Technical Writing

ENG103

Student Resources

Week 2

A Brief Handbook

Appendix B

Contents

- **Grammar**

1. **Sentence fragments (frag)**
   - grammatically incomplete sentence
   - missing verb – subordinating conjunction (although, if, while, when, etc.)
   - E.g. When I heard the news yesterday.
   - Correct: When I heard the news yesterday, I was shocked.
2. **Run-on sentence (ro)**
   - Too many grammatically complete sentences
   - E.g. For emergencies, we dial 911, for other questions, we dial 088.

- **Grammar**

3. **Comma splices (cs)**
   - Two independent clauses joined by comma
   - E.g. Sara did a great job, she was promoted.

4. **Faulty agreement- subject and verb (agr sv)**
   - The subject and verb must agree in number
   - E.g. The students was studying.
   - Correct: The students were studying.

5. **Faulty agreement- pronoun and referent (agr p)**
   - A pronoun must refer to a specific noun
   - E.g. Everyone should proceed at their own pace
   - Correct: Everyone should proceed at his or her own pace

- **Grammar**

6. Faulty coordination and subordination (coord) (sub)

- Give equal emphasis to ideas of equal importance using coordinating conjunctions (for, and, but, nor, etc.)
- Show an equal relationship using subordinating conjunctions (because, if, until, etc.)
- E.g. I was late for work and wrecked my car.

7. Faulty pronoun case (ca)

- A pronoun's case (nominative, objective, or possessive) is determined by its role in the sentence.
- Subject (I, she, they, who, etc.) = nominative
- Object (me, her, them, whom, etc.) = objective
- Possession (my, her, their, whose, etc.) = possessive
- E.g. Whom is writing the book?

- **Punctuation (pct)**

1. **Period (./)**
   - Ends a declarative sentence
   - E.g. I have completed the essay.
2. **Question mark(?/)**
   - Follows a direct question
   - E.g. Have you completed the essay?
3. **Exclamation point (!/)**
   - Expresses a strong feeling
   - E.g. I can’t believe you finished the essay so fast!

- **Punctuation (pct)**

4. Semicolon (;/)

- **Different uses:**

a) Separate strongly related independent clauses

E.g. the project was finally completed; we had done a great job.

b) precede conjunctive adverbs

(However, still, beside, in fact, therefore, etc.)

c) Separate items in a series

5. Colon (:/)

- **Different uses:**

a) Signal a follow-up explanation

E.g. She is ideal colleague: honest, reliable, and competent.

b) Replace a semicolon

c) Introduce a quotation

d) Follow salutations

- **Punctuation (pct)**

6. Comma (,/)

- **Different uses:**

a) Pause between complete ideas (when coordinating conjunctions are used)

b) Pause between an incomplete and complete idea

E.g. Because he is so hungry, Ahmed ate all the fruits.

c) Separate items (Words, Phrases, or clauses) in a series

d) Set off introductory phrases

E.g. To be honest, I hate going to malls

e) Set off nonrestrictive phrases and clauses

E.g. Our new manager, who has no experience, is highly competent.

f) Set off parenthetical elements

g) Set off quoted material

h) Set off appositives

E.g. Ms. Latifa, our new instructor, is wonderful.

- **Punctuation (pct)**

7. Apostrophe (ap/)

- **Different uses:**

a) Indicate the possessive

E.g. I borrowed Sara's book - The book was hers.

b) Indicate a contraction

E.g. I'm - They're - Didn't

c) Indicate the plurals of numbers, letter, and figures

E.g. The 6's on this printer look like g's.

8. Quotation marks (" "/)

- **Different uses:**

a) Set off the exact words of a speaker or writer

E.g. "Help!" he screamed.

b) Indicate titles

- articles, paintings, book chapters, and poems.

c) Indicate irony

E.g. She is some "friend"!

- **Punctuation (pct)**

9. Ellipses (. . ./)

- Indicate omission

10. Brackets ([ ] /)

- Different uses
- Indicate material added to quotation
- Indicate an error in quotation

11. Italics (*ital*)

- **Different uses**

a) Indicate titles

- books, periodicals, films, newspapers, and plays

a) Indicate names of ships, foreign words, technical terms, and special emphasis

- **PUNCTUATION (PCT)**

  12. Parentheses (( )/)

  - Define or explain preceding material

  13. Dashes (- -/)

  - Set off and emphasize material
  - E.g. Mary – a true friend – spend hours helping me rehearse.

- **Mechanics**

1. **Abbreviation (ab)**
   - Titles (Ms. , Mr., Dr., etc.)
   - Specific time designation (B.C.E., a.m., etc.)
   - When a phrase is repeated frequently, you can abbreviate. But not the first time you mention it.
2. **Hyphenation (-)**
   - Joining two or more words used as a single adjective if they precede the noun
   - E.g. A well-known local singer will perform tonight.
3. **Capitalization (cap)**
   - P.477-478

- **Mechanics**

4. **Numbers and numerals (num)**
   - Numerals to express large numbers (563)
   - Decimals (2,409,000)
   - Fractions (3.75)
   - Precise technical figures (10 kilowatts)
   - Dates (30/01/2018)
   - Census figures
   - Addresses
   - Page numbers (page 25)
   - Exact units of measurements (2 feet)
   - Percentages (%40)
   - Time with a.m. or p.m. designation
   - Monetary and mileage figures ($46)
5. **Spelling (sp)**

- **Usage**
  - Be aware of the pairs of words that are often confused.
  - E.g. accept vs except

- **Transitions**
  1. Use transitional expressions to connect ideas
     - again. In addition, however, also, in other words, etc.
  2. Repeat key words & phrases to link ideas
  3. Use forecasting statements to tell your readers where you are going to

- **Lists**
  1. Embedded lists
  2. Vertical lists

Introduction to Technical Communication

Chapter 1

Technical Writing – Introduction to Technical Communication

Contents

1- What is technical communication?

- What is technical communication?

The exchange of information that helps people interact with technology, advance workplace goals, and solve complex problems.

- Academic writing vs. technical writing

Technical writing is

Reader based

Task oriented

Context sensitive

Design based

Written, visual digital, and oral

2- Who Creates Technical Communication?

- All professionals, at some point, function as technical communicators

For instance, the writer of instructions to how to access a website or register would need to be sure that a general audience could perform the task without having to call a customer service representative


خطوات
إصدار الجواز
إلكترونيًا
قم بزيارة موقع أبشر
أدخل معلومات الدخول
اختيار "الجوازات" في القائمة الجانبية
ثم اختيار "إصدار الجواز"
قراءة الشروط والتعليمات
800 749 0000

2- Who Creates Technical Communication?

The employee writing an email to his colleague to prepare some files.

3- Main features of technical communication

3- MAIN FEATURES OF TECHNICAL COMMUNICA

- Technical communication **focuses on the reader not the writer.**
- Technical communication **is efficient and accessible**.
- Technical communication **is clear and relevant**.
- Technical communication **uses media effectively**.
- Technical communication **is created by both individuals and teams**.
- Technical communication **targets a global audience**.
- Technical communication **is persuasive and truthful**.
- Technical communication **is based on research**.

Focus is on the reader

- Technical documents rarely focus on the author.
- The need of the reader must come first.
- Technical documents are user-centered.
- Put yourself in the shoes of the reader.

Documents design is efficient and accessible

UNLIKE COLLEGE ESSAYS, TECHNICAL DOCUMENTS CAN BE IN DIFFERENT SHAPES:

MEMO

REPORT

WEB SITE HELP PAGE

BLOG

WIKI

EMAIL

Technical communication is persuasive,

PERSUASION MEANS INFLUENCING SOMEONE'S ACTIONS, OPINIONS OR DECISIONS.

ALL TECHNICAL DOCUMENTS ARE IN SOME WAY PERSUASIVE.

WIN COWORKER SUPPORT.

ATTRACT CLIENTS AND CUSTOMERS.

REQUEST FOR FUNDING.

Be	Be ethical and don't let your persuasive goals prevent you from writing ethically.
Lose	Lose clients.
Lose	Lose credibility with your boss.
Damage	Potentially damage workplace relationship for ever.

Technical communication is truthful

Technical communication is based on research

You should base your information on research.

E.g. Our watches can survive 30m under water.

Is this based on research? Was this tested?

Technical communication is global

Take different cultures in consideration.

E.g. if you develop an app for smartphones or a website; the users may not all come from the same culture.

Is Created by Both Individuals and Teams

Work on a project individually

Work on a project collaboratively

4- Three primary purposes of technical communication

Informational purpose

- Anticipate and answer questions.

Instructional purpose

- Help people to perform a task

Persuasive purpose

- Encourage readers to take an action.

5- Examples of technical communication

FIGURE 1.3
An informational document

Informational

United States
Environmental Protection
Agency

Office of Solid Waste and
Emergency Response
(5102G)

EPA 542-F-01-001
April 2001
www.epa.gov/superfund/sites
www.cluin.org

EPA

A Citizen's Guide to Bioremediation

The title is clear and easy to understand

The Citizen's Guide Series

EPA uses many methods to clean up pollution at Superfund and other sites. Some, like bioremediation, are considered new or innovative. Such methods can be quicker and cheaper than more common methods. If you live, work, or go to school near a Superfund site, you may want to learn more about cleanup methods. Perhaps they are being used or are proposed for use at your site. How do they work? Are they safe? This Citizen's Guide is one in a series to help answer your questions.

What is bioremediation?

User-centered headings are phrased as questions that readers would need answered

Bioremediation allows natural processes to clean up harmful chemicals in the environment. Microscopic "bugs" or microbes that live in soil and groundwater like to eat certain harmful chemicals, such as those found in gasoline and oil spills. When microbes completely digest these chemicals, they change them into water and harmless gases such as carbon dioxide.

Microbe eats oil

Microbe digests oil and changes it to water and harmless gases

Microbe releases water and harmless gases into soil or ground

Illustrations combine text and visuals

How does it work?

Headings and a clean layout make this document easy for readers to navigate

In order for microbes to clean up harmful chemicals, the right temperature, nutrients (fertilizers), and amount of oxygen must be present in the soil and groundwater. These conditions allow the microbes to grow and multiply—and eat more chemicals. When conditions are not right, microbes grow too slowly or die. Or they can create more harmful chemicals. If conditions are not right at a site, EPA works to improve them. One way they

Instructional

Title announces document's exact purpose

Introduction provides appropriate level of detail for first-time users

Clearly labeled illustration helps readers understand the product

Overview of major steps

How to Operate a Multipurpose Dry-Chemical Fire Extinguisher

Introduction

The Occupational Safety and Health Administration (OSHA) requires that all employees know how to operate a fire extinguisher and how to recognize the hazards associated with small or developing fires.

Portable fire extinguishers in our buildings are easily found in various areas: public hallways, laboratories, mechanical rooms, break rooms, chemical storage areas, company vehicles, and other areas that contain flammable liquids. Please note the specific location of extinguishers in each of these areas.

Portable fire extinguishers apply an extinguishing agent that will either cool burning fuel, displace or remove oxygen, or stop the chemical reaction so a fire cannot continue to burn. When the extinguisher handle is compressed, it opens an inner canister of high-pressure gas that forces the extinguishing agent from the main cylinder through a siphon tube and out the nozzle (Figure 1). A fire extinguisher works much like a can of hair spray.

FIGURE 1
How a fire extinguisher works

All of our fire extinguishers are *multipurpose dry-chemical extinguishers*. This type of extinguisher puts out fires by coating the fuel with a thin layer of fire-retardant powder, separating the fuel from the oxygen. The powder also works to interrupt the chemical reaction, making these extinguishers extremely effective for ordinary combustibles (such as wood or paper), flammable liquids, and electrical equipment.

These instructions cover four simple steps in operating the extinguisher safely and effectively: Pull, Aim, Squeeze, and Sweep.

Persuasive

TURBO STEAM

Turbosteam LLC
161 Industrial Boulevard
Turners Falls, MA 01376
Phone: 413-863-3500
Fax: 413-863-3157
www.turbosteam.com

July 20, 20XX

Mr. Richard White, President
Southern Wood Products
Box 84
Memphis, TN 37162

Dear Mr. White:

In our meeting last week, you asked me to explain why we have such confidence in the project we are proposing. Let me outline what I think are excellent reasons.

First, you and Don Smith have given us a clear idea of your needs, and our recent discussions confirm that we fully understand these needs. For instance, our proposal specifies an air-cooled condenser rather than a water-cooled condenser for your project because water in Memphis is expensive. And besides saving money, an air-cooled condenser will be easier to operate and maintain.

Second, we have confidence in our component suppliers and they have confidence in this project. We don't manufacture the equipment; instead, we integrate and package cogeneration systems by selecting for each application the best components from leading manufacturers. For example, Alias Engineering, the turbine manufacturer, is the world's leading producer of single-stage turbines, having built more than 40,000 turbines in 70 years. Likewise, each component manufacturer leads the field and has a proven track record. We have reviewed your project with each major component supplier, and each guarantees the equipment. This guarantee is of course transferable to you and is supplemented by our own performance guarantee.

FIGURE 1.5
A persuasive document

A nicely designed letterhead creates an effective, professional visual appeal

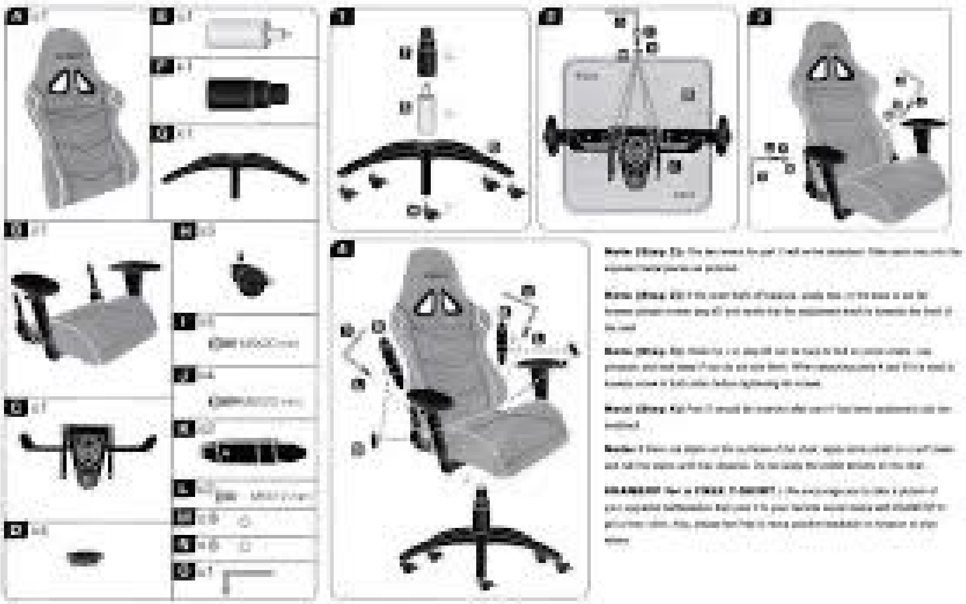
The opening paragraph is written clearly and in a direct but polite manner

Each item in the writer's list of reasons starts out with "first," "second," and "third," making the document easy to navigate

The writer provides the relevant information without going into too much technical detail

What about the following?

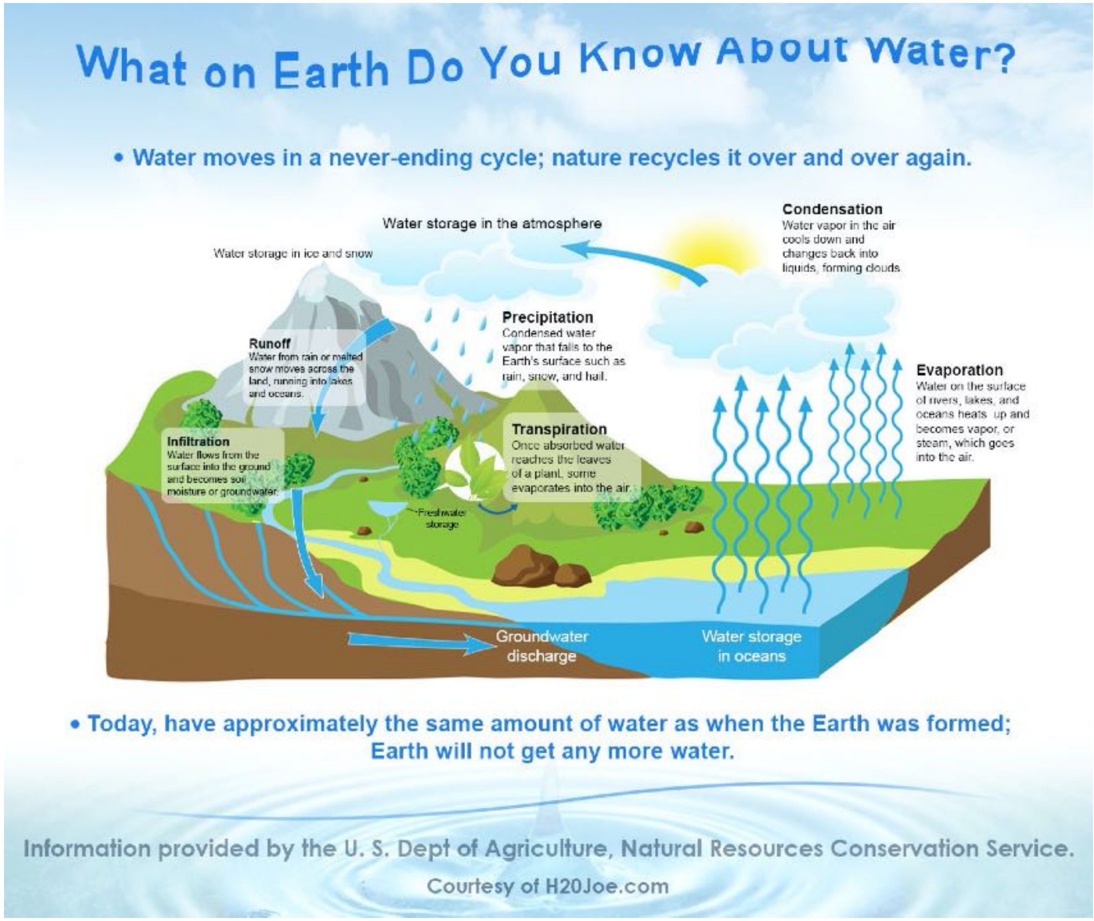
DECIDE ON THE PRIMARY PURPOSE OF THE FOLLOWING TECHNICAL DOCUMENTS



Examples of Technical communication

Examples of Technical communication

Examples of Technical communication



Examples of Technical communication

Example from Godaddy.com

GoDaddy

What We've Done

These humble brag numbers prove what can be done by pulling together and working hard.

14

Our 14 offices dot the globe from Seattle to Belgrade.

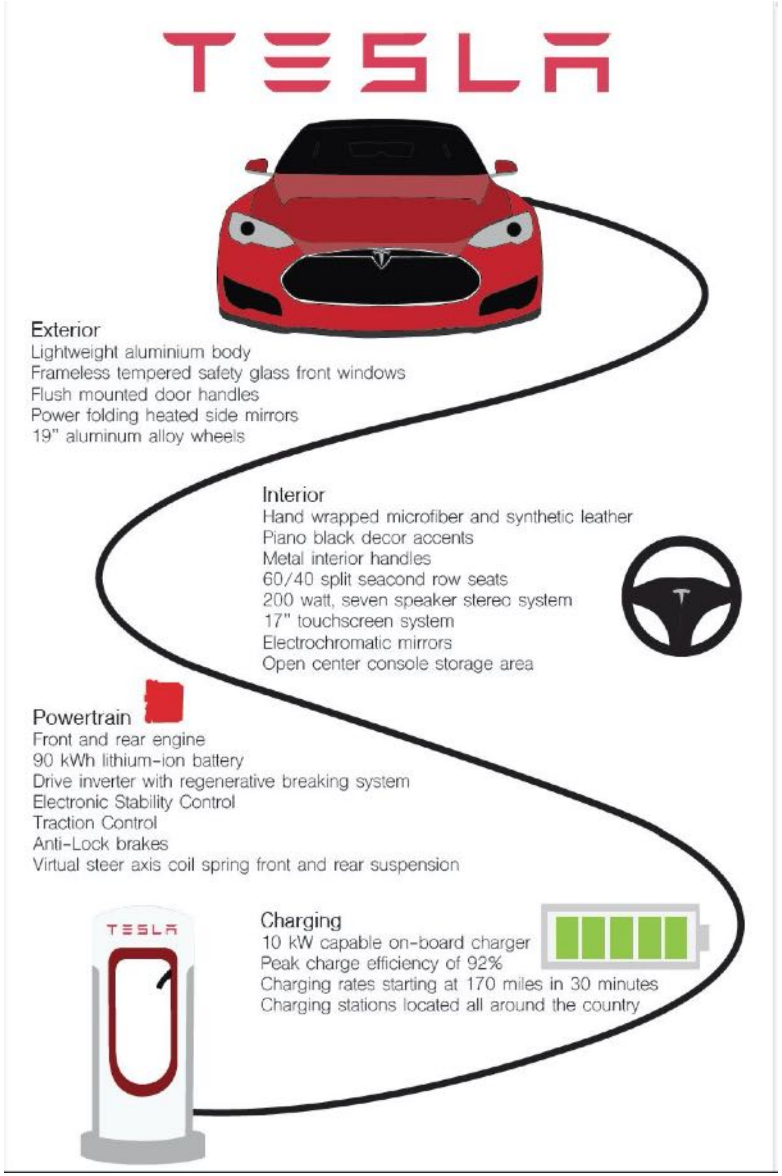
20m

We empower 20 million+ everyday entrepreneurs.

80m

Our customers trust us with their 80 million+ domain

Examples of Technical communication



6- Proofreading

The importance of proofreading

Basic errors will distract the reader and make the writer look careless (such as sentence and punctuation errors).

- **Strategies for proofreading:**
  1. Save it for the final draft.
  2. Take a break before proofreading your final document.
  3. Work from hard copy.
  4. Keep it slow.
  5. Be especially alert for problem areas in your writing.
  6. Proofread more than once.
  7. Never rely only on computerized writing aids.

Technical Writing

ENG103

Student Resources

Week 2

The Research Process in Technical Communication

Chapter 3

CONTENTS

Introduction

- All technical communication requires some degree of research

- This chapter explains how to conduct more complex research for such technical documents as long reports and proposals.

- As you read, consider how research in technical communication often differs from research conducted inAn academic setting.

THINKING CRITICALLY ABOUT RESEARCH

- Check whether the information is reliable or not.
- Testing the quality of information and the accuracy of the interpretations.

STRATEGIES FOR THINKING CRITICALLY ABOUT RESEARCH

- Ask the right questions
- Explore a balance of views
- Explore your topic in sufficient depth
- Evaluate your sources
- Interpret your findings objectively

PRIMARY VERSUS SECONDARY SOURCES

- Primary: directly from the source
- Secondary: what other researchers have compiled

SOURCE CONSIDERATIONS

	Benefits	Drawbacks
Hard-copy sources	• Available on library shelves, where you might also find related material	• Time-consuming and inefficient to search
	• Easy to determine author publication date, page number	• Offer only text and images
	• Easier to preserve and keep secure	• Hard to update
Web-based sources	• More current, efficient, and accessible	• Access to recent material only
	• Searches can be narrowed or broadened	• Not always reliable
	• Can offer material that has no hard-copy equivalent	• User might get confused by too many choices

WEB-BASED SECONDARY SOURCES

- Subject Directories
  - Maintained by editors
  - General: Yahoo! Directory, About.com
  - Specialized: Beaucoup!
- Search Engines
  - Maintained by computers
  - Google

Web-based Secondary Sources

- General commercial, organizational, and academic web sites
- Government web sites
- Online news outlets and magazines
- Blogs
- Wikis
- Internet forums and electronic mailing lists
- E-libraries
- Periodical databases

STRATEGIES FOR RESEARCHING ON THE INTERNET

- Expect limited results from any one search engine or subject director
- When using a search engine, select keywords or search phrases that are varied and technical rather than general
- When using a subject directory, drill down to an appropriate level of specificity
- Consider the domain type (where the site originates)
- Identify the site's purpose and sponsor
- Look beyond the style of a site
- Assess the currency of the site and its materials
- Assess the author's credentials and assertions
- Use bookmarks and hotlists for quick access to favorite Web sites
- Save or print what you need before it changes or disappears
- Download only what you need; use it ethically; obtain permission; and credit your sources

HARD-COPY SECONDARY SOURCES

- Books and periodicals
- Reference Works
  - Bibliographies
  - Indexes
  - Encyclopedias
  - Dictionaries
  - Handbooks
  - Almanacs
  - Directories
  - Abstracts
- Gray Literature

PRIMARY SOURCES

- Unsolicited Inquiries
- Informational Interviews

Strategies for Informational Interviews

- Know exactly what you're looking for
- Request the interview at your respondent's convenience
- Make each question dear, specific, and open-ended
- Avoid loaded questions
- Save the most difficult, complex, or sensitive questions for last
- Be polite and professional
- Ask for clarification if needed, but do not put words in the respondent's mouth
- Ask for closing comments
- Ask for permission to follow up
- Invite the interviewee to read your version of the interview
- End on time and thank the interviewee
- As soon as possible, transcribe your notes or recordings

PRIMARY SOURCES

- Surveys

Strategies for Informational Interviews

- — Define the survey's purpose and target population
- — Identify the sample group
- — Define the survey method
- — Decide on the types of questions
- — Develop an engaging and informative introduction
- — Phrase questions precisely
- — Avoid loaded questions
- — Make the survey brief, simple, and inviting
- — Have an expert review your questionnaire whenever possible

- Observations and experiments

Documenting Sources

Appendix A

CONTENTS

- **What Is Plagiarism?**
  - Using others' work – words, ideas, or illustrations, published or unpublished – without giving the creator sufficient credit.

- **Plagiarism violates 3 significant values:**
  - Preserving intellectual honesty.
  - Giving credits to the work of others.
  - Promoting intellectual growth.

- **To avoid Plagiarism**
- **Identifying Sources and Information to be Documented**
  - Works Cited or References List
  - In-text Citation
- **Taking Effective and Accurate Notes**
  - Strategies for Taking: Notes P. 428

- **To avoid Plagiarism**
- **Quoting Properly**
  - **A quotation** reproduces a portion of a source, using the exact words, for a purpose of your own.
  - Support a statement or idea.
  - Provide an example.
  - Advance an argument.
  - Add interest or color to a discussion.
  - Strategies for Quoting the Work of Others: page 426

- **Paraphrasing & Summarizing Properly**

  - **A paraphrase** is a restatement, in your own words and sentence structure, of specific ideas or information from a source.
  - — Maintain your own writing style
  - — Strategies for Paraphrasing the Work of Others: page 427

  - A **summary** is a restatement of the original in your own words.
  - — Large portion
    - — Strategies for Summarizing the Work of Others: page 428

- **Documentation: The Key to Avoiding Plagiarism**

  — **Why?**

  Ethical reasons, efficiency reasons, and authority reasons.

  — **What?**

  Any ideas or words that are not yours

  - Sources from which you use exact wording
  - Any sources from which you adapt material in your own words
  - Any visual illustration: charts, graphs, drawings, etc.

  — **How?**

  - Modern Language Association (MLA) style for the humanities
  - American Psychological Association (APA) style for social sciences
  - Council of Science Editors (CSE) style for natural and applies sciences

- In-text citation
- Works Cited

- **MLA Documentation Style: page 434**
- **In-text citation**
  - Include author name in the text or between parentheses as well as pages numbers.
- **Works cited**
  - Books: Author. *Title.* Place of Publication: Publisher, Date. Medium.
  - Periodicals: Author. "Article Title", *Periodical Title* Volume and Issue Date: Pages. Medium.
  - Electronic Sources: P. 442

- **APA Documentation Style: page 446**
- **In-text citation**
  - Include author name in the text or between parentheses as well as the date.
- **Works cited**
  - Books: Author. (Date). *Title*. Place of Publication: Publisher.
  - Periodicals: Author. (Date). Article Title. *Periodical Title*, Volume and Issue, Pages.
  - Electronic Sources: P. 453
  - Gray Literature: 456

- **CSE Documentation Style: page 458**
- **In-text citation**
  - Numbered citation in the text.
- **References List**
  - Books: Number of Entry. Author. Title. Edition. Place of publication: Publisher; Date. Pages.
  - Periodicals: Number of Entry. Author. Article Title. Periodical Title Date; Volume and Issue: Pages.

Comparison of APA and MLA citation styles

	APA	MLA
General Format	Author's name / Date of publication / Title / Place of publication / Publisher.	Author's name / Title / Place of publication / Publisher / Date of publication.
Book	Kesey, K. (1962). *One Flew over the Cuckoo's Nest*. New York: Signet.	Kesey, Ken. *One Flew over the Cuckoo's Nest*. New York: Signet, 1962.
Article in a Book	Bunselmeyer, J.E. (2002). Faulkner's narrative styles. In L. Wagner-Martin (Ed.) William Faulkner: Six Decades of Criticism. (pp. 313-331). East Lansing, MI: Michigan State University Press.	Bunselmeyer, J.E. "Faulkner's Narrative Styles." William Faulkner: Six Decades of Criticism. Ed. L. Wagner-Martin. East Lansing, MI: Michigan State UP, 2002. 313-31.
Article in a Periodical	Devlin, K.J. (2006). The scopic drive and visual projection in Heart of Darkness. Modern Fiction Studies, 52 (1), 19-41.	Devlin, Kimberly J. "The Scopic Drive and Visual Projection in Heart of Darkness." Modern Fiction Studies 52.1 (2006): 19-41.
Newspaper / Magazine article	Garbacz, S. (2006, November 14). Experts discuss effects of binge drinking on careers. The Exponent, p. 1.	Garbacz, Steve. "Experts Discuss Effects of Binge Drinking on Careers." The Exponent 14 Nov. 2006: 1.
Web Source	Womack, M. (1997). Edgar Allan Poe's "The Black Cat". Retrieved November 16, 2006, from http://www.poedecoder.com/essays/blackcat/	Womack, Martha. "Edgar Allan Poe's 'The Black Cat'." 1997. The Poe Decoder. 16 November 2006 <http://www.poedecoder.com/essays/blackcat/>

APA vs MLA vs CSE

	MLA Format	APA Format	CSE Format
In-Text	Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).	Ineffective praise is based on a students' peers rather than the students' prior performance (Muijs and Reynolds, 2011, p. 124).	Liberated German art was hauled away to secret locations to be distributed among American civilians[1].
Bibliography, Works Cited, or Reference List	Wordsworth, William. *Lyrical Ballads*. London: Oxford UP, 1967. Print.	Muijs, D., & Reynolds, D. (2011). *Effective teaching: Evidence and practices*. Thousand Oaks, CA: Sage.	1. Simpson A, Burns M, Lovejoy J, Gumble B, Christian S, Powers R, Simpson L, Flanders T, Simpson B, Burns L, et al. The Flying Hellfish: WWII liberators of art from Nazi Germany. Cypr J. 1989;9(1):49-58.

- **Recognizing Copyright Issues: page 459**
  - Copyright is the legal system that gives authors and owners rights over their original works of authorship.
- **Works in the Public Domain**
  - Governments Documents
  - Commonplace information: height and weight charts and metric conversion tables
  - Some authors and artists state that their work is in the public domain

- **Fair Use**
  - Legal doctrine allows the use of some copyrighted material, under some circumstances, without permission.
  - Is the material educational or commercial?
  - Has the material been previously published?
  - How much of the material is being used?
  - How will your use of the material affect the market value of the original?

- **Plagiarism VS. Copyright Infringement**
  - Educational = Fair use.
  - You must document.

Technical Writing

ENG103

Student Resources

Week 3

Providing Audiences with Usable Information

Chapter 4

CONTENTS

Documents' usability

A document's ***usability*** is a measure of how well that document fulfills the information needs of its audience.

Whatever their specific goals and concerns in using a particular document, readers must be able to do at least three things (Coe, *Human Factors* 193; Spencer 74):

- Locate the information they need easily.
- Understand the information immediately.
- Use the information safely and successfully.

To prepare a usable document, follow these six steps:

1. Analyze the document's audience.
2. Determine the document's purpose.
3. Create a task analysis for the document.
4. Consider the setting, potential problems, length, format, timing, and budget.
5. Develop an information plan for the document.
6. Write, test, and revise the document.

YOU CANNOT CREATE AN EFFECTIVE DOCUMENT UNTIL YOU FIRST EXPLORE ALL YOU CAN ABOUT ***WHO*** WILL USE YOUR DOCUMENT.

- Who is the main audience for this document?
- Who else is likely to read it?
- What is your relationship with the audience? Are there multiple types of relationships involved?
- How familiar might the audience be with technical details?
- What culture or cultures does your audience represent

AUDIENCES

- Primary and secondary audience
- Relationship with the audience
- Audience's technical background
- Audience's cultural background
  - What culture or cultures does your audience represent
  - Strategies: P. 57

FIGURE 4.2 **Bayer aspirin Web page written and designed for a general audience**

Source: Copyright © 2009 BayerHealthCare LLC. All rights reserved. Reproduced by permission.

FIGURE 4.3
Bayer aspirin entry from the *Physicians' Desk Reference,* written and designed for a technical audience

Bayer HealthCare LLC

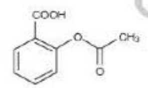
Consumer Care
36 COLUMBIA ROAD
P.O. BOX 1910
MORRISTOWN, NJ 07962-1910

Direct Inquiries to:
Consumer Relations
(800) 331-4536
www.BayerAspirin.com

BAYER® ASPIRIN **OTC**
Comprehensive Prescribing Information

DESCRIPTION
Aspirin for Oral Administration
Regular Strength 325 mg and Low Strength 81 mg Tablets
Antiplatelet, Antiarthritic

Aspirin



$C_9H_8O_4$
Mol. Wt.: 180.16
C 60.00 %; H 4.48 %; O 35.52%

Aspirin is an odorless, white, needle-like crystalline or powdery substance. When exposed to moisture, aspirin hydrolyzes into salicylic and acetic acids, and gives off a vinegary-odor. It is highly lipid soluble and slightly soluble in water.

CLINICAL PHARMACOLOGY

Mechanism of Action

Aspirin is a more potent inhibitor of both prostaglandin synthesis and platelet aggregation than other salicylic acid derivatives. The differences in activity between aspirin and salicylic acid are thought to be due to the acetyl group on the aspirin molecule. This acetyl group is responsible for the inactivation of cyclo-oxygenase via acetylation.

Pharmacokinetics

Absorption: In general, immediate release aspirin is well and completely absorbed from the gastrointestinal (GI) tract. Following absorption, aspirin is hydrolyzed to salicylic acid with peak plasma levels of salicylic acid occurring with 1–2 hours of dosing (see Pharmacokinetics—Metabolism). The rate of absorption from the GI tract is dependent upon the dosage form, the presence or absence of food, gastric pH (the presence or absence of GI antacids or buffering agents), and other physiologic factors. Enteric coated aspirin products are erratically absorbed from the GI tract.

Distribution: Salicylic acid is widely distributed to all tissues and fluids in the body including the central nervous system (CNS), breast milk, and fetal tissues. The highest concentrations are found in the plasma, liver, renal cortex, heart, and lungs. The protein binding of salicylate is concentration-dependent. i.e., non-linear. At low concentrations (< 100 micrograms/milliliter (mcg/mL)), approximately 90 percent of plasma salicylate is bound to albumin while at higher concentrations (>400 mcg/mL), only about 75 percent is bound. The early signs of salicylic overdose (salicylism), including tinnitus (ringing in the ears), occur at plasma concentrations approximating 200 mcg/mL. Severe toxic effects are associated with levels >400 mcg/mL. (See **ADVERSE REACTIONS** and **OVER DOSAGE.**)

Metabolism: Aspirin is rapidly hydrolyzed in the plasma to salicylic acid such that plasma levels of aspirin are essentially undetectable 1–2 hours after dosing. Salicylic acid is primarily conjugated in the liver to form salicyluric acid, a phenolic glucuronide, an acyl glucuronide, and a number of minor metabolites. Salicylic acid has a plasma half-life of approximately 6 hours. Salicylate metabolism is saturable and total body clearance decreases at higher serum concentrations due to the limited ability of the liver to form both salicyluric acid and phenolic glucuronide. Following toxic doses (10–20 grams (g)), the plasma half-life may be increased over 20 hours.

Elimination: The elimination of salicylic acid follows zero order pharmacokinetics; (i.e., the rate of drug elimination is constant in relation to plasma concentration). Renal excretion of unchanged drug depends upon urine pH. As urinary pH rises above 6.5, the renal clearance of free salicylate increases from < 5 percent to >80 percent. Alkalinization of the urine is a key concept in the management of salicylate overdose. (See **OVERDOSAGE.**) Following therapeutic doses, approximately 10 percent is found excreted in the urine as salicylic acid, 75 percent as salicyluric acid, 10 percent phenolic and 5 percent acyl glucuronides of salicylic acid.

Pharmacodynamics

Aspirin affects platelet aggregation by irreversibly inhibiting prostaglandin cyclo-oxygenase. This effect lasts for the life of the platelet and prevents the formation of the platelet aggregating factor thromboxane A2. Non-acetylated salicylates do not inhibit this enzyme and have no effect on platelet aggregation. At somewhat higher doses, aspirin reversibly inhibits the formation of prostaglandin I2 (prostacyclin), which is an arterial vasodilator and inhibits platelet aggregation. At higher doses aspirin is an effective anti-inflammatory agent, partially due to inhibition of inflammatory mediators via cyclo-oxygenase inhibition in peripheral tissues. In vitro studies suggest that other mediators of inflammation may also be suppressed by aspirin administration, although the precise mechanism of action has not been elucidated. It is this nonspecific suppression of cyclo-oxygenase activity in peripheral tissues following large doses that leads to its primary side effect of gastric irritation. (See **ADVERSE REACTIONS.**)

CLINICAL STUDIES

Ischemic Stroke and Transient Ischemic Attack (TIA):
In clinical trials of subjects with TIA's due to fibrin platelet emboli or ischemic stroke, aspirin has been shown to significantly reduce the risk of the combined endpoint of stroke or death and the combined endpoint of TIA, stroke, or death by about 13–18 percent.

Suspected Acute Myocardial Infarction (MI):
In a large, multi-center study of aspirin, streptokinase, and the combination of aspirin and streptokinase in 17,187 patients with suspected MI, aspirin treatment produced a 23-percent reduction in the risk of vascular mortality. Aspirin was also shown to have an additional benefit in patients given a thrombolytic agent.

Prevention of Recurrent MI and Unstable Angina Pectoris:
These indications are supported by the results of six large, randomized, multi-center, placebo-controlled trials of

Continued on next page

Information will be superseded by supplements and subsequent editions.

2. Determine the document's purpose

- Primary and secondary purpose
  - — Inform
  - — Instruct
  - — Persuade
- Intended use

Know how to be persuasive

IN THE WORKPLACE, WE RELY ON PERSUASION DAILY: TO WIN COWORKER SUPPORT, TO ATTRACT CLIENTS AND CUSTOMERS, TO REQUEST FUNDING.

- Using claims as a basis of persuasion
  - — Claim is a statement of the point you are trying to prove
  - — What the facts are

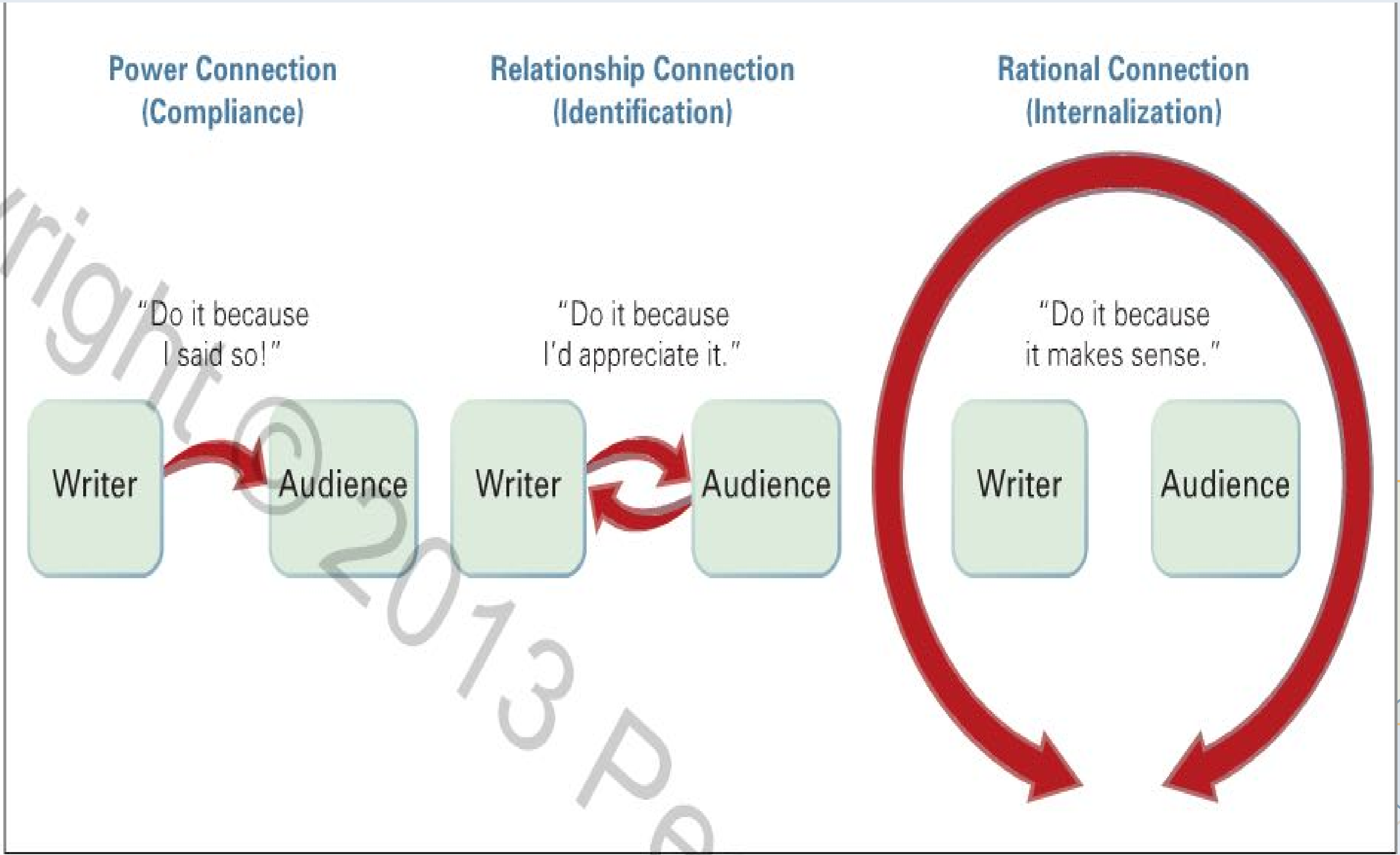
  "Sales have fallen"
  - — What the facts mean

  "Layoffs"
  - — What should be done

  10 % salary cut

Know how to be persuasive

- Connecting with audience



3. CREATE A TASK ANALYSIS OF THE DOCUMENT

- MOST TECHNICAL COMMUNICATION IS TASK-ORIENTED.
- PEOPLE COME TO THE INFORMATION WANTING TO *DO* SOMETHING.
- YOU NEED TO THINK THROUGH THE STEP-BY-STEP NATURE OF YOUR DOCUMENT BEFORE YOU WRITE IT BY CREATING A *TASK ANALYSIS*
  - Define main tasks then subtasks

Main task: Assemble the grill.

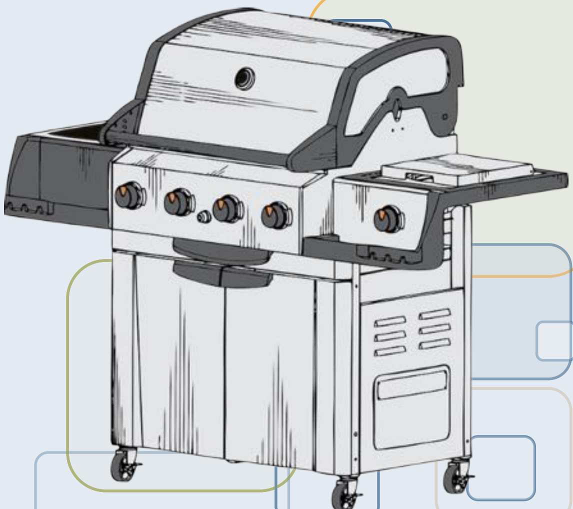
Subtasks
1. Locate all parts.
2. Get the required tools.
3. Lay out parts in order.
4. Assemble parts into smaller units.
5. Assemble these smaller units into large units.

Main task: Use the grill.

Subtasks
1. Attach the gas canister.
2. Turn on the main gas valve.
3. Turn on the individual burners.
4. Press button to ignite.

Main task: Maintain the grill.

Subtasks
1. Turn off the main gas valve when not in use.
2. Cover to protect from rain.
3. Clean the grate regularly.



4. CONSIDER OTHER RELATED USABILITY FACTORS

- Setting
- Potential problems
- Format
- Budget
- Length
- Timing

5. DEVELOP AN INFORMATION PLAN FOR THE DOCUMENT

- Purpose statement
- User tasks
- Setting
- Format
- Timing
- Audience
- Potential problems
- Length
- Budget

information plan: is an outline based on all the previous considerations in this chapter.

Information plans can be as short as a two- to three-page memo or as long as a multipage report, depending on your project.

GrillChef Corporation

To: Technical writing design team
From: Erin Green and Geoff Brannigan, team leaders
Date: January 21, 20XX
Re: Information plan for gas grill manual

As you know, our team recently performed an analysis of user needs as we prepare to design and write the new User Manual for the new GrillChef Model 2000 double-burner grill. This memo summarizes our findings and presents a plan for proceeding.

Part One: Analysis

Audience—The audience for this manual is very broad. It consists of consumers who purchase the grill. This purchase may be their first gas grill, or they may be replacing an old grill. Some users are making a switch from charcoal to gas. Our analysis revealed that the primary users are male and female, ranging in age from 25 to 50. From a focus group, we determined that most users are afraid to assemble the grill. But all members expressed enthusiasm about using the grill. Also, according to marketing, this grill is only sold in the United States.

Purpose— The manual has several purposes:

1. Instruct the user in assembling and using the grill.
2. Provide adequate safety instructions. These are to protect the user and to make sure we have complied with our legal requirements.
3. Provide a phone number, Web address, and other contact information if users have questions or need replacement parts.

User tasks—Our task analysis revealed three main tasks this manual must address:

1. How to assemble the grill. Users need clear instructions, a list of parts, and diagrams that can assist them. Users wish to be able to assemble the grill within 30 minutes to one hour.
2. How to use the grill. Users need clear instructions for operating the grill safely. Because some users have never used gas for grilling, we need to stress safety.
3. How to maintain the grill. Users need to know how to keep the grill clean, dry, and operational.

Part Two: Design Plans

Based on our analysis, we suggest designing a manual that is simple, easy to use, and contains information users need. We will follow the layout and format of our other manuals.

Rough outline—Cover with drawing of grill, model number, company name.

Inside front cover: safety warnings (our legal department has indicated that these warnings need to go first).

First section: Exploded diagram, list of parts, drawings of parts, numbered list of instructions for assembly

6. WRITE, TEST, AND REVISE

- Content
- Organization
- Style
- Layout and visuals
- Ethical, legal, and cultural considerations

Recognizing Ethical Issues in Technical Communications

Chapter 5


Booma®
Booma®
RoHS
SAMSUNG
Certified to the highest UK safety standards.
Supplied with Samsung battery and UL-approved charging equipment.


©MARK LARGE

NOTE:

Ethics, Technology, and Communication: page 73

Types of Ethical Choices: page 73

How Workplace Pressures Influences Ethical Values: page 75

Recognizing and Avoiding Ethical Abuses: page 78

ETHICS, TECHNOLOGY, AND COMMUNICATION

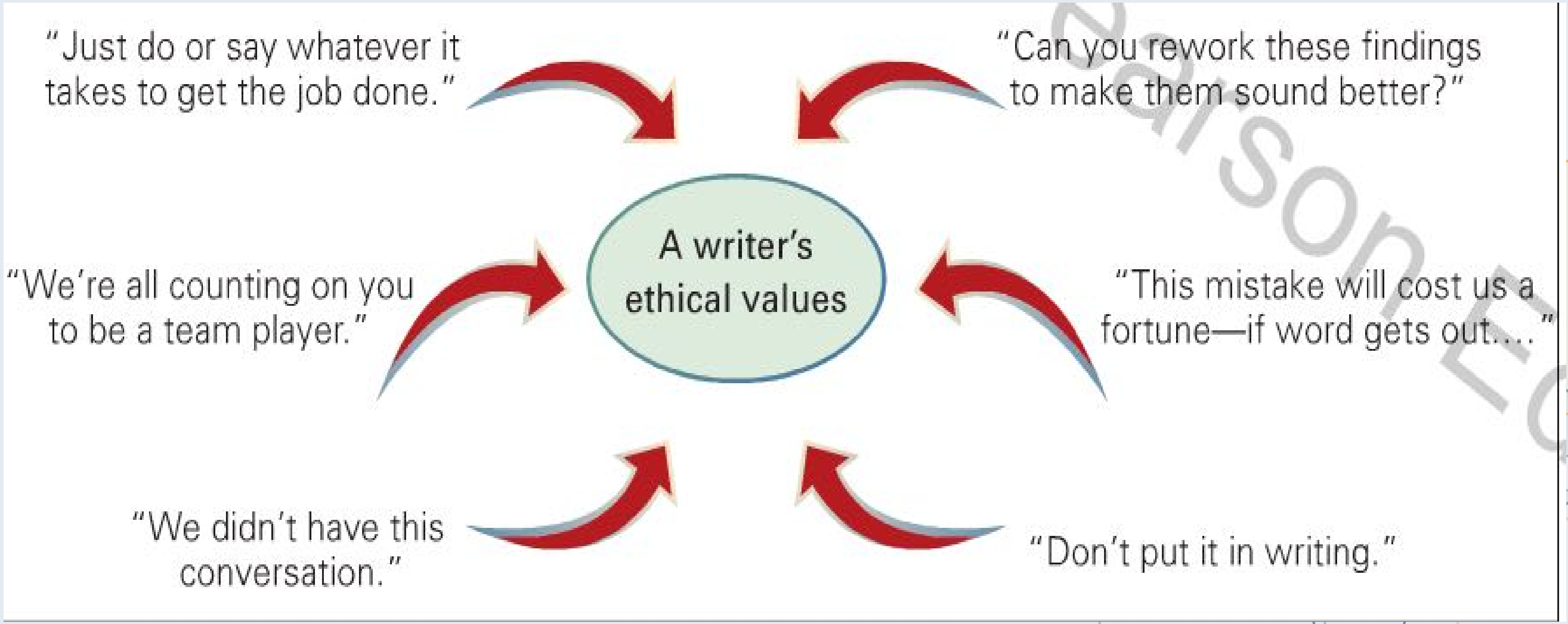
- Ethical questions revolve around technology
- Should the technical writer include information related to ethics (e.g., invasion of privacy), exclude it, or deemphasize it by using small font?
- Ethical stance requires a personal decision.
- Effects of the decision on the users, company, society, and job should be considered.
- Ethics are often compromised by outside pressure.

TYPES OF ETHICAL CHOICES

- Medical technologies
- Banking and retail operations
- Environment pollutants
- E.g., p. 74

HOW WORKPLACE PRESSURES AFFECT ETHICAL VALUES

- Ethics are often compromised by outside pressure
- Everyone must maintain ethical standards.
- Unethical can harm a company reputation as well as workers and customers.



RECOGNIZING AND AVOIDING ETHICAL ABUSES

- Plagiarizing the work of others
- Falsifying or fabricating information
- Suppressing or downplaying information
- Exaggerating claims
- Using visual images that conceal the truth
- Stealing or divulging proprietary information
- Misusing electronic information
- Exploiting cultural differences

Where food comes from in advertisements

Reality

STRATEGIES FOR AVOIDING ETHICAL ABUSES

- Always cite your sources if the information or data is not your own
- Give the audience everything it needs to know
- Give people a clear understanding of what the information means
- Never manipulate information or data in your writing or in your visuals
- Use common sense and/or follow your company's confidentiality guidelines
- Do not exploit cultural inequalities or manipulate international readers
- Constantly ask yourself, "Would I stand behind what I have created if I were held publicly accountable for it?"

Technical Writing

ENG103

Student Resources

Week 4

Part II

4 components of technical communication:

- An understandable structure
- A readable style
- Audience-centered visuals
- A user-friendly design

Structuring Information for Your Readers

Chapter 6

CONTENTS

THE IMPORTANCE OF AN UNDERSTANDABLE STRUCTURE

Structure your information in a way that readers can easily grasp

- What relationships do the collected data suggest?
- What should I emphasize?
- In which sequence will users approach this material?
- What belongs where?
- What do I say first? Why?
- What comes next?
- How do I end?

Examples P. 84-85

ORGANIZATION

- Make sure that your ideas flow logically.
- Start by creating a list of key topics that you think the reader needs.
- Reorganize the list into an outline.

OUTLINING

Document title

I. Introduction
   A. Topics
      1. Subtopics as needed
         a. Details as needed
   B. Continue as above

II. Body (Data)
   A. Topics
      1. Subtopics as needed
         a. Details as needed
   B. Continue as above

III. Conclusion
   A. Summary
   B. Concise interpretation
   C. Recommendations

KEY CHARACTERISTICS OF FORMAL OUTLINES:

Alphanumeric Notation

- Roman numeral indicate the three main sections.
- First level of subtopic is indented and preceded by capital letters.
- Second level is further indented and preceded by Arabic numerals.
- Third level is indented three spaces and preceded by lowercase letters.

Decimal Notation

- Arabic numerals are used.
- Each level will start with the same number of the main division.

Examples P. 87-88

STRATEGIES FOR OUTLINING

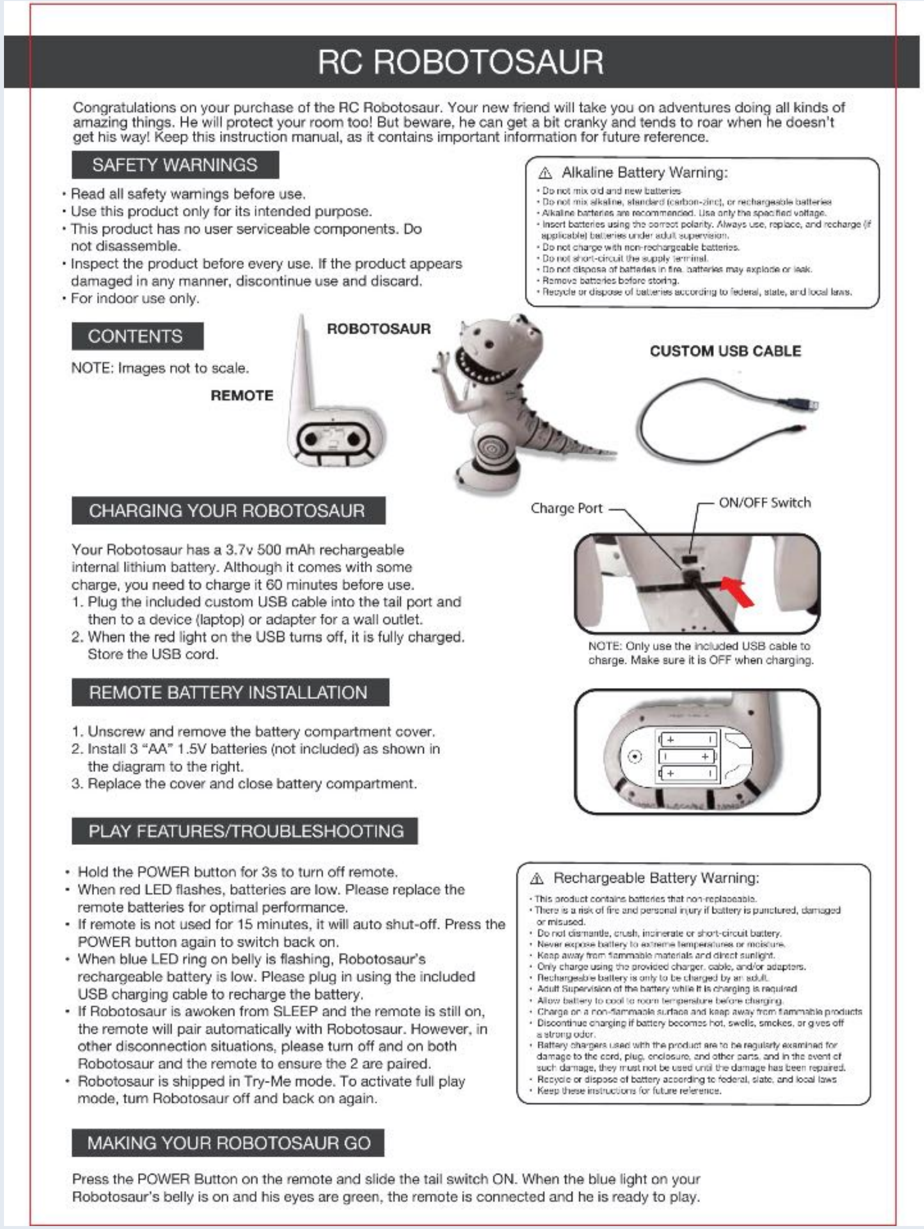
- List key topics and subtopics to be included in your document
- Set up a standard outline
- Place key topics and subtopics where they fit within your standard outline
- Use alphanumeric or decimal notation consistently throughout the outline
- Avoid excessive subtopics
- Refine your outline as you write your document

Keep in Mind

- **Chunking**
  - Breaking information down into smaller units.
  - Helps reader to see which information belong together and how various pieces are connected.
  - Information is handled differently on the web than on the printed page.

- **Sequencing**
  - Ordering information to follow a logical progression.
  - Spatial Sequencing
    - What are the parts and how do they fit together.
    - Used to describe physical object or mechanism.
  - Chronological Sequencing
    - In what order have things happened/should things happen?
    - Follow an actual sequence of events.
  - Problem – Solution Sequencing
    - What was/is the problem or goal and how was it/can it be fixed or achieved?
    - Description of a problem – diagnosis – solution.
  - Cause and Effect Sequence
    - What caused/will cause something to happen?
    - Describe an incident then trace its causes.

Spatial Sequencing (1st to last piece assembling)



RC ROBOTOSAUR

Congratulations on your purchase of the RC Robotosaur. Your new friend will take you on adventures doing all kinds of amazing things. He will protect your room too! But beware, he can get a bit cranky and tends to roar when he doesn't get his way! Keep this instruction manual, as it contains important information for future reference.

SAFETY WARNINGS

- Read all safety warnings before use.
- Use this product only for its intended purpose.
- This product has no user serviceable components. Do not disassemble.
- Inspect the product before every use. If the product appears damaged in any manner, discontinue use and discard.
- For indoor use only.

⚠ Alkaline Battery Warning:

- Do not mix old and new batteries.
- Do not mix alkaline, standard (carbon-zinc), or rechargeable batteries.
- Alkaline batteries are recommended. Use only the specified voltage.
- Insert batteries using the correct polarity. Always use, replace, and recharge (if applicable) batteries under adult supervision.
- Do not charge with non-rechargeable batteries.
- Do not short-circuit the supply terminal.
- Do not dispose of batteries in fire, batteries may explode or leak.
- Remove batteries before storing.
- Recycle or dispose of batteries according to federal, state, and local laws.

CONTENTS

NOTE: Images not to scale.

CHARGING YOUR ROBOTOSAUR

Your Robotosaur has a 3.7v 500 mAh rechargeable internal lithium battery. Although it comes with some charge, you need to charge it 60 minutes before use.

1. Plug the included custom USB cable into the tail port and then to a device (laptop) or adapter for a wall outlet.
2. When the red light on the USB turns off, it is fully charged. Store the USB cord.

NOTE: Only use the included USB cable to charge. Make sure it is OFF when charging.

REMOTE BATTERY INSTALLATION

1. Unscrew and remove the battery compartment cover.
2. Install 3 "AA" 1.5V batteries (not included) as shown in the diagram to the right.
3. Replace the cover and close battery compartment.

PLAY FEATURES/TROUBLESHOOTING

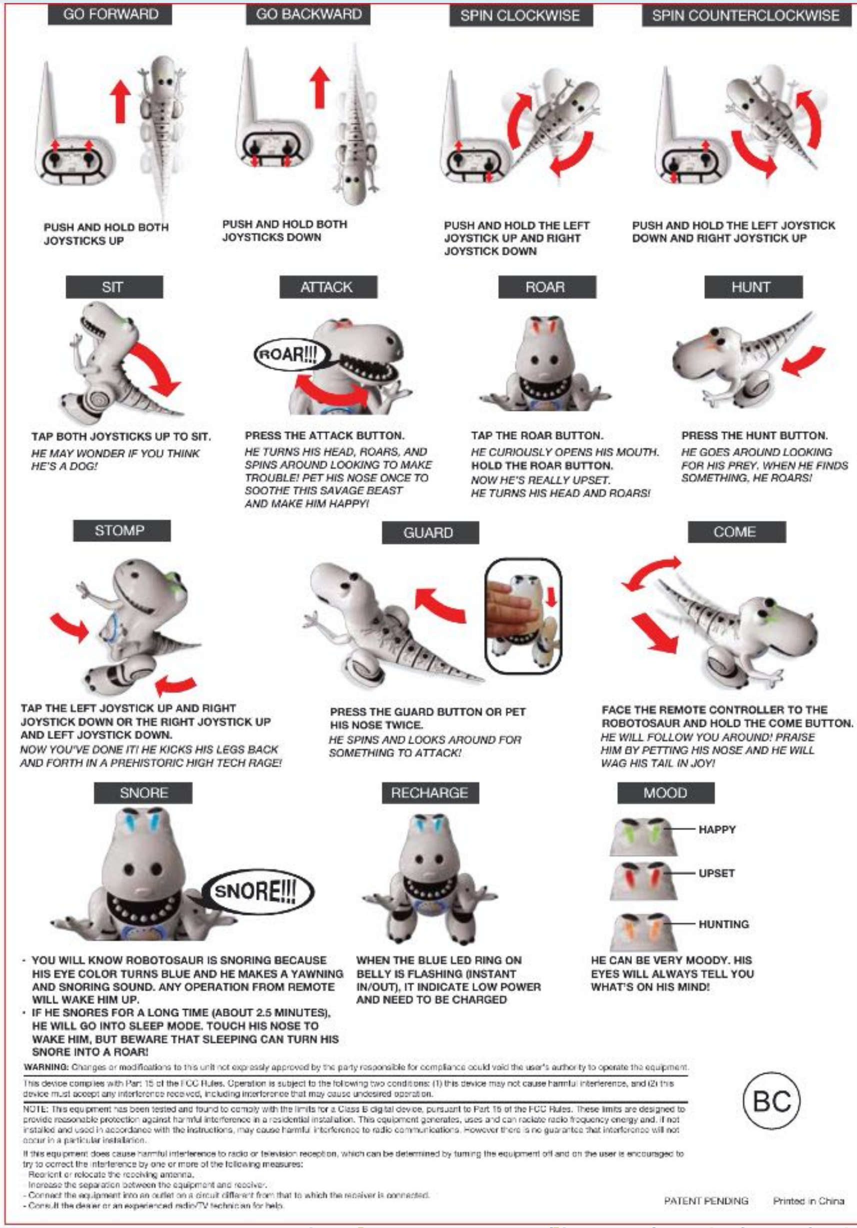
- Hold the POWER button for 3s to turn off remote.
- When red LED flashes, batteries are low. Please replace the remote batteries for optimal performance.
- If remote is not used for 15 minutes, it will auto shut-off. Press the POWER button again to switch back on.
- When blue LED ring on belly is flashing, Robotosaur's rechargeable battery is low. Please plug in using the included USB charging cable to recharge the battery.
- If Robotosaur is awoken from SLEEP and the remote is still on, the remote will pair automatically with Robotosaur. However, in other disconnection situations, please turn off and on both Robotosaur and the remote to ensure the 2 are paired.
- Robotosaur is shipped in Try-Me mode. To activate full play mode, turn Robotosaur off and back on again.

⚠ Rechargeable Battery Warning:

- This product contains batteries that non-replaceable.
- There is a risk of fire and personal injury if battery is punctured, damaged or misused.
- Do not dismantle, crush, incinerate or short-circuit battery.
- Never expose battery to extreme temperatures or moisture.
- Keep away from flammable materials and direct sunlight.
- Only charge using the provided charger, cable, and/or adapters.
- Rechargeable battery is only to be charged by an adult.
- Adult Supervision of the battery while it is charging is required.
- Allow battery to cool to room temperature before charging.
- Charge on a non-flammable surface and keep away from flammable products
- Discontinue charging if battery becomes hot, swells, smokes, or gives off a strong odor.
- Battery chargers used with the product are to be regularly examined for damage to the cord, plug, enclosure, and other parts, and in the event of such damage, they must not be used until the damage has been repaired.
- Recycle or dispose of battery according to federal, state, and local laws
- Keep these instructions for future reference.

MAKING YOUR ROBOTOSAUR GO

Press the POWER Button on the remote and slide the tail switch ON. When the blue light on your Robotosaur's belly is on and his eyes are green, the remote is connected and he is ready to play.



GO FORWARD

PUSH AND HOLD BOTH JOYSTICKS UP

GO BACKWARD

PUSH AND HOLD BOTH JOYSTICKS DOWN

SPIN CLOCKWISE

PUSH AND HOLD THE LEFT JOYSTICK UP AND RIGHT JOYSTICK DOWN

SPIN COUNTERCLOCKWISE

PUSH AND HOLD THE LEFT JOYSTICK DOWN AND RIGHT JOYSTICK UP

SIT

TAP BOTH JOYSTICKS UP TO SIT.
HE MAY WONDER IF YOU THINK HE'S A DOG!

ATTACK

PRESS THE ATTACK BUTTON.
HE TURNS HIS HEAD, ROARS, AND SPINS AROUND LOOKING TO MAKE TROUBLE! PET HIS NOSE ONCE TO SOOTHE THIS SAVAGE BEAST AND MAKE HIM HAPPY!

ROAR

TAP THE ROAR BUTTON.
HE CURIOUSLY OPENS HIS MOUTH.
HOLD THE ROAR BUTTON.
NOW HE'S REALLY UPSET. HE TURNS HIS HEAD AND ROARS!

HUNT

PRESS THE HUNT BUTTON.
HE GOES AROUND LOOKING FOR HIS PREY. WHEN HE FINDS SOMETHING, HE ROARS!

STOMP

TAP THE LEFT JOYSTICK UP AND RIGHT JOYSTICK DOWN OR THE RIGHT JOYSTICK UP AND LEFT JOYSTICK DOWN.
NOW YOU'VE DONE IT! HE KICKS HIS LEGS BACK AND FORTH IN A PREHISTORIC HIGH TECH RAGE!

GUARD

PRESS THE GUARD BUTTON OR PET HIS NOSE TWICE.
HE SPINS AND LOOKS AROUND FOR SOMETHING TO ATTACK!

COME

FACE THE REMOTE CONTROLLER TO THE ROBOTOSAUR AND HOLD THE COME BUTTON.
HE WILL FOLLOW YOU AROUND! PRAISE HIM BY PETTING HIS NOSE AND HE WILL WAG HIS TAIL IN JOY!

SNORE

- YOU WILL KNOW ROBOTOSAUR IS SNORING BECAUSE HIS EYE COLOR TURNS BLUE AND HE MAKES A YAWNING AND SNORING SOUND. ANY OPERATION FROM REMOTE WILL WAKE HIM UP.
- IF HE SNORES FOR A LONG TIME (ABOUT 2.5 MINUTES), HE WILL GO INTO SLEEP MODE. TOUCH HIS NOSE TO WAKE HIM, BUT BEWARE THAT SLEEPING CAN TURN HIS SNORE INTO A ROAR!

RECHARGE

WHEN THE BLUE LED RING ON BELLY IS FLASHING (INSTANT IN/OUT), IT INDICATE LOW POWER AND NEED TO BE CHARGED

MOOD

HE CAN BE VERY MOODY. HIS EYES WILL ALWAYS TELL YOU WHAT'S ON HIS MIND!

WARNING: Changes or modifications to this unit not expressly approved by the party responsible for compliance could void the user's authority to operate the equipment.

This device complies with Part 15 of the FCC Rules. Operation is subject to the following two conditions: (1) this device may not cause harmful interference, and (2) this device must accept any interference received, including interference that may cause undesired operation.

NOTE: This equipment has been tested and found to comply with the limits for a Class B digital device, pursuant to Part 15 of the FCC Rules. These limits are designed to provide reasonable protection against harmful interference in a residential installation. This equipment generates, uses and can radiate radio frequency energy and, if not installed and used in accordance with the instructions, may cause harmful interference to radio communications. However there is no guarantee that interference will not occur in a particular installation.

If this equipment does cause harmful interference to radio or television reception, which can be determined by turning the equipment off and on the user is encouraged to try to correct the interference by one or more of the following measures:
- Reorient or relocate the receiving antenna.
- Increase the separation between the equipment and receiver.
- Connect the equipment into an outlet on a circuit different from that to which the receiver is connected.
- Consult the dealer or an experienced radio/TV technician for help.

BC

PATENT PENDING Printed in China

- **Paragraphing**
  - The process of shaping information within paragraphs.
  - Importance of paragraphs P.92
  - Each paragraph should have introduction, body, and conclusion.
  - Topic sentence
    - — Opening sentence represents the main idea.
  - Paragraph Unity
    - — Each sentence in the body should expand on the topic sentence.
  - Paragraph Coherence
    - — All sentences form a connected line of thought, leading from the topic sentence to the conclusion.
    - — Can be damaged by
      - 1) sentence in the wrong order
      - 2) insufficient transitions and connectors for linking related ideas
      - 3) an inaccessible line of reasoning and lack of conclusion

Which is easier to read?

Information technology (IT) is the use of computers to store, retrieve, transmit, and manipulate data[1] or information. IT is typically used within the context of business operations as opposed to personal or entertainment technologies.[2] IT is considered to be a subset of information and communications technology (ICT). An information technology system (IT system) is generally an information system, a communications system or, more specifically speaking, a computer system – including all hardware, software and peripheral equipment – operated by a limited group of users.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC,[3] but the term information technology in its modern sense first appeared in a 1958 article published in the Harvard Business Review; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)." Their definition consists of three categories: techniques for processing, the application of statistical and mathematical methods to decision-making, and the simulation of higher-order thinking through computer programs.[4[

The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several products or services within an economy are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, and e-commerce.[5][a[

Based on the storage and processing technologies employed, it is possible to distingu four distinct phases of IT development: pre-mechanical (3000 BC – 1450 AD), mechanical (1450–1840), electromechanical (1840–1940), and electronic (1940–present).[3] This article focuses on the most recent period (electronic).

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- **Clarifying Headings**
  - Create headings as one of the final steps in the structuring process.
  - A way to break up long passages.
  - Not all documents need headings (memo).
  - Example P. 85 - 96
- **Provide an overview**
  - Provide an overview as the last step in the structuring process.
  - Short documents do not need an overview.
  - Answers questions like:
    - What is the purpose of this document?
    - Why should I read it?
    - What information can I expect to find here?

It used to be that cutting-edge technology was the province of large, well-heeled companies. In the era of mainframes or huge server farms, that might have been true. But today, technology is helping to level the playing field between large, enterprise size companies and their small or midsize competitors (SMBs). With the right technology solutions, SMBs can overcome the disadvantages of their size and compete in the larger arena. In fact, a recent study by the Portland Consulting Group demonstrated a clear correlation between adoption of new technologies by SMBs, and enhanced business performance. During the past three years, tech-savvy SMBs grew 15 percent faster and created jobs two times faster than SMBs that used little technology. Many SMBs are also limping along with a patchwork of different software programs that don't communicate well with each other. Their remote employees and sales reps struggle with obtaining the latest information about inventory, manufacturing processes and delivery dates. Often this information is locked away on computers in the main office; even when employees or customers manage to access it, the data might be contradictory or out of date.	**Wherever, Whenever Access to Data** It used to be that cutting-edge technology was the province of large, well-heeled companies. In the era of mainframes or huge server farms, that might have been true. But today, technology is helping to level the playing field between large, enterprise size companies and their small or midsize competitors (SMBs). With the right technology solutions, SMBs can overcome the disadvantages of their size and compete in the larger arena. **Fact: Tech-Savvy SMBs Grow Faster** In fact, a recent study by the Portland Consulting Group demonstrated a clear correlation between adoption of new technologies by SMBs, and enhanced business performance. During the past three years, tech-savvy SMBs grew 15 percent faster and created jobs two times faster than SMBs that used little technology. **Old Tech Can Hurt More Than Help** Many SMBs are also limping along with a patchwork of different software programs that don't communicate well with each other. Their remote employees and sales reps struggle with obtaining the latest information about inventory, manufacturing processes and delivery dates. Often this information is locked away on computers in the main office; even when employees or customers manage to access it, the data might be contradictory or out of date.

Writing with a Readable Style

Chapter 7

CONTENTS

THE IMPORTANCE OF READABLE STYLE

- **Style has to do with readability at the sentence and word level.**
- **Consider**
  - The way in which you construct each sentence
  - The length of your sentences
  - The way in which you connect sentences
  - The words and phrases you choose
  - The tone you convey

WRITING CLEARLY P. 104

- **Avoid**
  - **Ambiguous pronoun references**

“Jack resents his assistant because he is competitive”

  - **Ambiguous modifiers**

“Only press the red button in an emergency”

  - **Passive voice**

“I did it – It was done by me”

  - **Nominalizations**

“My recommendation is for a larger budget”

“I recommend a larger budget”

— **Stacked modifying nouns**

- “Be sure to leave enough time for today’s training session participant evaluation.”
- “Be sure to leave enough time for participant to evaluate today’s training session .”

— **Unnecessary jargon**

- “We will bilaterally optimize our efforts on this project”
- “We will cooperate on this project”

WRITE CONCISELY P.109

- Avoid
  - Wordiness

At a rapid rate= rapidly

Due to the fact that= because

  - Redundancy

[completely] eliminate

Enter [into]

  - Repetition

Write Fluently p.111

- Combine related ideas

The company invests in oil. It also invests in gas.

How would you improve this sentence?

……………………………………………

- Vary sentence length and construction
- Use parallel structure

Writing Personably P. 114

- Adjust your tone
- Avoid sexist and biased language
  - Chairman= chair
  - Postman= postal worker
  - "A writer will succeed if he revises" = "Writers will succeed if they revise"
  - Ms.

Mrs.

Miss

Unbiased Language

- Third world= Developing countries
- Disabled person=Person with disability
- Old citizen =Senior citizen

Technical Writing

ENG103

Student Resources

Week 5

MEMOS AND LETTERS

CHAPTER 11

CONTENTS

CONTENTS (CONTINUED)

Common types of written communication:

- Memos – Ch. 11
- Letters – Ch. 11
- Emails – Ch. 19

WHAT IS A MEMO?

- Memos give directives, provide instructions, relay information, and make request.
- Memos are used in workplace.
- Memos are easy to post in a workstation or an office.

EMAILS VS. MEMOS

Memo	Email
- Turned into PDF files attached to emails - Leaves a paper trial - Formal	- Can function like a memo - Leaves a digital trial - Less formal

Memos:

- Memo parts and format P. 189

MEMORANDUM

To: All Marketing Assistants, Cincinnati Office Web Marketing Group
From: Marilyn Zito, Purchasing <m.zito@adco.com>*MZ*
Date: October 25, 20XX
Subject: *Your choices for new high-capacity copier*

As you requested at our October 12 meeting, I have gathered all the manufacturer information needed to order a new high-capacity photocopier to replace the inefficient one in your area. As you know, since the MAs typically make the most use of the copy machines, I would appreciate your input as to which copiers from the attached options seem most suitable for your purposes.

Please note that I was required to select from options under $8,500 in order to stay within your department's 20XX purchasing budget, a substantial portion of which was used to purchase your new high-speed fax machine in March. However, I think you will find that the copiers selected are state-of-the art and should more than meet your needs in terms of capacity, speed, quality, precision, and durability—all of which you indicated were important attributes.

Please take a careful look at the models attached, consider your impressions of each model, pick your top three preferences, and email me your lists individually by November 5. I will tabulate your votes, contact you with the results, and order accordingly.

Thank you very much for taking the time to help me make an informed decision that meets your genuine needs.

Copies: J. Herrera, Director of Marketing
M. Ziolkowki, Vice President, Purchasing

- "Memo" or "Memorandum" is centered at the top of the page
- Heading guide includes "To" "From" "Date" and "Subject" lines
- Opening paragraph gets right to the point
- Provides necessary background details
- Outlines specific course of action in the conclusion
- Copy notation appears at the bottom

FIGURE 11.1 A properly formatted memo

Memo tone

- Achieving the right tone in your memos involves using some common sense.
- Put yourself in the shoes of your recipients and write accordingly.
- Be polite and avoid sounding bossy, condescending, and aggressive, or deferential and passive.
- Don't criticize, judge, or blame any individual or department.
- Don't resort to griping, complaining, and other negative commentary.
- Try to emphasize the positive.
- Finally, approach difficult situations reasonably.
- Instead of taking an extreme stance, o r suggesting ideas that will never work, be practical and realistic

Direct Approach

Direct approach: Subject line gets right to the main point

Opening paragraph starts with the bottom line

MEMO

To: All employees

From: Meredith Rocteau, Payroll Manager *MR*

Date: May 19, 20XX

Subject: *Delay in paychecks*

I regret to inform you that those employees paid by direct deposit will experience a two-day delay in receiving their paychecks.

This delay is due to a virus that infiltrated the primary computer server for our payroll system. Although we hired virus consultants to identify the virus and clean out the server, the process took nearly 48 hours.

We apologize for the inconvenience.

Indirect Approach

Indirect approach: Subject line is not specific about bottom line

MEMO

To: All employees

From: J. Travis Southfield, Director of Human Resources *JTS*

Date: September 19, 20XX

Subject: *Difficult economic times*

Each employee of the AutoWorld family is a valued member, and each of you has played an important role in our company's expansion over the past 10 years.

Transmittal Memo

A transmittal memo accompanies a package of materials, such as a long report, a manuscript, or a proposal. Its purpose is to signal that the information is being sent from one place to another (providing a paper trail), to introduce the material, and to explain what is enclosed. A transmittal memo may be as simple as a sentence or a paragraph with a bulleted list describing the package, as in Figure 11.2.

Analyze the **Transmittal Memo** at **mytechcommlab**

EXAMPLE

Greentree Bionomics, Inc.

MEMORANDUM

To: D. Spring, Director of Human Resources
From: M. Noll, Head, Biology Division, *M.N.*
Date: January 16, 20XX
Subject: *Hiring of new laboratory manager*

As you know, each unit manager has been asked to prepare a hiring plan for the coming year. Attached to this memo please find a brief report outlining the biology division's need for a new laboratory manager.

The attached report includes

- an overview of needs
- a job description
- a budget

Please let me know if you require any additional information. I look forward to hearing from you.

FIGURE 11.2 **A transmittal memo**

Summary or Follow-up Memo

A summary or follow-up memo provides a written record of a meeting or conversation, or just a topic during the meeting or conversation that was not resolved at the time. In addition to providing documentation that the meeting or conversation took place, summary and follow-up memos also insure that each recipient has

Analyze the **Summary Memo** at **mytechcommlab**

Example

Incredible Software and Graphics, Inc.

MEMO

To: Elaine Lamer and Mitchell Dramson, Software Development Team
From: Christopher Felts, Manager *C.F.*
Date: June 19, 20XX
Subject: *Follow up to today's meeting*

Thank you for meeting today to discuss next steps to complete the next version of our animation software package.

As you noted, the original release date of October 1 is probably too optimistic given the latest hiring freeze. Yet, as I mentioned, we can't afford to go beyond a date of October 15 if we are to make our fourth quarter sales goals. So, let's agree on October 15 as the new due date.

Please communicate this information to the other members of your team.

cc: E. Hearly, Division Chief

FIGURE 11.3 A summary or follow-up memo

Informational Memo

Informational Memo

Analyze the Informational Memo at mytechcommlab

Informational memos typically contain some type of announcement or update. For instance, you may receive a memo announcing the closure of a parking ramp over the holidays for repair, or an upcoming awards ceremony on Friday. Such memos are increasingly sent via email, since email is quick and inexpensive and has wide reach. But if the memo has a more formal purpose, a traditional paper version may be preferable, as in Figure 11.4, which reiterates an important company policy.

Example

Morris and Sutton, LLC

MEMORANDUM

To: All employees
From: Jorge Gonsalves, Human Resources *J.G.*
Date: January 12, 20XX
Subject: *401K Matching Policy*

As the new year begins, we in Human Resources would like to remind you about the company's generous 401K matching policy. We will match your 401K contributions 100% when you roll up to 10% of your salary into your 401K.

Many companies will match only up to 5% of an employee's salary, and usually not at a 100% rate, so please take advantage of this program by enrolling now. Enrollment is only open until March 1st and will not be open again until next January.

Please drop by the Human Resources office on the 6th floor to get a handout that provides more detailed information or to speak with an HR representative in person.

Thanks.

cc: Alison Sheffield, Manager, Human Resources

FIGURE 11.4 An informational memo

STRATEGIES FOR MEMOS

STRATEGIES for Memos

- **Focus on one topic.** If you need to address more than one topic, consider a format other than a memo (for instance, a report).
- **Be brief.** People expect memos that are short and to the point.
- **Use the appropriate organizational format (direct or indirect).** Prefer the direct format when you need people to get the point quickly and the indirect format when you have something hard to say that needs to be softened.
- **Follow the standard format illustrated throughout this chapter.**
- **Use white space, headings, and bullets.** These features provide visual structure to your memo.
- **Distribute to the right people.** Do not "spam" people with your memo. Whether you are sending the memo via email or on paper, be sure it reaches only those who need the information. At the same time, don't leave out anyone who needs to read your message.

Letters

Letter

LETTER BASICS

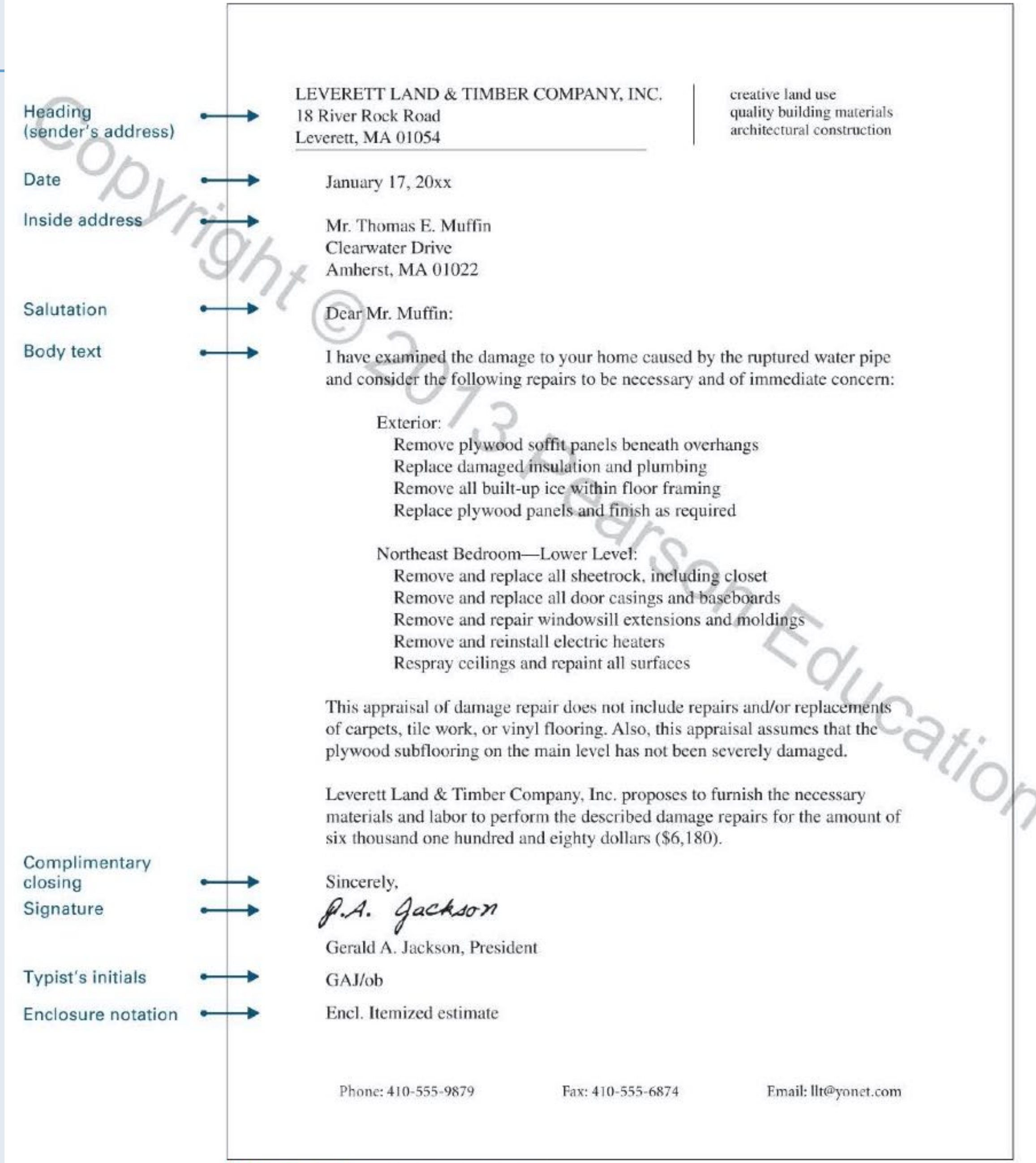
Importance of letters

A well-crafted workplace letter conveys a formal, professional impression. It presents a reasoned, carefully constructed case and represents not only you but also your company or organization. Letters also serve as an official notice or record. Your signature on a letter certifies your approval of the message. Letters often serve as legal documents, and so precision is crucial.

LETTERS

- Letter parts P.196
  - Sender's address
  - Date
  - Inside address
  - Salutation
  - Body text
  - Complimentary closing
  - Signature
- Letter Format
  - Block format vs. modified block format P. 199 – 200

LETTER PARTS AND FORMATS



LEVERETT LAND & TIMBER COMPANY, INC.
18 River Rock Road
Leverett, MA 01054

creative land use
quality building materials
architectural construction

January 17, 20xx

Mr. Thomas E. Muffin
Clearwater Drive
Amherst, MA 01022

Dear Mr. Muffin:

I have examined the damage to your home caused by the ruptured water pipe and consider the following repairs to be necessary and of immediate concern:

Exterior:
Remove plywood soffit panels beneath overhangs
Replace damaged insulation and plumbing
Remove all built-up ice within floor framing
Replace plywood panels and finish as required

Northeast Bedroom—Lower Level:
Remove and replace all sheetrock, including closet
Remove and replace all door casings and baseboards
Remove and repair windowsill extensions and moldings
Remove and reinstall electric heaters
Respray ceilings and repaint all surfaces

This appraisal of damage repair does not include repairs and/or replacements of carpets, tile work, or vinyl flooring. Also, this appraisal assumes that the plywood subflooring on the main level has not been severely damaged.

Leverett Land & Timber Company, Inc. proposes to furnish the necessary materials and labor to perform the described damage repairs for the amount of six thousand one hundred and eighty dollars ($6,180).

Sincerely,

G.A. Jackson

Gerald A. Jackson, President

GAJ/ob

Encl. Itemized estimate

Phone: 410-555-9879 Fax: 410-555-6874 Email: llt@yonet.com

FIGURE 11.5 A workplace letter

Letter Tone

- Establishing and maintaining a "You" perspective
- Being polite and tactful
- Using plain language
- Consider the needs of international readers
- Be direct or indirect

Establishing and Maintaining a "You" Perspective

Prioritize the readers' needs, wants, and feelings

A letter displaying a "you" perspective puts the reader's interest and feelings first. To convey a "you" perspective, put yourself in the place of the person who will read your correspondence, and ask yourself how this recipient will react to what you have written. Even a single word or sentence, carelessly chosen or phrased, can offend. Consider the following sentence in a letter to a customer:

Using Plain English

Be professional without being stuffy

Avoid the stuffy, puffed-up phrases some writers think they need to make their communications sound important. Even though a letter is more formal than a memo or an email, plain English can still get your point across. For example, consider the following closing section to an inquiry letter asking for help:

Stuffy

> Humbly thanking you in anticipation of your kind assistance, I remain
>
> Faithfully yours,

The reader of this letter might feel spoken down to, and decide not to respond. However, in this revised version, the reader would likely perceive the writer as a straight-talking equal and be more inclined to follow up:

Clear and direct

> I would greatly appreciate any help you could offer me.
>
> Best wishes,

Here are a few stuffy phrasings, with clearer, more direct translations:

Stuffy, unclear	**Clear and direct**
As per your request	As you requested
Contingent upon receipt of	As soon as we receive
Due to the fact that	Because

Types of Letters

- Inquiry Letters
  - Ask questions and request a reply
  - Solicited (response to an advertisement or announcement)
  - Unsolicited (spontaneously written to request information for your job)
  - Examples P. 205
- Claim Letters
  - Request adjustment for defective goods or poor service
  - Routine claims (direct approach)
  - Arguable claim (indirect approach)
  - Examples P. 207 – 208
- Sales Letters
  - Persuade a customer to buy a product or try a service
  - Example P. 211
- Adjustment Letters
  - Responds to a claim letter from a customer
  - Examples P. 212 – 213

Letter Strategies

- Determine whether the situation calls for a letter, memo, or email
- Use proper letter format and include all the required parts
- Place the reader's needs first
- Decide on the direct or indirect approach
- Maintain a courteous, professional tone
- Avoid stuffy language
- Keep international readers in mind

Emails and Text Messages

Chapter 19

Contents

EMAIL

- Determine your audience
- Determine your purpose
- Components and organization of email
  - Example P. 368
- Style and netiquette of workplace email
  - Example P. 369

EMAIL

Email has become the most common form of workplace communication, often replacing paper memos and letters. Unlike paper documents, email can quickly address an individual, a group within an organization, interested people from outside the organization, or a mix of people. One email message can reach thousands of readers in seconds, and these readers can forward the email to others.

Audience and Purpose of Email

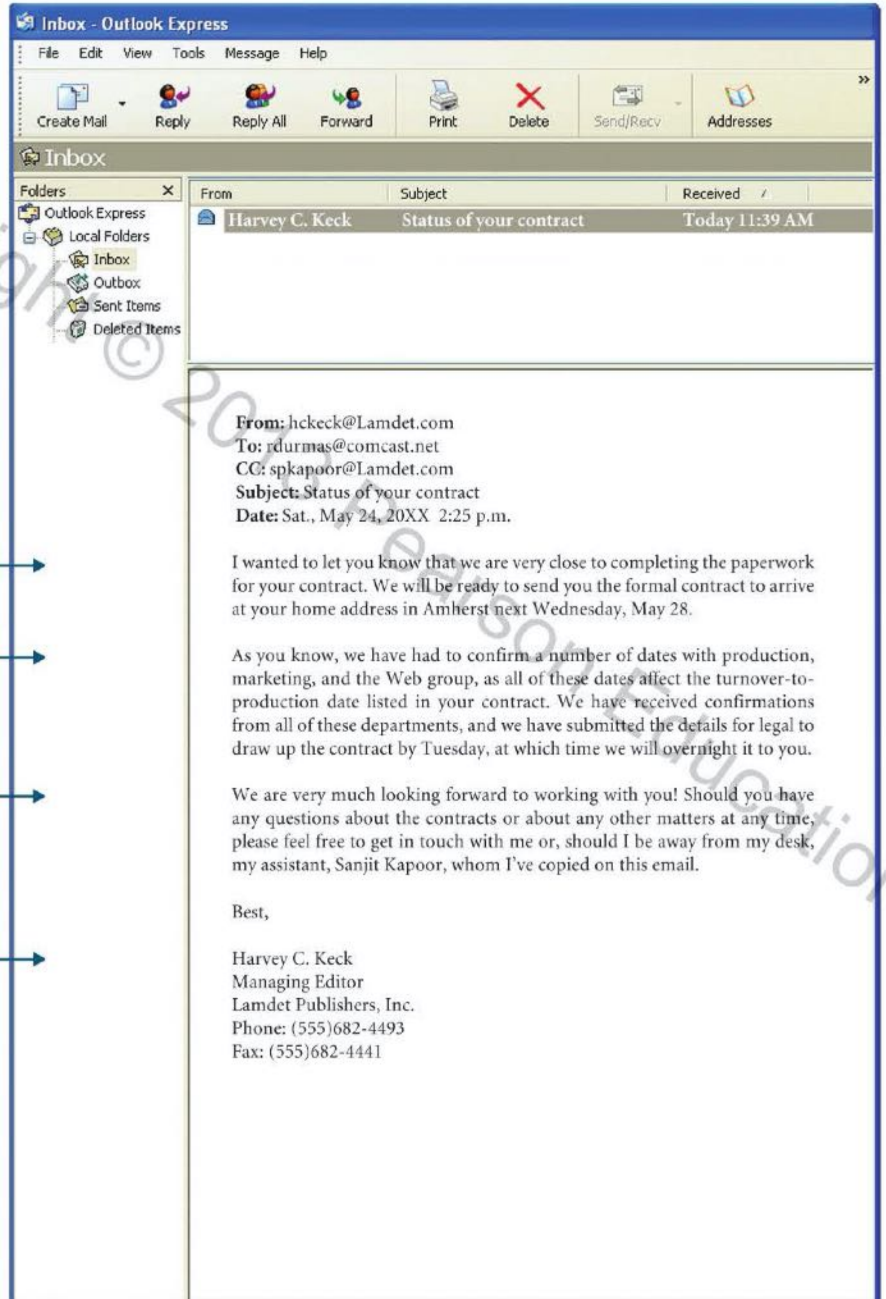
Audience considerations

Unlike paper documents, with email you have little control over the final audience. You might send your message to only a small group, but because of easy forwarding, your audience could turn out much larger. People also tend to be more casual and off-the-cuff on email, sometimes more than in person; therefore, audience considerations become crucial.

Purpose considerations

Email accomplishes various purposes: to schedule meetings, update team members on a project, send simple memos in electronic form, and send attached documents to colleagues both within and outside of an organization.

FIGURE 19.1
A workplace email



From: hckeck@Lamdet.com
To: rdurmas@comcast.net
CC: spkapoor@Lamdet.com
Subject: Status of your contract
Date: Sat., May 24, 20XX 2:25 p.m.

Introductory paragraph gets right to the point

I wanted to let you know that we are very close to completing the paperwork for your contract. We will be ready to send you the formal contract to arrive at your home address in Amherst next Wednesday, May 28.

Body text clearly and concisely explains background details

As you know, we have had to confirm a number of dates with production, marketing, and the Web group, as all of these dates affect the turnover-to-production date listed in your contract. We have received confirmations from all of these departments, and we have submitted the details for legal to draw up the contract by Tuesday, at which time we will overnight it to you.

Conclusion opens up the message to further action

We are very much looking forward to working with you! Should you have any questions about the contracts or about any other matters at any time, please feel free to get in touch with me or, should I be away from my desk, my assistant, Sanjit Kapoor, whom I've copied on this email.

Best,

Provides signature block at the very end of the email

Harvey C. Keck
Managing Editor
Lamdet Publishers, Inc.
Phone: (555)682-4493
Fax: (555)682-4441

Source: Outlook Express frame used with permission from Microsoft.

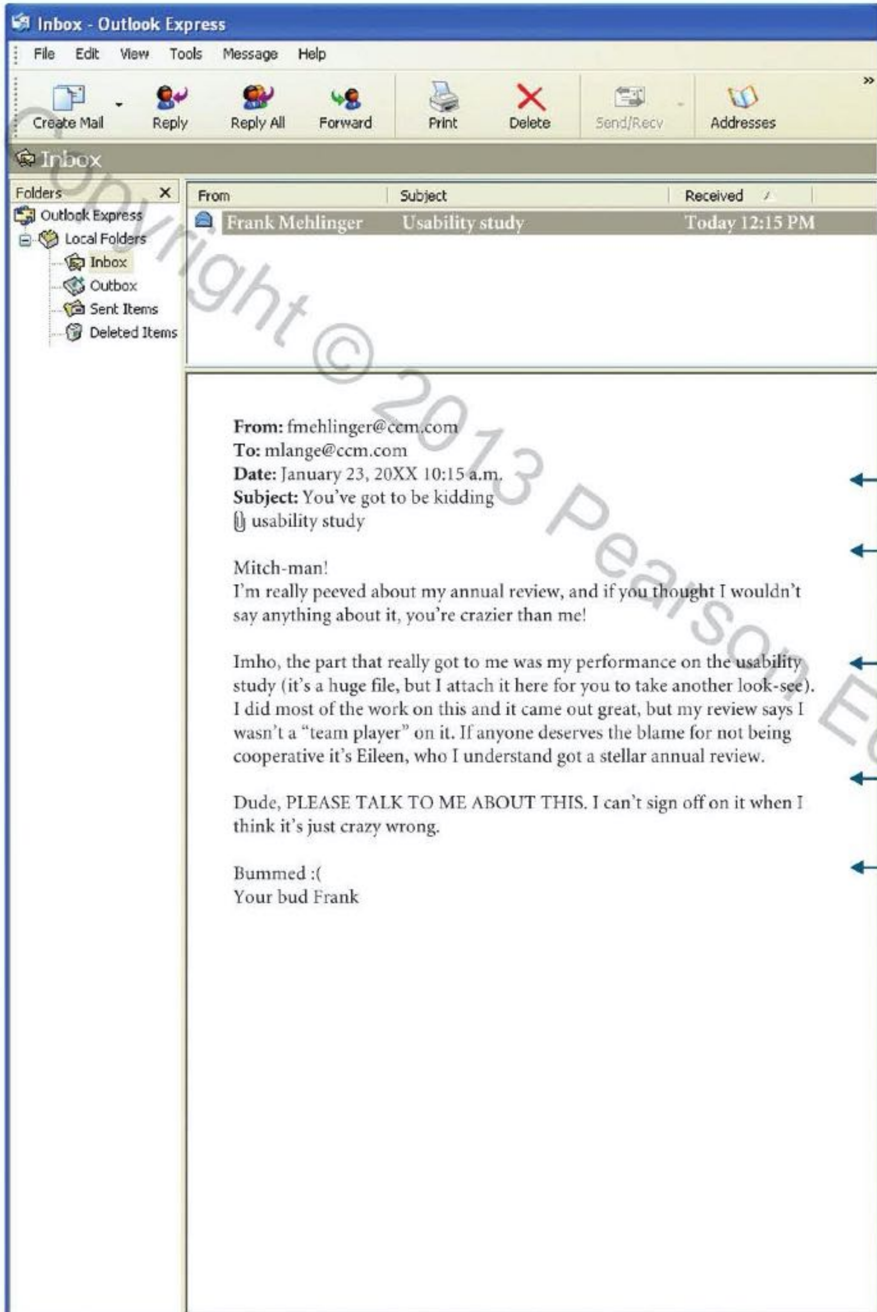


FIGURE 19.2
A workplace email lacking professional style and netiquette

Uses unclear, informal, and flaming subject line

Addresses supervisor too informally and with flaming remarks

Uses text-message style abbreviation, attaches overly large file, and breaches confidentiality

Uses informal address and shouts at the recipient by using all capital letters

Uses an inappropriate closing

Source: Outlook Express frame used with permission from Microsoft.

EMAIL STRATEGIES

- Consider your audience
- Consider your purpose
- Consider confidentiality
- Assume that your email is permanent and readable by anyone at any time
- Write a clear subject line
- Use appropriate formatting
- Keep it short
- Use informal language, emoticons, and abbreviations sparingly
- End with a signature block
- Proofread before sending
- Observe netiquette

- A faster medium than email, **text messages** (often called "texts" for short).
- Similar to text messages, **instant messages** (!Ms, also called "chats" or "chatting")
- allow for text-based conversations in real time.

TEXT MESSAGES OR INSTANT MESSAGES (IMS)

- Determine the audience
- Determine the purpose
- Strategies for text messages
  - Consider your audience and purpose
  - Keep each text conversation separate
  - Keep text messages very short
  - Stay connected if you are in the middle of a communication
  - Know when to end the conversation
  - Observe the applicable rules of netiquette

COMPARING EMAIL AND TEXT MESSAGING

TABLE 19.1 When to choose a text message or an email

Audience	Purpose	Writing style and content	Email or text?
Student	Let someone know you'll be late for a meeting	Brief, timely, to the point	Text message (short, no need for permanent record)
Instructor/professor	Ask about your grade on a quiz	Brief, but polite	Email (provides a record, is more accessible because most instructors don't give out cell numbers)
Your manager	Indicate that you'd like to take a vacation day	Business-like, to the point	Email unless your manager has specifically requested the use of texting
Coworkers	Start a discussion about a new project	Professional style and content	Email, in most instances
Customers or clients	Send a thank you note	Polite, with some detail	Email (or even paper letter)

- Copyright and privacy in digital communication
- Be prepared for technology to fail

1ST ASSIGNMENT (10 GRADES)

DO ASSIGNMENT **6.2** IN THE COURSE ACTIVITIES AND MATERIALS.

PURPOSE

TO ASSESS YOUR ABILITY TO APPLY KNOWLEDGE FROM THE COURSE TO SIMULATED REAL WORLD SITUATIONS.

ACTION ITEMS

REPORT ON YOUR ACTIVITIES IN THE PAST MONTH IN YOUR STUDIES AT SEU.

USE THE MEMO FORMAT, ORGANIZE YOUR DOCUMENT WITH A:

Clear overview

Followed by specific details of your activities

And your self-evaluation of those activities

GUIDELINES

- UPLOAD THE ASSIGNMENT TO THE BLACKBOARD IN THE **ASSIGNMENTS FOLDER** BEFORE **SATURDAY MIDNIGHT, FEB 23.**
- USE WORD DOCUMENTS.
- ASSIGNMENTS SUBMITTED AFTER THIS DATE WILL BE MARKED AS LATE = **25% DEDUCTION**.
- DO NOT COPY ANSWERS FROM INTERNET SOURCES OR YOUR CLASSMATES

Technical Writing

ENG103

Student Resources

Week 7

DEFINITIONS

CHAPTER 12

Contents

DEFINITIONS

- Explain terms or concepts that are specialized and may be unfamiliar to people who don’t have expertise in a particular field.
- Different meanings of the same term in different fields.
  - E.g. atmosphere p. 218

Consider a word such as ***atmosphere:***

- *To a* ***meteorologist,*** it would refer to the envelope of gases that surrounds a planet ("the Earth's atmosphere");
- to a **politician** or office manager it would typically mean the mood of the country or the workplace ("an atmosphere of high hopes").
- To a **geologist** it would have to do with the weather conditions in a particular area ("the atmosphere of the Hawaiian forests is lush and volcanic")

- **Audience considerations**
  - Definitions should answer questions like “What is it?” or “What does it entail?” in a way that will make sense for the readers
  - Definitions may use metaphors, references to history or other devices that will make it easy for the readers to understand
- **Purpose considerations**
  - Why do the readers need to know it?
  - Level of language should match audience’s background and experience

> A solenoid is an inductance coil that serves as a tractive electromagnet.

A highly technical version

For general audiences, your definition will require language they can understand:

> A solenoid is a metal coil that converts electrical energy to magnetic energy capable of performing mechanical functions.

A nontechnical version

DEFINITIONS

- Legal, ethical, and societal implications of definitions
  - The writer of the document is legally responsible for it.

Definitions have ethical requirements, too. For example, the term acceptable
risk had an ethical impact o n Jan.uary 28, 1986, when the space shuttle Challenger exploded 73 seconds after launch, killing all seven crew members
aboard.

  - The writer is ethically bound to convey an accurate interpretation of the facts as she/he understands them.
  - Clear and accurate definitions help the public understand and evaluate complex technical and social issues.

TYPES OF DEFINITIONS

- Parenthetical definitions P. 221
- Sentence definitions P. 221
- Expanded definitions P. 222

The *leaching field* (sievelike drainage area) requires crushed stone.

The trees on the site are mostly *deciduous* (shedding foliage at season's end).

Parenthetical definitions

Term	Class	Features
A carburetor	is a mixing device	in gasoline engines that blends air and fuel into a vapor for combustion within the cylinders.

Sentence definitions (term-class-features)

METHODS FOR EXPANDING DEFINITIONS P. 223

ETYMOLOGY (*BIOMETRICS* THE STATISTICAL ANALYSIS OF BIOLOGICAL DATA- GREEK *BIO,* MEANING LIFE, AND *METRON,* MEANING MEASURE)

HISTORY HOW LASER BY DESCRIBING HOW THE LASER WAS INVENTED

NEGATION NOT-AS SCIENCE FICTION MIGHT TELL YOU-AS A TRANSPORT MEDIUM TO OTHER DIMENSIONS.

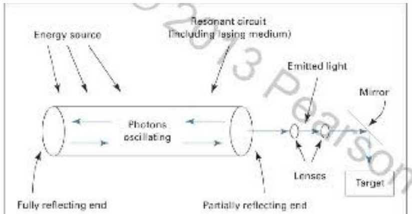


FIGURE 1 Description of a Simple Laser

Source: Gartaganis, Arthur. "Lasers." Occupational Outlook Quarterly Winter 1984: 23.

- Operating principle "How does it work?
- Analysis of parts What are its parts?"
- Visuals
- Comparison and contrast " How is it similar to or different from something else?"
- Required conditions: what makes it occur?
- Examples "How is it used or applied?"

PLACEMENT OF DEFINITIONS P. 228

- Printed documents

In-text or in the appendixes

- Web sites
  - Hyperlink

FIGURE 12.3
A hyperlinked expanded definition

DEFINE

RAM……………………..

MACHINE LEARNING ……………………

STRATEGIES FOR DEFINITIONS

- Decide on the level of detail you need.
- Classify the item precisely.
- Differentiate the item accurately.
  - brief as a "legal document used in court" fails to differentiate briefs from all other legal documents (wills, affidavits, and the like).
- Avoid circular definitions.
  - Stress is an applied fo rce that places stress on a body
- Expand your definition selectively.
- Use visuals to clarify your meaning.
- Know “how much is enough”.

STRATEGIES FOR DEFINITIONS

- Consider the legal implications of your definition.
  - What does *an unsatisfactory job performance* mean in an evaluation of a company employee?

- Consider the ethical implications of your definition.
  - a U.S. cigarette company's claim that cigarette smoking in the Czech Republic promoted fiscal benefits, defined, in this case, by the fact that smokers die young, thus eliminating pension and health care costs for the elderly!

- Place your definition in an appropriate location.

- Cite your sources, as needed.

Instructions and Procedures

Chapter 14

CONTENTS

INSTRUCTIONS AND PROCEDURES

- Instructions spell out the steps required for completing a task or series of tasks
- Procedures (special type of instructions) serve as official guidelines for people who are familiar with a given task
- Procedures may need to be reviewed and approved by an official body
- Format of instructions and procedures P. 256
- Audience considerations P. 256
  - How much they know
  - Two instructions , quick and detailed- language barrier
- Purpose considerations
  - How is the task done?
  - What materials are needed in order to complete the task?
  - In which order should the steps in the task be completed?
  - What could go wrong?
  - Are any safety issues involved?

TYPES OF INSTRUCTIONAL FORMATS

- Instructional brochures P. 257
- User manuals P. 258
- Quick reference materials P. 259
- Hyperlinked instructions P. 260
- Computer instructions P. 261

BAC (foodborne bacteria) could make you and those you care about sick. In fact, even though you can't see BAC—or smell him, or feel him—he and millions more like him may have already invaded the food you eat. But you have the power to *Fight BAC!*®.

Foodborne illness can strike anyone. Some people are at a higher risk for developing foodborne illness, including pregnant women, young children, older adults and people with weakened immune systems. For these people the following four simple steps are critically important:

CLEAN: *Wash hands and surfaces often*

Bacteria can be spread throughout the kitchen and get onto hands, cutting boards, utensils, counter tops and food. To *Fight BAC!*®, always:

- Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom, changing diapers and handling pets.
- Wash your cutting boards, dishes, utensils and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels wash them often in the hot cycle of your washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten.
- Rub firm-skin fruits and vegetables under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.

SEPARATE: *Don't cross-contaminate*

Cross-contamination is how bacteria can be spread. When handling raw meat, poultry, seafood and eggs, keep these foods and their juices away from ready-to-eat foods. Always start with a clean scene—wash hands with warm water and soap, and wash cutting boards, dishes, countertops and utensils with hot water and soap.

- Separate raw meat, poultry, seafood and eggs from other foods in your grocery shopping cart, grocery bags and in your refrigerator.
- Use one cutting board for fresh produce and a separate one for raw meat, poultry and seafood.
- Never place cooked food on a plate that previously held raw meat, poultry, seafood or eggs.

COOK: *Cook to safe temperatures*

Food is safely cooked when it reaches a high enough internal temperature to kill the harmful bacteria that cause illness. Refer to the chart on the back of this brochure for the proper internal temperatures.

- Use a food thermometer to measure the internal temperature of cooked foods. Make sure that meat, poultry, egg dishes, casseroles and other foods are cooked to the internal temperature shown in the chart on the back of this brochure.
- Cook ground meat or ground poultry until it reaches a safe internal temperature. Color is not a reliable indicator of doneness.
- Cook eggs until the yolk and white are firm. Only use recipes in which eggs are cooked or heated thoroughly.
- When cooking in a microwave oven, cover food, stir and rotate for even cooking. Food is done when it reaches the safe internal temperature as measured with a food thermometer.
- Bring sauces, soups and gravy to a boil when reheating.

CHILL: *Refrigerate promptly*

Refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria. Do not over-stuff the refrigerator. Cold air must circulate to help keep food safe. Keeping a constant refrigerator temperature of 40°F or below is one of the most effective ways to reduce the risk of foodborne illness. Use an appliance thermometer to be sure the temperature is consistently 40°F or below. The freezer temperature should be 0°F or below.

- Refrigerate or freeze meat, poultry, eggs and other perishables as soon as you get them home from the store.
- Never let raw meat, poultry, eggs, cooked food or cut fresh fruits or vegetables sit at room temperature more than two hours before putting them in the refrigerator or freezer (one hour when the temperature is above 90°F).
- Never defrost food at room temperature. Food must be kept at a safe temperature during thawing. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.
- Always marinate food in the refrigerator.
- Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.
- Use or discard refrigerated food on a regular basis. Check USDA cold storage information at ***www.fightbac.org*** for optimum storage times.

FIGURE 14.1 An instructional brochure

Source: "Four Simple Steps to Food Safety" from *Fight BAC!* Copyright © 2011 by the Partnership for Food Safety Education. Reprinted with permission.

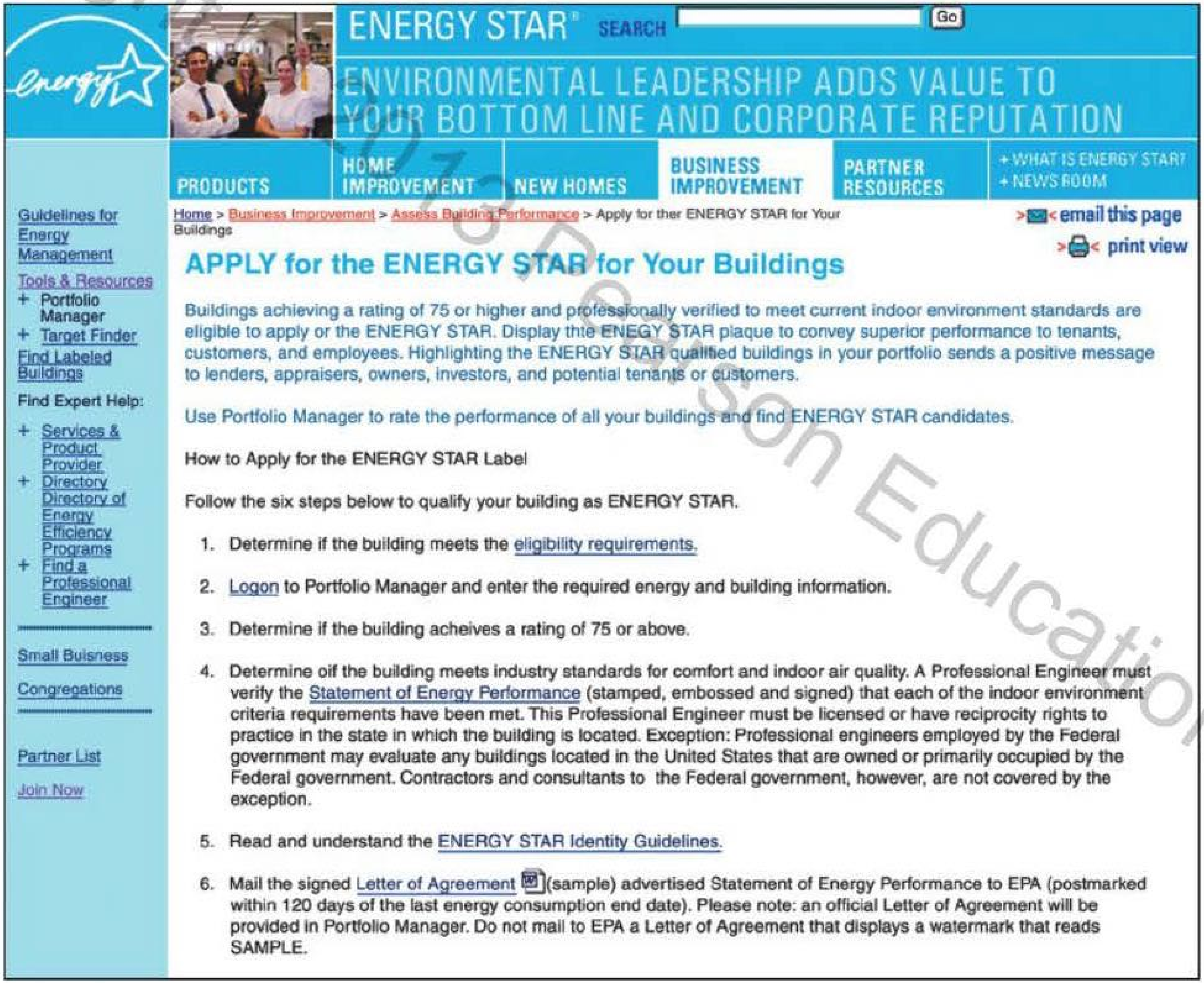


FIGURE 14.4 Hyperlinked instructions

Source: U.S. Environmental Protection Agency.

ETHICAL AND LEGAL IMPLICATIONS

- Provide clear easy-to follow instructions
- Legal liabilities resulting from faulty instructions P. 262

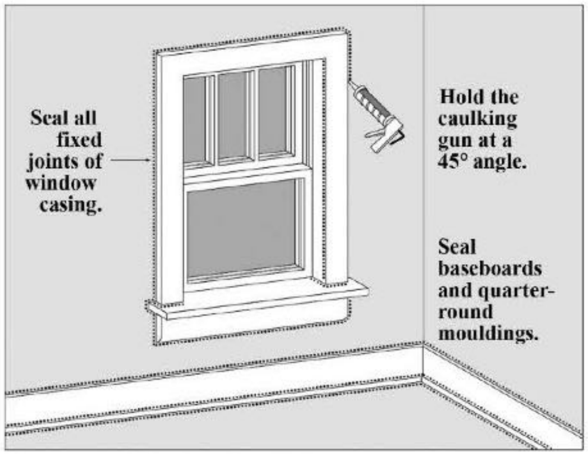
COURTS HAVE RULED THAT A WRITING
DEFECT IN PRODUCT SUPPORT LITERATURE CARRIES THE SAME TYPE OF LIABILITY
AS A DESIGN OR MANUFACTURING DEFECT IN THE PRODUCT ITSELF (GIRILL 37).

- Failure to instruct and caution users about the proper use of a product: for example, a household cleaning product that should not be mixed with other products
- Failure to warn against hazards from proper use of a product: for example, the risk of cutting one's fingers on a vegetable slicer
- Failure to warn against the possible misuses of a product: for example, the danger of improperly installing a child safety seat

Elements of Effective Instructions

- **Title**
  - E.g. "Instructions for Cleaning the Drive Head of a Laptop Computer"
- **Overview or Introduction**
  - Provide a brief overview of the introduction to orient readers before they begin the task.
- **Body**
  - Include a body section with task steps in correct order
- **Conclusion**
  - Wrap up with a conclusion, if appropriate

- **Visuals**
  - Provide visuals to enhance usability



Source: From U.S. Department of Energy <www.nrel.gov/docs/fy01osti/28039.pdf>.

FIGURE 14.6 A visual that illustrates a task (how to apply weatherstrip caulking)

- **Notes, cautions, warnings, and danger notices.**
  - Always include notes, cautions and warnings for user safety

NOTE: If you don't name a newly initialized disk, the computer automatically nam

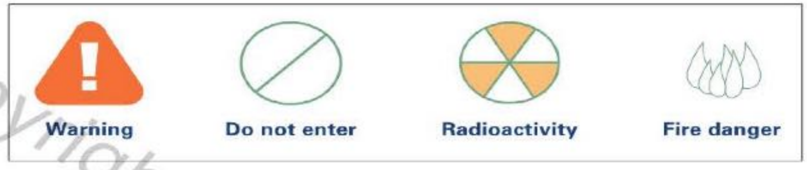


FIGURE 14.8 Caution, warning, and danger symbols

CONTENT, STYLE, AND DESIGN CONSIDERATIONS

- Detail and technicality
- Style
  - Strategies for achieving readability:
    1. Use direct address, active voice, and imperative mood.
    2. Use short and logically shaped sentences.
    3. Use parallel phrasing.
    4. Use affirmative phrasing.
    5. Use transitions to mark time and sequence.

CONTENT, STYLE, AND DESIGN CONSIDERATIONS

- Design
  - Strategies for creating an accessible design:

1. Use informative headings.
2. Arrange all steps in a numbered list.
3. Separate each step visually.
4. Make cautions, warnings, and danger notices highly visible.
5. Make visual and verbal information redundant.
6. Place visuals and prose steps that are connected close together.
7. Keep the design simple and easy to navigate.
8. For lengthy instructions, consider a layered approach.

Methods of Cardiopulmonary Resuscitation (CPR)

Mouth-to-Mouth Breathing

Step 1: If there are no signs of breathing or there is no significant pulse, place one hand under the victim's neck and gently lift. At the same time, push with the other hand on the victim's forehead. This will move the tongue away from the back of the throat to open the airway. If available, a plastic "stoma," or oropharyngeal airway device, should be inserted now.

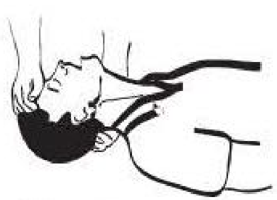
Step 2: While maintaining the backward head tilt position, place your cheek and ear close to the victim's mouth and nose. Look for the chest to rise and fall while you listen and feel for breathing. Check for about 5 seconds.

Step 3: Next, while maintaining the backward head tilt, pinch the victim's nose with the hand that is on the victim's forehead to prevent leakage of air, open your mouth wide, take a deep breath, seal your mouth around the victim's mouth, and blow into the victim's mouth with four quick but full breaths. For an infant, give gentle puffs and blow through the mouth and nose *and* do not tilt the head back as far as for an adult.

If you do not get an air exchange when you blow, it may help to reposition the head and try again.

If there is still no breathing, give one breath every 5 seconds for an adult and one gentle puff every 3 seconds for an infant until breathing resumes.

If the victim's chest fails to expand, the problem may be an airway obstruction. Mouth-to-mouth respiration should be interrupted briefly to apply first aid for choking.



Step 1

Step 2

Step 3

HOW TO REPLACE A WORN FAUCET WASHER

Introduction

A leaking faucet, caused by a worn washer, can lose up to fifteen gallons of water per day. This loss can result in a higher water bill, overuse of the septic system and well pump, an increase in your hot-water bill, and rust or chlorine deposits in your sink basin. These instructions detail how to replace the washer. No special knowledge or skills are necessary.

Overview

The typical faucet consists of a round knob or a handle (Figure 1) which, when turned, causes the stem to screw down until the washer sits snugly over the seat. With the washer in place, the flow of water is stopped. A worn washer loses the ability to form a tight seal, causing a leak or drip to develop. Replacing the worn washer eliminates the leak.

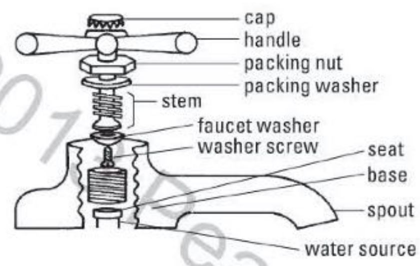


Figure 1. Typical faucet in exploded view

Equipment and Material Needed

- pliers
- regular or Phillips (crossed head) screwdriver
- new washer of same size and shape as worn washer
- valve for shutting off water supply

> ***Note and Caution*** *These instructions only apply to faucets that have washers. Avoid using any excessive force on the threaded parts, because they are made of soft metal and could easily strip.*

INSTRUCTIONS

1. **Shut off the water supply.** Look under the sink or fixture for the shutoff valve. If you are unable to find a valve in this location, use the main shutoff valve located in the basement or beneath the house. The water pipe (one-half to one inch in diameter) usually originates from an inside cellar wall. Locate the shutoff valve by following the pipe from the wall to an attached valve, usually within a few feet of the wall (Figure 2). Turn this valve fully clockwise. With your water supply shut off, you can take the faucet apart.

FIGURE 14.10
A complete set of instructions

- Clear title announces the document's exact purpose
- Introduction provides appropriate detail for first-time users
- Brief overall description and principle of operation
- Visual reinforces the prose
- Required items are listed
- Note and caution alert users before they take action
- The body section provides step-by-step guidance

PROCEDURES

- Provide rules and guidance for people who are required to follow accepted practice
- Audience and purpose considerations
  - Written for people who are familiar with the given task
  - How the procedures will be used?
- Types of procedures
  1. Standard operating procedures
  2. Safety procedures
  3. Medical procedures
- Usability testing
  - Accuracy and ease of use are important
  - Basic usability survey asks

"Do these instructions and procedures help you carry out the task safely, efficiently, and accurately? P. 274

FIGURE 14.11
A set of procedures (safety procedures)

Title ("Evacuating High-Rise Buildings") is clear and easy to spot

Overview/introduction section defines the issue and provides background

Headings in the form of reader questions help people find the information they need

Bullets, instead of numbered lists of steps, are appropriate for this document

OSHA FACT Sheet

Evacuating High-Rise Buildings

The National Fire Protection Association defines "high-rise building" as a building greater than 75 feet (25 m) in height where the building height is measured from the lowest level of fire department vehicle access to the floor of the highest occupiable story. Appropriate exits, alarms, emergency lighting, communication systems, and sprinkler systems are critical for employee safety. When designing and maintaining exits, it is essential to ensure that routes leading to the exits, as well as the areas beyond the exits, are accessible and free from materials or items that would impede individuals from easily and effectively evacuating. State and local building code officials can help employers ensure that the design and safety systems are adequate.

When there is an emergency, getting workers out of high-rise buildings poses special challenges. Preparing in advance to safely evacuate the building is critical to the safety of employees who work there.

What actions should employers take to help ensure safe evacuations of high-rise buildings?

- Don't lock fire exits or block doorways, halls, or stairways.
- Test regularly all back-up systems and safety systems, such as emergency lighting and communication systems, and repair them as needed.
- Develop a workplace evacuation plan, post it prominently on each floor, and review it periodically to ensure its effectiveness.
- Identify and train floor wardens, including back-up personnel, who will be responsible for sounding alarms and helping to evacuate employees.
- Conduct emergency evacuation drills periodically.
- Establish designated meeting locations outside the building for workers to gather following an evacuation. The locations should be a safe distance from the building and in an area where people can assemble safely without interfering with emergency response teams.
- Identify personnel with special needs or disabilities who may need help evacuating and assign one or more people, including back-up personnel, to help them.
- Ensure that during off-hour periods, systems are in place to notify, evacuate, and account for off-hour building occupants.
- Post emergency numbers near telephones.

What should workers know before an emergency occurs?

- Be familiar with the worksite's emergency evacuation plan;
- Know the pathway to at least two alternative exits from every room/area at the workplace;
- Recognize the sound/signaling method of the fire/evacuation alarms;
- Know who to contact in an emergency and how to contact them;
- Know how many desks or cubicles are between your workstation and two of the nearest exits so you can escape in the dark if necessary;
- Know where the fire/evacuation alarms are located and how to use them; and
- Report damaged or malfunctioning safety systems and back-up systems

What should employers do when an emergency occurs?

- Sound appropriate alarms and instruct employees to leave building.
- Notify police, firefighters, or other appropriate emergency personnel.
- Take a head count of employees at designated meeting locations, and notify emergency personnel of any missing workers.

What should employees do when an emergency occurs?

- Leave the area quickly but in an orderly manner, following the worksite's emergency evacuation plan. Go directly to the nearest fire-free and smoke-free stairwell recognizing that in some circumstances the only available exit route may contain limited amounts of smoke or fire.

- Strategies for Instructions and Procedures:
  1. Analyze your audience.
  2. Analyze your purpose.
  3. Always remember the ethical and legal implications.
  4. Use standard organization and include all needed elements.
  5. Provide an appropriate level of detail and technicality.
  6. Write with a readable style.
  7. Design for maximum accessibility.
  8. Always test for usability.

Technical Writing

Student Resources

Using Audience-Centered Visuals

Chapter 8

CONTENTS

THE IMPORTANCE OF USING AUDIENCE-CENTERED VISUALS

- Visuals help readers interpret and remember complex information
- Technical data in prose form can be hard to interpret
- Visuals show readers how
  - Items
    - Look
    - Work
    - Interact
    - Relate
    - Are organized
  - Actions are performed
- Example P. 121

The time required for the global population to grow from 5 to 6 billion was shorter than the interval between any of the previous billions. It took just 12 years for this to occur, just slightly less than the 13 years between the fourth and fifth billion and the 15 years between the third and fourth billion, but much less time than the 118 years between the first and second billion. . . .

Technical data in prose form can be hard to interpret

Now consider this same information presented as a graph in Figure 8.1.

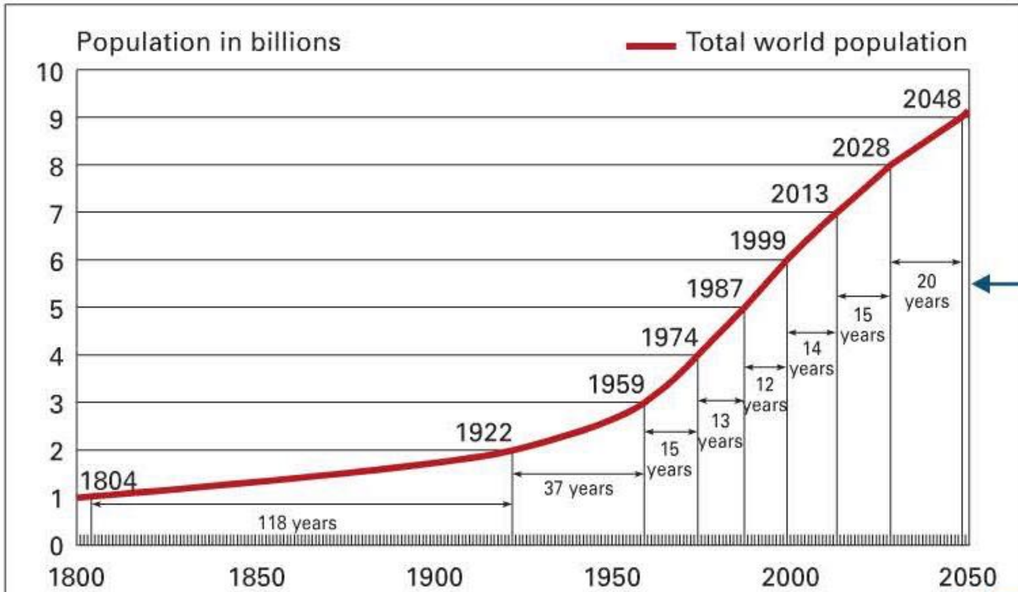


FIGURE 1 Time to Successive Billions in World Population: 1800–2050
The sixth billion accrues to world population in record time!

Source: United Nations (1995b); U.S. Census Bureau; International Programs Center, International Database and Unpublished Tables.

FIGURE 8.1
A graph that simplifies complex information

Labels identify key elements (in this case, units of measure)

Figure number and informative title

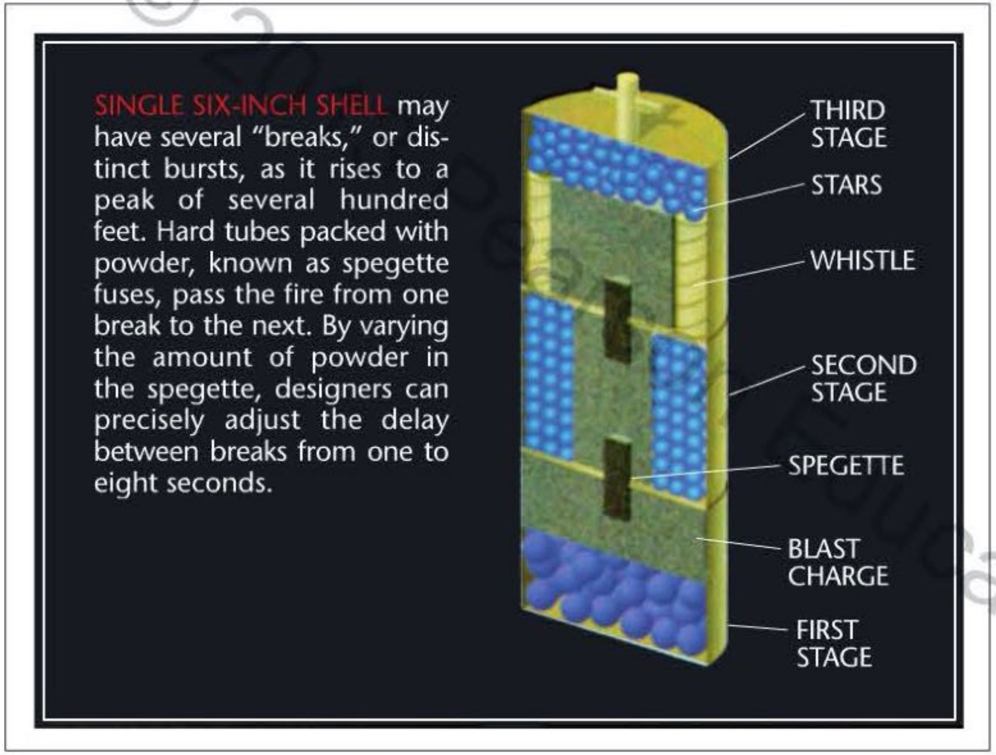
Caption explains the visual's overall meaning

Visuals show readers how items look or work

Not all visuals are designed to convey numeric or other data. A second reason visuals are important is that they can show readers at a glance what something looks like and/or how it works—as opposed to lengthy descriptions in prose form.

Visuals that show how items look include illustrations and photographs, while visuals that show how items work include diagrams. For example, the diagram in Figure 8.2 illustrates how fireworks operate.

FIGURE 8.2
A cutaway diagram that shows how something works



Source: G.R. Zambelli, Sr. from *Scientific American*, July 1999, Volume 108. Illustration by Slim Films. Reprinted with permission.

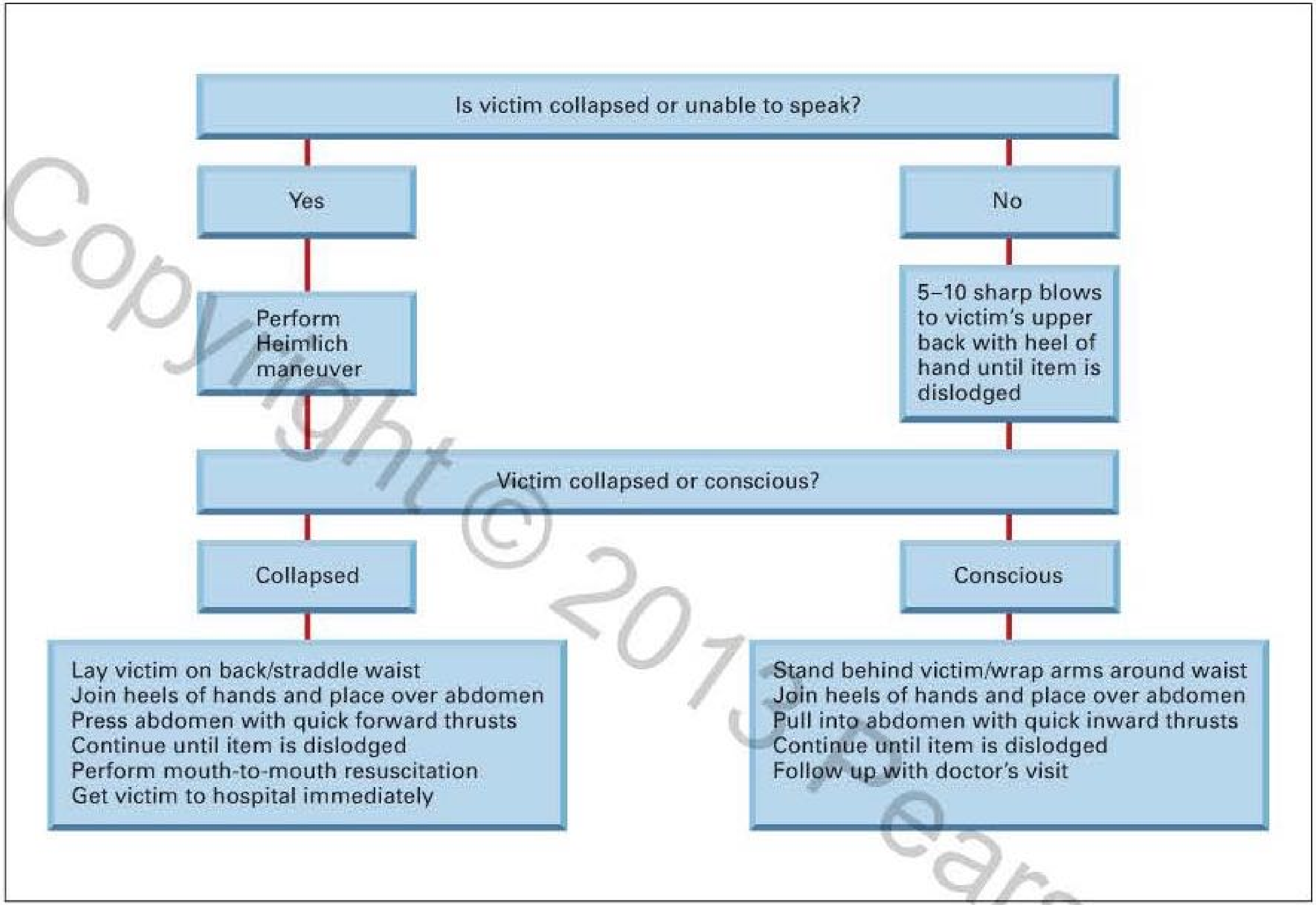


FIGURE 8.3
A flowchart that shows how an action is performed

WHEN TO USE VISUALS

Visuals are used to enhance a document

- To support text- (essential discussion in the actual text)
- On their own-(when they make your point more clearly than text).

TYPES OF VISUALS

Tables

- Numeric tables (focus on quantitative information)
- Textual tables (focus on qualitative information)

- Examples p. 125

TABLE 8.1 **A numeric table**

Death Rates for Heart Disease and Cancer 1970–2006				
	Number of Deaths (per 100,000)			
	Heart Disease		Cancer	
Year	Male	Female	Male	Female
1970	419	309	248	163
1980	369	305	272	167
1990	298	282	280	176
2000	256	260	257	206
2006	235	236	233	161
% change, 1970–2006	–43.9	–23.6	–6.0	–1.2

Both male and female death rates from heart disease decreased between 1970 and 2006, but males had nearly twice the rate of decrease. After increasing between 1970 and 1990, cancer death rates for both groups decreased to slightly below their 1970 levels.

Source: Tables 113 and 115 from *Statistical Abstract of the United States,* 2007, 126th Edition by the U.S. Census Bureau

Title explains the table's purpose

Each column has a clear heading

Numbers are aligned properly for ease of reading

Where helpful, data are tallied

A caption explains the numerical relationships

TABLE 8.2 **A textual table**

Radon Risk if You Smoke			
Radon level	**If 1,000 people who smoked were exposed to this level over a lifetime . . .**	**The risk of cancer from radon exposure compares to . . .**	**WHAT TO DO: Stop smoking and . . .**
20 pCi/L[a]	About 135 people could get lung cancer	←100 times the risk of drowning	Fix your home
10 pCi/L	About 71 people could get lung cancer	←100 times the risk of dying in a home fire	Fix your home
8 pCi/L	About 57 people could get lung cancer		Fix your home
4 pCi/L	About 29 people could get lung cancer	←100 times the risk of dying in an airplane crash	Fix your home
2 pCi/L	About 15 people could get lung cancer	←2 times the risk of dying in a car crash	Consider fixing between 2 and 4 pCi/L
1.3 pCi/L	About 9 people could get lung cancer	(Average indoor radon level)	(Reducing radon levels below 2 pCi/L is difficult)
0.4 pCi/L	About 3 people could get lung cancer	(Average outdoor radon level)	

Note: If you are a former smoker, your risk may be lower.
[a]picocuries per liter

Source: Home Buyer's and Seller's Guide to Radon, 1993, by the U.S. Environmental Protection Agency.

Title explains the table's purpose

Each column has a clear heading that leads readers into the information

Phrases are brief and aligned for ease of reading

Numbers enhance the verbal information

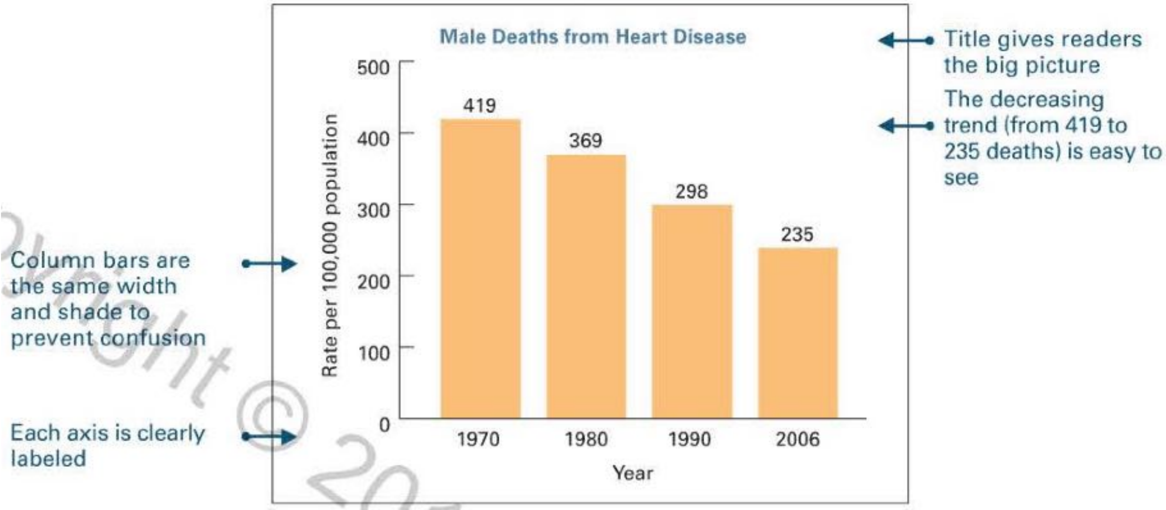
A footnote provides more detail

STRATEGIES FOR CREATING TABLES

- Don’t include too much information in a single table.
- Provide a brief but descriptive title.
- Label the rows and columns.
- Line up data and information clearly.
- Keep qualitative information and quantitative data brief.
- Provide additional information if necessary.
- Credit your sources.

TYPES OF VISUALS (CONTINUED)

- Graphs
  - Bar graphs (depict changes over time, patterns, and trends)
    - Examples p. 127
  - Line graphs (represent large quantities of data)
    - Examples p. 128



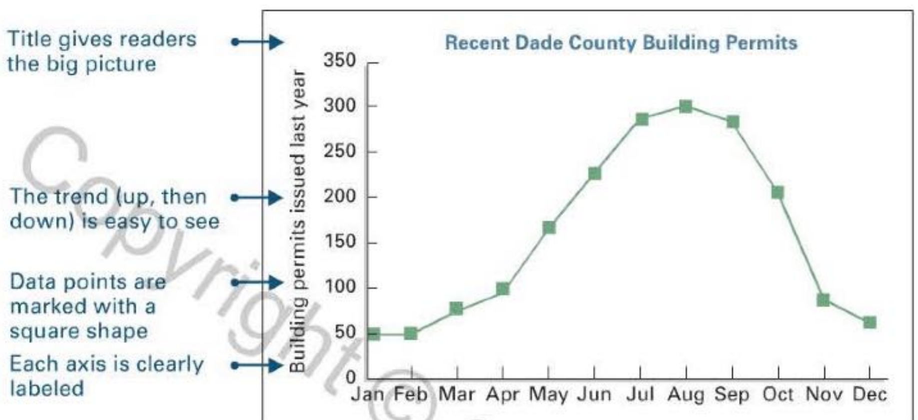


FIGURE 8.6 **A simple line graph**

STRATEGIES FOR CREATING GRAPHS

- Use a graph only to compare values that are noticeably different
- Provide a clear title.
- Label both the purpose and divisions of each axis
- Keep the graph simple and easy to read.
- Make each bar or line distinct
- Use consistent format for bars and lines
- Credit your sources

TYPES OF VISUALS (CONTINUED)

- Charts (display relationships that are not marked on vertical and horizonal axes)
  - Pie charts (proportions among the segments)
  - Flowcharts (process and procedures)
  - Organizational charts (relationships between units)
- Strategies p. 131

TYPES OF VISUALS (CONTINUED)

- Illustrations
  - ➢ What something looks like p. 133
- Diagrams
  - ➢ How parts fit or operate p. 133
  - ➢ Exploded diagrams (separate parts of an object and show how they fit together)
  - ➢ Cutaway diagrams (show the interior of an object by "cutting away" the shell"
  - ➢ maps
- Photographs
  - ➢ Show an ultra-realistic view
  - ➢ Example p. 134
- Videos
- Icons (concrete illustrations)
- Symbols (abstract illustrations)
  - ➢ Example p.136
- Strategies p. 136

SPECIAL CONSIDERATIONS

- Select appropriate visuals 137 – 138
  - Experts, nonexperts, and international audience
  - Choose the visuals based on the data 138
- Placing, cross-referencing, and presenting visuals
  - Place visuals close to their related topic in the text
- Using color in visuals
- Using visuals ethically 139

Designing User-Friendly Documents

Chapter 9

CHAPTER OUTLINE

Design

- The layout of words and graphics
- Determines the look of a document

The importance of user-friendly document design

- Design affects the document usability
- Design the document to meet the reader needs


Bad Design
Good Design

ATER ON WHEELS YOU TUBE LINK

--N E W S--F L A S H E S--

EQUIPMENT PROVIDERS

WOW INFORMATION E-BOOKS

WILDLAND FIRE PICTURES

SITE MITIGATION

TENDER FILLING SYSTEM

HELICOPTER FILL SYSTEM

WATER TRANSPORTATION

FIRELINE WATER STORAGE

HELICOPTER DIP TANK

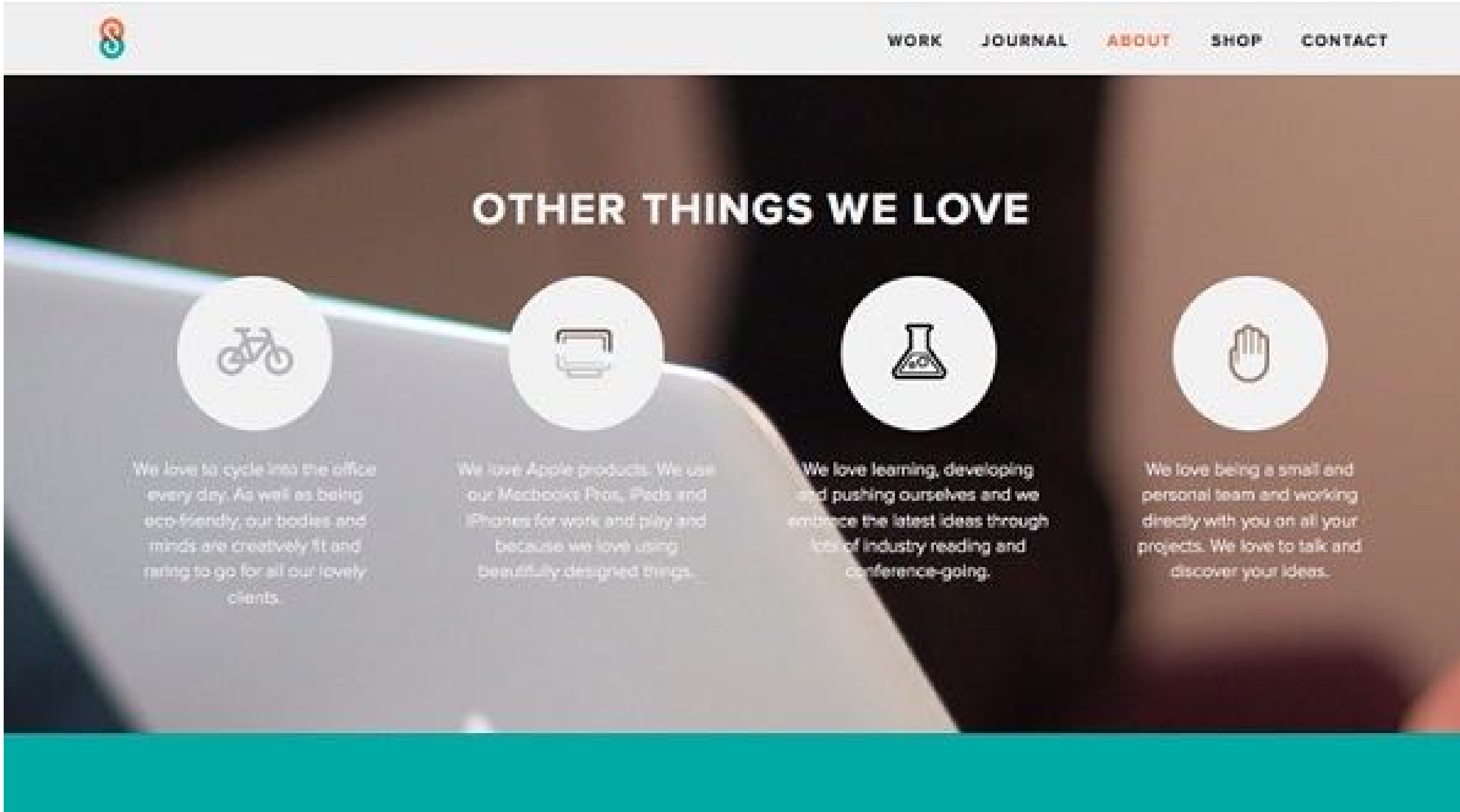
ABOUT US

WELCOME

To

WATER ON WHEELS.com

49 CREEK RANCH FIRE AND WATER ON WHEELS
EXOTIC FIRE EQUIPMENT


WORK
JOURNAL
ABOUT
SHOP
CONTACT
OTHER THINGS WE LOVE
We love to cycle into the office every day. As well as being eco-friendly, our bodies and minds are creatively fit and raring to go for all our lovely clients.
We love Apple products. We use our Macbooks Pros, iPads and iPhones for work and play and because we love using beautifully designed things.
We love learning, developing and pushing ourselves and we embrace the latest ideas through lots of industry reading and conference-going.
We love being a small and personal team and working directly with you on all your projects. We love to talk and discover your ideas.

Characteristics of well-designed documents

- Inviting and accessible
- Flow well as a single cohesive unite
- Provide visual hierarchy, displaying information in the right order
- Address a diversity of readers
- Examples p. 144 – 145

Document is untitled and provides no visual hierarchy: everything looks equal

Small margins make the document look crowded

Unbroken paragraph looks dense and intimidating

Inadequate white space makes this version hard on the eye

Mold is a public health problem. Molds are simple organisms that are found virtually everywhere, indoors and outdoors. The potential health effects of indoor mold are a growing concern. Mold can cause or worsen certain illnesses (e.g., some allergic and occupation-related diseases and infections in health care settings). There is not conclusive evidence, however, about whether indoor mold is associated with a multitude of other health problems, such as pulmonary hemorrhage, memory loss, and lack of energy.

The Centers for Disease Control has accomplished much on the problem. The CDC has a mold Web site (http://www.cdc.gov/nceh/airpollution/mold) that provides information on molds and health and links to resources. In conjunction with the Council of State and Territorial Epidemiologists, the CDC has created an inventory of state indoor air quality programs which is available at http://www.cdc.gov/nceh.airpollution/indoor_air.htm. The CDC assists states in responding to mold-related issues, including offering technical assistance with assessment, cleanup efforts, and prevention of further mold growth and unnecessary exposure. The CDC is strengthening state, local and tribal capacity to respond to mold-related issues, including: determining the extent to which state programs establish coordinated responses to indoor mold exposures, working with federal and other organizations to coordinate plans related to indoor air and mold, developing a coordinated public response strategy, and identifying resources for developing and implementing responses. The CDC is also developing an agenda for research, service, and education related to mold. As a first step, the CDC contracted with the Institute of Medicine (IOM) to conduct a study on the relationship between damp or moldy indoor environments and the manifestation of adverse health effects and to provide recommendations for future research. The CDC's mold-related agenda is expected to address subjects such as the following: characterizing environmental conditions that allow mold growth indoors and the association between indoor mold and disease or illness; improving the capacity of state, local, and tribal health departments to prevent, investigate, and control mold exposures; and conducting and supporting research to define the association between damp or moldy indoor environments and harmful health effects.

The next steps the CDC will take include assisting states and others in responding to mold issues and developing an agenda for research, service, and education related to mold as described above. For more information, visit http://www.cdc.gov/nceh/airpollution/mold.

May 2004

FIGURE 9.1 Ineffective page design

CDC

PROGRAM IN BRIEF

Mold

WHAT IS THE PUBLIC HEALTH PROBLEM?

Molds are simple organisms that are found virtually everywhere, indoors and outdoors. The potential health effects of indoor mold are a growing concern. Mold can cause or worsen certain illnesses (e.g., some allergic and occupation-related diseases and infections in health care settings). There is not conclusive evidence, however, about whether indoor mold is associated with a multitude of other health problems, such as pulmonary hemorrhage, memory loss, and lack of energy.

WHAT HAS CDC ACCOMPLISHED?

- CDC's Mold Web site (http://www.cdc.gov/mold) provides information on molds and health and links to resources. In conjunction with the Council of State and Territorial Epidemiologists, CDC has created an inventory of state indoor air quality programs, which is available at http://www.cdc.gov/nceh/airpollution/indoor_air.htm.
- CDC assists states in responding to mold-related issues, including offering technical assistance with assessment, cleanup efforts, and prevention of further mold growth and unnecessary exposure.
- CDC is strengthening state, local, and tribal capacity to respond to mold-related issues, including (1) determining the extent to which state programs establish coordinated responses to indoor mold exposures; (2) working with federal and other organizations to coordinate plans related to indoor air and mold; (3) developing a coordinated public response strategy; and (4) identifying resources for developing and implementing responses.
- CDC is developing an agenda for research, service, and education related to mold. As a first step, CDC contracted with the Institute of Medicine (IOM) to conduct a study on the relationship between damp or moldy indoor environments and the manifestation of adverse health effects and to provide recommendations for future research. CDC's mold-related agenda is expected to address subjects such as the following:
  - Characterizing environmental conditions that allow mold growth indoors and the association between indoor mold and disease or illness;
  - Improving the capacity of state, local, and tribal health departments to prevent, investigate, and control mold exposures;
  - Conducting and supporting research to define the association between damp or moldy indoor environments and harmful health effects.

WHAT ARE THE NEXT STEPS?

CDC will continue to assist states and others in responding to mold issues and develop an agenda for research, service, and education related to ***mold*** as described above.

For more information, visit http://www.cdc.gov/mold. *May 2004*

DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION
SAFER · HEALTHIER · PEOPLE™

Even from a distance, readers can see the document as a cohesive, single unit

Title, headings, and bullets provide a visual hierarchy

Ample margins and white space give the document an open, accessible look

Bulleted list breaks up dense paragraph

Simple use of two colors for (Web address and headings) helps readers focus on essential information

FIGURE 9.2 Effective redesign of Figure 9.1

Source: Centers for Disease Control and Prevention, May 2004.

SPECIFIC DESIGN ELEMENTS

DESIGNING FOR CONSISTENCY AND COHESIVENESS P. 147

- Grid patterns
- Margins
- Paragraphs
- Justification
- White space
- Line spacing and indentation
- Font style
- Font size

Strategies p. 150

Grid Patterns. Grid patterns help readers make sense of a document as a single unit because they create an underlying structure throughout the document. Figure 9.3 shows a sampling of grid patterns. Most documents follow a standard horizontal grid pattern, as, for example, a memo or letter. A vertical grid is commonly used in manuals, brochures, or newsletters. In rare cases, you may want to use a combined grid pattern.

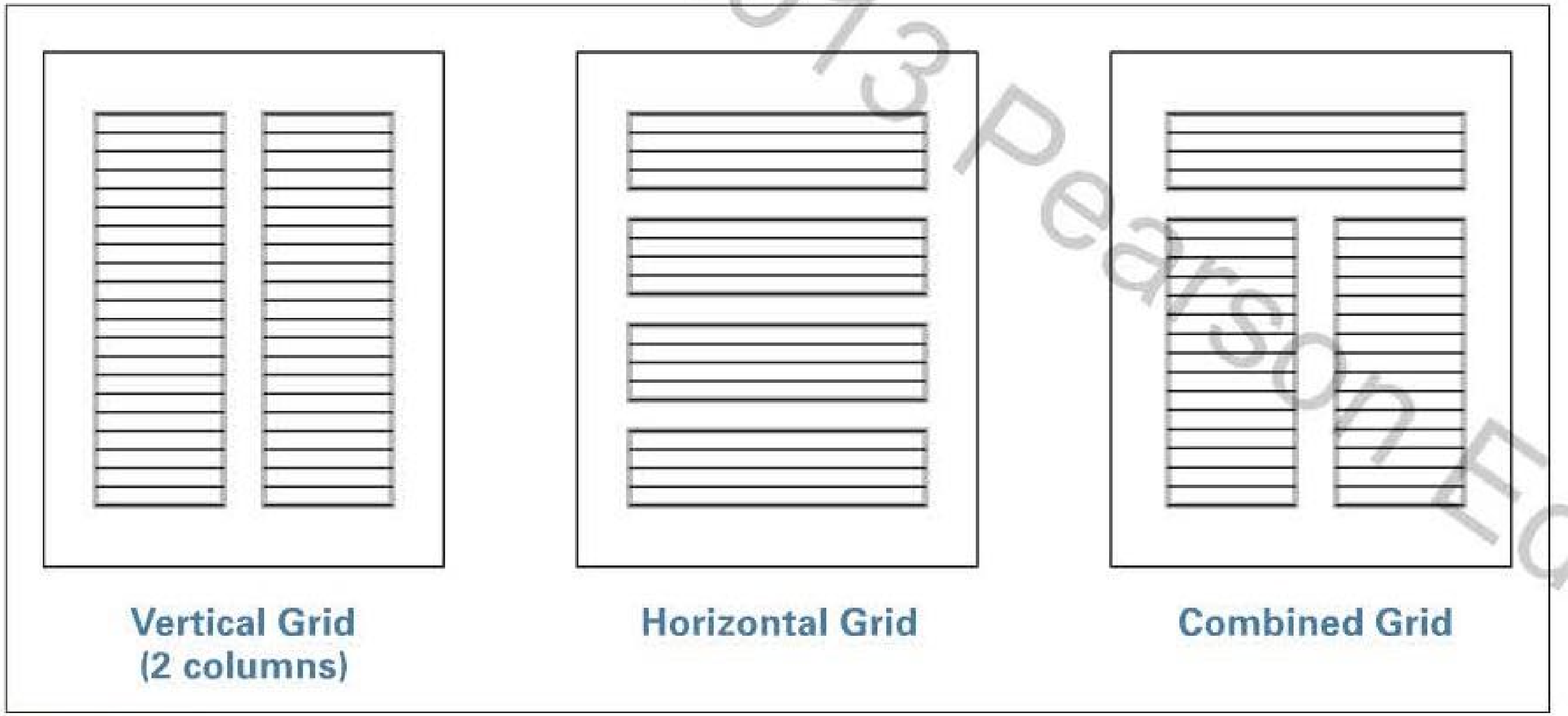


FIGURE 9.3 Grid patterns

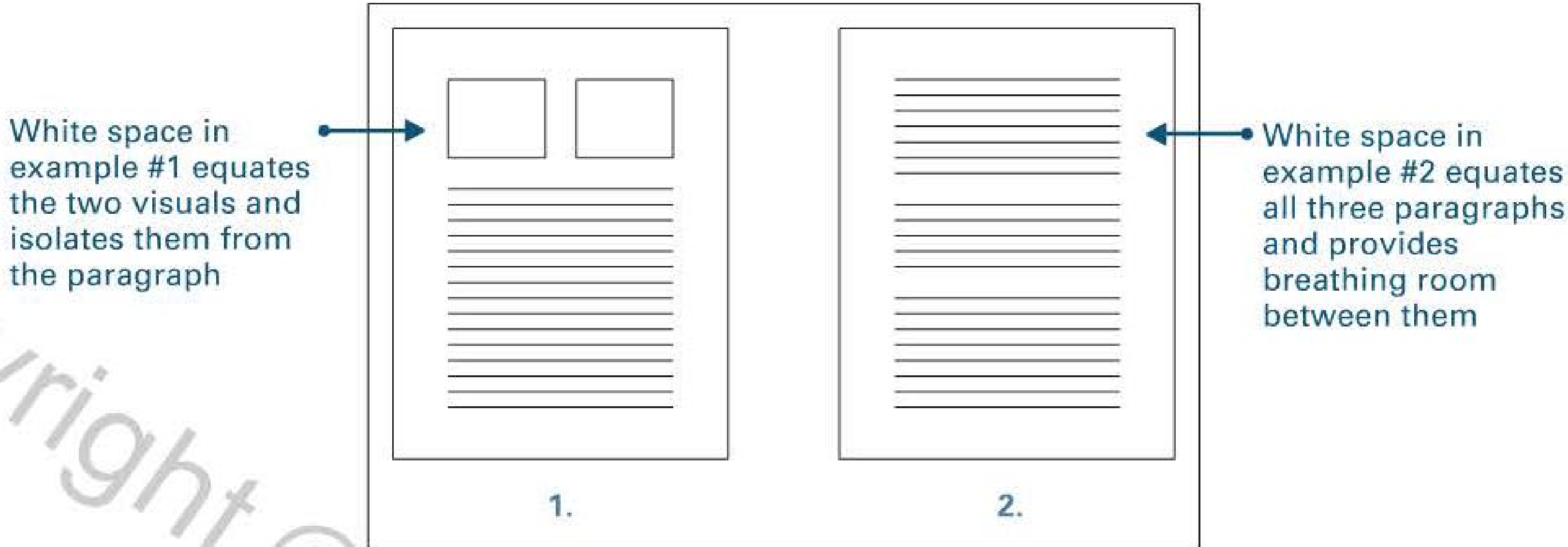


FIGURE 9.5 **White space**

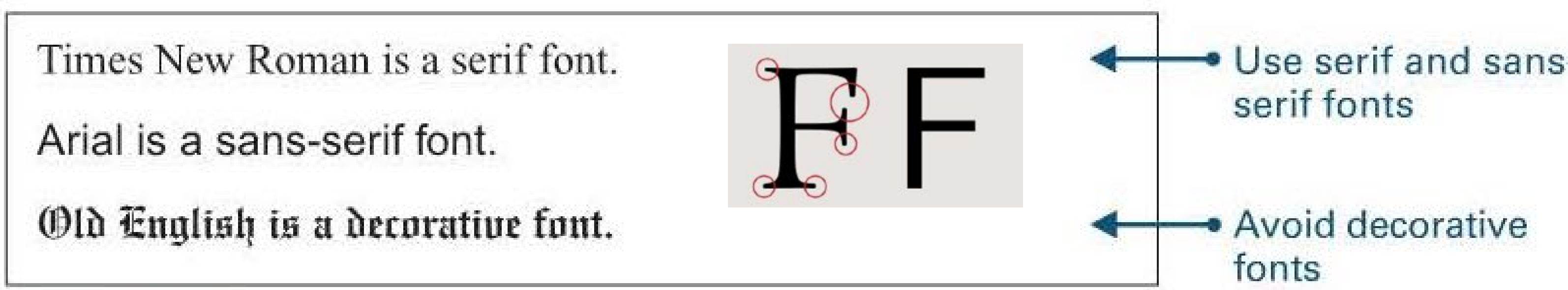


FIGURE 9.6 **Sample font styles**

DESIGNING FOR NAVIGATION AND EMPHASIS

- Headings
- Color, shading, boldface, italics, and underlining
- Bulleted and numbered lists
- Running headers and footers
- Tables of Contents and Indices

Strategies p. 155

A-level heading uses all caps, boldface, and rests above the paragraph

CURRENT MEDICATIONS AND THEIR HISTORY

Currently, several medications are popular xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Medications Before the 1980s

Several medications were used prior to the 1980s when xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

B-level heading uses initial caps, boldface, and rests above the paragraph

Selective Serotonin Reuptake Inhibitors (SSRIs)

The increased research around the importance of serotonin xxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Prozac—The increased research around the importance of serotonin xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

C-level heading uses initial caps, boldface, and runs into the paragraph

Effexor—The increased research around the importance of serotonin xxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

RECENT RESEARCH INTO NEW MEDICATIONS

New research indicates that xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Refining the SSRI Approach

The increased research around the importance of serotonin xxxxxxxxxxxxxxxxxxxxxxx

FIGURE 9.7 Headings

To organize and highlight similar items, use a bulleted list

Text	Bulleted list
The fire ant has now spread to three regions: the Galapagos Islands, the South Pacific, and Africa.	The fire ant has now spread to three regions: • The Galapagos Islands • The South Pacific • Africa

To enumerate a fixed sequence of steps, use a numbered list

Text	Numbered list
There are three steps to installing your graphics card: Open the computer case, insert the graphics card in the slot, and close the case.	Installing your graphics card: 1. Open the computer case. 2. Insert the graphics card in the slot. 3. Close the case.

FIGURE 9.10 **Bulleted versus numbered lists**

STRATEGIES for Designing: Navigation and Emphasis

HEADINGS

- **Design headings consistently.** Always use the same font style, size, and color for the same level of headings. A-level headings are typically in all caps, boldface, and rest above paragraphs; B-level headings are usually in initial caps, boldface, and rest above paragraphs; and C-level heads are typically in initial caps, boldface, and run into paragraphs (whether or not the paragraphs are indented).

STRATEGIES *continued*

- **Divide headings logically.** Make each higher level head yield at least two heads at the next level. B-level headings always fall within A-level headed sections, and C-level headings always fall within B-level headed sections.
- **Avoid excessive headings.** Try to avoid D-level headings and never move to a level beyond that.
- **Avoid orphans.** If a heading stands alone at the bottom of a page, without at least two lines of text beneath, add more space to bump the heading to the next page.

COLOR, SHADING, BOLDFACE, ITALIC, AND UNDERLINING

- **Use color as needed.** Use color headings, tabs, sidebars, callouts, and leader lines (page 152) for navigation. Use color screens, horizontal/vertical rules, type, cross-references, and ruled boxes for emphasis.
- **Use color sparingly.** Color should not overpower the document and should complement, not obstruct, the text.
- **Use shading, bold, italic, and underlining.** If color is unavailable or you prefer to aid navigation and provide emphasis in other ways, use these design options.

BULLETED AND NUMBERED LISTS

- **Use bulleted and numbered lists appropriately.** Bulleted lists show a series of similar items, while numbered lists show a sequence of step-by-step items.
- **Don't overuse lists.** Otherwise, your document might look like a shopping list.

RUNNING HEADS AND FEET

- **Decide if running feet are necessary.** Usually, running feet are used only for full-length books, though you may use them in documents to place page numbers.
- **Always include page numbers.** Whether you put them in running heads or running feet, page numbers are essential. For a long document, count your title page as page i, without numbering it, and number all front matter pages, including the table of contents and abstract, with lowercase roman numerals (ii, iii, iv). Number the first and subsequent text pages with arabic numerals (1, 2, 3).
- **Include section- or chapter-specific information in running heads.**
- **Format running heads and feet correctly.** See Figure 9.11.

TABLES OF CONTENTS AND INDEXES

- **Use tables of contents and indexes for longer documents.**
- **Make sure tables of contents match document headers exactly.**
- **Use standard index categories and topics.** Try to accurately anticipate which terms readers will look up in searching for what they need.

Technical Writing

Student Resources

SUMMARIES

CHAPTER 15

CONTENTS

SUMMARY

- A restatement of the main ideas in a longer document.
- Used to convey the general meaning of the original source's ideas.
- No specific details or examples.

AUDIENCE AND PURPOSE

- Summarize long report in order to save time
- Provide a summary in the beginning of a document
- Summary should
  - Describe what the original document is about
  - Help readers decide what to read (whole document, part, or none)
  - Give readers a framework for understanding the full document
- Examples p. 279

Scientists know with virtual certainty that human activities are changing the composition of Earth's atmosphere. Increasing levels of greenhouse gases like carbon dioxide (CO_2) since pre-industrial times are well-documented and understood. The atmospheric buildup of CO_2 and other greenhouse gases is largely the result of human activities such as the burning of fossil fuels. Increasing greenhouse gas concentrations tend to warm the planet. A warming trend of about 0.7 to 1.5°F occurred during the 20th century in both the Northern and Southern Hemispheres and over the oceans. The major greenhouse gases remain in the atmosphere for periods ranging from decades to centuries. It is therefore virtually certain that atmospheric concentrations of greenhouse gases will continue to rise over the next few decades.

Source: Adapted from *State of Knowledge*, by the U.S. Environmental Protection Agency.

Scientists are virtually certain that greenhouse gases largely produced by human activities are warming the planet. Temperatures have risen worldwide during the 20th century and undoubtedly will continue.

Source: From *State of Knowledge*, by the U.S. Environmental Protection Agency.

ELEMENTS OF EFFECTIVE SUMMARIES

- Accuracy
- Completeness
- Conciseness
- Nontechnical style

Accuracy

Readers expect a precise sketch of the content, emphasis, and line of reasoning used in the original document. Be careful not to alter the essential meaning of the original. For example, in Figure 15.2, on page 279, the summary uses different wording but remains true to the original document's central point (scientists feel that global warming is "virtually certain," not "somewhat certain"), retains the emphasis made in the original (the fact that human activity is responsible), and follows the same logical sequence (global warming has and will continue to occur).

Completeness

Readers will also expect your summary to include everything essential in the original document—everything they need at a glance to grasp its full meaning. For example, in Figure 15.2, nothing has been left out to prevent readers from getting a complete overview of the original. Readers will know exactly what to expect from the longer document, only in fuller detail.

Conciseness

Readers expect a summary to exclude superfluous details—as well as any new details, examples, or opinions—not found in the original. Although the summary in Figure 15.2 doesn't omit anything essential, it does omit lesser details such as statistics ("0.7 to 1.5°F"), examples (set off by "like," "such as," "and other"), and overly long passages ("in both the Northern and Southern Hemispheres and over the oceans" is replaced with "the planet"). Also the summary in no way embellishes upon the original content.

Nontechnical style

Unless your readers are all experts (and most of the time they will not be), always summarize a document using plain English rather than carrying the original's technical jargon or scientific and mathematical data into the summary. The summary in Figure 15.2, for example, omits expressions such as "atmospheric buildup" and "greenhouse gas concentrations," while also leaving out the specific temperatures mentioned.

Writing Summaries Step-By-Step

1. Read the original document
2. Reread and mark essential material
3. Cut and paste key information
4. Redraft the information into your own organizational pattern and words
5. Edit your draft
6. Compare your version with the original document

FIGURE 15.3
An article to be summarized

Dietary Fats and Your Health

Open with basic claim

Scientific evidence shows that consumption of saturated fat, trans fat, and dietary cholesterol raises low-density lipoprotein (LDL), or "bad" cholesterol levels, which increases the risk of coronary heart disease (CHD).

Omit background details

According to the National Heart, Lung, and Blood Institute of the National Institutes of Health, more than 12.5 million Americans have CHD,and more than 500,000 die each year. That makes CHD one of the leading causes of death in the United States.

Include key comparison

The Food and Drug Administration has required that saturated fat and dietary cholesterol be listed on food labels since 1993. With trans fat added to the Nutrition Facts panel, you will know for the first time how much of all three—saturated fat, trans fat, and dietary cholesterol—are in the foods you choose.

Omit inessential detail

Identifying saturated fat, trans fat, and dietary cholesterol on the food label gives you information you need to make food choices that help reduce the risk of CHD. This revised label will be of particular interest to people concerned about high blood cholesterol and heart disease. However, everyone should be aware of the risk posed by consuming too much saturated fat, trans fat, and dietary cholesterol.

But what is trans fat, and how can you limit the amount of this fat in your diet?

What Is Trans Fat?

Include essential definition

Basically, trans fat is made when manufacturers add hydrogen to vegetable oil—a process called hydrogenation. Hydrogenation increases the shelf life and flavor stability of foods containing these fats.

Compress list of examples

Trans fat can be found in vegetable shortenings, some margarines, crackers, cookies, snack foods, and other foods made with or fried in partially hydrogenated oils. Unlike other fats, the majority of trans fat is formed when food manufacturers turn liquid oils into solid fats like shortening and hard margarine. A small amount of trans fat is found naturally, primarily in dairy products, some meat, and other animal-based foods.

Omit repetition and inessential statistic

Trans fat, like saturated fat and dietary cholesterol, raises the LDL cholesterol that increases your risk for CHD. Americans consume on average 4 to 5 times as much saturated fat as trans fat in their diets. Although saturated fat is the main dietary culprit that raises LDL, trans fat and dietary cholesterol also contribute significantly.

Include key fact

Compress list of benefits

Are All Fats Bad?

Simply put: No. Unsaturated fat is a major source of energy for the body and aids in the absorption of vitamins A, D, E, and K, and carotenoids. Both animal- and plant-derived food products contain fat, and when eaten in moderation, unsaturated fat is important for proper growth, development, and maintenance of good health. As a food ingredient, unsaturated fat provides taste, consistency, and stability and helps you feel full. In addition, parents should be aware that unsaturated fats are an especially important source of calories and nutrients for infants and toddlers (up to 2 years of age), who have the highest energy needs per unit of body weight of any age group.

Include key comparison

Include key point

While unsaturated fats (monounsaturated and polyunsaturated) are beneficial when consumed in moderation, saturated and trans fats are not. Saturated fat and trans fat raise LDL cholesterol levels in the blood. Dietary cholesterol also raises LDL cholesterol and may contribute to heart disease even without raising LDL. Therefore, it is advisable to choose foods low in saturated fat, trans fat, and dietary cholesterol as part of a healthful diet.

FIGURE 15.4
A summary of Figure 15.3

Dietary Fats and Your Health (A Summary)

Saturated fat is a principal cause of bad cholesterol (LDL, or low density lipoprotein), but dietary cholesterol and trans fat also play a role. High LDL is a major risk factor for coronary heart disease, a leading killer in the United States. In addition to the listing of saturated fat and dietary cholesterol on food labels, the Food and Drug Administration (FDA) now requires that trans fat be listed.

Although small amounts of trans fat exist naturally in dairy products and other animal-based foods, most trans fat is a byproduct of hydrogenation, the addition of hydrogen to vegetable oil. This process increases shelf life and stabilizes the flavor of foods such as hard margarine, crackers, snack foods, and foods fried in hydrogenated oil.

Not all fats are bad. In fact, unsaturated fat serves as a major energy source, promotes vitamin absorption, enhances food taste, and helps us feel full. Consumed in moderation, unsaturated fat is essential to health and provides a vital calorie source for infants. However, saturated fats and trans fats, along with dietary cholesterol, should be avoided as much as possible.

To make wise choices about fats and cholesterol, read the Nutrition Facts label on packaged foods. Note the serving size, number of servings in the package, and the Percent Daily Value (%DV) of each ingredient. Although no Daily Value is yet established for trans fat, avoid foods with a high saturated fat or cholesterol DV (greater than 20 percent per serving), unless you can balance these with low DV foods during the day.

Source: Excerpt from *FDA Consumer* Sept.–Oct. 2003: 12–18.

Summarize this

There was a **strike** of teachers in Chicago that started one week ago. Teachers wanted smaller class sizes, more **staff**, and better money for their work**.**
They had discussions with schools, but it was difficult to find a **solution.** They did not agree on many things, and the main problem was money.

The Chicago Mayor was very unhappy about the situation. He says that the city does not have enough money for all that the teachers want. The teachers think that the city has enough money, and they say that the problem is that the city spends it on other things.

There was a strike of teachers in Chicago due to large class sizes, less staff, and low salaries .They had discussions with schools, but it was difficult to find a solution with money being the main issue. The Chicago Mayor was very unhappy and says there is no money, a claim teachers disagree with.

Homework (5 grades)

Summarize the following text.

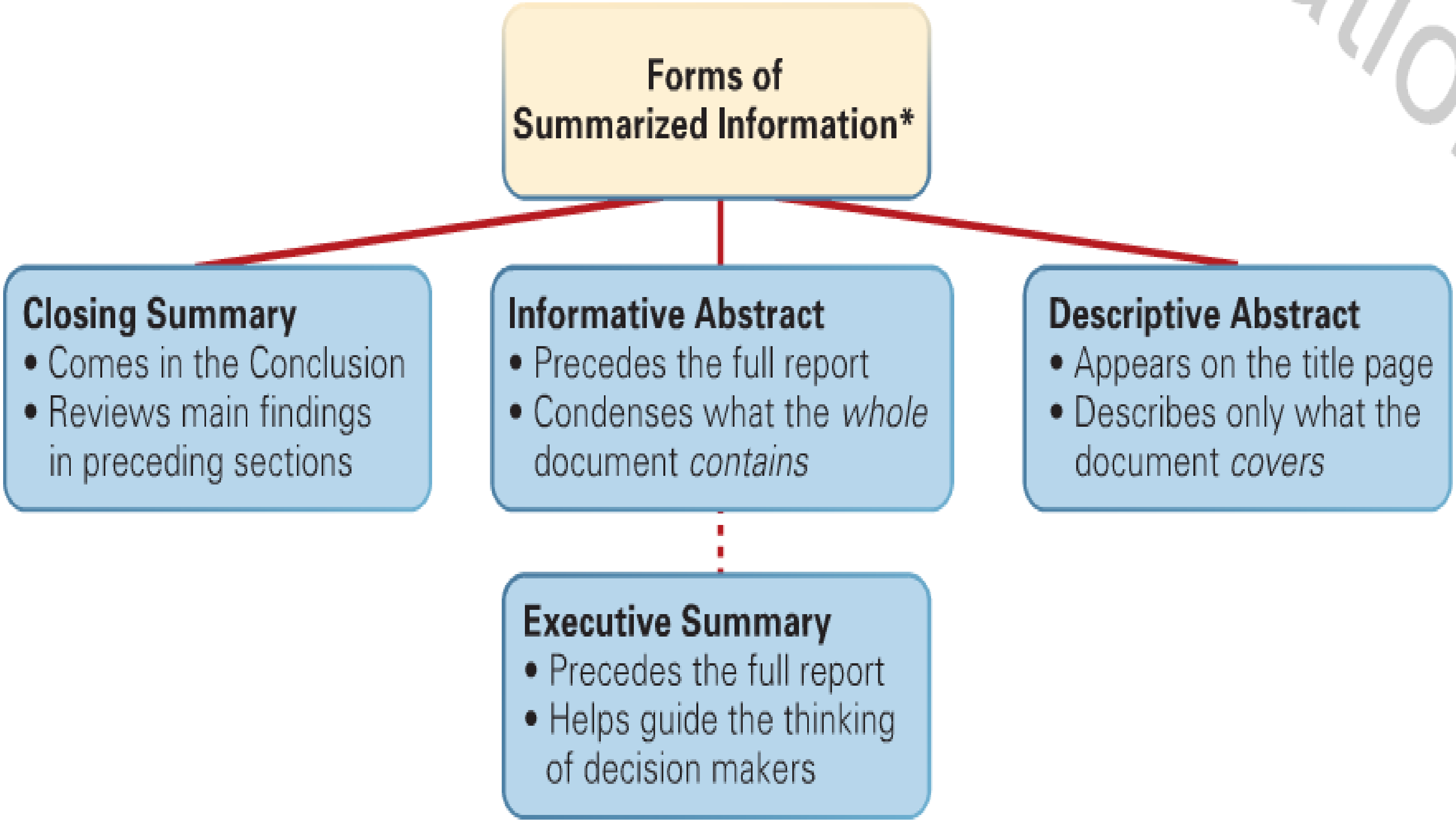
Technology companies Amazon, Google, IBM, Oracle, and Microsoft competed on a **cloud system** for the US Department of Defense.

This is to replace the older computers that are from the 1980s and 1990s. An American official said that the new systems are old, as cloud systems are the new standard.

People thought that Amazon would win the competition, but then President Trump criticized Amazon's CEO which might influenced the final decision.

Microsoft ultimately won the competition. The US government will work with Microsoft for 10 years and $10 billion.

TECHNICAL WRITING – SUMMARIES



*Although we take liberties with his classification, Vaughan helped clarify our thinking about the overlappling terminology that blurs these distinctions.

SPECIAL TYPES OF SUMMARIES

- Closing summaries (in the concluding section)

Closing Summaries

A *closing summary* appears in the concluding section of a formal report or proposal. The closing summary helps readers review and remember the major findings that have preceded it. This look back at "the big picture" also helps readers appreciate the conclusions and recommendations that typically follow the closing summary. Figure 15.6 shows a closing summary at the end of a report that analyzes the feasibility of a career in technical marketing. This summary appears just before the "Recommendations" portion that ends the report.

Purpose and placement of closing summaries

Summary of Findings
Technical marketing and sales requires solid technical background, motivation, communication skills, and interpersonal skills. This career offers job diversity and excellent income potential, balanced against hard work and relentless pressure to perform.

College graduates interested in this field confront four entry options: (1) direct entry with on-the-job training, (2) a formal training program, (3) prior experience in a technical specialty, and (4) graduate programs. Each option has benefits and drawbacks based on immediacy of income, rate of advancement, and long-term potential.

FIGURE 15.6
A closing summary

SPECIAL TYPES OF SUMMARIES

- Informative abstracts (on a separate page after the title page)

Informative Abstracts

An *informative abstract* is a capsule version of a formal report or proposal that appears on a separate page, just after the document's title page. Informative abstracts provide readers with a snapshot of a long document—a clear picture of what is to come. Some readers, such as busy executives, may want just the "bottom line" without having to read the entire report or proposal. The informative abstract summarizes what the full document says: it identifies the need or issue that prompted the document; it describes the research methods used; it reviews the main facts and findings; and it condenses the conclusions and recommendations. (See page 329 of the formal report in Chapter 17 or page 354 of the formal proposal in Chapter 18 for an example.) An informative abstract may simply be labeled as an "abstract."

Purpose and placement of informative abstracts

SPECIAL TYPES OF SUMMARIES

- Descriptive summaries (1-3 sentence) (on the title page of a report or proposal)

Descriptive Abstracts

More compressed than an informative abstract, a *descriptive abstract* is usually only one to three sentences long and appears on the title page of a report or proposal. A descriptive abstract merely states what a document *covers*; it doesn't get

Purpose and placement of descriptive abstracts

FIGURE 15.7
A descriptive abstract

The origin of trans fat, its relation to saturated fat and dietary cholesterol, and its causative role in heart disease is explained, and advice for consumers is provided.

SPECIAL TYPES OF SUMMARIES

- Executive summaries (like informative abstracts, but aimed at decision makers)

Executive Summaries

Purpose and placement of executive summaries

An *executive summary* is similar to an informative abstract; however, it not only summarizes the long document but also tells readers what they should think about it. Placed on a separate page just after a long document's title page (just like an informative abstract), an executive summary is aimed at decision-makers rather than technical audiences. Unlike informative abstracts, executive summaries are written to persuade readers to act on the information. Executive summaries are

FIGURE 15.8 **A three-page executive summary from a much longer (55 page) report**

ECSTASY: WHAT WE KNOW AND DON'T KNOW ABOUT MDMA A SCIENTIFIC REVIEW

EXECUTIVE SUMMARY

A number of our nation's best monitoring mechanisms have detected an alarming increase in the popularity of MDMA (3,4-methylenedioxymethamphetamine), particularly among young Americans. This report, _Ecstasy: What We Know and Don't Know About MDMA_, represents a scientific review of what research has discovered about how this drug works in the brain and what requires further study to fully understand the consequences of using this illicit substance.

Answers the question "What is the issue?"

Much of this report is based on a scientific conference – _MDMA/Ecstasy Research: Advances, Challenges, Future Directions_ – that was sponsored by the National Institute on Drug Abuse (NIDA) and the National Institutes of Health and held July 19-20, 2001. Information in this report was supplemented by an exhaustive review of the extensive published scientific literature on MDMA, particularly that which has appeared in scientific and medical journals during the past five years.

MDMA, a relatively simple chemical belonging to the amphetamine family of compounds, has properties of both stimulants and hallucinogens. While MDMA does not cause true hallucinations, many people have reported distorted time and perception while under the influence of this drug. The vast majority of people take MDMA orally, and its effects last approximately four to six hours. Many users will "bump" the drug, taking a second dose when the effects of the initial dose begin to fade. The typical dose is between one and two tablets, with each containing approximately 60-120 milligrams of MDMA. However, tablets of what users call Ecstasy often contain not only MDMA but a number of other drugs, including methamphetamine, caffeine, dextromethorphan, ephedrine, and cocaine.

One of the more alarming facts about MDMA is that despite its known detrimental effects

ETHICAL CONSIDERATIONS IN SUMMARIZING INFORMATION

ETHICAL PITFALLS OF SUMMARY

- Fails to communicate full complexity.
- Lacks the original author’s tone.

STRATEGIES FOR SUMMARIES

- Start the summary process by reading the original document
- Reread the original while highlighting essential information
- Save only the key information
- Rewrite the key information in your own words
- Edit your version
- Check your version against the original
- Indicate the exact source of the summarized material
- Use the appropriate types of summaries in your own formal documents
- Remain aware of ethical considerations

Technical Writing

ENG103

Student Resources

Week 11

Résumés and Other Employment Materials

Chapter 10

CONTENTS

Contents

Assessing Your Skills and Aptitudes

Before looking for a job, assess the skills you can offer

- Do I communicate well and am I also a good listener?
- Do I work well in groups and with people from different backgrounds?
- Do I have experience or aptitude for a leadership role?
- Can I solve problems and get things done?
- Can I perform well under pressure?
- Can I work independently, with minimal supervision?
- Do I have any special skills (public speaking, working with people, computer or other technical skills, aptitude with words, analytical skills, second or third languages, artistic/musical talent, mathematical aptitude)?
- Do I have any hobbies that could improve my job prospects?
- Do I like to travel, or would I prefer working in a single location?

RESEARCHING THE JOB MARKET

- Search within a reasonable range
- Work step-by-step
- Talk to job experts, librarians, friends, and family
- Consult industry-specific resources
- Look for specific job postings
- Send out unsolicited application letters

RÉSUMÉS

- A résumé is essentially an applicant's personal advertisement for employment
- Lists education, employment history, and other relevant information
- Presents an applicant's qualifications

- **Parts of a résumé**
  - Contact information
  - Career objectives
  - Education
  - Work experience
  - Personal data and interests
  - References
- Example p. 165

James David Purdy
203 Elmwood Avenue
San Jose, CA 95139
Phone: (555) 316–2419
Email: jpur@valnet.net

Objective Customer relations for a hospitality chain, leading to management.

Education
2007-2009

San Jose City College, San Jose, CA
Associate of Arts Degree in Hotel and Restaurant Management, May 2009. Grade point average: 3.25 of a possible 4.00. All college expenses financed by scholarship and part-time job (20 hours weekly).

Employment
2007-2009

Peek-a-Boo Lodge, San Jose, CA
Began as desk clerk, promoted to desk manager (part-time) of this 200-unit resort. Responsible for scheduling custodial and room service staff, planning conventions, and handling customer relations.

2006–2007

Teo's Restaurant, Pensacola, FL
Beginning as waiter, advanced to cashier and finally to assistant manager. Responsible for preparing weekly payroll, making banquet arrangements, and supervising dining room and lounge staff.

2005–2006

Encyclopaedia Britannica, Inc., San Jose, CA
Sales representative (part-time). Received top bonus twice.

2004–2005

White Family Inn, San Luis Obispo, CA
Worked as bus-person, then server (part-time).

Personal

Awards
Captain of basketball team, 2005; Lion's Club Scholarship, 2007.

Special Skills
Speak French fluently; expert skier.

Activities
High school basketball and track team (3 years); college student senate (2 years); Innkeepers' Club—prepared and served monthly dinners at the college (2 years).

Interests
Skiing, cooking, sailing, oil painting, and backpacking.

References Available on request.

Contact information includes full name and address, phone, and email address

Career objective is specific and tailored to the job

Education section lists school, location, degree earned, and other relevant information

Work experience section lists most recent jobs first, and includes relevant skills applied on the job

Personal section combines awards, skills, and activities that may be relevant to a job (leadership, language)

When no references are included, an "available on request" statement substitutes

FIGURE 10.1 A standard résumé

RÉSUMÉS

- **Organizing your résumé**
  - Organize your resume to convey the strongest impression of your qualifications, skills, and experience.
  - Reverse chronological resume
    - List the most recent school and job first. P. 165
  - Functional resume
    - Highlight skills relevant to a particular job. P. 167

Strategies for Résumés

- Begin your résumé well before your job search
- Tailor your résumé for each job
- Try to limit the résumé to a single page
- Stick to experience relevant to the job
- Use action verbs and key words
- Use bold, italic, underlining, colors, fonts, bullets, and other devices thoughtfully
- Never invent or distort credentials
- Use quality paper and envelopes
- Proofread, proofread, proofread

Electronic Résumés

- Expect to submit your resume electronically as well as in hard copy
- Example p. 169

Scannable and emailed Résumés

- Sometimes, hard copy resumes will be scanned to be stored in the company's database
- You can send your resume as an email attachment

Strategies for Scannable and Emailed Résumés

- Use a simple font
- Use simple formatting
- Save your résumé in "text only" or "rich text" format
- Proofread your résumé
- Do not staple or fold pages

Online Résumés

- You may upload your résumés online on personal website or employment website
- Follow the posting guidelines on an employment website
- Follow the following strategies for personal websites

Strategies for Online Résumés

- Use keywords
- Add hyperlinks, if desired
- Avoid personal information

APPLICATION LETTERS

- Also known as cover letter
- Explain how your qualifications fit a particular job
- Highlight some qualifications and skills
- **Types of application letter**
  - Solicited application letters
  - Unsolicited application letters

HOW TO WRITE AN APPLICATION LETTER

- **Solicited**
  - Use the introduction to get right to the point
  - Use the body to demonstrate your qualifications
  - Use the conclusion to restate interest

- **Unsolicited**
  - Use the introduction to spark reader interest

I AM WRITING TO INQUIRE ABOUT THE POSSIBILITY OF OBTAINING A POSITION WITH YOUR COMPANY:'

A forceful opening

Does your hotel chain have a place for a junior manager with a college degree in hospitality management, a proven commitment to quality service, and customer relations experience that extends far beyond textbooks? If so, please consider my application for a position.

Solicited Application Letter

203 Elmwood Avenue
San Jose, CA 10462
April 22, 20XX

Sara Costanza
Personnel Director
Liberty International, Inc.
Lansdowne, PA 24153

Dear Ms. Costanza:

Please consider my application for a junior management position at your Lake Geneva resort, as advertised in the April 19 *Philadephia Inquirer*. I will graduate from San Jose City College on May 30 with an Associate of Arts degree in hotel and restaurant management. Dr. H. V. Garlid, my nutrition professor, described his experience as a consultant for Liberty International and encouraged me to apply.

As you can see from my enclosed résumé, for two years I worked as a part-time desk clerk, and I was promoted to manager, at a 200-unit resort. This experience, combined with earlier customer relations work in a variety of situations, has given me a clear and practical understanding of customers' needs and expectations.

As an amateur chef, I'm well aware of the effort, attention, and patience required to prepare fine food. Moreover, my skiing and sailing background might be assets to your resort's recreation program.

I have worked hard to hone my hospitality management skills. My experience, education, and personality have prepared me to work well with others and to respond creatively to challenges, crises, and added responsibilities.

If my background meets your needs, please phone me any weekday after 4:00 p.m. at (555) 316-2419.

Sincerely,

James D. Purdy

James D. Purdy

- Writer identifies self and purpose
- Establishes a connection
- Relates specific qualifications from his résumé to the job opening
- Applies relevant personal interests to the job
- Expresses confidence and enthusiasm throughout
- Makes follow-up easy for the reader

Strategies for Application letters

- Use caution when adapting sample application letters
- Create a dynamic tone with active voice
- Never be vague
- Avoid being overly informal or overly stiff
- Never settle for a first draft—or even a second or third

DOSSIERS, PORTFOLIOS, AND WEBFOLIOS

- Dossiers
  - Contains college transcript, recommendation letters, and other items
- Portfolios and Webfolios
  - Contains an introduction or mission statement explaining what you've included in your portfolio and why
  - Contains your resume, uploaded or scanned examples of your work

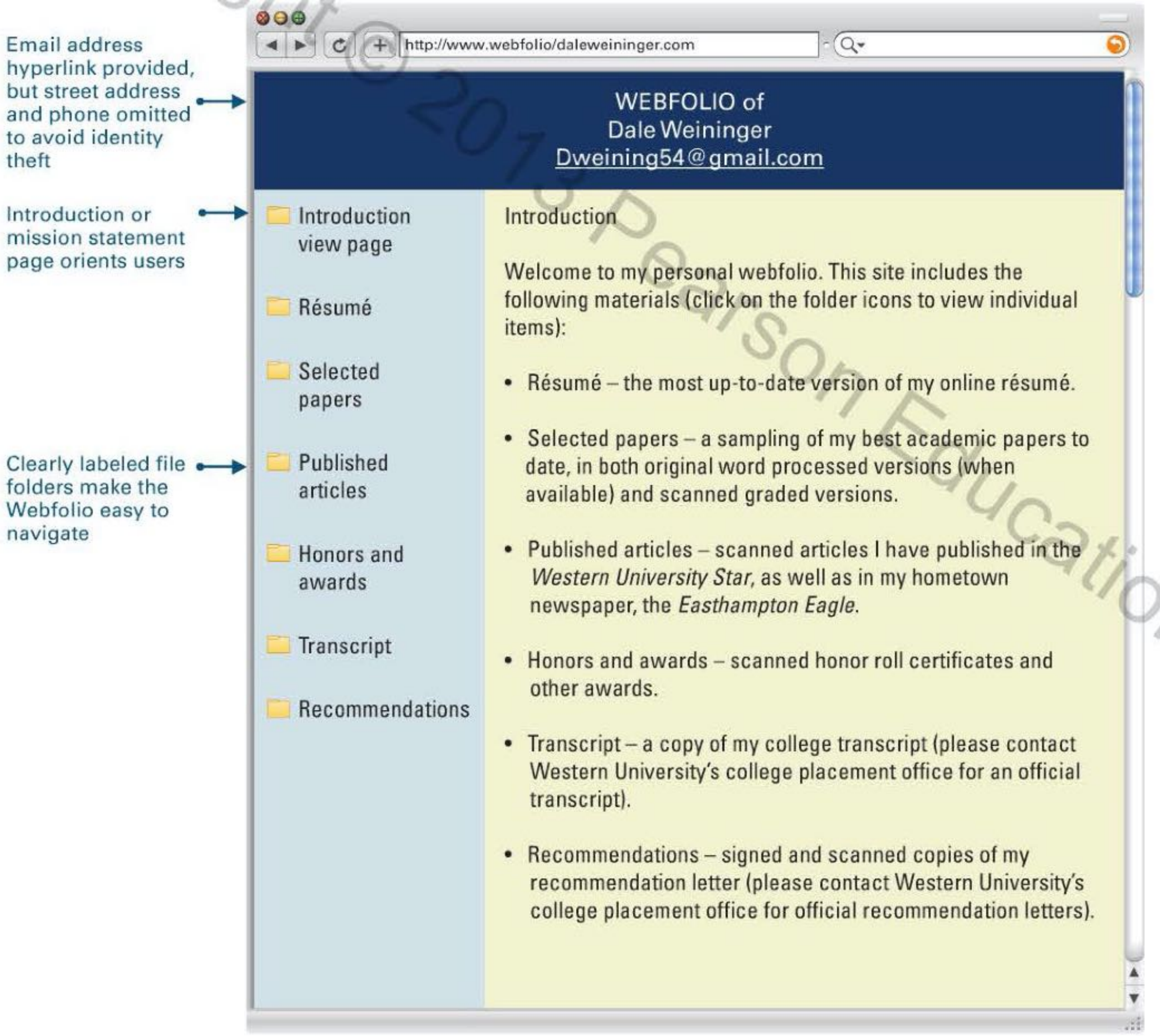


FIGURE 10.5 **A Webfolio**

Strategies for Dossiers, Portfolios, and Webfolios

- Always provide an introduction or mission statement
- Collect relevant materials
- Assemble your items
- Omit irrelevant items
- Omit your street address or phone number from your webfolio

INTERVIEWS AND FOLLOW-UP LETTERS

- **Interviews**
  - To confirm the employers impression about you
  - There are different types of interviews
    - Prepare for the interview 178
    - Avoid interview pitfalls 177
    - Prepare your own questions, too
    - Be truthful

- **Follow-up letters**
  - Thank you letters
    - To be sent after the interview to the interviewers
  - Acceptance or refusal letters
    - To be sent if you accepted or rejected the job

STRATEGIES FOR INTERVIEWS AND FOLLOW-UP LETTERS

STRATEGIES for Interviews and Follow-up Letters

- **Confirm the interview's exact time and location.** Arrive early but no more than 10 minutes.
- **Don't show up empty-handed.** Bring a briefcase, pen, and notepad. Have your own questions written out. Bring extra copies of your résumé (unfolded) and a portfolio (if appropriate).
- **Make a positive first impression.** Come dressed as if you already work for the company. Learn the name of your interviewer beforehand, so you can greet this person by name—but never by first name unless invited. Extend a firm handshake, smile, and look the interviewer in the eye. Wait to be asked to take a chair. Maintain eye contact much of the time, but don't stare.
- **Don't worry about having all the answers.** When you don't know the answer to a question, say so, and relax. Interviewers typically do most of the talking.
- **Avoid abrupt yes or no answers—as well as life stories.** Just saying yes or no doesn't leave any impression—elaborate on your answers, but also keep them short and to the point.
- **Don't answer questions by merely repeating the material on your résumé.** Instead, explain how specific skills and types of experience could be assets to this particular employer.

- **Remember to smile often and to be friendly and attentive throughout.** Qualifications are not the only reason a person gets hired. People often hire the candidate they *like* best.
- **Never criticize a previous employer.** Above all, interviewers like positive attitudes. Complaining about a former employer, whether or not your criticisms are legitimate, only makes you look negative.
- **Prepare to ask intelligent questions.** When questions are invited, focus on the nature of the job: travel involved, specific responsibilities, typical job assignments, opportunities for further training, types of clients, and so on. Avoid questions that could easily have been answered by your own prior research.

ASSIGNMENT

WRITE A RÉSUMÉ FOR YOURSELF.

THE RÉSUMÉ NEEDS TO FOLLOW THE CHAPTER'S GUIDELINES (SEE FIGURE 9.1)

Technical Writing

ENG103

Student Resources

Week 12

Digital Communication: Blogs and Wikis

Chapter 20

CONTENTS

Blogs

- Short for web logs
- Began as forums for people to read and discuss political topics, hobbies, and other mutual interests
- Commercial entities saw the benefits of launching their own blogs to share information

Corporate Blogs and Wikis

- Internal – major companies use them to help employees network with each other
- External – communicate with customers and clients
  - RSS Feeds (Really Simple Syndication) – delivers summaries of blog or news items to subscribers

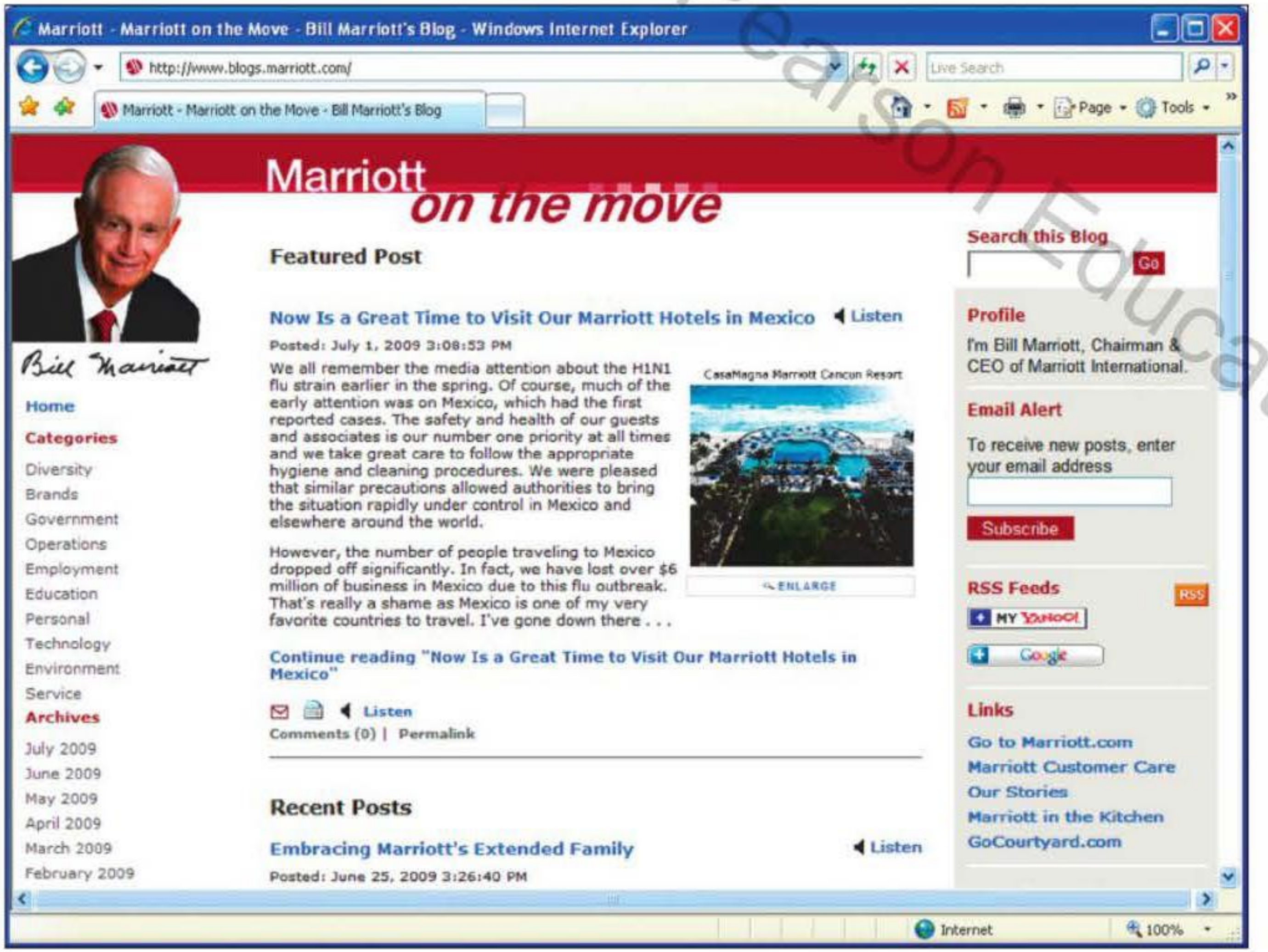


FIGURE 20.1 **An external corporate blog**

Source: Reproduced with permission of Marriott International, Inc.

WIKIS

- From the Hawaiian phrase *wiki wiki* which means quick
- Type of blog used to collect information and keep it updated e.g. Wikipedia
- Corporate wikis (enterprise wikis) allow employees to share and update information

SOCIAL NETWORKS

- Popular way to connect people
- E.g. Facebook, MySpace, LinkedIn, and Twitter
- Uses of social networks:
  - — Social networking for workplace communication
  - — Social networking for career search

FIGURE 20.3 LinkedIn, a Professional Networking Site LinkedIn and similar sites let you connect with potential employers as well as with other people in your field.

STRATEGIES
for Blogs, Wikis, and Social Networking

BLOGS AND WIKIS

- **When writing for blogs and wikis, keep content brief, to-the-point, and concise.** Avoid wordiness and repetition.
- **Write differently for internal versus external audiences.** Internal audiences do not require as much background. External audiences may need more explanation.
- **For an external blog, focus on the customer's priorities and needs.** A friendly, encouraging tone goes a long way in good customer relations.
- **Check blog and wiki entries for credibility.** Check the content to see when it was last updated (usually under the "history" tab on a wiki)

SOCIAL NETWORKING

- **Write with a friendly yet professional tone.** It's always nice to be friendly, but a professional tone will make your message more credible.
- **Keep ideas focused and specific.** Social networks let you narrow your message down to a targeted audience (say, customers who use a specific model of laptop).
- **Be discreet about what you post.** When posting to your personal Facebook or other page, remember to omit private or potentially damaging information. It may be fun to tell your friends how many parties you've attended, but when you apply for a job, this information may come back to haunt you.
- **Keep global readers in mind.** Social networking pages can typically be viewed by readers from across many countries and cultures. Keep the content accessible to a wide audience (see Chapter 2 for more on global audiences).

Web Pages and online videos

Chapter 21

Contents

WEBPAGE DOCUMENT V.S. PRINTED DOCUMENT

Webpage Document	Printed Document
Faster update	Slower update
Cost less	Cost more
No physical space needed	physical space needed
Interactive	Non-interactive

Web site development in the workplace

Explore the Concept with the Case Study on Planning Web Pages at **mytechcommlab**

Web site development is a complex process that changes as related technologies change. Professional Web site development requires training in visual communication, information design, and programming. Moreover, Web development is primarily a collaborative process, often involving content providers, information architects, graphic designers, computer programmers, and marketers. Nevertheless, especially in small businesses and nonprofit organizations, writing and designing for the Web often becomes the responsibility of everyday employees. This chapter introduces the basics of writing and designing Web pages. The Strategies on pages 401–402 provide a basic overview of the process.

FIGURE 21.1
An interactive Web page

Source: From <www.fda.gov/ForConsumers/ConsumerUpdates/ucm048022.htm>

BASICS OF WRITING AND DESIGNING WEB PAGES

AUDIENCE AND PURPOSE

- Who is you primary and secondary audience
  - Native or international audience?
  - Experts or non-experts?
- What is the web page's purpose?
  - EXPLAIN A TASK, SELL A PRODUCT, PUBLISH INFORMATION

ELEMENTS OF EFFECTIVE WEB PAGES

- Structure
  - Outlining - create a storyboard instead of outline, it is also called site map. p. 390
  - Chunking – always chunk units into small segments
  - Sequencing – use logical sequencing but make each unit stands alone and makes sense by itself
- Style p. 391
- Visuals

Alpha University Writing Program

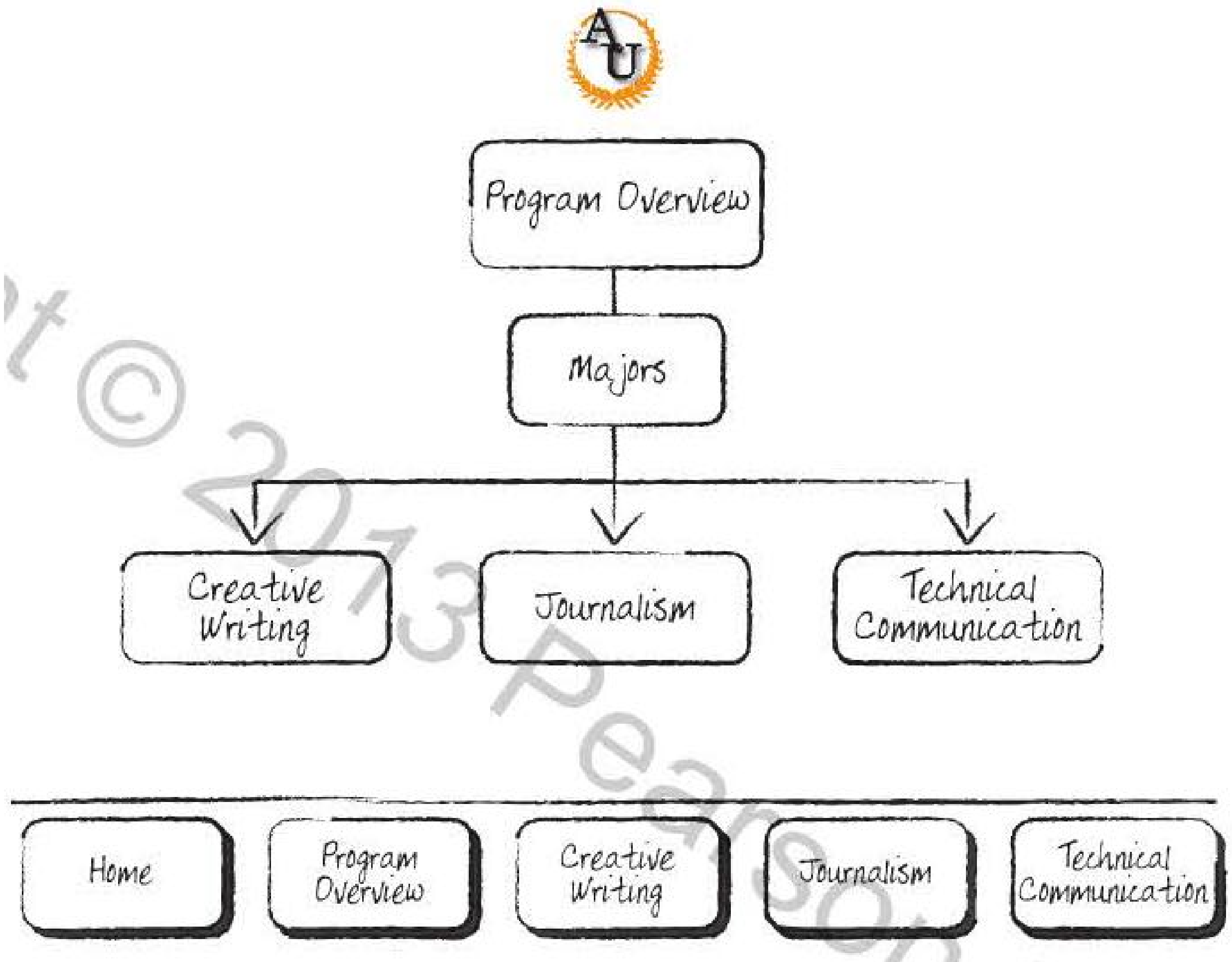
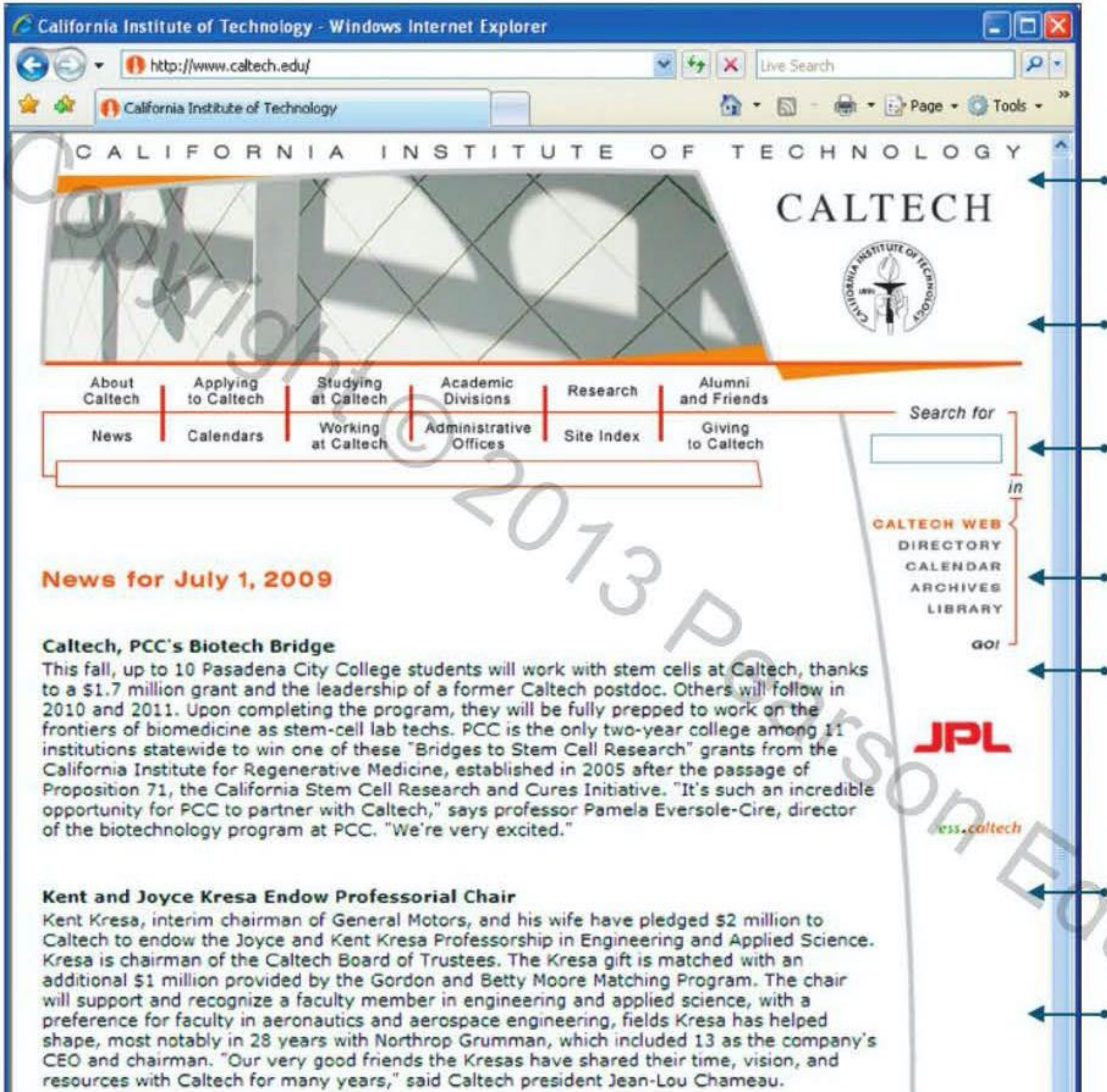


FIGURE 21.3
A user-friendly Web page



DESIGN OF EFFECTIVE WEB PAGES

- Grid patterns
- Margins
- Justification
- White space
- Line spacing and indentation
- Font styles and size
- Headings
- Color, shading, italic, bold, and underlining
- Bulleted and numbered lists
- Running heads and feet
- Tables of Contents and Indices

Strategies for Web Pages

- Identify the intended audience
- Decide on the page's purpose
- Decide what the page will contain
- Visit other Web sites for design ideas
- Create an understandable structure
- Write with a readable style
- Use visuals
- Design a Web-friendly page
- Proofread your page
- Attend to ethical and legal considerations
- Maintain your page

ONLINE VIDEOS

- Called multimodal – video can take advantage of full range of communication modes including sound, movement, color, speech, narration, and text
- Usually used for instructions and training

SCRIPTING ONLINE VIDEOS

- Write a script that outlines the narration, images, motion, and other features

1

Orienting shot for student instructional video

2

As with written instructions, the video begins with a complete parts list

3

Presenter points to each part, guiding the user along

4

Video directions are provided step by step

5

Presenter takes ample time and speaks slowly during each step

6

Presenter moves product in multiple angles, providing viewers with context and motion

- **Elements of an Instructional Video Script:**
  - List the parts
  - Give detailed step-by-step instructions
  - Offer a conclusion
  - Remove any unnecessary clutter
  - Keep the object or the process at the center
  - Keep music to minimum
  - When using a text, make sure it is easy to read on the screen
  - Narrate each step slowly and clearly with enough transition between the steps

Strategies for Online videos

- P. 398

Ethical and legal considerations

- P. 389 – 399

PDF files

- Portable document format
- Companies keep manuals and documentation on their websites as PDFs
- PDF can be format protected

DIFFERENCES IN MEDIA TYPES

- Literacy affordance refers to the features and characteristics that are built into the user experience of different communication technologies
- Consider the literacy affordance in order to choose what fit your content
- Check p. 403 – Table 21.1

	Print documents/PDFs	Web pages	Online videos
Accessibility	No technical or electrical requirements to view, unless in PDF format.	Computer, electricity or battery, and Internet connection required to view.	Computer, electricity or battery, and high-speed Internet connection required to view.
Distribution	Distribution limited unless published.	Worldwide distribution, unless password-protected.	Worldwide distribution, unless password-protected.
Readability	Designed to be read slowly, carefully, and in a linear fashion. Text and fixed visuals only.	Designed to be read quickly and in a nonlinear fashion. Combines text, fixed visuals (sometimes animations), and limited audio.	Designed to be viewed in real time and in a linear fashion, but nonlinear access possible using rewind and fast forward. Combines audio, moving visuals, and limited text.
Interactivity	Limited interactivity (marginal notes only). No interactivity for PDFs.	Depending on features provided, can be highly interactive.	No interactivity.
Ability to correct and update	Changes can be made only by redistributing the document, distributing a separate set of corrections, or making corrections in a reprint.	Changes can be made and uploaded easily and inexpensively at any time.	Changes can only be made through reediting or adding new material at the beginning or end of the video.
Navigability	Table of contents, index, headings, and running heads/feet aid navigation.	Hyperlinks allow for easy navigation throughout the document.	Fast forward and rewind only.
Ability to access additional infor-mation	Must consult outside sources for additional information. Works Cited or References page can provide direction.	Easy access to additional information via hyperlinks, links posted on the Web page, or Web searches.	No hyperlinks within video, but Web page on which the video is posted may provide links, or a Web address shown during the video can lead to further information.

TABLE 21.1 Literacy affordances of different communication technologies

Technical Writing

ENG103

Student Resources

Week 13

INFORMAL REPORTS

CHAPTER 16

CONTENTS

Contents

INFORMAL REPORTS

- Short reports help people make decisions on matters
- Prepared quickly, little or no background information, no front or end matter
- Provide information that readers need everyday on the job
- Takes a form of memo most of the time

TWO CATEGORIES FOR INFORMAL REPORTS:

1. Informational
   — Provide data to answer basic questions
      - Progress reports
      - Activity reports
      - Trip reports
      - Meeting reports
2. Analytical
   — Provide information and conclusion based on the information
      - Feasibility reports
      - Recommendation reports
      - Peer review reports


Informal Reports
Analytical
Informational
Feasibility reports
Recommendation reports
Meeting reports
Progress reports
Activity reports
Trip reports
Meeting reports

PROGRESS REPORTS (INFORMATIONAL)

- Also called status reports
- Used to monitor progress and problems on various projects
- May be written for internal personnel or outside clients
- Example p. 297 - 298
- **Strategies for progress reports:**
  - Choose an appropriate format.
  - Provide a clear subject line.
  - Present information efficiently.
  - Make sure your report answers the anticipated questions. Conclude with steps to be completed in time for the next report, with specific dates, if available.

FIGURE 16.1
A progress report

BETA National

MEMORANDUM

To: P. J. Stone, Senior Vice President
From: B. Poret, Group Training Manager *B.P.*
Date: June 6, 20xx
Subject: *Progress Report: Equipment for New Operations Building*

Work Completed

Our training group has met twice since our May 12 report. In our first meeting, we identified the types of training we anticipate.

Types of Training Anticipated

- Divisional Systems Training
- Divisional Clerical Training (Continuing)
- Divisional Clerical Training (New Employees)
- Divisional Management Training (Seminars)
- Special/New Equipment Training

In our second meeting, we considered various areas for the training room.

Training Room Assignment and Equipment

The frequency of training necessitates having a training room available daily. The large training room in the Corporate Education area (10th floor) would be ideal. Please confirm that this room can be assigned to us on a full-time basis.

To support the training programs, we purchased this equipment:

- Audioviewer
- LCD monitor
- CD recorder and monitor
- Software for computer-assisted instruction
- Tape recorder

This equipment will allow us to administer training in varied modes, ranging from programmed and learner-controlled instruction to seminars and workshops.

Work Remaining

To support the training, we need to furnish the room appropriately. Because the types of training will vary, the furniture should provide a flexible environment. Outlined here are our anticipated furnishing needs.

- Tables and chairs that can be set up in many configurations. These would allow for individual or group training and large seminars.
- Portable room dividers. These would provide study space for training with programmed instruction, and allow for simultaneous training.
- Built-in storage space for audiovisual equipment as well as training supplies. This storage space should be multipurpose, providing work or display surfaces.
- A flexible lighting system, for audiovisual presentations and individualized study.

The project is on schedule. As soon as we receive your approval of these specifications, we will send out bids for room dividers and have plans drawn for built-in storage.

Subject line identifies exact purpose of the report

Summarizes first achievement

Summarizes second achievement

Describes work remaining

Bulleted list breaks up dense information

Concludes with request for approval of next phase

PERIODIC ACTIVITY REPORTS (INFORMATIONAL)

- Summarize activities over a specific period
- Almost always internal
- Written by employees to keep their supervisor up to date on their activities
- Example p. 300
- **Strategies for periodic activity reports:**
  - Choose an appropriate format.
  - Provide a clear subject line.
  - Present information efficiently.
  - Make sure your report answers the anticipated questions.

To: Dilip Gupta, manager

Email format indicates routine nature of report

From: Laura Hardin, information specialist L.H.

Date: August 3, 20xx

Subject line clearly indicates purpose of report

Subject: *L. Hardin—Status, Week of July 29, 20xx*

Progress on most important ongoing projects presented first

User manuals for the X-900 project: This week we continued our daily meetings to analyze and plan for the upcoming X-900 conversion. J. Smith and her team began writing the specifications. These will turn over to the design team in two weeks. Outsourcing for the print and electronic versions of the user manual will take place in September. The team discussed the costs and timeline.

Bold introductions and double spaces between items highlight and separate categories of information

Preparing for user testing: The usability group met with us on Wednesday to set the schedule for user testing during the week of August 20. We will use the in-house usability lab with a small group of employees from the human resource department as our subjects.

Travel logistics: Meredith and Gerriet have been communicating with the group in Puna, India, and have set dates of Nov. 1–10 for the international X-900 testing conference. We still need to sort out the budget issues.

Training/education: I took our new employee to the required circuit safety class. I attended a HIPPA certification seminar.

Less vital information presented at the end

Out of office: I will be away from the office August 3–4 for a family event (vacation time).

Other: Nothing else to report this week

TRIP REPORTS (INFORMATIONAL)

- Detail activities during a given period
- Focus on business-related travel
- Help supervisor monitor employee activities
- Example p. 302
- **Strategies for trip reports:**
  - Take good notes and make accurate transcriptions of interviews.
  - Write down the names of people and places.
  - Account for times and locations.
  - Provide a clear title and purpose statement.
  - Use a format that is easy to navigate.
  - Describe findings completely and objectively.
  - Offer to follow up.

FIGURE 16.4
A trip report

To: Monica Herrera, Director of Human Resources, Boston office
From: Bill Moskowicz, Human Resources Specialist *B.M.*
Date: March 30, 20xx
Subject: *Visit to the Eastfield Office*

Subject line identifies trip and date

PURPOSE

Starts with a purpose statement

On March 20th, I visited the Eastfield office to explore these two issues:

- Higher than average rate of employee absenteeism at that office
- Difficulties hiring qualified employees to work and live in or near the Eastfield Fort Channel area

To pinpoint the causes of these problems, I decided to interview three individuals face-to-face, in hopes of getting more candid and detailed responses than I would via phone or email, particularly regarding the sensitive absenteeism problem.

SCHEDULE

Provides an accounting of how time was spent

I spoke with the following people individually: Susan Sheehan, Director of HR (9:00 a.m.–10:00 a.m.); Sammy Lee, Marketing Manager for the gourmet desserts division (10:00 a.m.–11 :00 a.m.); and Megan Fields, an Administrative Assistant in the distribution division (11:00 a.m.–12:00 p.m.). Then we all had lunch and continued the discussion between noon and 2:00 p.m., at which time I transcribed my recordings and headed back to Boston.

INTERVIEWS

Includes discussion of what was learned

The interviews were illuminating. Essentially all three pointed out how the absenteeism and hiring problems are not entirely separate issues; in fact, they are closely linked. While once a thriving, safe, and low-crime city (including the branch's Fort Channel area), Eastfield has now fallen upon difficult economic times, particularly in the last year. All three employees identified the following problems:

Uses bulleted list (and headings) to break up text and identify key points

- Increased gang activity and vagrancy in the Fort Channel area
- Lack of safe public transportation to and from the office or a secure, on-site parking facility

MEETING MINUTES (INFORMATIONAL)

- Records of the team or project meetings
- Copies of minutes are distributed to all members and interested parties
- Track the proceedings and remind members about responsibilities
- Example p. 305
- **Strategies for meeting minutes:**
  - — Take good notes during the meeting.
  - — Complete the minutes immediately after the meeting.
  - — Include a clear title, with the meeting date.
  - — List attendees.
  - — Describe all agenda items.
  - — Record ail decisions or conclusions.
  - — Make sure the minutes are easy to navigate.
  - — Make sure the minutes are precise and clear.
  - — Keep personal commentary, humor, and “sidebar” comments out of meeting minutes.

Minutes of Personnel Managers' Meeting

October 5, 20xx

Clear title indicates the purpose of the meeting, along with its date

Members Present

Harold Tweeksbury, Jeannine Boisvert, Sheila DaCruz, Ted Washington, Denise Walsh, Cora Parks, Cliff Walsh, Joyce Capizolo

Tells who attended

Agenda

1. The meeting was called to order Friday, October 5 at 10 A.M. by Cora Parks.
2. The minutes of the September meeting were approved unanimously.
3. The first new business was to approve the following Christmas season policies:
   a. Temporary employees should list their ID numbers in the upper-left corner of their receipt envelopes to help verification. Discount Clerical assistant managers will be responsible for seeing that this procedure is followed.
   b. When temporary employees turn in their envelopes, personnel from Discount Clerical should spot-check them for completeness and legibility. Incomplete or illegible envelopes should be corrected, completed, or rewritten.

Summarizes discussion of each item

4. Jeannine Boisvert moved that we also hold one-day training workshops for temporary employees in order to teach them our policies and procedures. The motion was seconded. Joyce Capizolo disagreed, saying that on-the-job training (OJT) was enough. The motion for the training session carried 6–3. The first workshop, which Jeannine agreed to arrange, will be held October 25.

Tells who said what

Explains decisions made or conclusions reached

5. Joyce Capizolo requested that temporary employees be sent a memo explaining the temporary employee discount procedure. The request was converted to a motion and seconded by Cliff Walsh. The motion passed by a 7–2 vote.
6. Cora Parks adjourned the meeting at 11:55 A.M.

FEASIBILITY REPORTS (ANALYTICAL)

- Used when decision makers need to assess an idea or plan
- Written for managers and decision makers (primary audience)
- Example p. 307
- **Strategies for feasibility reports:**
  - Make sure the subject line is clear.
  - Provide background information.
  - Offer the recommendation near the beginning of the report.
  - Provide the details, data, and criteria after the recommendation section. Include supporting data, such as costs, equipment needed, results expected, and so on.
  - Explain why your recommendation is the most feasible of all the possible choices.
  - End with a call to action.

State Pension Fund

MEMORANDUM

To: Mary K. White, Fund Manager

From: Martha Mooney MM

Date: April 1, 20xx

Subject: ***The Feasibility of Investing in WBM Computers, Inc.***

Our Treasury bonds, composing 3.5 percent of the Fund's investment portfolio, mature on April 15. Current inflationary pressures make fixed-income investments less attractive than equities. As you requested, I have researched and compared investment alternatives based on these criteria: market share, earnings, and dividends.

Clear subject line leaves no doubt as to purpose of report

Gives brief background

Recommendation

Given its established market share, solid earnings, and generous dividends, WBM Computers, Inc. is a sound and promising company. I recommend that we invest our maturing bond proceeds in WBM's Class A stock.

Makes a direct recommendation

Market Share

Though only ten years old, WBM competes strongly with established computer makers. Its market share has grown steadily for the past five years. This past year, services and sales ranked 367th in the industrial U.S., with orders increasing from $750 million to $1.25 billion. Net income places WBM 237th nationally, and 13th on return to investors.

Explains the criteria supporting the recommendation

Earnings

WBM's net profit on sales is 9 percent, a roughly steady figure for the past three years. Whereas 1998 earnings were only $.09 per share, this year's are $1.36 per share. Included in these ten-year earnings is a two-for-one stock split issued November 2, 2004. Barring a global sales downturn WBM's outlook for continued strong earnings is promising.

Dividends

Investors are offered two types of common stock. The assigned par value of both classes is $.50 per share. Class A stock pays an additional $.25 per share dividend but restricts voting privileges to one vote for every ten shares held by the investor. Class B stock does not pay the extra dividend but carries full voting rights. The additional dividend from Class A shares would enhance income flow into our portfolio.

WBM shares now trade at 14 times earnings and current share price of $56.00, a bargain in my estimation. An immediate investment would add strength and diversity to our portfolio.

Encourages reader action

RECOMMENDATION REPORTS (ANALYTICAL)

- Recommend an idea or plan
- Written for decision makers
- Example p. 309
- **Strategies for recommendation reports:**
  - Provide a clear subject line.
  - Keep background information short.
  - Discuss the problem or situation prior to making recommendations.
  - Use an authoritative tone.
  - Use headings and make them an informative as possible.
  - End with a list of benefits for taking action.

MEMORANDUM

To: R. Ames, Vice President, Personnel

From: B. Doakes, Health and Safety *BD.*

Date: August 15, 20xx

Subject: **Recommendations for Reducing Agents' Discomfort**

Subject line directly states exact purpose of report

In our July 20 staff meeting, we discussed physical discomfort among reservation and booking agents, who spend eight hours daily at workstations. They complain of headaches, eyestrain, blurred or double vision, backaches, and stiff joints. This report outlines the apparent causes and recommends ways of reducing discomfort.

Provides immediate orientation by giving brief background and main point

Causes of Agents' Discomfort

For the time being, computer display screens can be ruled out as a cause of headaches and eye problems for the following reasons:

1. Our new display screens have excellent contrast and no flicker.
2. Research about effects of low-level radiation from computer screens is inconclusive.

Statement of problem or situation precedes recommendations

The headaches and eye problems seem to be caused by excessive glare on display screens from background lighting.

Other discomforts, such as backaches and stiffness, apparently result from the agents' sitting in one position for up to two hours between breaks.

Recommended Changes

We can eliminate much discomfort by improving background lighting, workstation conditions, and work routines and habits.

Makes general recommendations

Background Lighting. To reduce the glare on display screens, I recommend these changes in background lighting:

Expands on each recommendation

1. Decrease all overhead lighting by installing lower-wattage bulbs.
2. Keep all curtains and adjustable blinds on the south and west windows at least half-drawn, to block direct sunlight.
3. Install shades to direct the overhead lighting straight downward, so that it is not reflected on the screens.

Workstation Conditions. I recommend the following changes in the workstations:

1. Reposition all screens so light sources are neither at front nor back.
2. Wash the surface of each screen weekly.
3. Adjust each screen so the top is slightly below the operator's eye level.
4. Adjust all keyboards so they are 27 inches from the floor.
5. Replace all fixed chairs with pneumatic, multi-task chairs.

PEER REVIEW REPORTS (ANALYTICAL)

- Written between employees to provide each other constructive criticism
- Example p. 311
- **Strategies for peer review reports:**
  - Start with the positives.
  - Organize by topic area.
  - Always provide constructive criticism.
  - Support your criticisms with examples and advice.
  - Close positively.

FIGURE 16.8
A peer review report

TO: Catie Noll, Advertising Associate
FROM: David Summer, Advertising Supervisor D.S.
DATE: May 1, 20xx
SUBJECT: Review of Your Feasibility Report for the Garvey Account

I have reviewed the first draft of your report for the Garvey account. Thank you for your good work! You have done a great job organizing the material and getting started. I would like to offer the following suggestions:

Report starts with a friendly tone and says something positive before offering suggested changes.

Voice: You use passive voice in a number of places where active voice would be more appropriate. For instance, at the bottom of page 7, you might want to change "A mistake was made" to "We made a mistake." I would recommend that you review the entire draft for this usage.

Suggested changes are clear and organized by area

Organization: As a reader, I did not know what you were recommending in this report until I reached the very end. I would suggest that you move your recommendation up to the beginning of the report, then follow it with the supporting data. Our supervisors will want to know the bottom line right away.

Writer provides rationale behind suggestions

Research: I noticed that most of your research was based on commercial Web sites. You should probably look at more reliable peer-reviewed sources, such as well-respected business newspapers, journal articles, and online publications of professional organizations.

Writer provides specific advice to help the writer improve the reviewed document

Visuals/font: Great use of images, especially the maps on page 9. You might want to increase the font size of the base text.

I hope my recommendations are helpful as you complete this project. Your report is well on the way, offering solid reasons that should persuade the managers to try winning the Garvey account from our competitors. Please let me know if you have any questions.

Report uses a polite closing

Formal Reports

Chapter 17

CONTENTS

An essential component of workplace problem solving, formal reports are designed to answer these questions:

- Based on the information gathered about this issue, what do we know?
- What conclusions can we draw?
- What should we do or not do?

FORMAL REPORTS

- Long reports that are analytical and lead to recommendation
- Include a title page, a table of contents, a system of headings, and a list of references or works cited
- Needs research

AUDIENCE AND PURPOSE OF FORMAL REPORTS

- Written for decision makers
- Three analytical categories:

1. Comparative Analysis.
2. Causal Analysis.
3. Feasibility Analysis.

COMPARATIVE ANALYSIS

- Rates similar items on the basis of specific criteria
- Base the comparison on clear and definite criteria such as:
  — Costs, uses, benefits/drawbacks, appearance, and result
- Example p. 317

CASUAL ANALYSIS

- Explains the causes or effects of an event, problem, or decision
- Be sure the cause fits the effect
- Faulty casual reasoning is common
- Identify the immediate cause and the distant cause
- Example p. 326 – 337

FEASIBILITY ANALYSIS

- Accesses the practicality of an idea or a plan
- Consider the strength of supporting and opposing reasons

- Readers expect a report that is based on thorough research, critical analysis of the evidence, and clear presentation of the material

ELEMENTS OF EFFECTIVE FORMAL REPORTS

- Accurate, appropriate, and clearly interpreted data.
- Clearly identified purpose statement.
- Understandable structure.
- Readable style.
- Audience-centered visuals.
- User-friendly design.

PARTS OF FORMAL REPORTS

- Letter of transmittal
- Front matter:
  - Title Page.
  - Table of Contents.
  - List of Tables and Figures.
  - Abstract or Executive Summary.
- Text of the report:
  - Introduction.
  - Body.
  - Conclusion.
- End matter:
  - References or Works Cited list.
  - Glossary.
  - Appendices.

Recommendation for a New Study of the Effects of Periodontal Disease on Preterm Low Birth Weight Babies

Title is clear and encompasses entire focus of the report

for
Professor Janet Belding
University of Minnesota
School of Dentistry

Name and affiliation of intended recipient is given

by
Crystal Cunningham
University of Minnesota
Division of Dental Hygiene

Author provides name and affiliation

March 15, 20xx

Date of distribution of the report appears on the title page

FIGURE 17.4
(Continued)

Table of contents helps readers find information and visualize the structure of the report

Table of Contents

(Continued)

Abstract

The purpose of this report is to assess ten recent studies concerning periodontal disease and its association with preterm and low birth weight infants and to recommend, based on the inconclusiveness of these studies, that a new study be undertaken at the University. A number of these studies have found a correlation between periodontal disease and premature birth/low birth weight. However, a number of them have been limited in their scope and the results have been contradictory, indicating the need for the new comprehensive study I propose at the end of this report.

Abstract fully summarizes the content of the report

FIGURE 17.4
(Continued)

Introduction sets up the problem and clearly indicates the report's causal analytical approach

Introduction

In the last ten to fifteen years, interesting findings in dental and obstetric research have linked periodontal disease in mothers to preterm low birth weight conditions in their babies. Many studies have found a correlation, while adequately controlling for confounding variables; the variables include age, smoking, diabetes and other factors already contributing to preterm low birth weight babies. However a definitive link has yet to be found. This report examines the existing studies, charting their methodologies and results, and concludes with a recommendation for a new, comprehensive study of the possible correlation.

Background section provides helpful but not overly detailed context

Background

The world has seen a rise in preterm low birth weight births in the last few decades. This fact has alarmed many physicians and obstetricians, because there have been so many advancements in the medical field aiming to promote the health and longevity of life. Many reasons have been proposed to explain the reasons for preterm low birth weight births, but no conclusive answers have yet emerged. In the last ten years, some researchers have suggested that gingivitis and periodontal disease may be to blame for this occurrence. One possible cause could be the increase in harmful bacteria entering the bloodstream.

Preterm birth is considered to be any birth that occurs before 37 weeks of gestation; low birth weight is recognized as a weight of fewer than 2,500 grams. Many studies since the middle 1990s have attempted to find a correlation between periodontal disease and preterm low birth weight babies. However, research related to the possibility that periodontal disease increases the risk for preterm low birth weight babies has varied immensely over the years.

Clear purpose statement leads into the body of the report

This report is an assessment of ten peer–reviewed journal articles that seek to examine whether periodontal disease has any correlation with preterm low birth weight babies. The goal of this report is to find a correlation between gingivitis/periodontal disease and preterm low birth weight infants in previous studies and offer a recommendation to conduct a new study.

Methodologies of the Studies

Following is a summary of the methodologies used in the various studies:

Subheads within the Methodologies section make the section easy to follow

Time

Studies by Farrell, Ide, and Wilson (2006) and Dortbudak, Eberhardt, Ulm, and Persson (2005) examined women during pregnancy. In the Farrell et al. study, pregnant women were recruited at 12 weeks of gestation (p. 116). Subjects were excluded if gestational age was below 10 weeks or above 15 weeks. The Dortbudak et al. study maintained that it was crucial to examine patients during weeks 15–20 of gestational age, because a sample of amniotic fluid is needed to assess for particular bacteria (p. 46). However, most studies waited to collect fluid samples until immediately after the birth.

FIGURE 17.4
(Continued)

As summarized in Table 1 (previous page), recent studies offer conflicting results about the relationship between periodontal disease and the birth of preterm low weight babies. The two studies to establish high, statistically significant correlations are Aalves and Ribeiro 2005 and Dortbudak et al.2005, but as noted, Dortbudak et al. did not actually find bacteria in the amniotic fluid, thus requiring the authors to make something of casual leap. As noted in the next section, there were also other limitations to all these studies.

Limitations of the Studies

The writer is careful to list the limitations of previous studies

All these studies involved limitations, the most obvious being the sample size. Two studies had a sample of less than 100 subjects (Alves & Ribeiro, 2006, p. 318; Dortbudak et al., 2005, p. 45). Another limitation was the location of the studies. Many well-known studies were conducted outside the United States, in countries such as Croatia, United Kingdom, Turkey, and two in Brazil.

Almost all of these studies were conducted in lower socioeconomic areas, in developing countries, with more uniform ethnic and racial groups. Pregnant Croatian women were studied because they tend to develop more pronounced periodontal disease (Bosnjak et al., 2006, p. 710).

Limitations in only a couple cases were the ages of the subjects. It is well known that having a child above or beneath a certain age poses potential problems for the mother and child, not to mention the strong correlation between age and increased periodontal disease. Only two studies imposed a restriction on age. One study only allowed an age range of 18 to 35 years (Buduneli et al., 2005, p. 174); another only allowed an age range of 18 to 30 years (Gazolla et al., 2007, p. 842).

Conclusion

Conclusion provides a summary of the report

In conclusion, several studies found a correlation between periodontal disease and preterm low birth weight babies, even when accounting for possible confounding variables. On the other hand, many found no correlation between periodontal disease and preterm low birth weight babies. These researchers make the argument that their counterparts who did find a correlation did not account for all confounding variables.

Because the repor takes the causal approach, writer is careful to show that correlation does not always equal causation

The research conducted pertaining to the correlation between preterm low birth weight babies and periodontal disease, then, continues to result in conflicting conclusions. More research is needed in order to arrive at definitive conclusions.

Recommendation

This report includes a recommendation section

The research question is whether periodontal disease has an effect on preterm low birth weight babies. I propose a new study using different methods of data collection to explore a possible correlation between periodontal disease and

FIGURE 17.4
(Continued)

Writer cross-references to emphasize importance of Appendix

Reference page immediately follows the report and lists all sources consulted in APA style

preterm low birth weight babies. (See the Appendix for the specifics of this proposed new study.) This study will measure six surfaces on every tooth, and most importantly, it will gather a baseline periodontal reading within eight weeks after conception. Using this approach, the examiners can measure to see if there has been a significant difference in periodontal disease during pregnancy, or if the subject has always had the same level of disease. This more exacting approach should increase the accuracy and reliability of test findings.

References

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Bosnjak, A., Relja, T., Vucicevic-Boras, V., Plasaj, H., & Plancak, D. (2006). Pre-term delivery and periodontal disease: a case-control study from Croatia. *Journal of Clinical Periodontology, 33*(10), 710–716.

Buduneli, N., Baylas, H., Buduneli, E., Turkoglu, O., Kose, T., & Dahlen, G. (2005). Periodontal infections and pre-term low birth weight: a case-control study. *Journal of Clinical Periodontology, 32*(2), 174–181.

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STRATEGIES FOR FORMAL REPORTS

- Determine your audience.
- Determine your analytical approach.
- Do your research and document your sources.
- Work from a clear purpose statement.
- Use an understandable structure.
- Write with a readable style.
- Include audience-centered visuals.
- Create a user-friendly design.
- Include all appropriate front matter.
- Provide an introduction, body, & conclusion.
- Include the appropriate end matter.
- Proofread.

Quiz (5 Marks)

Purpose

- To evaluate your understanding of the covered chapters

Instructions

- You have 60 minutes to complete the quiz
- You have ONE attempt

- You have 24 hours to take the quiz starting from (28/11 - 12:00 PM) to (29/11 -12:00 PM)
- The quiz cannot be delayed to another day

- You can go back and fourth between questions
- 5 marks
- 10 questions (5 True and false - 5 Multiple choice)

Technical Writing

ENG103

Student Resources

Week 14

Proposals

Chapter 18

CONTENTS

PROPOSALS

- Encourage audience to take some form of direct action
  - To authorize a project, purchase a service or product, or support a specific plan for solving a problem.
- Often contains the same elements of reports
- Proposals map out the steps for getting things done
- Formal and informal proposals
- May be written in the form of a report, a letter, or a memo
- Target different audience inside and outside the organization
- Have one specific purpose which is to persuade the audience

TYPES OF PROPOSALS

- Proposals may be solicited or unsolicited
- In solicited proposals, there is a Request for Proposal “RFP”
- Informal proposals can take the form of an email or memo (inside the organization) or a letter (outside the organization

- **Categories of proposals**
- Planning proposals
  - Offer solution to a problem or suggestions for improvement
  - Example p. 344
- Research proposals
  - Called also grant proposals
  - Request approval and funding for research project
  - Example p. 345
- Sales proposal
  - Offer services or products
  - A successful sales proposals persuades customers that your product or service surpasses those of any competitors
  - The content is determined by client or analysis of audience's needs
  - Example p. 347

ORGANIZATION OF PROPOSALS

- All proposals must move in a logical direction from problem/situation to solution/resolution
- Formal proposals require front matter and end matter
- **Elements of proposals**
  - Clear title or subject line
  - Background information
  - Statement of problem or situation
  - Description of solution or resolution
  - Costs, timing, and qualifications
  - Conclusion (End with a call to action)

STRATEGIES FOR PROPOSALS

- Consider your audience and purpose.
- Understand the audience's needs.
- Perform research as needed.
- Be sure to credit information sources and contributors.
- Use an appropriate format.
- Provide a clear title or subject line and background information.
- Follow a problem-to-solution or situation-to-resolution organizational pattern.
- Spell out the problem (and its causes) or situation clearly and convincingly.
- Point out the benefits of solving the problem.

STRATEGIES FOR PROPOSALS

- Offer a realistic solution or resolution.
- Address anticipated objections to your solution.
- Include all necessary details, but don't overload.
- Write clearly and concisely.
- Express confidence.
- Make honest and supportable claims.
- Induce readers to act.

Oral Presentations

Chapter 22

Contents

Oral Presentations

- Skills of effective oral presentation include thorough research, strong organization, and stage presence
- Oral presentations are interactive
- Allow you to see how your audience reacts
- You can get immediate feedback
- You can change or modify your ideas
- Find who will be attending your presentation
- Determine their roles and learn about their attitudes regarding your subject
- Consider different audience with different cultural and linguistic background
- Determine whether your purpose is to inform, instruct, or persuade

TYPES OF ORAL PRESENTATIONS

- **Informative presentations:**
  - Provide facts and explanation
  - Often given at conferences, product update meetings, briefings, or class lectures
  - For informative purpose, observe these criteria:
    - Keep the title of the presentation clear and factual.
    - Stipulate at the outset of the talk that your purpose is simply to provide information.
    - Be clear about the sources of the information that you present or are drawing upon.

- **Training (instructional) presentations:**
  - — Show how to perform a task
  - — Guidelines of instructional purpose:
    - Use a title that indicates the training purpose of the presentation.
    - Provide an overview of the learning outcomes - what participants can expect to learn from the presentation.
    - Create slides or a handout that participants can reference later, when they are trying to perform the task(s) on their own.

- **Persuasive presentations:**
  - — Attempt to gain support or change an opinion
  - — Guidelines of persuasive purpose:
    - Be clear from the start that you are promoting a point of view.
    - Use research and visual data (charts, graphs, etc.) to support your stance.
    - Consider and address counterarguments in advance (“Some might say that this approach won't work, but here is why it will."), and be prepared to take questions that challenge your point of view.

- **Action plan presentations:**
  - Motivate people to take action
  - If your purpose is to evoke action, follow these guidelines:
    - Be very clear up front about your purpose ("My primary purpose today is to ask you to act on this matter.").
    - Present the research to back up the need for your plan.
    - Show that you have considered other plans but that yours is the most effective.
    - In closing, restate what you want your audience to do.

- **Sales presentations:**
  - Inform and persuade
  - If your purpose is to sell something, observe these criteria:
    - Let the facts tell the story. Use examples to help explain why your product or service is the right one.
    - Know your product or service (and those of your competitors) inside and out. Thorough knowledge of your own product or service and a well-researched competitive analysis will make your presentation that much more persuasive.
    - Display sincere interest in the needs and concerns of your customers.
    - Provide plenty of time for questions. You may think you have made an airtight case for your product or service, but you will need extra face-to-face time to field questions and convince skeptical audience members.

PARTS OF ORAL PRESENTATIONS

- Introduction p. 412
- Body p. 413
- Conclusion p. 413

PREPARING ORAL PRESENTATIONS

- Research and connect the topic to your audience
  - Know your topic
  - Relate the topic to your audience
- Create an outline or a storyboard
  - Use an outline to organize your thoughts
  - Use a storyboard to accommodate multiple visuals
- Determine a delivery style
  - Memorized, Impromptu, Scripted, Extemporaneous
  - See table 22.1 p. 416
- Choose your technology
  - Use the technology that suites your audience and purpose
- Plan the use of visuals
  - Use visuals to enhance the presentation
- Practice the presentation.

STRATEGIES FOR PREPARING ORAL PRESENTATIONS

- Determine your audience.
- Determine your purpose.
- Do your research.
- Decide on your delivery style.
- Organize your presentation.
- Choose your technology.
- Use visuals.
- Rehearse your presentation.

USING PRESENTATION SOFTWARE

- Overview of presentation software
  - PowerPoint, Keynote, Open Office Impress, Prezi, Google slides

STRATEGIES FOR USING PRESENTATION SOFTWARE

- Don’t let the software do the thinking.
- Have a backup plan in case the technology fails.
- Start with an overview slide.
- Find a balance between text and visuals.
- Avoid using too many slides.
- Don’t simply read the slides.
- Avoid too much flash.
- Keep viewers oriented.
- End with a “conclusions” or “questions” slide.

DELIVERING ORAL PRESENTATIONS

- **Strategies to avoid anxiety when you speak in public:**
  - Be rehearsed and prepared.
  - Memorize a brief introduction.
  - Dress for success.
  - Stand tall and use eye contact.
  - Take charge.
  - Gesture naturally.
  - Allow time for questions, comments, and discussion.