ENC 3240 Technical Writing
Brief Syllabus

This general syllabus provides an overview of the course. Please consult the syllabus for your specific semester for office hours, assignment due dates, and other details about class policies.

Instructor: Maria W. Warren
Building 50/Room 208
(850) 474 3227

Course Description

This course introduces you to the major concepts of technical communication including audience analysis, collaboration, and document design. Students complete workplace documents such as letters, memos, instructions, proposals, and reports.

Required Text


Student Learning Outcomes

Students who successfully complete this course will

- Identify and assess their audience and their purpose in different writing situations and determine the most effective strategy for specific workplace documents
- Analyze and describe their own process of designing a document in order to develop improved strategies for future documents in various writing situations
- Demonstrate effective strategies for working with a group: communicating with group members diplomatically and assessing the group’s process in order to improve procedures of collaboration
- Practice global revision of drafts, substantive editing, copyediting, and proofreading

In completing the assignments, students will also

- Identify appropriate sources for an information need (differentiating between scholarly/popular sources, primary and secondary sources)
- Access needed information effectively and efficiently through library databases and Internet sources (selecting key words, readjusting search strategies, etc.)
- Evaluate sources in terms of accuracy, authority, bias, timeliness, and relevance
- Synthesize main ideas from sources and combine existing information with original thought and analysis to produce new information
- Use information ethically, including citing sources completely and accurately and observing copyrights and intellectual property rights

These information literacy outcomes are adapted from the American Library Association’s statement on standards and outcomes.
Special Technology Used By Students: This course is a fully online course via UWF's elearning system.

Students must have consistent access to the "online campus" course in order to log in two to three times per week.

Expectations for Academic Conduct/UWF Plagiarism Policy

As members of the University of West Florida, we commit ourselves to honesty. As we strive for excellence in performance, integrity--personal and institutional--is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community.

University Policies on Withdrawal from Courses (this section from the University Registrar)

Please see the UWF Academic Calendar for the deadlines for withdrawal:

- Withdrawal from all courses for term with partial refund; automatic grade of "WR"
- Withdrawal from individual course or all courses for term; automatic grade of "W" (no individual course withdrawals after this date)
- Withdrawal deadline from all courses for term; "W" or "WF" at instructor's discretion

Please discuss any academic concerns with your instructor prior to withdrawing. Withdraws after the deadline will not be approved except for the following:
1. A death in the immediate family.
2. Serious illness of the student or an immediate family member.
3. A situation deemed similar to categories 1 and 2 by all in the approval process.
4. Withdrawal due to Military Service (Florida Statute 1004.07)
5. National Guard Troops Ordered into Active Service (Florida Statute 250.482)

Students who do not officially withdraw will be assigned a standard letter grade. Late withdraws must be approved by the student's advisor, instructor of the course, department chairperson, and finally, the University Academic Appeals Committee. Students who withdraw are not enrolled as of the date the withdrawal is processed.
Assistance

Students with special needs who require specific examination-related or other course-related accommodations should contact the SDRC, which offers a variety of services for students with documented disabilities. The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Course Methods

This course is completely online. You must have consistent access to the Internet.

In this online course, you will log in one or two times each week to complete the work and to meet deadlines. If you took this class in the traditional way, you would drive to campus several times a week for sixteen weeks. This course requires about the same amount of time as a conventional classroom course, but you are not required to meet face-to-face or even to be online at a specific time. You will complete weekly exercises (short emails to me or discussion messages in your group), writing projects, and quizzes on the textbook readings and online content of the course. New content units are opened each Tuesday morning.

There are deadlines each week. Most of the deadlines are Tuesday morning at 8:00 AM, but you can submit assignments earlier. Think of these deadlines as Monday night at the latest (with a few hours to spare to work out possible technical problems).

All major projects must be submitted to the elearning student Dropbox. The Dropbox records the date and time that you upload a file and gives you a confirmation message that your file has been successfully uploaded. I can provide a feedback file in the same folder after the project is graded. The Dropbox gives you an ongoing record of your work and my feedback.

ENC 3240 is a Gordon rule course; therefore, students must write at least 6,000 words to satisfy the state requirement. The word count includes short exercises, drafts, and final products. In order to pass the class, a student must complete all writing requirements (drafts when required and final versions of the assignment). If a student earns a zero for an assignment because he or she missed the deadline, the student must nevertheless write the assignment (with the required drafts too) in order to pass the class. The assignment must be submitted by the end of the final project for only the word count.

Some assignments must be completed in the required sequence before any additional work is submitted for grading.

In completing the research assignment, students must engage in substantive revision of the first draft as well as editing.

Papers submitted to this class must be the student's original work composed during this semester for this specific course. If a student uses short passages from a paper that he or she
has prepared for a previous class, then those passages must be quoted, cited, and documented in APA or MLA style. Copies of the earlier paper must also be submitted with the new work.

Emails to the instructor as well as discussions postings are part of the writing practice in the course—with the goal of practicing workplace communication to various audiences; therefore, students must use an appropriate diction level and professional approach, suitable for communicating with university faculty, workplace supervisors, and clients. In discussing issues in the Discussions forums, students should consider and respond respectfully to the views of others. The student-writer’s professional tone and approach will be credited as a part of participation grade and/or related assignments.

Students must read the messages in the “Open Classroom” forum and in their group forum as well as all pages under "Content" in the course. Credit for posting messages and reading pages is awarded at the end of the semester in the "Participation" grade.

Overview of Schedule, 2013

<table>
<thead>
<tr>
<th>Week One</th>
<th>Email, class survey, discussions</th>
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</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>Quiz, discussions</td>
</tr>
<tr>
<td>Week Three</td>
<td>draft, discussions</td>
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<tr>
<td>Week Four</td>
<td>Quiz, discussions</td>
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<tr>
<td>Week Five</td>
<td>Project</td>
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<tr>
<td>Week Six</td>
<td>Draft, discussions</td>
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<tr>
<td>Week Seven</td>
<td>Quiz, discussions</td>
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<tr>
<td>Week Eight</td>
<td>Project</td>
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<tr>
<td>Week Nine</td>
<td>Draft, discussions</td>
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<tr>
<td>Week Ten</td>
<td>Spring Break Week</td>
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<tr>
<td>Week Eleven</td>
<td>Draft, discussions</td>
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<tr>
<td>Week Twelve</td>
<td>Project</td>
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<tr>
<td>Week Thirteen</td>
<td>Discussions</td>
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<tr>
<td>Week Fourteen</td>
<td>Discussions</td>
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<tr>
<td>Week Fifteen</td>
<td>Project</td>
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<tr>
<td>Week Sixteen</td>
<td>Quiz</td>
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Notes about Succeeding in this Course

I am ready to help you to succeed in this online class. Please keep these things in mind:

- **Plan to devote considerable time to completing the requirements of the course.**
  All composition courses at UWF are time-consuming, and this online course has a heavy workload. If this course met in a conventional classroom, we would meet 2 hours and 30 minutes per week (and, of course, you would devote time to getting to class on campus and additional time outside of class for readings and writing assignments). The time you must invest in this online course is equal to the time required to succeed in a face-to-face course.
Check your email daily on weekdays. Set yourself a schedule: check the course site early in the week to view the week’s work.

Keep in touch with me. Ask questions when you need help or feel overwhelmed. I answer emails within twenty-four hours during the week. I answer emails sent over the weekend by Monday night (and usually much sooner). If I must be off-line for more than one day on weekdays, I will post the information on the course page.

PRINT paper copies of important information such as the course schedule of deadlines and instructions for each assignment! Just as in a traditionally taught class, you should keep a copy of the syllabus and the assignments in a looseleaf notebook.

For additional information about support services, please check with the UWF Help Desk, which provides support at 850 474 2075 or helpdesk@uwf.edu.

For more help with editing your projects, enroll in UWF’s Online Writing Lab (OWL) from within our elearning course, or schedule an in-person conference to review a draft with a Writing Lab assistant.

Grading/ Evaluation

In this course, you must write and work as if this course is your job—with the online instructor as your supervisor. In grading the assignments in this course, I look at the document from the perspective of the intended reader in the workplace. In other words, I place myself in the writing situation and assume that I am reading as a client, a supervisor, etc. With those intended readers, the writer begins with a "zero" and then earns each "point" with professional formatting, appropriate phrasing, level of detail for the situation, and so on. Likewise, in grading the assignments in this course, I assess what the student-writer has accomplished--what he or she has earned.

Grading Rubric

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>An &quot;A&quot; assignment shows outstanding document design in content, phrasing, and formatting. In both the document and the &quot;context notes,&quot; the writer shows mastery of the concepts of audience analysis and document design. The instructor would supply only compliments for a document that is certain to be successful with the intended reader.</td>
</tr>
<tr>
<td>A-</td>
<td>An &quot;A minus&quot; document has the qualities described above, but also has one or two minor weaknesses--in a word choice, minor errors in formatting, or one or two minor editing errors (grammar and/or punctuation). The otherwise outstanding document needs a little more revision to eliminate distracting or inappropriate minor elements.</td>
</tr>
<tr>
<td>B</td>
<td>A document in the &quot;B&quot; range shows that the student-writer, on the whole, is competent in choosing style, format, and content for the writing situation. However, the document needs more revision to consistently succeed with the intended reader. The writer might need to adjust the approach for the audience/purpose, the verbal style, or the visual design, and/or edit for errors.</td>
</tr>
<tr>
<td>C</td>
<td>A &quot;C&quot; document needs more work before transmitting it to the reader. The phrasing or selection of content or the overall strategy needs revision. The document most likely also needs editing to format skillfully and/or to correct errors in grammar and punctuation.</td>
</tr>
<tr>
<td>D</td>
<td>A “D” document needs significant revision in order to succeed in its purpose. The</td>
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approach to the reader must be changed for the specific writing situation, and the content/details must be developed within a coherent strategy. The content might be incomplete and the organization hard to discern. The document most likely also needs editing to format skillfully and/or to correct errors in grammar and punctuation.

| F | An “F” document fails to respond to the writing context with a strategy that will succeed for the intended reader and purpose. The formatting and editing might also fail to meet workplace standards. |

My job as an instructor is to give you clear and informed commentary on your writing. I will not mark or comment on every problem in your writing because part of the learning process is for you to learn to identify and correct problems yourself. This course includes concise reviews of common editing problems with grammar and punctuation, but by this point in your academic career, you should be able to use correct written English competently.

Errors in your writing will lower your grade, but more importantly, grammatical mistakes in your work will hurt your career. As the semester progresses, the grading increasingly focuses on the final product as representative of the student's progress in shaping the document as well as editing the final revision as a "polished" product. The project grade will be lowered by errors in grammar, punctuation, and spelling. Major errors (sentence fragment, comma splice, run-on) will lower the document grade 5 points, subject-verb agreement errors, 3 points, and other errors, 1 or 2 points. Students who include an intentional sentence fragment for effect must label the fragment. Example: If an excellent project earns a score of 92 percent (A minus), but the document contains a spelling error, a pronoun reference error, and 6 comma errors, then the final score is 82 (B minus): 92 minus 10 points off for errors equals 82.

If you have questions about a grade, please make an appointment with me to discuss how your response to the assignment could have better fulfilled the objectives of the assignment and of the course. The points earned translate to these letter grades, following the Department of English's grading scale:

- 930-1000 (A)
- 900-929 (A-)
- 880-899 (B+)
- 830-879 (B)
- 800-829 (B-)
- 780-799 (C+)
- 730-779 (C)
- 700-729 (C-)
- 680-699 (D+)
- 630-679 (D)
- 629-0 (F)

**Statement on Plagiarism**

Plagiarism is academic dishonesty--willfully copying someone else's work without acknowledging the source(s) or pretending that the work of a "ghost writer" is your own. Plagiarism is a very serious offense, and both the English Department and the University have stringent policies for handling offenders. A student found guilty of plagiarism may receive a
failing grade on the assignment, test, or for the course. The student may also be referred to the Dean for further action by the Academic Standards Committee.

**Policy on Participation**

The departmental policy on absences in traditionally taught classes is as follows: If a student misses four class meetings (in a MW or TR class), the instructor will lower the student's final grade by one letter grade for each recorded absence above the acceptable level of three absences.

**Similar guidelines must apply to the participation in this online course.** You cannot remain "absent" from online activities for weeks and then return to try to "make up" for lost time and postings in the discussions with your group.

Departmental policy prevents me from accepting more than one late writing assignment at one time.

Because one of the goals of the course is to help you to develop a writing process which meets the demands of the workplace, your drafts, projects, and discussions messages in the student forums must be submitted on time. If you encounter a problem, you must contact me before the due date (or in the case of an emergency, immediately afterwards). Leave voice mail. Or email.

Contact me immediately if you encounter a problem—just as you would contact your employer.

**Policy about Late Submissions**

Do not wait to ask me for help until just before a project is due (such as 10:00 PM when a project is due by 11:30 PM—or 7:00 AM before a project is due at 8:00 AM).

"Technical" problems do not excuse you from submitting work on time. Have a back-up plan. For example, if your computer at home crashes, you might plan to use one of the open-access labs on campus.

Assignments must be submitted in Microsoft Word file format (or Rich Text file format). Students who upload a file in any other format will assessed late penalties if the correct file is uploaded to the dropbox after the deadline for an assignment.

Also, students are responsible for uploading the correct file—for example, the final version of a project for grading instead a previous draft version. Choose file names which describe your file specifically and carefully pick the correct file to upload to the dropbox. Example: A student uploads a file titled “Project One.” After viewing his grade, he thinks that he might have uploaded an earlier draft file instead of the final product.

See the complete syllabus for penalty points for late submissions.