CONTACT

Instructor: John Stewart Phone: 941.359.4262 Email: stewartj1@sar.usf.edu
Office: C232 | 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. You can make general inquiries with the CAS front desk.

COURSE

Meeting Dates | Times | Location

This course introduces you to collaborating with other writers to create technical communications projects from scratch and meet deadlines.

This is a mostly online course with only two on-campus meetings (see calendar in this document for all dates). There are online discussions and meetings every week that are counted as part of your participation grade, which is 10% of your total grade for the course. These cannot be turned in late. If you miss more than two of these assignments, this 10% of your grade is averaged as a zero. Details on these assignments will generally be provided the week they are due, so pay attention to announcements in Canvas.

This course involves a lot of online collaboration with other students in the form of posting drafts, reviewing other peoples' drafts, and responding to questions about your drafts, which means you will 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. You need to understand this collaborative part of this course if you expect to do well. This is how real-world writers generally work. You *cannot* wait until Sunday evening at 9 PM to start on your collaborative work for the week and expect to “get caught up.”

Course materials will be delivered via Canvas and by Canvas email. You are responsible for staying up to date with the course by checking Canvas regularly, turning in all assignments on time, and providing an email address that you check daily.

To ensure that I see any messages from you, use the Canvas email system for all messages to me. If you send messages to my regular email box, they will be ignored unless there is a known problem with the Canvas email system. In other words, you can use regular email as a backup if the Canvas system is down.

Overview | Description | Purpose

Prerequisites: ENC1101 or ENC1121 and ENC1102 or ENC1122. This is not a course in grammar and mechanics. You must have a good basic command of punctuation, spelling, word usage, grammar, and sentence structure in order to do well in this course. These skills will be assumed as we will be focusing on higher-level skills in writing, designing, organizing, and evaluating technical information.
This is also not a course in "business" or "professional" writing, which focuses on the production of general business documents like emails, memos, and reports. In contrast, ENC2210 is focused on understanding the types of documents technical writers produce (e.g., software manuals) and a documentation development methodology specific to producing those types of documents.

This course explores the how and why of developing effective technical information in terms of:

- Clearly defining what is meant by "quality technical information."
- Making information easy to use, understand, and locate.
- Making technical information visually effective.
- Applying specific measurements of quality to reviewing, testing, and evaluating technical information.

You will gain practical experience in a quality-oriented information development methodology (methodology = a collection of methods) created by IBM. This methodology is applicable to creating any type of technical information, whether text, multimedia, or some as-yet-unknown technology, because it is based on concrete, clearly defined principles of user-centered information design.

Course Goals

Communication

Prepare students for real-world situations that require powerful and effective oral and written communication in traditional and emergent media.

Critical Thinking

Develop critical, constructive, and reflective thinkers who analyze, interpret, evaluate, and decide what to believe and do.

Course Outcomes

Discipline-Specific Knowledge and Skills

- Students will demonstrate technical information development processes through planning, drafting, revising, editing, testing, and evaluating individually and with peers in a range of media.
- Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, genre, medium, and message for technical documents.
- Students will demonstrate knowledge of conventions, including the important genres of technical documents, characteristics of effective technical information, visual design, and technical writing style.
- Students will demonstrate the ability to work in electronic environments throughout the information development process: researching, drafting, reviewing, revising, editing, sharing, and producing both printed and electronic texts.
Critical Thinking Skills

- Students will demonstrate critical thinking, reading, and writing skills to include locating, evaluating, analyzing, and synthesizing sources, as well as integrating them with their own ideas.

Communication Skills

- Students will demonstrate the ability to read, interview, interpret, and apply the forms of expression and knowledge required to serve as a bridge between advanced business and technical professionals (also known as Subject Matter Experts, or SMEs) and non-specialist users and readers of those professionals’ communications.

Text | Websites | Materials and Technology

This course requires you to read one text. There is one website to know about, Canvas; more details are provided in the following sections.

Text


Note that if you purchase your textbook through the USF bookstore, they can work with your financial aid, which will not be the case if you purchase through another outlet.

The text and your instructor assume that you know grammar and mechanics and at the most will need a slight brush-up on a few rules. There are various resources available for helping to self-correct any existing grammar and mechanics issues. If you need additional help with this, check with your instructor or the writing center:

http://www.usfsm.edu/infocommons/writing.php

iFixit

We will be using an 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 (you'll be doing this for the course), writing a good project proposal (you'll be doing this too), and other tasks you'll be doing throughout the term. It also describes the toolkit (you'll be getting one of these); 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 format is a lot more fun than our text too.
All readings relate directly to the discussions, quizzes, exams, and writing assignments; you will not do well in the course if you do not read according to the schedule in the calendar. In other words, do not wait until the midterm to read the first half of the text. Plan to spend a substantial number of hours per week on the course readings and writing assignments, probably about six hours per week.

Canvas at USFLearn

https://usflearn.instructure.com/

Go to Canvas first. When you go to the USFlearn/Canvas site, you will see the Canvas entry for this course. Canvas provides you with all the online resources you need to participate in the course. Any additional websites you will need to access will be through links in Canvas. These are the important links you will see on the left side of the page:

- **Modules**: The weekly modules display on the home page. This is where you will go each week to get an overview of the week, background on the reading assignments, and writing assignments. Modules will be locked until the first day of the week when they are due, so you may be able to see modules in the list which are not yet available. After they open they will stay open for the rest of the term, so you can always refer back to them.

- **Announcements**: Go here for current updates and news about the course. Make sure you stay up to date with these.

- **Syllabus**: Go here to download and print the syllabus; do this immediately and review the entire document carefully, because this is the course on paper.

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please contact:

- Kendi Judy at kjudy@sar.usf.edu or 941-359-4638.
- Carlos Montoya at cmmontoya@sar.usf.edu or 941-359-4295.

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

**Required Materials | Technology**

Access to a computer with Microsoft Word, Acrobat Reader, a printer, reliable access to the internet, and email. All assignments will be submitted online via Canvas. Always back up your work--don't rely on just one copy. Don’t hand in or post anything without running a spell check in Word; for any online posts, compose in Word, save, spell check, then post.
Projects | Exams

All the projects for this course fit together logically and build on one another. This approach will work well for you if you keep up, and will work against you if you get behind. Details for all assignments will be available through Canvas as the course progresses. For assignment due dates, see the calendar in this document. For all projects you will receive a handout which details the requirements for the project and a rubric which details how the project will be assessed for a letter grade. The rubric will break the assignment into four or five components. You will have adequate time to review the handout and rubric and ask any questions for clarification. This means you are responsible for meeting these requirements and have no excuse for not understanding them.

This course requires the following projects; details for each project will be provided as we move forward in the course:

Proposal
You will be creating a set of online repair guides for some device, like a cell phone. In your proposal you will describe in detail the deliverables for the project. You should use the guidelines from our text to produce a quality proposal, and this should be evident in your writing. 1500 words. Due at the end of Week 4.

Progress Report
By Week 10 of the course, you will have written your proposal, produced a rough draft of your manuals, gone through a round of draft review and revision, and produced your second draft of your manuals. In your progress report, you will summarize your work on the project so far and explain what you have left to complete, as well as any challenges you've encountered and how you plan to meet them. 1000 words. Due at the end of Week 10.

Manuals (Guides)
As stated above, you will be creating a set of online repair guides for some device, like a cell phone. Working with the iFixit team in California as well as your instructor and your peers, you will be writing wiki-based documentation, like Wikipedia, that will go live on the web. You will learn to take some device apart, diagnose possible problems, and explain to others how to fix it. This process will develop real-world useful technical documentation skills. This project will provide an excellent showcase for your knowledge of the process of developing quality technical information. 2000 words.

Total word count is important because this is a Gordon Rule course, which means you must produce at least 6,000 words of text over the entire course, 4,500 words of which must be polished work. The projects together satisfy the requirement for polished work. The remaining 1500 words will be made up of online discussion posts.

Exams
The course includes a midterm and a final exam, which together cover the entire range of the materials we will read and discuss. These exams will consist of factual questions about the text, for example, multiple choice or multiple answer.
# Calendar

The following calendar summarizes the main components of the course by week, including the class meetings, writings, readings, quizzes/exams, and holidays/withdrawal deadlines. Most assignments are due on Sunday of the week they are listed.

All chapters in the calendar (Ch 1, etc.) refer to our main text, *Developing quality technical information*. Additional short web-based readings (for example, in Week 2 the “iFixit Roadmap”) will be assigned throughout the term; watch the weekly announcements for details on these assignments.

<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 | Ch 1 - Quality Technical Information |
| 2    | by Monday noon: Email addresses for mailing toolkits  
     | Friday, 9.5 from 12:00 to 1:30: Live class meeting #1  
     | Discuss iFixit, structure for projects, bring toolkits to class, bring devices  
     | Discussion 2 – Post rhetorical situation for the projects  
     | 9.1 - Labor Day | Ch 2 - Task Orientation  
     | iFixit Roadmap |
| 3    | Discussion 3 – Post rough draft of proposal for peer review | Ch 3 - Accuracy |
| 4    | Discussion 4 – Post peer review of proposal  
     | **Proposal due** | Ch 4 - Completeness |
| 5    | Discussion 5 – Task analysis | Ch 5 - Clarity |
| 6    | Discussion 6 – Post rough draft of manuals with visuals for iFixit review #1 | Ch 6 - Concreteness |
| 7    | **Midterm exam** on readings so far (Ch 1 through 7)  
     | Live class meeting #2: Friday, 10.10 from 12:00 to 1:30 | Ch 7 - Style |
| 8    | Discussion 7 – Post revised manuals for peer review #1 | Ch 8 - Organization |
| 9    | Discussion 8 – Post peer review of manuals #1 | Ch 9 - Retrievability |
| 10   | Discussion 9 – Post rough draft of manuals with visuals for iFixit review #2  
     | **Progress report due**  
<pre><code> | 11.1 – Last day to drop course to receive a ‘W’ grade; no refund, no academic penalty | Ch 10 - Visual Effectiveness |
</code></pre>
<p>| 11   | Discussion 10 – Post revised manuals for peer review #2 | Ch 11- Applying More Than One Quality Characteristic |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>What's due/happening</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Discussion 11 – Post peer review of manuals #2</td>
<td>Ch 12 - Reviewing, Testing, and Evaluating Technical Information</td>
</tr>
<tr>
<td></td>
<td>11.11 - Veteran's Day</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Discussion 12 – Post rough draft of manuals with visuals for iFixit review #3</td>
<td>No readings</td>
</tr>
<tr>
<td></td>
<td>Rough draft of manual due</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Discussion 13 – Content to be determined</td>
<td>No readings</td>
</tr>
<tr>
<td></td>
<td>11.24 - 11.30</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final draft of Manual due</td>
<td>No readings</td>
</tr>
<tr>
<td></td>
<td>Discussion 14 – Project evaluation</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final exam posted on 12.6, due by Monday 12.8 (exam will be online)</td>
<td>No readings</td>
</tr>
</tbody>
</table>

**Grade Distribution**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>25%</td>
</tr>
<tr>
<td>Progress Report</td>
<td>20%</td>
</tr>
<tr>
<td>Manual</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Policies**

**Attendance | Absences**

You must send me an email by midnight on the third day of the course that confirms your attendance and that you plan to stay in the course. If I do not receive this email confirmation by the deadline, you will be reported as absent from the course and will be dropped from enrollment by the registrar. You will be able to re-enroll only if space is available and only if you are willing to pay a late-enrollment fee.

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.
Online Behavior

Submitting work online by email, via Canvas, or by any other means that is disrespectful to other students, to me, or to anyone at USF, is considered an academic disruption and will be addressed immediately. I will first let you know that it is unacceptable and why; if we cannot resolve the issue, I will submit the issue to the dean and establish with you terms for continued course participation. The consequences for you range from an administrative reprimand, to being banned from online participation in the course (which means you would fail the course), to suspension from USF.

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>
</tr>
<tr>
<td>90–92</td>
<td>A -</td>
<td>3.67</td>
</tr>
<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>
</tr>
</tbody>
</table>

Assignment Policies

To receive full credit, your submissions for assignments must follow the requirements detailed in the handouts for each assignment; read them carefully.

Back up all your work on your computer’s hard drive, with a second copy on media such as diskette, removable drive, CD, or online archive; you can simply email a copy to yourself to create a backup file on the email server. A computer problem will not be considered a valid excuse for late or missing assignments.

Time

All assignments are due as indicated in the course calendar and in Canvas. If an assignment is not submitted by the due date, it will be marked down one letter grade for each day late, weekends included. After one week, assignments not turned in become a zero, so it is still better to turn in assignment up to six days late and attempt to earn an F/59 than a zero. Tests in this course are all administered online and the late policy is the same as for other written assignments.
The final exam cannot be turned in late and will be scored as a zero if not completed on time.

Place

All assignments will be submitted online via Canvas or by email. More detailed instructions for each assignment will be included in handouts, announcements, and the weekly modules.

Format

When submitting files, do all work in MS Word. You must submit files in Word or PDF format; files that can't be uploaded or won't open will not be graded. If you use an Apple computer, make sure you are using Word and saving your work in a format that is compatible with PC/Word users; figure this out in the first week of the term. Do not submit work written in Word by pasting the text into an email, as it will not be accepted.

Extra Credit

For the any of the major writing assignments, you can earn five points each by visiting the USF writing center either in person or online, setting up an appointment for review, and working with the writing center on that project. The writing center will provide you with documentation, which you will need to present at the time you turn in the project to receive the extra credit.

Academic Dishonesty and Originality of Work

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through CANVAS. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Plagiarizing a paper or cheating on an exam will result in a zero for that assignment and may result in an F for the course overall. I will notify the dean’s office of your behavior and further disciplinary actions are possible.

Plagiarizing includes any instance of including another person’s work as your own without (1) citing the source and (2) providing a reference to the source, whether it is quoted or paraphrased (rewritten into your own words). This also includes collaborating on writing projects, for either an online or in-class assignment, without being specifically directed to do so (such collaboration may be the case for some assignments).

Cheating on an exam includes collaborating on answers, for either an online or in-class exam, without being specifically directed to do so (this may be the case for some exams). This applies both to the person allowing his or her material to be copied and to the person who does the copying.
It is also not acceptable to “write” a paper by simply assembling various bits of text from various sources, even if the sources are cited. While this is not technically “plagiarism,” it is also not “writing.” As a general rule, not more than 20% of your papers should be quoted from sources; the rest should be your original writing for this course (not recycled from a paper you wrote for another course).

You may use material from a writing project for another course in this course, however all writing for this course must be substantially created originally for this course. This means you can use information and research from other courses as input for your projects in this course, but you must cite your own work just as you would cite any other source. Do not turn in a paper you wrote for another course with minor revisions for credit in this course; if I determine that this is the case, the assignment receives a zero.
USF SARASOTA-MANATEE POLICIES AND PROCEDURES

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; disabilitieservices@sar.usf.edu; http://www.usfsm.edu/students/disability/

Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard/Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard/Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.
Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard/Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.