Dr. Martin Luther King Jr. Day, No Class	January 15
Spring Break, No Class	March 11-17
Last Day to Withdraw	March 23
Test Free Week	April 20-26
Last Day of Classes	April 26
End of term	May 2

XV. Course Schedule

Date	Topics to be Discussed	Work to be Completed
Week 0	Module 0 Introduction to the Course	<p>Exercises:</p> <p>First Day Attendance</p> <p>Learner Introductions</p> <p>USF Writes Introduction</p> <p>USF Writes Practice Upload</p>
Week 1	Module 1.1 Introduction to PAD	<p>Readings:</p> <p>RAWWR Chapter 1: What is PTC?</p> <p>RAWWR Chapter 2: Purpose</p> <p>RAWWR Chapter 3: Audience</p> <p>Exercises:</p> <p>Purpose and Audience</p> <p>Purpose and Audience Analysis</p>
Week 2	Module 1.2 Document Series	<p>Readings:</p> <p>RAWWR Chapter 12 Email</p> <p>RAWWR Chapter 13 Letters</p> <p>RAWWR Chapter 14 Memos</p> <p>Exercises:</p> <p>Correspondence Analysis</p> <p>Introduction to collaboration</p> <p>Collaborating Drafting Review/Comments</p> <p>Assignment:</p> <p>Document Design Project Draft</p>

Week 3	Module 1.3 Revision of Document Series	<p>Readings:</p> <p>Instructor feedback</p> <p>Exercises:</p> <p>Self-Review</p>
Week 4	Module 1.4 Revision and Final Draft of Document Series	<p>Readings:</p> <p>RAWWR Chapter 11 Writing Style</p> <p>Exercises:</p> <p>Writing Style Reflection</p> <p>Writing style workshop</p> <p>Self-Appraisal</p> <p>Assignment:</p> <p>Document Series Final Draft</p> <p>Project 1 Reflection</p>
Week 5	Module 2.1 Introduction to Information Design	<p>Readings:</p> <p>RAWWR Chapter 5: Visual Design</p> <p>Exercises:</p> <p>Introduction to Data Visualizations</p> <p>Visual Analysis Activity</p> <p>Working with and Analyzing Data</p>
Week 6	Module 2.2 Drafting Information Design	<p>Readings:</p> <p>RAWWR Chapter 4: Document Design</p> <p>Exercises:</p>

		<p>Ethics of Visual Design</p> <p>Using Visuals in Document Design</p> <p>Storyboarding to Connect Visuals to Argument</p> <p>Assignment:</p> <p>Information Design Project Draft</p>
Week 7	Module 2.3 Revision of Information Design	<p>Readings:</p> <p>Instructor feedback</p> <p>Exercises:</p> <p>Self-Review</p>
Week 8	Module 2.4 Revision and Final Draft of Information Design	<p>Exercises:</p> <p>Workshop</p> <p>Self-Appraisal</p> <p>Assignment:</p> <p>Information Design Project Final</p> <p>Project 2 Reflection</p>
Week 9	Module 3.1 Introduction to Collaboration & Project Management	<p>Exercises:</p> <p>Strengths and Weaknesses</p> <p>Project Management</p> <p>Researching a Topic</p> <p>Team Charter Memo</p>

Spring Break	March 11-17	No class
Week 11	Module 3.2 Research and Topic Development	<p>Readings:</p> <p>RAWWR Chapter 19: Reports</p> <p>Exercises:</p> <p>PAD Analysis of Reports</p> <p>Audience Analysis</p> <p>Developing Problem Statements</p> <p>Research Progress Report 1</p>
Week 12	Module 3.3 Researching Problem Statements	<p>Readings:</p> <p>RAWWR Chapter 21: Workplace Research</p> <p>Exercises:</p> <p>Surveys</p> <p>Summarizing</p> <p>Developing Decision Criteria</p> <p>Progress Report 2</p>

Week 13	Module 3.4: Researching and Analyzing Solutions	<p>Exercises:</p> <p>Evaluating Solutions</p> <p>Editing for Coherence and Cohesion</p> <p>Executive Summary & Abstract</p> <p>Progress Report 3</p> <p>Assignment:</p> <p>Report Design Project Draft</p>
Week 14	Module 3.5: Revision I	<p>Readings:</p> <p>Instructor Feedback</p> <p>Exercises:</p> <p>Self-Review</p>
Week 15	Module 3.6: Revision II	<p>Exercises:</p> <p>Report Workshop</p> <p>Assignment:</p> <p>Report Project Final</p> <p>Project 3 Reflection</p>

Week 16	Module 4.1 Performance Review	Exercises: Reflection 1 Reflection 2 Assignment: Performance Review Memo
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* Note: The Schedule is subject to revision

XVI. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at:
<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XVII. Important Contacts and Resources

Student Accessibility Services

Contact SAS at 974-4309 or <https://www.usf.edu/student-affairs/student-accessibility/>.

Sexual Misconduct/Sexual Harassment Reporting

Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Students of Concern Assistance Team (SOCAT)

SOCAT offers supportive intervention and guidance to any USF student who is struggling. If you or someone you know needs assistance, see <https://www.usf.edu/student-affairs/student-outreach-support/socat/>.

Counseling Center

The Counseling Center provides a variety of psychological services **FREE** for all currently registered students on the Tampa campus of the University of South Florida. The Center may be contacted at 974-2831 or <http://www.usf.edu/student-affairs/counseling-center/>.