CONTACT

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Office: C267  |  hours: 9:00 am–12:00 am MWF    Emergencies (hurricanes, etc.): 800.992.4231

I am a 100% online instructor, but also have an office on campus and maintain regular hours. If you need an on-campus appointment, please arrange it by email.

Professor of Record: Dr. Su Senapati
Phone: 941.359.4263    Email: sbs2@sar.usf.edu

COURSE

Overview | Collaboration | Meetings

This directed research course is an internship in the supervising instructor's ENC2210 Technical Writing course.

About ENC2210

ENC2210 is a hybrid course with two required on-campus meetings (see calendar in this document for all dates); the intern is expected to attend these meetings. There are online discussions and meetings every week that are counted as part of the course participation grade. The intern is expected to review all weekly discussions and provide online feedback to the student for three discussions.

Meetings

The intern is expected to participate in a brief (10 to 20 minute) weekly planning and review session with the instructor at a time and using a medium (phone, email, Skype) to be determined based on the intern's needs and schedule. The intern should plan to bring questions and suggestions to each weekly planning and review session.

Collaboration

ENC2210 involves a lot of online collaboration with other students in the form of posting drafts, reviewing other peoples' drafts, and responding to questions about drafts, which means the students need to be in regular contact with others several times during the week—for example, on Monday or Tuesday, another time later in the week, and probably again on the weekend. The intern will also need to monitor the course on a similar schedule in order to understand the tightly integrated workflow of the projects for the course. One of the principles of technical writing the intern should plan on helping the students understand is this collaborative, project-oriented (deadline-driven) aspect of this course, since this is how real-world technical writers generally work.
Communication

Course materials will be delivered via Canvas and by Canvas email; there are also some websites you will need to visit for information and to post work. Check the Canvas course Announcements section for ongoing course updates.

To ensure that I see any messages regarding the course, all students (including interns) must use the Canvas email system for all messages to me.

Internship Description | Purpose

This internship is designed to enable students of the MAEE program gain practice and real life experience in teaching college-level introductory technical writing courses. The internship will allow students to implement some of the theories and best practices they have learned in the classroom.

Internship Course Goals

The primary goal of this internship is to provide interns with a broad working knowledge of teaching college-level introductory technical writing to both technical writing majors and non-majors so that interns understand (1) the practice of teaching technical writing as a dynamic, collaborative, and specific method to produce effective documents for a specific audience and (2) understand how to give meaningful feedback on technical writing projects to make students ready to meet the challenges of academic and professional writing.

Internship Course Outcomes

The intern will:
- Investigate pedagogical practices of college introductory technical writing courses.
- Experience the challenges and successes of teaching college-level technical writing.
- Demonstrate online course management skills.
- Develop a lesson plan for a technical writing assignment.
- Provide instructions for a technical writing assignment.
- Develop a rubric to assess a technical writing assignment.
- Grade technical writing assignments using rubrics.
- Craft feedback for revision for technical writing assignments.

Text | Websites | Materials and Technology

This course requires one text and several online readings; the intern should be familiar with these in order to follow the workflow of the course and be able to provide text-based feedback for student discussions. There are two main websites to know about, Canvas and iFixit; more details are provided in the following sections.

Text

iFixit

We will be using an education partner and online resource called iFixit for this course. The website is:

http://edu.ifixit.com/

Go to the iFixit website and start exploring the resources, which we will discuss in class and online. First read the Student Roadmap, which explains in general what iFixit is, how to get started, and what project milestones are.

The Student Resources link provides how-to guides on taking good digital photos for procedures (the students do this for the course; the intern should be familiar with this aspect of the course too), writing a good project proposal (this is the first major assignment; the intern will grade half of these), and other tasks you'll be doing throughout the term. It also describes the toolkit (the students all get one of these; the intern will get one as well, at least for reference purposes); follow the Tools and Materials link to read about this before our first class meeting.

The online Tech Writing Handbook link is useful, too, and makes a helpful supplement to our text for the course. Use it to learn about general tech writing principles and practices. The intern may want to read this for background.

All readings relate directly to the discussions, quizzes, exams, and writing assignments; the intern should read on the same schedule (see calendar) as the students in order to understand the workflow of the course.

**Required Materials | Technology**

Like the other students, the intern needs access to a computer with Microsoft Word, Acrobat Reader, a printer, reliable access to the internet, and email. All assignments will be submitted online.

**Projects**

The students in this course author a proposal, a progress report, and a set of online repair guides. The course is set up in Canvas as a set of weekly modules, each of which includes an overview of the topic for the week, a reading assignment, and a writing assignment. The intern will complete the following assignments; the content for these will be discussed at the weekly meetings, but is open to creative interpretation:

- Write a **lesson plan** for one of the weekly modules; because this course runs on a very tight schedule, this will be a “practice” plan, and will not be implemented in the course. You can write a lesson plan that would fit logically in place of any weekly module, and you can provide context for any changes in the course that would be required for this new module; this provides you with maximum freedom to design/redesign the course workflow as you see fit. The lesson plan can take any form, but should provide instructor notes/rationale as well as the overview, reading assignment, and writing assignment that would be published to Canvas for the students.
- Write three addendum pages for existing modules; these will make useful connections for the students between the text and the iFixit project workflow. These addendums will be published in Canvas as pages linked to the modules. You can choose any three modules for the addendums.
- Grade 50% of the proposals. These grades will use the existing rubric and will not be assigned as final project grades.
- Grade 50% of the guides. These grades will use the existing rubric and will not be assigned as final project grades.
- Write a brief (1000 to 1500 words) analysis of the internship.
- Write online feedback to students for three of the weekly discussions.
## Calendar

The following calendar duplicates the calendar in the student syllabus for ENC2210 and summarizes the main components of the course by week, including the class meetings, writings, readings, quizzes/exams, and holidays/withdrawal deadlines. Intern assignments are inserted in red. By combining the student and intern calendar in one document, you can see the workflow for the entire course at a glance, both for the students and for you. Except for the final exam, most assignments are due on Sunday of the week they are listed. Weeks always start on Monday.

<table>
<thead>
<tr>
<th>Week</th>
<th>What's due/happening</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | Detailed course/syllabus/calendar review, discuss projects and quizzes/exams  
      | Discussion 1 – Define technical writing and communication  
      | **Sat. 1.7 - Deadline to send confirmation email via Canvas**  
      | **Weekly discussion #1** | Ch 1 - Quality Technical Information |
| 2    | **Part I: Making Information Easy to Use**  
      | **Fri. 1.16 - Live class meeting #1**, location and time TBD  
      | Discuss iFixit, structure for projects, get toolkits and hardware devices for projects  
      | **Weekly discussion #2** | Ch 2 - Task Orientation  
      |                       | iFixit Roadmap |
| 3    | Discussion 2 – Post rhetorical situation for the projects  
      | **1.19 - MLK Day holiday**  
      | **Weekly discussion #3** | Ch 3 - Accuracy |
| 4    | Discussion 3 – Post rough draft of proposal for peer review  
      | **Weekly discussion #4**  
      | **Addendum page #1 due**  
      | **Online feedback #1 due** | Ch 4 - Completeness |
| 5    | **Part II: Making Information Easy to Understand**  
      | Discussion 4 – Post peer review of proposal  
      | **Proposal due**  
      | **Weekly discussion #5** | Ch 5 - Clarity |
| 6    | Discussion 5 – Task analysis  
      | **Weekly discussion #6**  
      | **Proposal grades due** | Ch 6 - Concreteness |
| 7    | Fri. 2.20 - **Live class meeting #2**, location and time TBD  
      | Discussion 6 – Post rough draft of guides with visuals for iFixit review #1  
      | **Midterm exam** on readings so far (Ch 1 through 7)  
      | **Weekly discussion #7**  
<pre><code>  | **Addendum page #2 due** | Ch 7 - Style |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>What's due/happening</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>Part III: Making Information Easy to Find</strong>&lt;br&gt;Discussion 7 – Post revised guides for peer review #1&lt;br&gt;Weekly discussion #8&lt;br&gt;Online feedback #2 due</td>
<td>Ch 8 - Organization</td>
</tr>
<tr>
<td>9</td>
<td>USF Spring Break</td>
<td>no readings</td>
</tr>
<tr>
<td>10</td>
<td>Discussion 8 – Post peer review of guides #1&lt;br&gt;Weekly discussion #9</td>
<td>Ch 9 - Retrievability</td>
</tr>
<tr>
<td>11</td>
<td>Discussion 9 – Post rough draft of guides with visuals for iFixit review #2&lt;br&gt;<strong>Progress report due</strong>&lt;br&gt;3.21 - Last day to drop course to receive a ‘W’ grade; no refund, no academic penalty&lt;br&gt;Weekly discussion #10</td>
<td>Ch 10 - Visual Effectiveness</td>
</tr>
<tr>
<td>12</td>
<td>Discussion 10 – Post revised guides for peer review #2&lt;br&gt;Weekly discussion #11&lt;br&gt;Addendum page #3 due</td>
<td>Ch 11- Applying More Than One Quality Characteristic</td>
</tr>
<tr>
<td>13</td>
<td>Discussion 11 – Post peer review of guides #2&lt;br&gt;Weekly discussion #12&lt;br&gt;Online feedback #3 due</td>
<td>Ch 12 - Reviewing, Testing, and Evaluating Technical Information</td>
</tr>
<tr>
<td>14</td>
<td>Discussion 12 – Post rough draft of guides with visuals for iFixit review #3&lt;br&gt;Weekly discussion #13&lt;br&gt;Lesson plan due</td>
<td>no readings</td>
</tr>
<tr>
<td>15</td>
<td>no discussion due</td>
<td>no readings</td>
</tr>
<tr>
<td>16</td>
<td><strong>Final draft of guides due</strong>&lt;br&gt;Discussion 13 – Project evaluation&lt;br&gt;Weekly discussion #14&lt;br&gt;Analysis due</td>
<td>no readings</td>
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<tr>
<td>17</td>
<td><strong>Final exam posted on 4.24, due by Monday 4.27 (exam will be online)</strong>&lt;br&gt;Guide grades due 4.27</td>
<td>no readings</td>
</tr>
</tbody>
</table>

**Grade Distribution**

This course is officially graded as satisfactory/unsatisfactory (S/U), but for the intern's benefit a more precise grade will be provided according to the following distribution:
Lesson plan 25%
Module addendums 15%
Proposal grades 10%
Guide grades 10%
Analysis 25%
Discussion feedback 15%
Total 100%

Policies

Attendance | Absences
You are expected to complete all class assignments and submit them on time. Since this is a mostly online course, this policy substitutes for attendance after the first week.

Grade Scale | Letter-Number Equivalencies

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Grade Points (applies to GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>97–100</td>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>93–96</td>
<td>A</td>
<td>4.00</td>
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<tr>
<td>90–92</td>
<td>A -</td>
<td>3.67</td>
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<tr>
<td>87–89</td>
<td>B +</td>
<td>3.33</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80–82</td>
<td>B -</td>
<td>2.67</td>
</tr>
<tr>
<td>77–79</td>
<td>C +</td>
<td>2.33</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70–72</td>
<td>C -</td>
<td>1.67</td>
</tr>
<tr>
<td>67–69</td>
<td>D +</td>
<td>1.33</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60–62</td>
<td>D -</td>
<td>0.67</td>
</tr>
<tr>
<td>0–59</td>
<td>F</td>
<td>0.00</td>
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</tbody>
</table>

Assignment Policies
To receive full credit, your submissions for assignments must follow the guidelines established during the weekly discussions; you are expected to provide an email follow-up to each discussion that briefly outlines your understanding of the assignment.

All assignments will be submitted online via Canvas or by email. More detailed instructions for each assignment will be discussed during weekly meetings.