

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



A technical drawing of a building's floor plan is shown in blue ink on a light-colored background. The drawing includes various rooms, corridors, and structural elements. A wooden pencil with a sharpened lead tip is positioned horizontally across the middle of the image, pointing towards the right. The pencil is resting on the drawing. A white rectangular box is superimposed over the center of the image, containing the text "TECHNICAL WRITING" in bold, black, uppercase letters.

TECHNICAL WRITING



Chapter 1: Introduction to Technical Communication

Module 1

Part 1

Learning Objectives

- **What is technical communication? P. 3**
- **Differences between technical writing & academic writing, page**
- **Who creates technical communication? P. 4**
- **Main features of technical communication, page 4**
- **Three primary purposes of technical communication, page 8**
- **Common types of technical documents, page 12**



1. What is technical communication?

1. Which of the following statements defines technical communication?

- a. It is a formal style of writing used in universities and scholarly publications.
- b. The **exchange of information** that helps people interact with technology, advance workplace goals, and solve complex problems. ✓

2. Which of the following are examples of technical communication?

- a. (cell phone instruction manual, printer/microwave oven setup information, banking systems, online courses, writing emails and reports, etc.) ✓
- b. (Essay, research paper, research proposal, thesis and dissertation)

2. What are the differences between technical writing & academic writing?

Technical writing is:

- | | |
|---|---|
| 1. reader based (✓) | - writer based (✗) |
| 2. supporting the writer's stance (✗) | - task oriented (✓) |
| 3. context sensitive (✓) | - complex (✗) |
| 4. design based (✓) | - paragraph form (✗) |
| 5. use only the written form (✗) | - written, visual digital, and oral (✓) |

Why does this book refer to "technical communication" and not "technical writing"?

Activity

Compare the two next documents.

Academic Document

The Drawback of Video Games

Many people, and children in particular, enjoy playing computer games. While I accept that these games can sometimes have a positive effect on the user, I believe that they are more likely to have a harmful impact. On the one hand, video games can be both entertaining and educational. Users, or gamers, are transported into virtual worlds which are often more exciting and engaging than real-life pastimes. From an educational perspective, these games encourage imagination and creativity, as well as concentration, logical thinking and problem solving, all of which are useful skills outside the gaming context. Furthermore, it has been shown that computer simulation games can improve users' motor skills and help to prepare them for real-world tasks, such as flying a plane.

Technical Document

To: Department Heads

From: Debora Lynn

Date: December 10, 2006

Subject: Annual Bonus Leave for Employees with Outstanding Performance

Starting January 1, we will introduce the following modification in our company policy with regard to annual leave: every year one employee from each department will be awarded special annual bonus leave for outstanding performance.

The eligible employees will have additional five (5) days of annual leave credited on January 15. The bonus leave will be accounted for separately and will remain available until used, notwithstanding any other limitation of the total number of days of annual leave that may be carried forward.

We will have a meeting on December 15 at 10:00 a.m. to discuss the results of the 2006 performance evaluation and approve the final list of employees eligible for the bonus. The announcement to the employees will follow the meeting. If you have any questions or comments, please let me know before the meeting.

3. Who creates technical communication?

- Fill in the blanks with the correct words/phrases:
(workplace – nonexpert – professionals – knowledge – communicator)
1. All professionals function as technical communicator.
 2. Anyone in a workplace setting can be a technical communicator.
 3. Experts in any field are often required to present their knowledge to nonexpert audiences.

4. What are the main features of technical communication?

Technical communication:

1. focuses on the reader not the writer (user-centered communication).
2. is efficient and accessible.
3. is clear and relevant.
4. uses media effectively.
5. is created by both individuals and teams.
6. targets a global audience.
7. is persuasive and truthful.
8. is based on research.



Activity

Are the following features available in the document?

1. focuses on the reader not the writer (user-centered communication) ✓
2. is efficient and accessible ✓
3. is clear and relevant ✓
4. uses media effectively ✓
5. is created by both individuals and teams ✓
6. targets a global audience ✓
7. is persuasive and truthful ✓
8. is based on research ✓

Purposes of Technical Communication

EXCELLENCE Creme

HOW TO COVER YOUR GRAYS AT HOME

Step One:
Put on gloves & pour #2 into #1

Step Two:
Shake #1 well, covering the applicator tip with your finger

Step Three:
Apply in small sections starting at the root & along the hairline

Step Four:
Wait 20 min, then pull through the ends of hair

Step Five:
Rinse hair until the water runs clear

Step Six:
Saturate hair with #3 for about 2 min, then rinse

Enjoy Rich, Salon-Quality Color with 100% Gray Coverage

5. What are the three purposes of technical communication?

1. Informational purpose	B	A. Help people to perform a task
2. Instructional purpose	A	B. Anticipate and answer questions
3. Persuasive purpose	C	C. Encourage readers to take an action

Activity

Are the following documents instructional, informational or persuasive? Analyze it.



Food poisoning is caused by bacteria, a type of germ that can make you sick. Bacteria can grow in some foods if they are not prepared, cooked, or stored properly. If you eat a food that has bacteria in it, you may get sick. You cannot see and may not smell or taste bacteria that cause food poisoning.

Food poisoning can make you feel like you have the flu. It can cause diarrhea and an upset stomach. Food poisoning rarely causes death. Food poisoning can be harmful to babies, children, the elderly, pregnant women, and those in poor health.

The best way to help keep your family safe from food poisoning is to follow this rule:

KEEP COLD FOODS COLD
AND
KEEP HOT FOODS HOT!

Learn how to prepare, store, and cook foods safely by following these safety tips:

Shopping for Food

- Buy foods with the latest "sell-by" or expiration date.
- Do not buy canned goods with bulges, leaks, or dents
- Put cold, frozen, and hot foods in your shopping cart last.
- Wrap meat and poultry in plastic bags so their juices do not leak onto other foods.
- Foods that belong in the refrigerator or freezer should go in as soon as you get home.

Storing Foods Safely

- If you are not going to use fresh meat, poultry, or fish within a few days, freeze them.
- Use fresh or thawed meats as soon as you can:
 - Store fresh beef, lamb roasts, and steaks no longer than 4 days in the refrigerator.
 - Store veal or pork roasts no longer than 3 days in the refrigerator.
 - Store poultry and ground meat no longer than 2 days in the refrigerator.

IN A POISONING
EMERGENCY, CALL
24-HOURS A DAY,
7 DAYS A WEEK:
1-800-222-1222
Teletype for the
deaf and hearing
impaired only:
TDD 404-616-9287

Preparing and Cooking Foods Safely

- Wash your hands, kitchen tools, cutting boards, and counters with warm, soapy water before and after handling raw foods.
- Use plastic or tempered glass cutting boards as they are easy to clean.
- Wash all fruits and vegetables before eating.
- Keep raw meats away from fruits, vegetables, and cooked food. Do not put them on the same plate.
- Thaw foods in the refrigerator or microwave. Do not thaw them on the counter top. If you must thaw in a hurry, put the food in a closed plastic bag and soak in cold water.

Informational & Instructional Document

Cont.



Installation Manual of Hand Bidet Set



Installation Steps

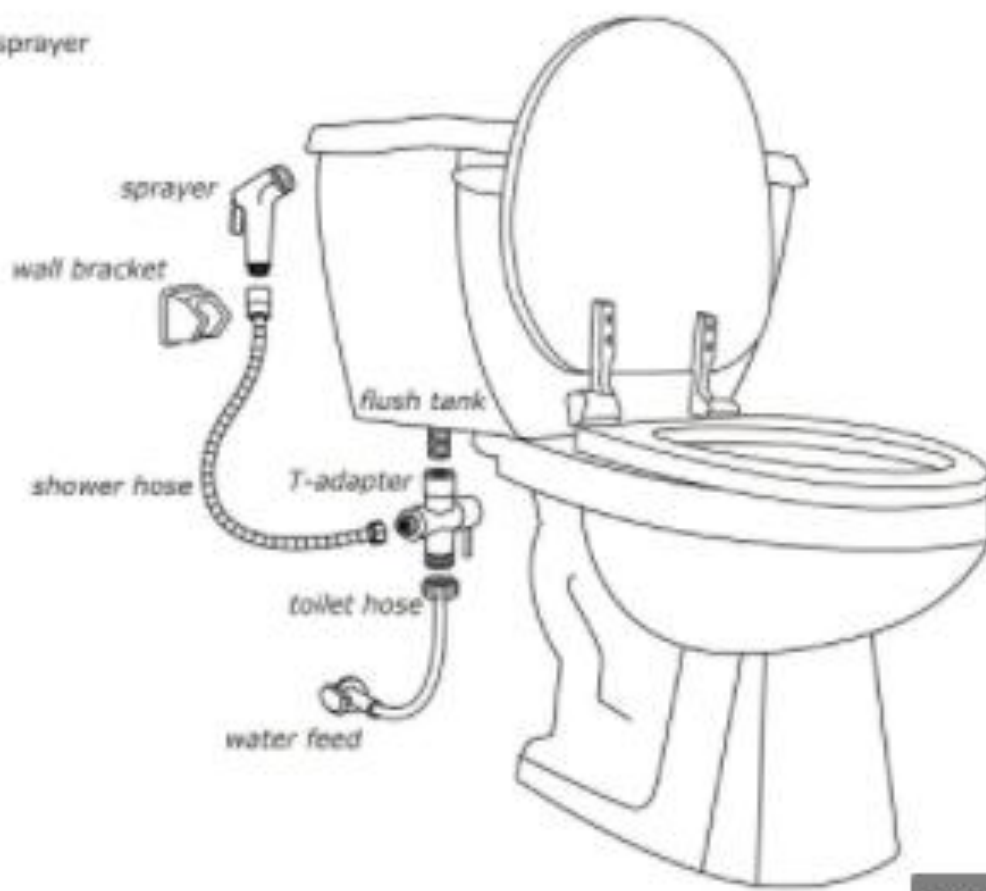
1. Turn off water feed
2. Disconnect toilet hose from flush tank
3. Connect T-adapter to flush tank
4. Connect toilet hose to T-adapter
5. Connect shower hose to T-adapter
6. Turn water feed back on
7. Screw wall bracket to wall

Notes

- Hand tighten connections
- **Do not** over tighten connections!
- Make sure washers are placed in T-adapter and shower hose

Part List

- Sprayer
- Shower hose
- T-adapter
- Wall bracket



1131 x 1600

Instructional
Document

Cont.

Document Makers
2398 Red
StreetSalem,
MA 34588

March 10,

2001ThomasR. Smith
Drivers Co.
3489 Greene Ave.
Olympia,
WA 98502

Dear Mr. Smith:Are you having trouble getting your important documents formatted correctly? If youare like most business owners, you have trouble finding the time to economically produce good-looking documents. This is why it is important to have a specialist takecare of your most important documents.At Documents Makers, we have the skills and experience to come in and help youmake the best possible impression. May we stop by and offer you a FREE estimate of how much it would cost to get your documents looking great? If so, give us a call atand set up and appointment with one of your friendly operators.

Sincerely,
(signature here)
Richard BrownPresident

Persuasive Document

Common Types of Technical Documents

6. What are the common types of technical documents?

1. Memos
2. Emails
3. Letters
4. Instructions
5. Procedures (**they always deal with matters of company or organizational policy**)
6. Manuals
7. Brochures
8. Proposals
9. Reports

Activity

Classify the types of technical documents into instructional, informational or persuasive. Explain your answer.

- **Classify the types of technical documents into informational, instructional or persuasive**

	Memos	Emails	Letters	Instructions	Procedures	Manuals	Brochures	Proposals	Reports
Instructional				X	X	X			
Informational	X	X					X		X
Persuasive		X	X					X	

Summary

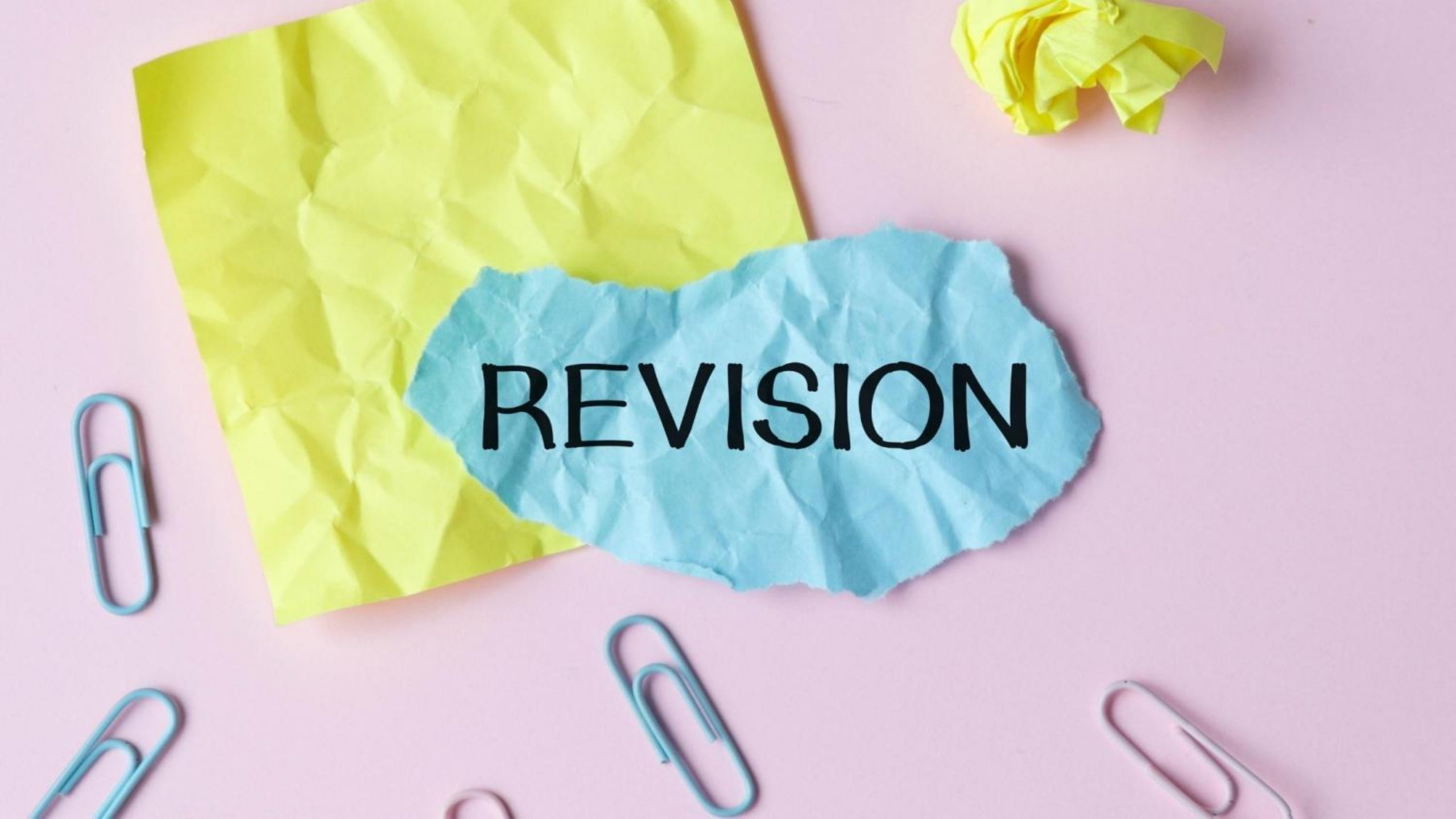


SUMMARY

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The image features a light pink background. In the upper left, there is a large, rectangular piece of yellow crumpled paper. To its right is a smaller, crumpled ball of yellow paper. Overlapping the bottom right corner of the yellow paper is a piece of light blue crumpled paper with irregular, torn edges. Centered on this blue piece is the word "REVISION" in a bold, black, sans-serif font. Scattered around the papers are five blue metal paper clips: one on the left side, one at the bottom left, one at the bottom center, and two at the bottom right.

REVISION

Previous Session

- **What is technical communication? P. 3**
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TECHNICAL WRITING



Chapter 1: Introduction to Technical Communication

ENG103

Learning Objectives

- The importance of proofreading, page 15
- Strategies for proofreading, page 16
- Application



7. What is the importance of proofreading?

- **Basic errors will distract the reader and make the writer look careless (such as sentence and punctuation errors).**
- **See Appendix B (p.462)**

Activity

Find and correct the errors in the following sentences.

Find and correct the errors in the following sentences. Explain your answers

1. Discovered the cure for the disease.
2. I studying business administration English and accounting
3. After I finish the project.
4. I love to write papers I would write one every day if I had time.
5. My name is yara haider, i am lebanese, i am 19 years old, I am a College Student at Lebanese Technical College.

What are some effective 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 (e.g., Grammarly).**



SUMMARY

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A technical drawing of a building's floor plan is shown in blue ink on a light-colored background. The drawing includes various rooms, corridors, and structural elements. A wooden pencil with a sharpened lead tip is positioned horizontally across the middle of the image, pointing towards the right. The pencil is resting on the drawing. A white rectangular box is superimposed over the center of the image, containing the text "TECHNICAL WRITING" in bold, black, uppercase letters.

TECHNICAL WRITING

TODAY

REVISION!

1.
2.
3.

Chapter 1: Introduction to Technical Communication

What is technical communication?

Differences between technical writing & academic writing

Main features of technical communication

Three primary purposes of technical communication

Common types of technical documents

The importance of proofreading

Strategies for proofreading



Chapter 3: The Research Process in Technical Communication

ENG 103

p. 31

Learning Objectives

- Thinking critically about research
- Primary Vs. secondary sources



DO YOU AGREE OR DISAGREE? EXPLAIN WHY.

Research is a vital part of technical communication. ✓

- All technical communication requires some degree of research.
- However, the types of research you will perform depend on your workplace assignment/task.



Critical
thinking

THINKING CRITICALLY ABOUT RESEARCH

WHAT DOES CRITICAL THINKING MEAN?

Fill in the blanks with the correct word:
(evaluate – quality – analyze – accuracy)

1. *Critical thinking* means you test the quality of information and the accuracy of interpretations.
2. Instead of accepting information at face value, you should examine, evaluate, verify, analyze, and weigh alternatives in every stage of your research.



Strategies

STRATEGIES FOR THINKING CRITICALLY ABOUT RESEARCH

P. 32

What are some effective strategies for thinking critically about research?

1. Ask the right questions
2. Explore a balance of views
3. Explore your topic in sufficient depth
4. Evaluate your sources
5. Interpret your findings objectively



Types of
Sources

PRIMARY VERSUS SECONDARY SOURCES

What are the two major types of sources?

Definitions	Primary Research	Secondary Research
Getting information directly from the source by conducting interviews, surveys and by observing people or events.	X	
Getting information second hand by reading what other researchers have compiled in books and articles in print or online.		X

Secondary
Research

1. EXPLORING SECONDARY SOURCES

1.1. EXAMPLES OF SECONDARY SOURCES

What are examples of secondary sources?

- Websites; online news & magazines; blogs; books in the library; journal; newspapers; etc.
- These sources are available as a **hard-copy** or **web-based**.

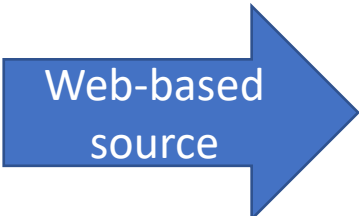
What are the benefits and drawbacks of a hard-copy or web-based source?



1.1.1. HARD-COPY SOURCES

Decide which of the following is a benefit or drawback of hard-copy sources.

1. Available on library shelves, where you might also find related material **Benefit**
2. Time-consuming and inefficient to search **Drawback**
3. Easy to determine author publication date, page number **Benefit**
4. Offer only text and images **Drawback**
5. Hard to update **Drawback**
6. Easier to preserve and keep secure **Benefit**

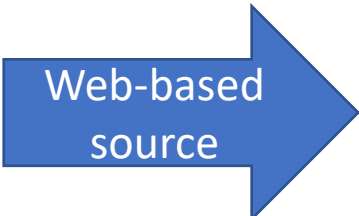


Web-based
source

1.1.2. WEB-BASED SOURCES

Decide which of the following is a benefit or drawback of Web-based sources.

1. Access to recent material only **Drawback**
2. More current, efficient, and accessible **Benefit**
3. Searches can be narrowed or broadened **Benefit**
4. Can offer material that has no hard-copy equivalent **Benefit**
5. Not always reliable **Drawback**
6. User might get confused by too many choices **Drawback**



Web-based
source

1.2. 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



1.3. WHAT ARE THE PRINCIPAL CATEGORIES OF **INFORMATION SOURCES ON THE INTERNET?** P.38

- 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



1.4. WHAT ARE THE PRINCIPAL CATEGORIES OF **HARD-COPY INFORMATION SOURCES**? P.42

- Books and periodicals (e.g., magazines)
- Reference Works
 - Bibliographies
 - Indexes
 - Encyclopedias
 - Dictionaries
 - Handbooks
 - Almanacs
 - Directories
 - Abstracts
- Gray Literature

Definitions



Match

1. Bibliographies	g	a. Materials that may not be available at any library or unpublished
2. Indexes	i	b. Are alphabetically arranged lists of words, including definitions, etc.
3. Encyclopedia	c	c. Are alphabetically arranged collection of articles
4. Dictionaries	b	d. Are collections of summaries of books or articles
5. Handbooks	f	e. Are books that provide updated information about companies, people, etc.
6. Almanacs	h	f. Are books that offer facts about particular fields
7. Directories	e	g. Are lists of books and articles by subject field.
8. Abstracts	d	h. Are collections of factual and statistical data
9. Gray Literature	a	i. Book and article bibliographies that collect the most current information in various fields not yet published in books.

Summary

A hand-drawn sign with the word "SUMMARY" in blue capital letters. The sign is enclosed in a hand-drawn black rectangular border with rounded corners. A hand is visible at the bottom right, holding a black marker and completing the bottom line of the border.

SUMMARY

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TECHNICAL WRITING

TODAY

REVISION!

1.
2.
3.

Previous Session

- Thinking critically about research
- Primary Vs. secondary sources



Chapter 3: The Research Process in Technical Communication

ENG 103

p. 31

Learning Objectives

- Primary Vs. secondary sources



2. EXPLORING PRIMARY SOURCES

Getting information **directly** from the source by conducting interviews, surveys and by observing people or events

2.1. WHAT DO PRIMARY SOURCES INCLUDE?

1. Unsolicited Inquiries	e	a. Are controlled forms of observations designed to verify assumptions
2. Informational interviews	c	b. Are firsthand examinations of people, processes, places using only senses
3. Surveys	d	c. A solicited and extended form of inquiry by spending time with someone and asking questions.
4. Observations	a	d. Helps form impressions of the attitudes and perceptions of a large target group by studying a sample
5. Experiments	b	e. Letters, phone calls, or email inquires to experts listed in Web pages to yield information that clarifies or adds to what you already have.

Strategies for Interviews &
Surveys

2.2. STRATEGIES FOR INFORMATIONAL INTERVIEWS

- Know exactly what you're looking for
- Request the interview at your respondent's convenience
- **Make each question clear, 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**



2.3. STRATEGIES FOR SURVEYS

- 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



A hand-drawn sign with the word "SUMMARY" in blue capital letters. The sign is rectangular with rounded corners and a thick black border. A hand is visible at the bottom right, holding a black marker and completing the border.

SUMMARY

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TECHNICAL WRITING

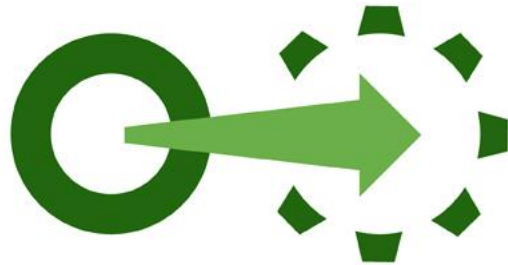
TODAY

REVISION!

1.
2.
3.

Previous Session

- **Chapter 3: The Research Process in Technical Communication**



1

2

3

Chapter 4: Providing Audiences with Usable Information

Module 3



Learning Objectives

- Analyze the Document's **Audience**: page 52
- Determine the Document's **Purpose**: page 57
- Create a **Task Analysis** for the Document: page 63
- Consider Other Related Usability Factors: page 64
- Develop **an Information Plan** for the Document: page 66
- Write, Test, and **Revise** the Document: page 68



You want to design a brochure about **the Saudi National Day**, what questions you need to answer before creating the brochure?



- Who? (audience)
- Why? (purpose)
- Where? (setting)
- Might the document be misunderstood? (potential problems)
- How much information? (length)
- How does it look? (format)
- When? (timing)
- How much money? (budget)

How to prepare a usable document

What are the 6 steps to prepare a usable document?

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 review** the document

STEP 1:
Analyze the Document's
Audience: page 52

What are the two types of audiences?

Types of audience		definitions
1. Primary audience	b	a. People outside the immediate circle of people who will be needing the information directly (e.g., lawyers)
2. Secondary audience	a	b. The immediate audience (e.g., managers)

- Strategies: P. 57



Remember to

Remember to



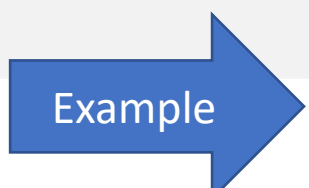
Determine the **relationship** with audience (e.g., type, formality, personality, etc.)



Audience's **technical information** (i.e., language, content, organization, illustrations, design)



Audience's **cultural background** (avoid cultural misunderstanding)

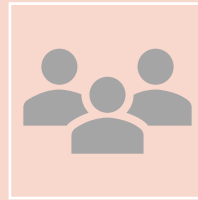


Example

Design instructions on how to use PPTs



Determine the **relationship** with audience (e.g., type, formality, personality, etc.)



Audience's **technical information** (i.e., language, content, organization, illustrations, design)



Audience's **cultural background** (avoid cultural misunderstanding)

STEP 2

STEP 2:
Determine the
Document's **Purpose**:
Page 57

What are the 2 main purposes of technical communication?

1. Primary purposes: (to instruct, inform, or persuade)

2. Secondary purpose

• FOR EXAMPLE:

Primary purpose

The purpose of my document is to **inform** my readers about the new antivirus software, as well as to **instruct** them on how to install the software.

secondary purpose

STEP 3

STEP 3:
Create a Task Analysis
for the Document:
page 63

How to create a task analysis of your document?

- 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

STEP 4

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. |

STEP 4:
Consider Other Related
Usability Factors: page
64

What are other related usability factors that you should consider?

STEP 5

- Setting (Determine where your document will be used)
- Potential problems (Anticipate what might go wrong)
- Length (How much information is enough?)
- Format (Determine the design & visual aids; e.g., letter, memo, report)
- Timing (Consider due dates and timing)
- Budget (Consider financial issues; how much can you spend on printing?)

STEP 5:
Develop an **Information
Plan** for the Document:
page 66

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.

Second section: Numbered list of steps for using the grill, accompanied by diagrams.

Third section: Bulleted list of tasks users must perform to maintain the grill.

Final page: Company address, phone number, and Web address.

Production guidelines—Our budget for this project will not allow for color printing or any photographs. We suggest black ink on white paper, 8-1/2 x 11 folded in half vertically. We can use line drawings of the Model 1999 and modify these to the specifications of the Model 2000.

Schedule—The manual must be ready for shipping on April 1, 20XX. We will follow our usual production and writing schedule, briefly summarized here:

February 21: First draft of manual is complete. Manual is usability tested on sample customers.

March 1: Manual is revised based on results of usability test.

March 3: Copyediting, proofreading, and final changes. Manual goes to the printer.

March 30: Manual is back from printer and sent to the warehouse.

April 1: Product is shipped.

What is an information plan?

- Information plan is an outline based on all the previous considerations in this chapter.
- It includes information about the audience, user tasks, setting, potential problems, length, format, timing and budget.

STEP 6

STEP 6:
Write, Test, and Revise
the Document: page 68

WRITE, TEST, AND REVISE



Content



Organization



Style



Layout and visuals



Ethical, legal, and cultural considerations

Summary

A hand-drawn sign with a thick black border and the word "SUMMARY" in blue capital letters. A hand is visible at the bottom right, holding a black marker and completing the bottom line of the sign.

SUMMARY

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



The background is a blue-toned technical drawing, likely an architectural floor plan. It features various geometric shapes, lines, and hatching patterns. A wooden pencil with a black eraser and a sharp lead tip is positioned horizontally across the middle of the image. A white rectangular box is superimposed over the center of the image, containing the text 'TECHNICAL WRITING'.

TECHNICAL WRITING

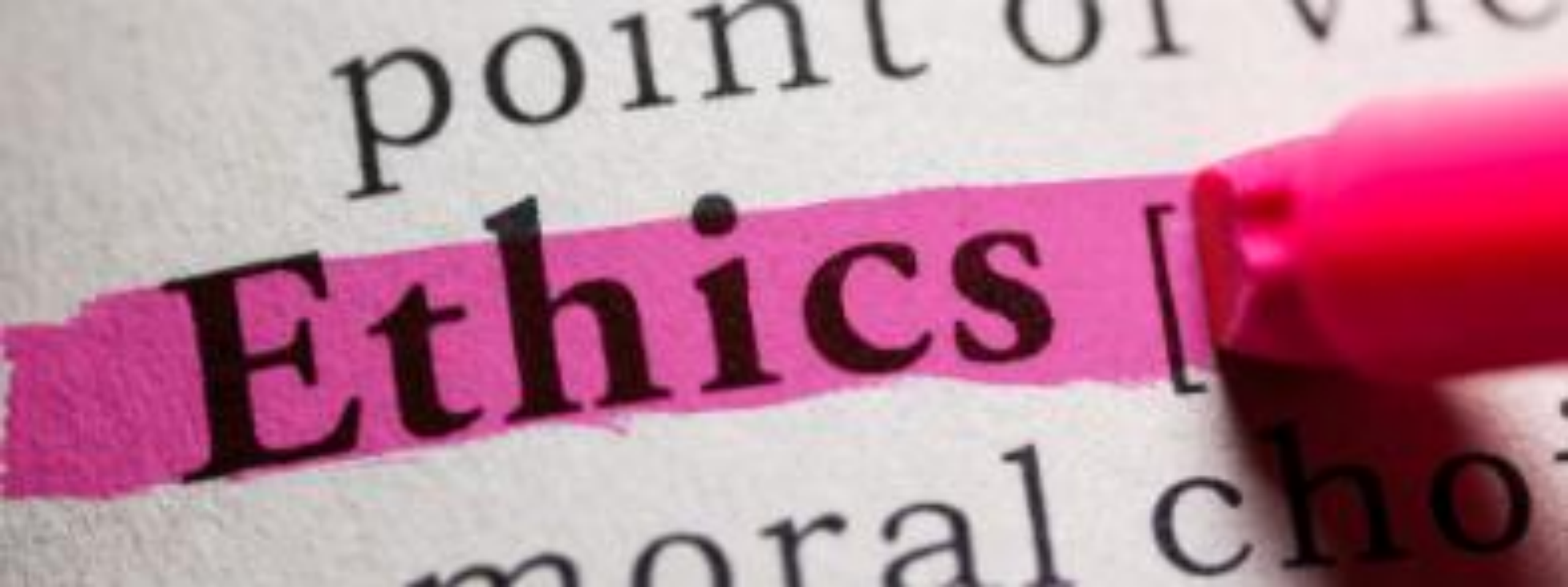
TODAY

REVISION!

1.
2.
3.

Chapter 4: Providing Audiences with Usable Information

- The 6 steps that you should consider before writing a technical document



Chapter 5: Recognizing Ethical Issues in Technical Communication

ENG 103

Learning Objectives

- **Ethics, Technology, and Communication: page 73**
- **Types of Ethical Choices: page 73**
- **How Workplace Pressures Influence Ethical Values: page 75**
- **Recognizing and Avoiding Ethical Abuses: page 78**



1. Ethics, Technology, and Communication: page 73

WHAT DOES **ETHICS** MEAN?

• Are the following statements True or False?

1. Ethical questions often revolve around technology. ✓
2. Ethical decisions are always black and white. ✗
3. Ethical stance requires a personal decision. ✓
4. Your ethical decisions do not affect the users of your product, your company, your society, and your job.

✗

Types of Ethical
Choices



2. Types of Ethical Choices: page 73

WHAT ARE THE 3 TYPES OF ETHICAL CHOICES?

Types of ethical choices		Definitions
1. Medical technologies	b	a. Such as pesticides or smokestack output, raise serious questions about the long-term health of the planet
2. Banking & retail operations	c	b. Such as genetic testing, raise questions about personal privacy & medical insurance
3. Environmental pollutants	a	c. Which increasingly collect personal information on consumers, raise concerns about how this information is used & who has access to it

Why does ethics matter?

HOWEVER, WHY DOES ETHICS MATTER?

- **Unethical decisions can harm a company's reputation as well as workers and customers.**
- **For example:**
When an instruction manual is written & vital safety information is purposely omitted to save on the cost of printing, people can be injured.



Example

Hoverboard (Video)

- Hoverboards can be a lot of fun, but they can be dangerous
- Most hoverboards run on batteries— these batteries have flammable liquid that may explode if they overheat.



Examples of
ethical abuses

3. Recognizing and Avoiding Ethical Abuses: page 78

WHAT ARE EXAMPLES OF UNETHICAL COMMUNICATION IN THE WORKPLACE?



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

How to avoid ethical
abuses

WHAT ARE SOME STRATEGIES FOR AVOIDING ETHICAL ABUSES?

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



Summary



SUMMARY

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



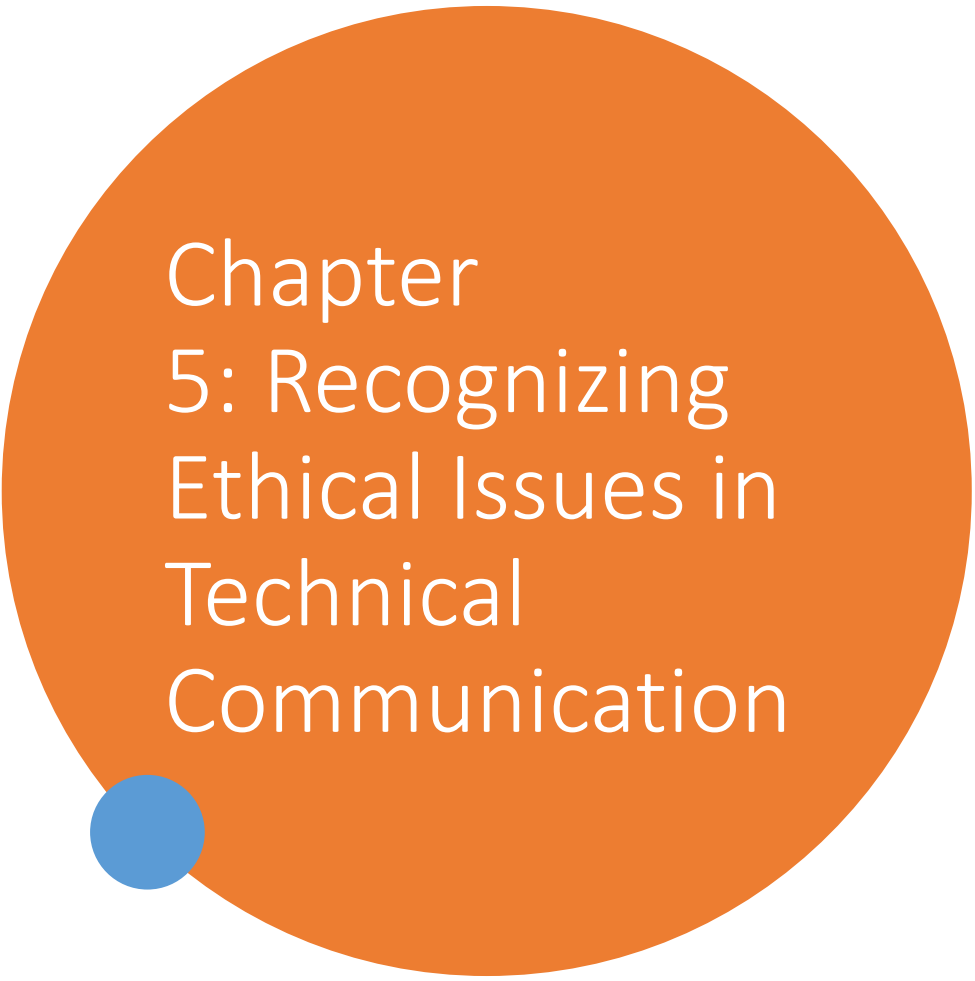
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TECHNICAL WRITING

TODAY

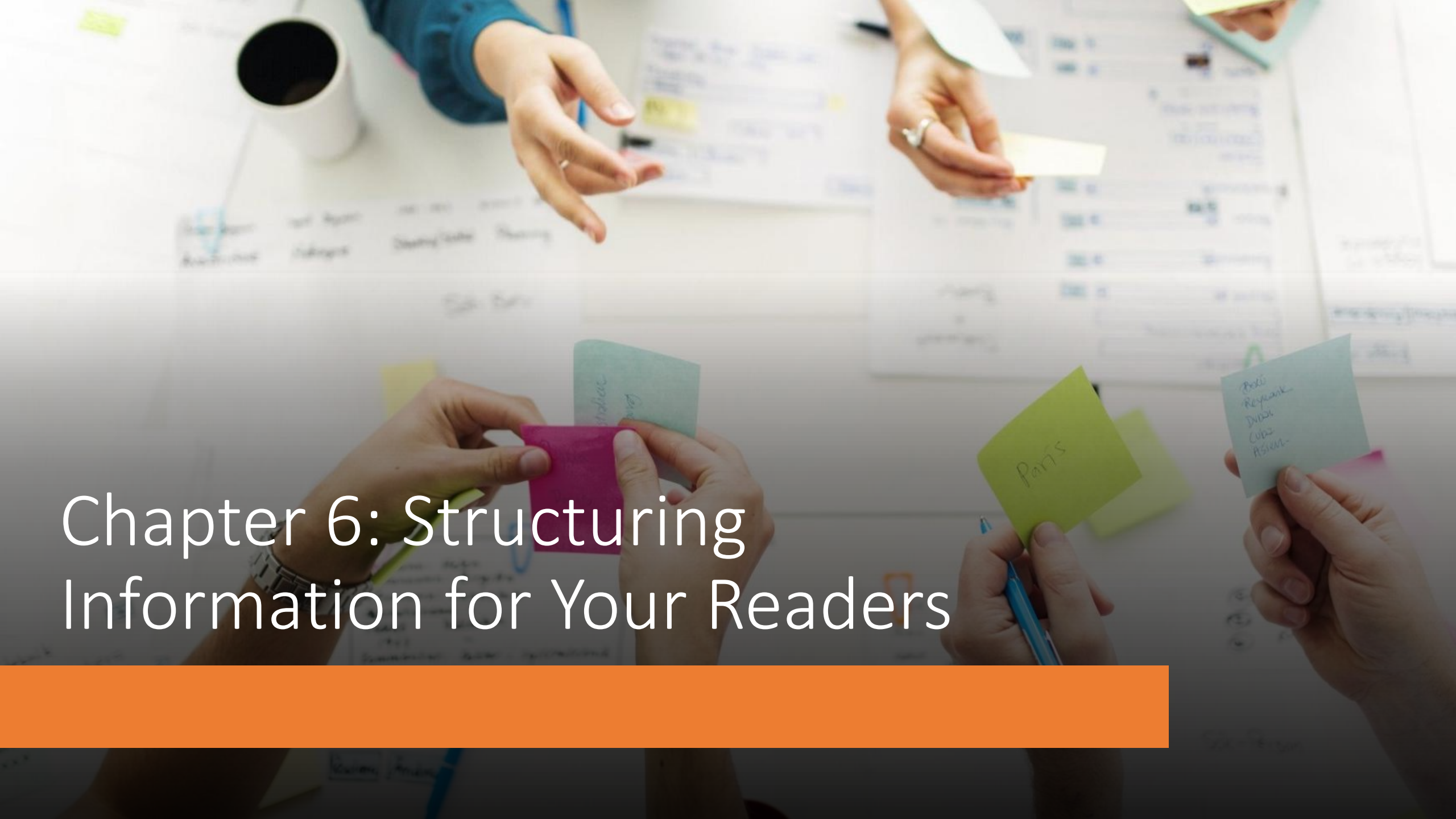
REVISION!

1.
2.
3.



Chapter 5: Recognizing Ethical Issues in Technical Communication

- **Ethics, technology, and communication**
- **Types of ethical choices**
- **Recognizing and avoiding ethical abuses**

A top-down view of a collaborative workspace. Several hands are visible, holding and moving colorful sticky notes (pink, green, yellow) over a large whiteboard. The whiteboard is covered with handwritten notes and diagrams, including a flowchart on the left and a table-like structure on the right. A white cup is visible in the upper left. The scene suggests a brainstorming or planning session.

Chapter 6: Structuring Information for Your Readers

Learning Objectives

1. Using an understandable **structure**
2. Creating a formal **outline**
3. **Chunking**
4. Determining the best **sequence**
5. Shaping **paragraph**
6. Creating clear **headings & overviews**



1. THE IMPORTANCE OF AN UNDERSTANDABLE STRUCTURE: PAGE 83

Why is **structure** important? What are the two types of structure?

- Structure (organize) your information in a way that readers can easily grasp (understand)

1. Standard structure: introduction, body and conclusion (e.g., reports, proposals, letters, emails)

Standard structure		Definitions
1. Introduction	c	a. Explains and supports the writer's viewpoint, achieving unity & coherence
2. Body	a	b. It reemphasize key points, take a position, predict an outcome, offer a solution, or suggest further study.
3. Conclusion	b	c. Attracts the readers' attention, announces the writer's viewpoint and previews what will follow

2. Non-standard structure: uses columns, colors & images, but well-organized. (brochure, manuals, etc.)

Activity

- Have the following technical documents used a standard or non-standard structure? Explain your choice.

**MEMORANDUM**

To: Department Managers
From: Jill McCreary, General Manager *J.M.*
Date: December 8, 20XX
Subject: *Diversity training initiative*

→ As part of our ongoing efforts to highlight the company's commitment to diversity, we recently conducted two surveys—one directed to company employees and one to our retail buyers. We have just received the survey results from our outside analysts. The employee survey indicates that the members of all departments appreciate our efforts to create a diverse and comfortable work environment. The customer survey indicates that our company is well regarded for marketing products in ways that appeal to diverse buyers. However, both surveys also illuminate areas in which we could do even better. As a result, we will be initiating a new series of diversity training workshops early next year. Let me explain the survey findings that have led to this initiative.

→ First, the employee survey indicates that our workforce is rated “highly diverse” in terms of gender, with nearly equal representation of male and female employees in both managerial and nonmanagerial positions; however, we could do better in terms of minority representation at the managerial level. Meanwhile, the customer survey demonstrates that our customers are “very satisfied” with the diversity of our marketing materials, but that we fail to provide enough materials for our native Spanish-speaking buyers.

→ Those are the survey highlights—see the attached analysis for a more detailed picture. Again, we are doing well, but could do better. We feel that the best solution to address our weaker areas is to conduct a second series of diversity training workshops in the upcoming 12 months. We hope that these workshops—which are often illuminating to both new employees and those who have attended diversity trainings earlier—will help keep the word “diversity” at the forefront of everyone's thoughts when hiring and mentoring employees and creating marketing materials. More information will follow, but for now, please emphasize to your department employees the importance and value of these workshops.

Page 84

Standard Structure



ARSENIC IN YOUR DRINKING WATER

What is arsenic?

Arsenic is a toxic chemical element that is unevenly distributed in the Earth's crust in soil, rocks, and minerals.



How does arsenic get into my drinking water?

Arsenic occurs naturally in the environment and as a by-product of some agricultural and industrial activities. It can enter drinking water through the ground or as runoff into surface water sources.

How is arsenic in drinking water regulated?

In 1974, Congress passed the Safe Drinking Water Act. This law directs EPA to issue non-enforceable health goals and enforceable drinking water regulations for contaminants that may cause health problems. The goals, which reflect the level at which no adverse health effects are expected, are called maximum contaminant level goals (MCLGs). The MCLG for arsenic is 0 parts per billion (ppb).

The enforceable standard for arsenic is a maximum contaminant level (MCL). MCLs are set as close to the health goals as possible, considering cost, benefits, and the ability of public water systems to detect and remove contaminants using suitable treatment technologies.

Why should I be concerned about arsenic in my drinking water?

Although short-term exposures to high doses (about a thousand times higher than the drinking water standard) cause adverse effects in people, such exposures do not occur from public water supplies in the U.S. that comply with the arsenic MCL.

Some people who drink water containing arsenic in excess of EPA's standard over many years could experience skin damage or problems with their circulatory system, and may have an increased risk of getting cancer. Health effects might include:

- Thickening and discoloration of the skin, stomach pain, nausea, vomiting, diarrhea, and liver effects;
- Cardiovascular, pulmonary, immunological, neurological (e.g., numbness and partial paralysis), reproductive, and endocrine (e.g., diabetes) effects;
- Cancer of the bladder, lungs, skin, kidney, nasal passages, liver, and prostate.

Page 85

Non-standard
Structure

Outlining

2. OUTLINING: PAGE 86

What is an **outlining**? Why is outlining essential?

- Before writing the document, create an introduction-body-conclusion outline to guide the reader from point to point.
- Decide in advance how you will divide each of these parts into **subtopics**.
- A formal outline typically undergoes changes as you write (T/F).

Outline	
I. Intro	
II. First point	
A. Detail	
B. Detail	
C. Detail	
III. Second point	
A. Detail	
B. Detail	
C. Detail	
D. Detail	
IV. Third point	
A. Detail	
B. Detail	
C. Detail	
V. Conclusion	

Converting ABCD's Office Building from Oil to Gas Heating: A Feasibility Analysis

I. INTRODUCTION

- A. Background
- B. Purpose of the Report
- C. Intended Audience (usually for in-school reports only)
- D. Information Sources
- E. Limitations of the Report
- F. Scope (list of major topics)

II. DATA (BODY)

- A. Description of Our Present Heating System
 - 1. Physical condition
 - 2. Required yearly maintenance
 - 3. Fuel supply problems
 - a. Overworked distributor
 - b. Varying local supply
 - 4. Cost of operation
- B. Removal of the Oil Burner and Tank
 - 1. Data from the oil company
 - 2. Data from the salvage company
 - a. Procedure
 - b. Cost
 - 3. Possibility of private sale
- C. Installation of a Gas Pipe from the Street to the Building
 - 1. Procedure
 - 2. Cost of installation
 - 3. Cost of landscaping

III. CONCLUSION

- A. Summary of Findings
- B. Comprehensive Interpretation of Findings
- C. Recommendations

Page 87

1. 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.

Cont.

Page 88

2.0 Data (Body)

2.1 Description of Our Present Heating System

2.1.1 Physical condition

2.1.2 Required yearly maintenance

2.1.3 Fuel supply problems

2.1.3.1 Overworked distributor

2.1.3.2 Varying local supply

2.1.4 Cost of operation

2.2 Removal of the Oil Burner and Tank

2.2.1 Data from the oil company

2.2.2 (and so on)

2. Decimal Notation

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

Example

Outlining

- I. INTRODUCTION
 - A. Define COVID-19
 - B. History
- II. BODY
 - A. Symptoms
 - 1. On adults
 - 2. On children
 - B. The effect of COVID-19
 - A. Daily life
 - B. Business
 - C. Education
- III. CONCLUSION
 - A. Protection
 - 1. Washing your hands
 - 2. Wearing masks
 - 3. Vaccination
 - 1. Types of vaccinations

- 1. INTRODUCTION
 - 1.1. Define COVID-19
 - 1.2. History
- 2. BODY
- 3. CONCLUSION
 - 3.1. Protection
 - 3.1.1. Washing your hands
 - 3.1.2. Wearing Masks
 - 3.1.3. Vaccination
 - 3.1.3.1. Types of Vaccination

3. CHUNKING: PAGE 89

What is **chunking**? Why is it important? What are the types of chunking?

- **Chunking:**

- It breaks information down into smaller units.
- It 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 (T/F).**

		Definitions
1. Chunking on Web sites	a	a. readers expect information in very short chunks because they don't like reading long texts on a computer screen.
2. Chunking on a printed page	b	b. readers expect longer passages, because the printed page is easier on the eyes

4. SEQUENCING: PAGE 89

What is **sequencing**? What are the types of sequencing?

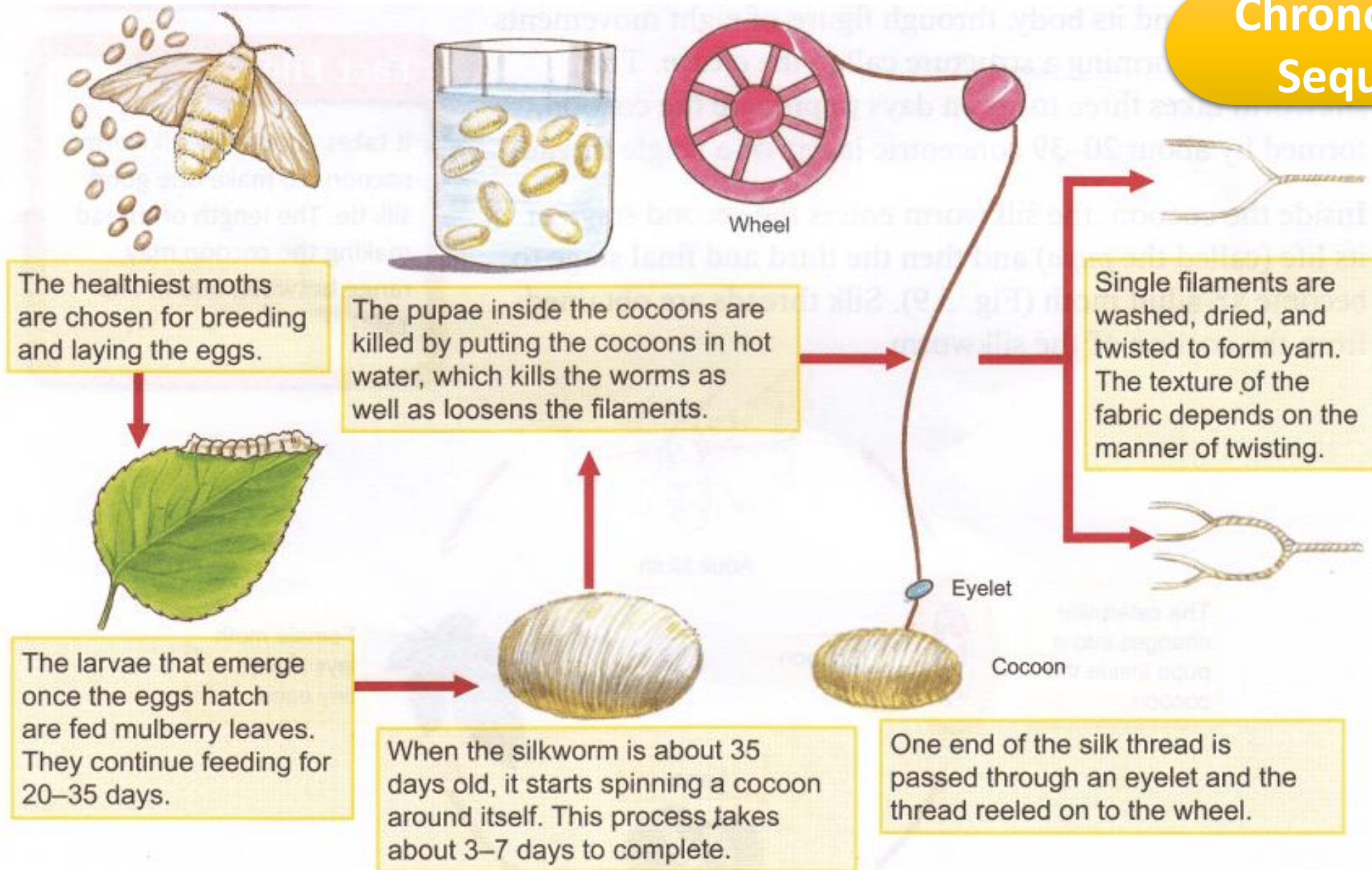
- Sequencing show readers the logical progression of information.
- The specific information sequence will depend on the type of the document.

Types of sequence		Purpose
1. Spatial sequence	c	a. In what order have things happened/should things happen? - Follows an actual sequence of events and uses photos or drawings.
2. Chronological sequence	a	b. What caused/will cause something to happen? - describes an incident then trace its causes.
3. Problem-solving sequence	d	C. What are the parts and how do they fit together. - Is used to describe physical object or mechanism.
4. Cause & effect sequence	b	d. What was/is the problem or goal and how was it/can it be fixed or achieved? - Includes description of a problem – diagnosis – solution.

Activity

- What are the sequences of the following technical document?

Chronological Sequence



Cont.

Problem-solving Sequence

Quitting's Benefits Just Keep Getting Better

The human body is remarkably resilient and self-restoring. Almost from the moment you stub out your last cigarette, you start feeling better and enjoying drastically improved health. Here's the timeline:

20 minutes:

- Blood pressure drops
- Pulse rate drops
- Hands and feet grow warmer

8 hours:

- Carbon monoxide level in the blood decreases
- Oxygen level in the blood increases

24 hours:

- Your heart attack risk begins to decline

48 hours:

- Nerve endings start to regenerate
- Your senses of taste and smell improve

2 weeks:

- Circulation improves
- Walking becomes easier
- Lung function improves up to 30 percent

1-9 months:

- Coughing, sinus congestion, shortness of breath and fatigue decrease
- The hair-like cilia in the lungs grow back, restoring their ability to clear the lungs of mucus and other impurities and reduce infection
- Body's overall energy level improves

1 year:

- The excess risk of heart disease you faced as a smoker is cut in half

5 years:

- 5 to 15 years after quitting, stroke risk is reduced to that of people who have never smoked

10 years:

- Lung cancer risk drops to as little as one-half that of continuing smokers
- Risk of mouth, throat, esophagus, bladder, kidney, and pancreas cancer declines
- Ulcer risk decreases

15 years:

- Risk of coronary artery disease is now similar to that of people who have never smoked
- Overall death risk returns to nearly the level of people who have never smoked



Dealing with Stress

Most smokers smoke because they are stressed out. In order to stomp a smoking habit based on stress, you must learn to deal with your daily stresses. To deal with the stresses in your life you must first identify them. The most widely recommended approach is maintaining a stress diary, in which you jot down notes on the events that cause you stress – not just the big ones, all of them. Stress is usually cumulative. It's easy to overlook or forget minor stressful events, but they add up. By carefully writing them down you may discover patterns and vulnerabilities you might otherwise overlook.

Examine all possibilities. Stresses typically fall into four general categories:

1. **Lifestyle:** Changes in eating or sleeping habits, changes in living conditions, over-scheduling, major purchases.
2. **Work:** Trouble with a superior, job promotion or demotion, changing jobs, getting fired or laid off.
3. **Financial pressure:** Decreased income, mortgage foreclosure, collection notices, creditors phoning.
4. **Relational stress:** Beginning or ending a romantic relationship, marriage, divorce, separation, pregnancy, a child leaving home, a death in the family.

But There's No Free Lunch

The first few weeks after your last cigarette are no picnic. You'll probably experience the condition called "quitter's flu" as your body reacts to the detoxification. You'll also probably be rather irritable for a time. In addition to symptoms that mimic a cold or mild flu attack, you may experience:

- Insomnia
- Fatigue
- Inability to concentrate
- Headache
- Constipation, gas, stomach pain
- Dry mouth
- Chest tightness

While going through this initial phase of quitting, there are things you can do to resist the cravings.

- Resist in small increments. If you are fighting the desire for a cigarette, wait five minutes. Then wait another five, then another, until the craving subsides.
- Distract yourself. Phone a friend. Read a book. Call your state's tobacco quitline for support. (See back cover of brochure.)
- Drinking water can reduce a craving.
- Take a series of deep breaths.
- Exercise a bit more. Take a 15-minute walk. An even longer walk several hours before bedtime will help with insomnia.
- Get more rest. Extra sleep can help you weather those first tough days.
- Think of a way to reward yourself for every smoke-free day. But don't use food, which now tastes better, as a reward. Your metabolism will decrease slightly when you stop smoking, making it easier to gain weight.

The withdrawal symptoms will soon subside as your body adjusts to a nicotine-free state. After that, the persistent 'cravings' for cigarettes will be a product of the habit of smoking, which is easier to combat than the need for nicotine.

Can medication help?

Yes. Nicotine replacement therapy, such as gum, etc., have been shown to double the chances of success. The anti-depressant drug bupropion, which mimics the brain chemistry effects of nicotine, also can double your chances of success. Bupropion requires a doctor's prescription, and is not suitable for all patients. Both nicotine replacement therapy and bupropion can be used for extended periods.

What About Just Switching to a Pipe, Cigars or Smokeless Tobacco?

Absolutely not! You're giving your brain the same immediate, addictive "hit" of nicotine that you get from cigarettes, and risking most or all of the same long-term health effects, plus some others unique to those forms of tobacco use. Besides, you're all but certain to drift back to cigarettes.

"It's my life. I can do what I want with it!" Every smoker, backed into a corner by arguments against the habit, has probably resorted to the "It's my life" defense. But, if you're addicted to something, it's controlling you. Want to really make it your life? Stop smoking!



Cont.

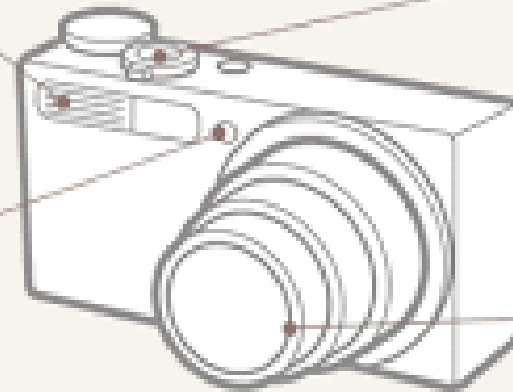
Spatial Sequence

Flash

The flash fires to give an instantaneous burst of light to supplement image brightness, such as when photographing in low-light situations.

AF auxiliary light

The AF auxiliary light fires to help the autofocus (AF) function properly focus the lens in low-light situations.



Shutter release button

This button works in two steps. When you press it lightly (=half-press), the camera focuses using the autofocus, and when you press it all the way down (=full-press), the camera releases the shutter to take the photograph.

Lens

With the lens playing a role comparable to that of the human eye, the camera takes the photograph using the light that enters through the lens. There are fixed focal length lenses and zoom lenses.

Zoom lever

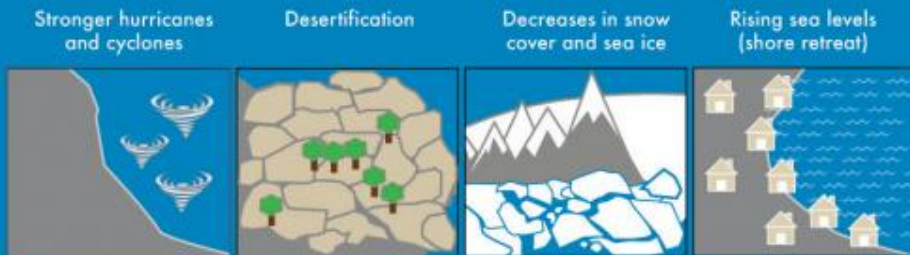
When a camera has a zoom lens, you can adjust the range of the scene that appears in the picture, thereby shooting a wide expanse or magnifying a smaller

Cont.

GLOBAL WARMING EFFECTS



Global warming causes



Reducing our greenhouse gas emissions can have a real impact and fight the effects of global warming



Each day new greenhouse gas emissions further accelerate these physical changes



Less greenhouse gases leads to a cooler and safer Earth



Cause& Effect
Sequence

Paragraphing

5. PARAGRAPHING: PAGE 92

What is **paragraphing**? What are the things you need to consider when writing a paragraph?

- Paragraphing is the process of shaping information within paragraphs.
- Pay attention to the following:

		Purpose
1. Topic sentence	b	a. Each sentence in the body should expand on the topic sentence.
2.Paragraph unity(connected/related)	a	b. Opening sentence represents the main idea.
3. Paragraph coherence (organization)	c	c. All sentences form a connected line of thought, leading from the topic sentence to the conclusion. It can be damaged by: 1) sentence in the wrong order 2) insufficient transitions and connectors for linking related ideas 3) lack of conclusion

6. CLARIFYING HEADINGS: PAGE 95

What are headings?

- Headings are a way to break up long passages.
- Make sure to use clear headings.
- Not all documents need headings (e.g., memo).

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

- Loan Officer Work Experience
- 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 requires us to have a training room available daily. The large training room in the Corporate Education area (10th floor) would be ideal. Before submitting our next report, we need your confirmation that this room can be assigned to us.

To support the training programs, we purchased this equipment:

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

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

Page 96

Overview

7. PROVIDING AN OVERVIEW: PAGE 98

What is an **overview**? What is its purpose?

- It is a general, brief summary.
- It aims to answer questions like:
 1. What is the purpose of this document?
 2. Why should I read it?
 3. What information can I expect to find here?

Introduction

Page 99

Grants.gov has been designed to make it easier for organizations to find and apply for more than \$500 billion in federal grants. With electronic access to more than 1,000 grant programs offered by all federal grant-making agencies, Grants.gov leverages the power of the Web to streamline your grant acquisition process.

This user guide has been developed to help you navigate the Grants.gov environment more easily. In it, you'll find detailed instructions for every step of the process – whether you're an applicant or grant-making agency.

From getting started and registration to viewing and tracking completed applications, this user guide offers clarification throughout the entire process.

Provided information in this user guide:

- How To Register Your Organization
- How To Register As An Authorized Organization Representative
- How To Register As An Individual
- Find and Search Grant Opportunities
- Download Application Packages
- Apply For Grants
- Track Your Application
- And How To Stay Connected

Summary



SUMMARY

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



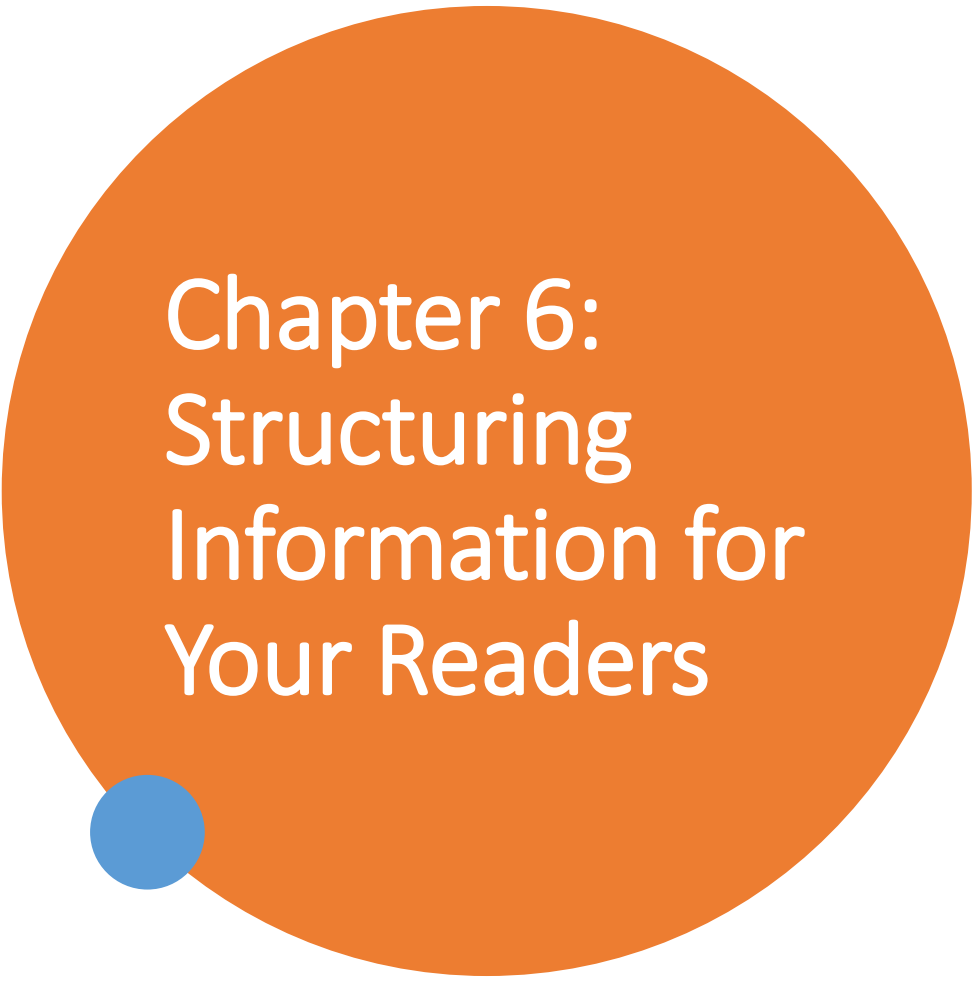
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TECHNICAL WRITING

TODAY

REVISION!

1.
2.
3.



Chapter 6: Structuring Information for Your Readers

- **Using an understandable structure (design)**
- **Creating a formal outline**
- **Determining the best sequence**

A top-down view of a collaborative workspace. Several hands are visible, holding and pointing to various colored sticky notes (pink, green, yellow, blue). In the background, a whiteboard is covered with handwritten notes and diagrams. A white cup is also visible on the left side of the frame.

Chapter 7: Writing with a Readable Style

Part 1

Learning Objectives

- **The Importance of a Readable Style (clear style): page 103**
- **Writing Clearly: page 104**
- **Writing Concisely (briefly): page 109**
- **Writing Fluently(written with ease): page 111**
- **Writing Personably (friendly): page 114**



What is the difference between structure & style?, p.103

1. Structure	b	a. Has to do with the readability at the sentence word level
2. Style	a	b. Has to do with the reader's ability to understand the document as a whole

Elements of a Good
Writing Style

What are the elements of a good writing style?, p. 104

Style is a blend of these elements:

- **The way in which you construct (build) each sentence**
 - **The length of your sentences**
 - **The way in which you connect sentences**
 - **The words and phrases you choose**
 - **The tone (style) you convey**
- ✓ **Style also requires correct grammar, usage, mechanics and spelling**
(Chapter 1)

WRITING CLEARLY, P. 104

What are 7 things you need to avoid to write clearly?

1. Avoid ambiguous (unclear) pronoun references

For example:

- Jack dislikes his assistant because he is competitive. ❌
- Because his assistant is competitive, Jack dislikes him.



EXERCISE 1

Edit each sentence below to eliminate ambiguities in pronoun reference.

- a. Bill told Darius that he was working too hard.
- b. Janice dislikes working with Magdalena because she's impatient. ❌

Ambiguous
Modifier

2. Avoid ambiguous modifiers (e.g., only, just, almost, never)

For example:

- Only press the red button in an emergency. ❌
- Press only the red button in an emergency.
- Press the red button in an emergency only.



EXERCISE 2

Edit each sentence below to clarify ambiguous modifiers.

- c. I almost sat there waiting for Gino for 45 minutes. ❌
- d. Before she passed away, Philippa told her mother she admired her.

Passive Voice

3. Avoid passive voice

For example:

- It was done by me. (Passive) ☹️ I did it. (Active)
- Your report was lost by Felix (Passive) ☹️ Felix lost your report. (Active)



EXERCISE 3

Convert these passive voice sentences to concise, forceful, and direct expressions in the active voice.

- The evaluation was performed by us. ❌
- Unless you pay me within three days, my lawyer will be contacted.
- Hard hats should be worn at all times.

But...

Appropriate use of passive voice 👍

For example:

- The data were analyzed, and the findings were discussed. (Passive)
- We analyzed the data and discussed the findings. (Active)
- You have not paid your bill. (Active)
- Your bill has not been paid. (Passive)



EXERCISE 4

The sentences below represent blunt uses of active voice. Convert each to passive voice.

- Joe's company fired him. ✗
- Cecelia's coworkers accused her of being lazy.

Nominalization

4. Avoid nominalizations (nouns)

For example:

- **My recommendation is for a larger budget.** ☹
- **I recommend a larger budget.**
- **The managing of this project is up to me.** ☹
- **I manage this project.**



EXERCISE 5

Make these sentences clearer by eliminating nominalizations.

- a. Our acceptance of the offer is a necessity. ✗
- e. Please provide a description of the problem. ✗

Stacked Modifying
Nouns

5. Avoid stacked modifying nouns (Too many nouns in a row)

For example:

- Be sure to leave enough time for today's training session participants evaluation. 🚫
- Be sure to leave enough time for participants to evaluate today's training session.



EXERCISE 6

Make these sentences clearer by unstacking the nouns.

- a. They developed online editing system documentation. ❌
- b. I recommend these management performance improvement incentives.

Unnecessary
Jargon

6. Avoid unnecessary jargon (special words and phrases that are used by particular groups of people)

For example:

- I am an ESL specialist. ❌
- I am a specialist in teaching English as a second language.
- EFL/ ESL/ Multilingual/ Scaffolding
- Give examples from your field!



Writing
Concisely

WRITING CONCISELY, P. 109

Why is writing concisely important?
What are things you need to avoid
to write concisely?

1. Avoid Wordiness (long unnecessary words)

Wordiness has multiple causes; for example:

Wordiness has multiple causes: First, some writers habitually use needless phrases that can be reduced to one word:

at a rapid rate = rapidly

due to the fact that = because

aware of the fact that = know

in close proximity to = near

the majority of = most



EXERCISE 8

Eliminate wordiness from the following sentences.

a. Our lateness was due to the fact that we ran into traffic.

b. I have come to the realization that I was mistaken. 

c. It seems as if I have just reached the summit.

Practice 

Practice

1. The number of death caused by COVID-19 has increased ~~at a rapid rate~~ rapidly.
2. He failed the exam ~~due to the fact that~~ because he did not study.



Eliminate
Redundancy

2. Eliminate redundancy and repetition

For example:

[completely] eliminate	[mental] awareness
[end] result	[utter] devastation
enter [into]	[mutual] cooperation
consensus [of opinion]	[fellow] colleagues



EXERCISE 9

Make these sentences more concise by eliminating redundancy and repetition.

- a. Igor's fellow colleagues are ambitious. ✗
- b. We ask for everyone's mutual cooperation during this busy time. ✗

Write Fluently

WRITING FLUENTLY (EASY TO READ), P. 111

What are strategies to write
fluently?

1. Combining related ideas

Which paragraph sounds better? Why?

Jogging can be healthful. You need the right equipment. Well-fitting shoes are important. You take the chance of injuring your legs. Your knees are especially prone to injury.



Jogging can be healthful if you have the right equipment. Shoes that fit well are particularly important, because they prevent injury to your legs, especially your knees.



A SERIES OF SHORT, CHOPPY SENTENCES WILL NOT ONLY LOSE INTEREST BUT WILL ALSO FAIL TO SEE HOW IDEAS ARE RELATED

Exercise



EXERCISE 10

Combine the following sentences three times, each time creating one fluent sentence that places emphasis in a different place. For the first combination, emphasize the negative aspects of the job. For the second combination, emphasize the positive aspects. For the third combination, emphasize the salary.

The job offers an attractive salary. It demands long work hours. It can be stressful. Promotions are rapid.

Parallel
Structure

2. Using parallel (similar grammatical) structure

For example:

| She likes many outdoor activities, including running, kayaking, and to design new hiking trails.



| She likes many outdoor activities, including running, kayaking, and designing new hiking trails.



EXERCISE 12

Make these sentences clearer by eliminating faulty parallelism.

- a. The weather today is going to be cold, rainy, and without much sun.
- b. My television picture is cloudy and I can see pixellation.



Friendly Tone

WRITING PERSONABLY (FRIENDLY TONE), P. 114

What are strategies for writing responsibly?

1. Adjusting your tone (writing style)

- Your tone is your personal stamp (e.g., formal/informal tone, use “I” and “we”, use the active voice, etc.) **p. 114**



STRATEGIES for Deciding about Tone

- ▶ **Determine if you want a formal, semiformal, or informal tone.** You may prefer a formal tone when writing to superiors, professionals, or academics (depending on what you think they expect), a semiformal tone for colleagues and subordinates (depending on how close you feel to your readers), or an informal tone when you want your writing to be conversational.
- ▶ **Remain consistent.** Once you've determined the appropriate overall tone of the document, stay with it throughout.
- ▶ **Address readers directly.** Prefer the personal pronouns “you” and “your” to connect with readers.
- ▶ **Use “I” and “we” when appropriate.** Instead of disappearing behind your writing, use “I” and “we” to connect with your readers.
- ▶ **Prefer the active voice.** Show confidence and directness by using active rather than passive voice.
- ▶ **Emphasize the positive.** Avoid a negative tone when conveying unpleasant information.



STRATEGIES *continued*

- ▶ **Always avoid an overly informal tone.** Achieving a conversational tone does not mean relying on substandard usage (“He ain’t got none”), profanity (“This idea sucks”), and colloquialisms (“OK,” “a lot,” “snooze”).



EXERCISE 13

Adjust the tone of the following sentences to improve the connection between the writer and the reader.

- The writer of this letter would like a refund.
- The requested report will be sent next week.



Sexist

2. Avoid sexist and biased language (based on sex or gender, especially against women and girls)



STRATEGIES for Nonsexist Usage

- ▶ **Use gender-neutral expressions.** Use “chair” or “chairperson” rather than “chairman” and “postal worker” rather than “postman.”
- ▶ **Don’t mention gender if it is not relevant.** Don’t use “the female police officer” unless you are talking about police officers in the context of gender.
- ▶ **Avoid sexist pronouns.** You can avoid using a sexist pronoun by revising the sentence (“A writer who revises will succeed” rather than “A writer will succeed if he revises”), by using a plural form (“Writers will succeed if they revise”), or by occasionally using paired pronouns (“A writer will succeed if he or she revises”).
- ▶ **Drop condescending diminutive endings.** Avoid words such as “poetess” and “majorette” and simply use “poet” and “major” instead.
- ▶ **Use “Ms.”** Unless you know that a person prefers a traditional title, avoid “Mrs.” and “Miss.” Males are not identified by marital status, nor should females have to be.

Cont.



STRATEGIES for Unbiased Usage

- ▶ **Be specific when referring to a person's cultural/national identity.** Instead of "Asian" or "Hispanic," for example, prefer "Korean" or "Cuban American." Use the cultural/national designation preferred by people in that group (e.g., "Native American" rather than "Indian," or "Senegalese" rather than "African").
- ▶ **Avoid potentially judgmental expressions.** Instead of "Third World" or "under-developed" use "newly industrialized" or "developing," and instead of "nonwhite" use "people of color."
- ▶ **Never use demeaning expressions.** Avoid expressions such as "lame excuse," "the blind leading the blind," or "that's queer."
- ▶ **Use person-first language for people with disabilities or medical conditions.** Avoid terms that place the disability over the person or that suggest pity. Use "person with a disability" rather than "disabled person," or "person with AIDS" rather than "AIDS victim."
- ▶ **Use age-appropriate designations.** A "girl" or a "boy" is age 14 or under; a "young person," "young adult," "young woman," or "young man" is of high school age; and a "man" or a "woman" is college-aged or older. Avoid "old" or "elderly" and use "older person" or "senior" instead, if age is relevant.

Exercise



EXERCISE 14

The sentences below suffer from sexist or biased expressions. Adjust the tone.

- a. The group's spokesman demanded salary increases.

Summary



SUMMARY

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



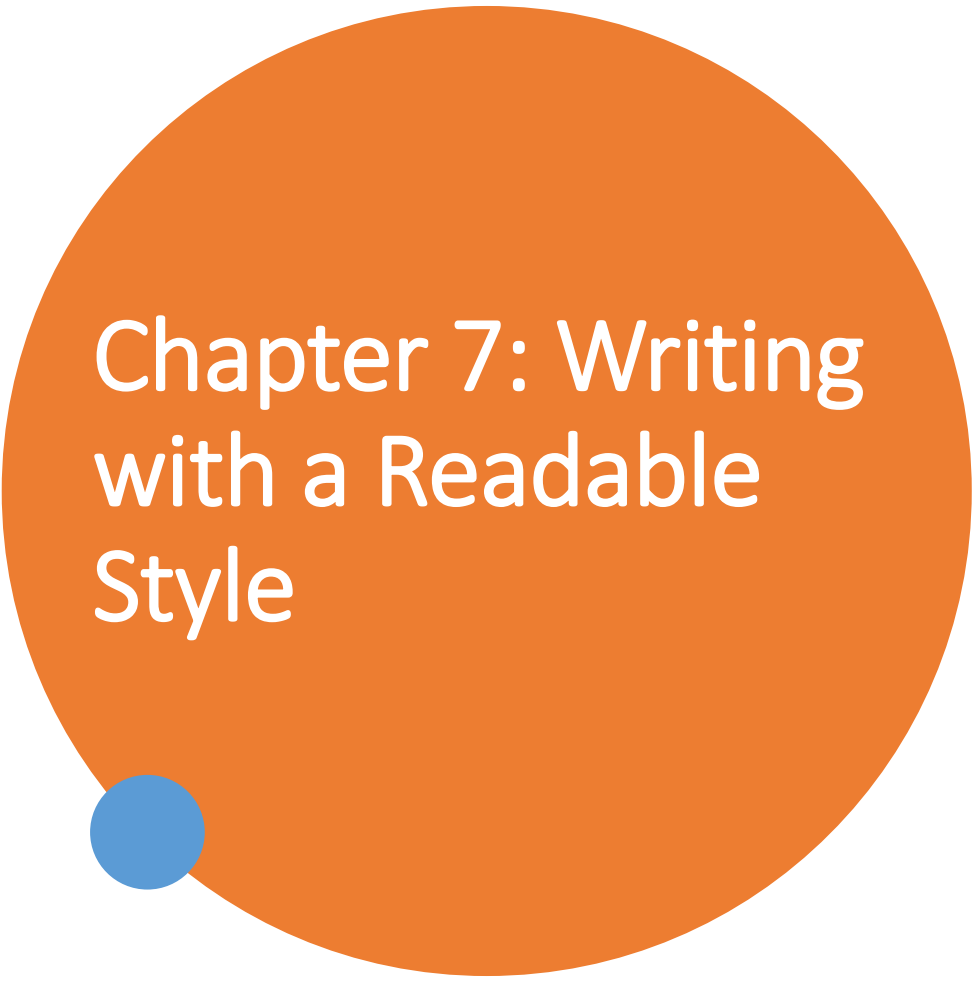
The background is a technical drawing, likely an architectural floor plan, rendered in blue ink on a light-colored paper. It features various geometric shapes, lines, and hatching patterns. A wooden pencil with a sharpened lead tip is positioned horizontally across the middle of the image, pointing towards the right. The pencil's body is a light brown color. A white rectangular box is superimposed over the center of the image, containing the text 'TECHNICAL WRITING' in bold, black, uppercase letters.

TECHNICAL WRITING

TODAY

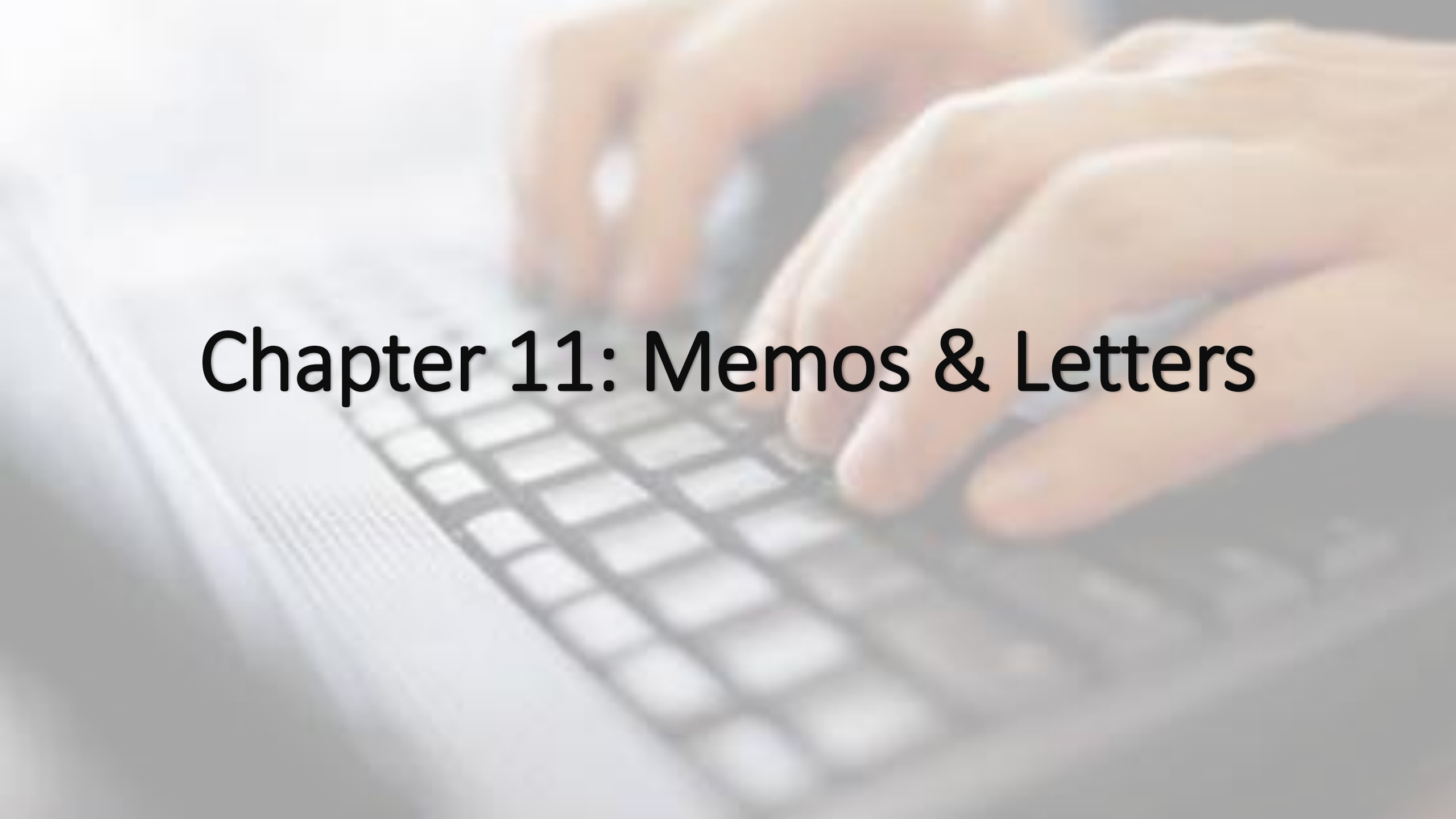
REVISION!

1.
2.
3.



Chapter 7: Writing with a Readable Style

- **Writing Clearly**
- **Writing Concisely (briefly)**
- **Writing Fluently (written with ease)**
- **Writing Personably (friendly)**

A close-up, slightly blurred photograph of a person's hands typing on a laptop keyboard. The hands are positioned over the keyboard, with fingers pressing down on the keys. The background is out of focus, showing the laptop's body and the surrounding environment. The text "Chapter 11: Memos & Letters" is overlaid in the center of the image.

Chapter 11: Memos & Letters

Learning Objectives

- Memos' parts, formats, tone & types
- Letters' parts, formats, tone & types



What are the three common types of written communication in the workplace?

- Memos
- Letters
- Emails, Ch. 19 (On Tuesday)

1. Memos
“Memorandum” =
“Reminder”
, p. 187

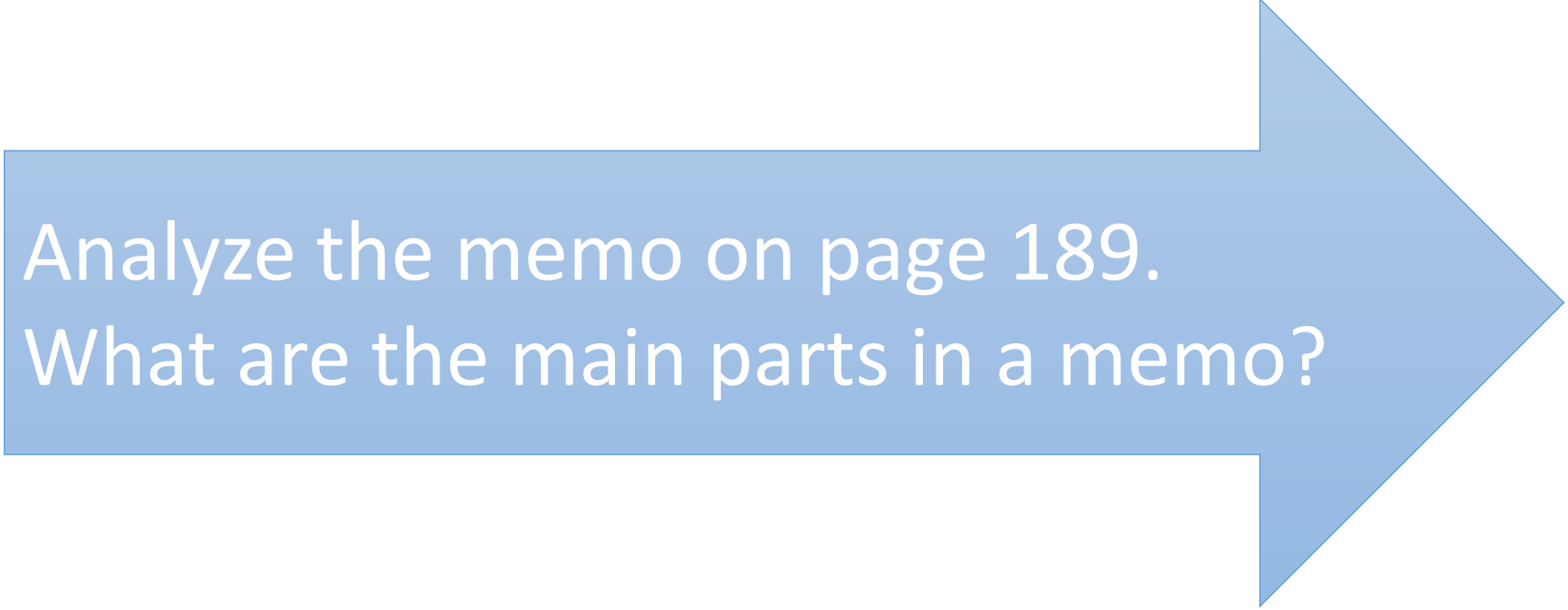
Memo Basic, p.187

- What is a memo? Why is it important in workplace? Have emails entirely taken the place of paper memos?
 - Memos give directives, provide instructions, and make request.
 - Memos are easy to post (announce, publish) in a workstation or an office.
- What are the differences between memos and emails?

Memos	Emails
- Turned into PDF files; attached to emails - Leaves a paper trial (printed communication) - Formal	- Can function like a memo - Leaves a digital trial (Electronic communication) - Less formal

***If people will print your communication, use a memo rather than an email.**

Memos Parts & Format, p. 189



Analyze the memo on page 189.
What are the main parts in a memo?

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*

No salutation

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. Ziolkowski, 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

Memos
Approaches

Cont.

- Should you take a **direct** or **indirect** approach in your memo? What is the difference between **direct** & **indirect** approach?

It depends on the sensitivity of the memo's subject matter.

APPROACHES		
1. Direct approach	b	a. Lays out the details of the case over several sentences before delivering the bottom line later in the paragraph
2. Indirect approach	a	b. (right to the topic) Begins with the “bottom line” in the first sentence and then presents the details or analysis that support your case.

- Do readers prefer the **direct** or **indirect** approach? Why?

Direct approach because they want to know the bottom line without being told in advance how to feel about it.

What is the approach used in the following memo? p. 190

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.

Direct approach:
Subject line gets right
to the main point

Opening paragraph
starts with the
bottom line

Cont.

Cont.

p. 191

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.

Yet as you all know, times are difficult right now for the automobile industry. Sales are down; financing is hard to obtain; and consumers are holding back on major purchases.

In order to keep the company solvent, we must consider all options. Therefore, I have been informed by our company president, John Creaswell, that we must downsize. We will begin with options for retirement packages, but please be prepared for the possibility that lay-offs may follow.

We will have more information for you at an all-hands meeting tomorrow.

Indirect approach:
Subject line is not
specific about
bottom line

Opening paragraph
starts with an
explanation before
delivering the
bottom line

The bottom line

Memos
Types

Types of Memos, p. 191

Activity

- What are the three types of memos?

	Transmittal memo	Summary or Follow up memo	Informational memo
1. Provides a written record of a meeting or conversation or a topic that was not resolved - Insure that each recipient has the same understanding of what was decided.		✓	
2. Accompanies a package of material such as report, manuscript -Purpose: signal the information is being sent (providing a paper trail) + introduce the material - As simple as a sentence or a paragraph with a bulleted list describing the package	✓		
3. Contains announcement or updates (e.g., upcoming awards ceremony on Friday). - Sent by an email because it is quick and inexpensive or traditional paper version			✓



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.

What is the type of the memo?

Transmittal Memo

Cont.



**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

What is the
type of the
memo?

Summary or
follow up memo

Cont.

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.

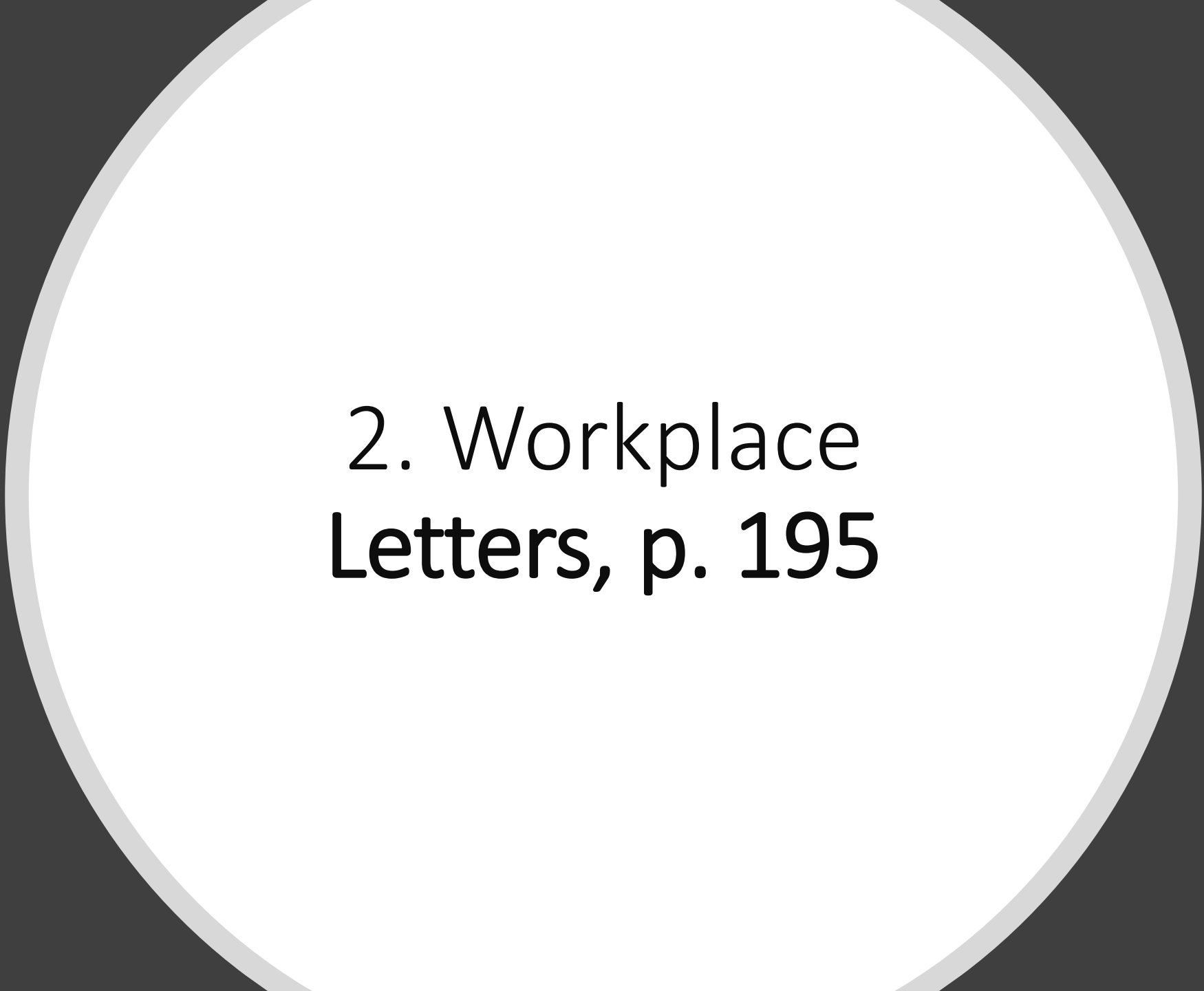
Please drop by the Human Resources office on the 6th floor to get a handout that provides more detailed information or to speak with an HR representative in person.

Thanks.

cc: Alison Sheffield, Manager, Human Resources

What is the
type of the
memo?

Informational
memo



2. Workplace Letters, p. 195

Letter Basics, p. 195

- **What does workplace letter convey? Why is it important?**
 - Workplace letters convey a **formal**, professional impression.
 - They serve as an **official notice** or record.
 - Letters often serve as **legal documents**, and so precision is crucial.

Parts of a Letter, p. 195

- What are the parts of a letter?

1. Sender's address
2. Date
3. Inside address
4. Salutation
5. Body text
6. Complimentary closing
7. Signature

Heading (sender's address)	→	LEVERETT LAND & TIMBER COMPANY, INC. 18 River Rock Road Leverett, MA 01054	creative land use quality building materials architectural construction
Date	→	January 17, 20xx	
Inside address	→	Mr. Thomas E. Muffin Clearwater Drive Amherst, MA 01022	
Salutation	→	Dear Mr. Muffin:	
Body text	→	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).	
Complimentary closing	→	Sincerely,	
Signature	→	<i>P.A. Jackson</i> Gerald A. Jackson, President	
Typist's initials	→	GAJ/ob	
Enclosure notation	→	Encl. Itemized estimate	
		Phone: 410-555-9879	Fax: 410-555-6874 Email: llt@yonet.com

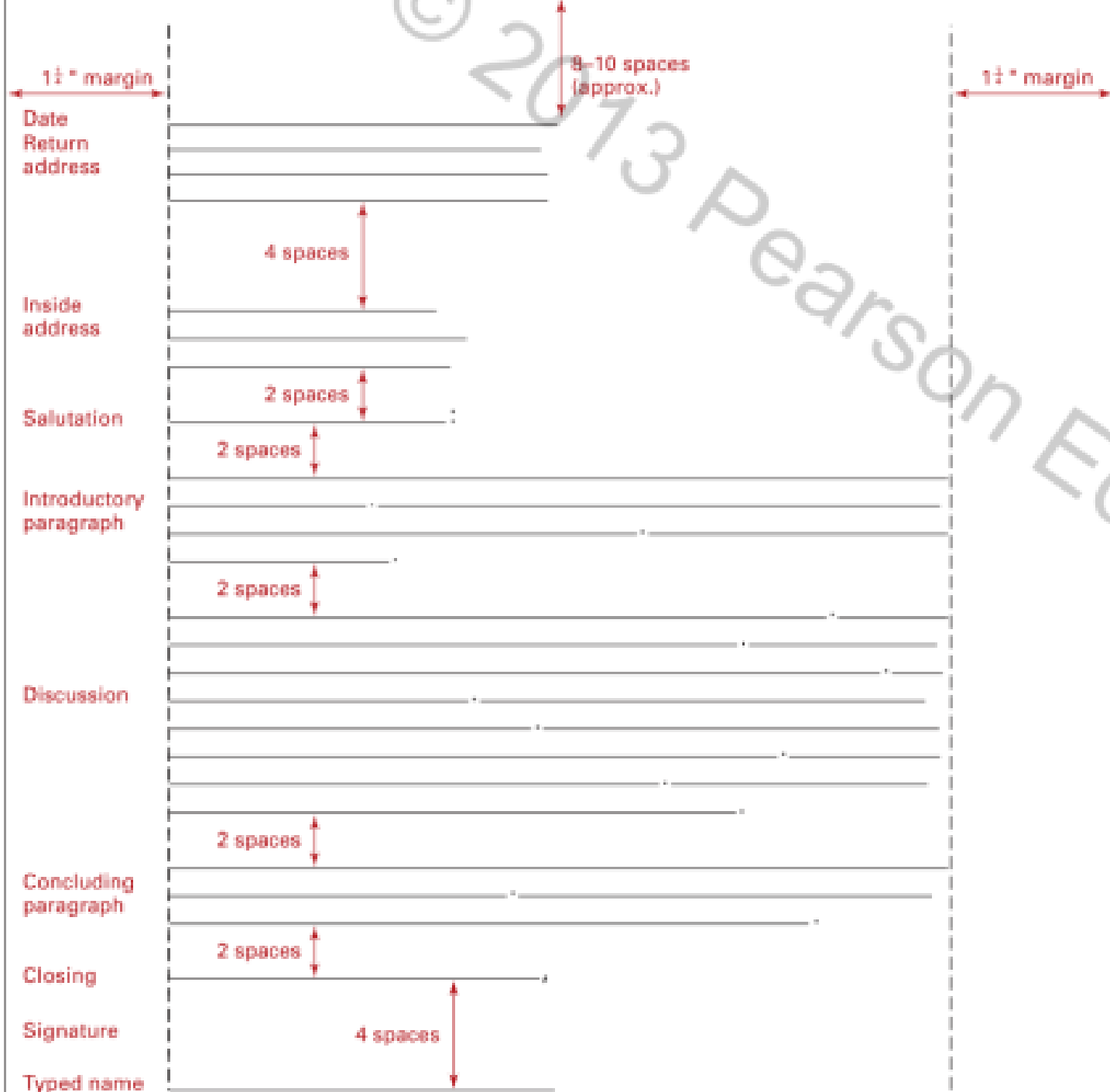
FIGURE 11.5 A workplace letter

Letter Formats, p. 198

- What are the two standard formats of letters?

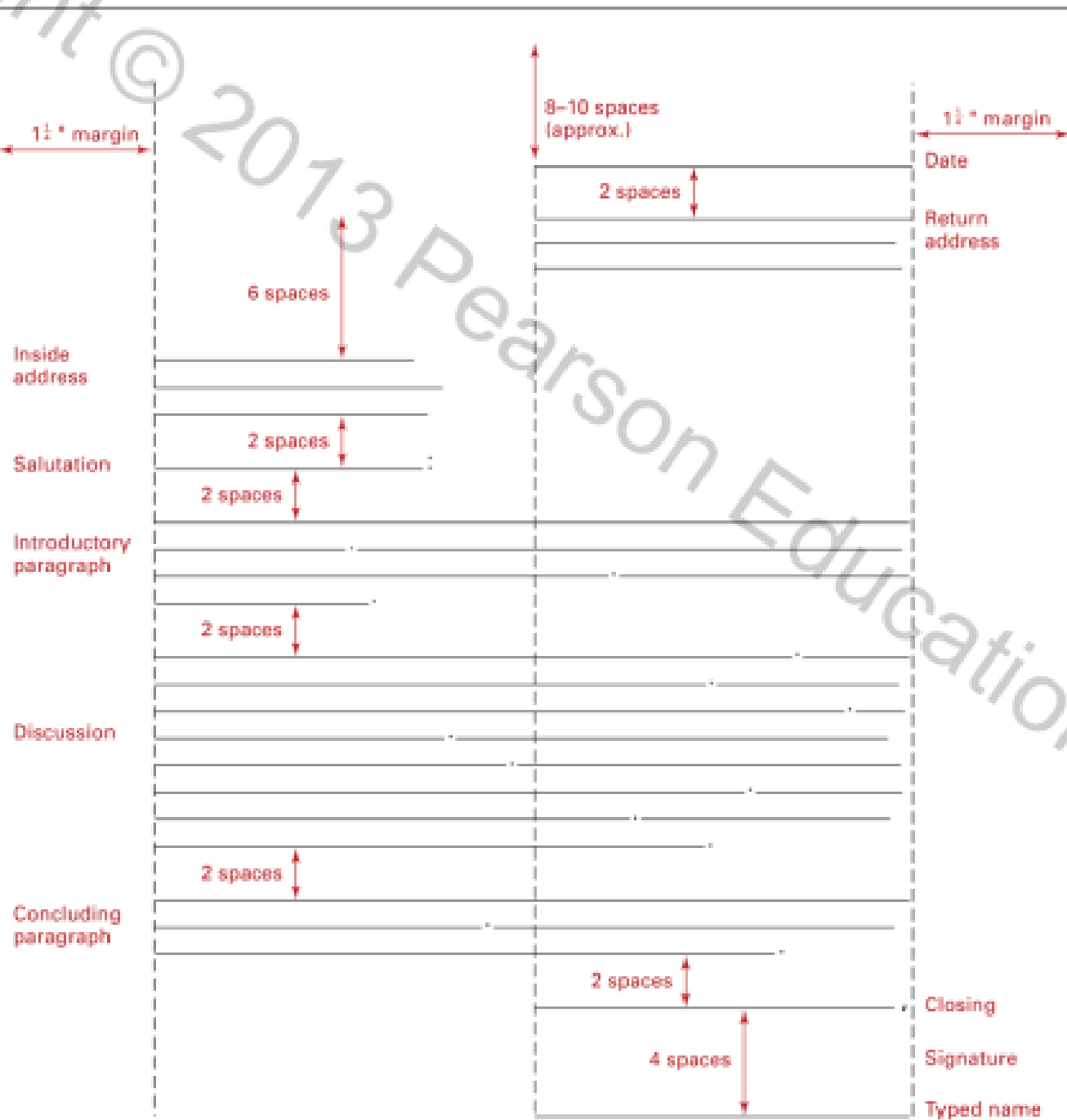
Formats	
1. Block format	a. All parts of the letter are flush to the left margin .
2. Modified block format	b. All parts of the letter are flush to the left margin except the date, return address, complimentary closing, and signature lines, which align at page center.

Examples



Blocked format

Modified Block Format



Types of Letters, p. 204

- **What are the four types of letters?**

	Inquiry Letters	Claim (complaint) Letters	Sales Letters	Adjustment Letters
• Request adjustment for defective goods or poor service ➤ Routine claims (direct approach) ➤ Arguable claim (indirect approach)		✓		
• Persuade a customer to buy a product or try a service			✓	
• Written to respond to a claim letter from a customer				✓
• Ask questions and request a reply ➤ Solicited (response to an advertisement or announcement) ➤ Unsolicited (spontaneously written to request information for your job)	✓			

Examples

Solar Solutions, Inc.
234 Western Road
Fargo, ND 27116
March 10, 20XX
Rachel Cowans
Director of Energy Systems
The Earth Research Institute
Persham, ME 04619

Dear Ms. Cowans:

As a Research Consultant at Solar Solutions, Inc., I am preparing a report (April 15 deadline) on the feasibility of solar energy for home heating in Arctic regions.

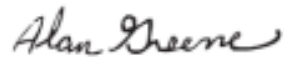
While gathering data on home solar heating, I encountered references (in *Scientific American* and elsewhere) to your group's pioneering work in solar energy systems. Would you please allow me to benefit from your experience? Your answers to the following questions would be a great help.

1. At this stage of development, do you consider active or passive heating more practical? (Please explain briefly.)
2. Do you expect to surpass the 60 percent limit of heating needs supplied by the active system? If so, at what level of efficiency and how soon?
3. What is the cost of materials for building your active system, per cubic foot of living space?
4. What metal do you use in collectors, to obtain the highest thermal conductivity at the lowest maintenance costs?

Please record your answers in the spaces provided and return in the enclosed envelope. If an alternative medium is more suitable, here is my contact information: phone: 555-986-6578; fax: 555-986-5432; email: agreene@solarsolutions.com

I would be glad to send you a copy of the final document. Thank you in advance for your help.

Sincerely,



Alan Greene
Research Consultant

Inquiry Letter, p. 205

← States the purpose

← Makes a reasonable and courteous request

← Presents a list of specific questions

← Leaves space for response to each question

← Provides complete contact information

← Offers to share findings

Cont.

Ryder's Ski Shop
Box 2641-A
Pocatello, Idaho 83201
April 13, 20XX

Star Ski Manufacturing Company
P.O. Box 3049
St. Paul, MN 55165

Attention: Consumer Affairs Department

Subject: Delaminated Skis

This winter, four of the pairs of Tornado skis I purchased for rental at my ski shop began to delaminate. I want to take advantage of your lifetime guarantee to have them relaminated.

I purchased the skis via your St. Paul Sales Representative in November 1989. Although I no longer have the sales slip, the registration numbers are P9906, P9961, P9965, and P9978.

I'm aware that you no longer make metal skis, but as I recall, your lifetime guarantee on the skis I bought was a major selling point. Only your company and one other were backing their skis so strongly.

Would you please let me know how to go about returning my delaminated skis for repair?

Yours truly,



Jeffrey Ryder

Claim Letter, p. 207

← States problem and
action desired

← Provides details

← Explains basis for
claim

← Courteously states
desired action

Cont. 



Jimmy's Greek Kitchen

24-52 28th Street

Astoria, NY 11102

Phone: (555) 274-5672

Fax: (555) 274-5671

Email: Jimmysgreek@comcast.net

Web site: www.jimmysgreekkitchen.com

July 16, 20XX

Adriana Nikolaidis

26-22 30th Street #5

Astoria, NY 11102

Dear Ms. Nikolaidis:

Are you in the mood to sample the best Greek food in the neighborhood absolutely free of charge? We at the newly opened Jimmy's Greek Kitchen would like to say "Thank you for having us in your neighborhood" by inviting you to sample a variety of our authentic Greek specialties.

If you've heard of or visited the famous Jimmy's in Chicago, you know that our fare has been pleasing Chicago diners for over 40 years. At long last, we have opened a companion restaurant in Astoria, and we are proud to offer you the same high-quality appetizers, entrees, and desserts, prepared to perfection. In fact, I trained our Astoria chef myself.

Ranging from charbroiled meats and grilled seafoods to vegetarian specialties and Greek favorites like tzatziki, pastitsio, and moussaka, Jimmy's is truly the best in town. Please have a look at the enclosed menu to see the full range of tasty foods we offer.

Please take advantage of this special offer while it lasts. From now until August 31, just bring this letter to Jimmy's and lunch or dinner is on the house. You may choose any appetizer, entree, side order, beverage, and dessert on the menu—all free of charge. We hope that you will not only enjoy the dining experience but will tell others and come back to see us frequently.

Thank you,

Jimmy Lekkas

Jimmy Lekkas

Sales letter, p. 210

Cont.

Software Unlimited
421 Fairview Road
Tulsa, Oklahoma 74321

May 2, 20xx

Mr. James Morris
P.O. Box 176
Little Rock AR 54701

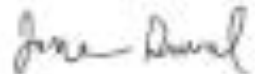
Dear Mr. Morris:

→ Your software should arrive by May 15. Sorry for the mixup. We don't make a practice of sending Apple software to PC owners, but we do slip up once in a while.

→ In appreciation for your patience and understanding, I've enclosed a \$50 gift certificate. You can give it to a friend or apply it toward your next order. If you order by phone, just give the certificate number, and the operator will credit your account.

→ Keep your certificate handy because you will be getting our new catalog soon. It features 15 new business and utility programs that you might find useful.

Sincerely,



Jane Duval
Sales Manager

Encl. Gift Certificate

Adjustment
Letter, p. 212

Assignment 1



SUMMARY

ENG 103: Technical Writing

Prepared by: Dr. Raja Altukruni



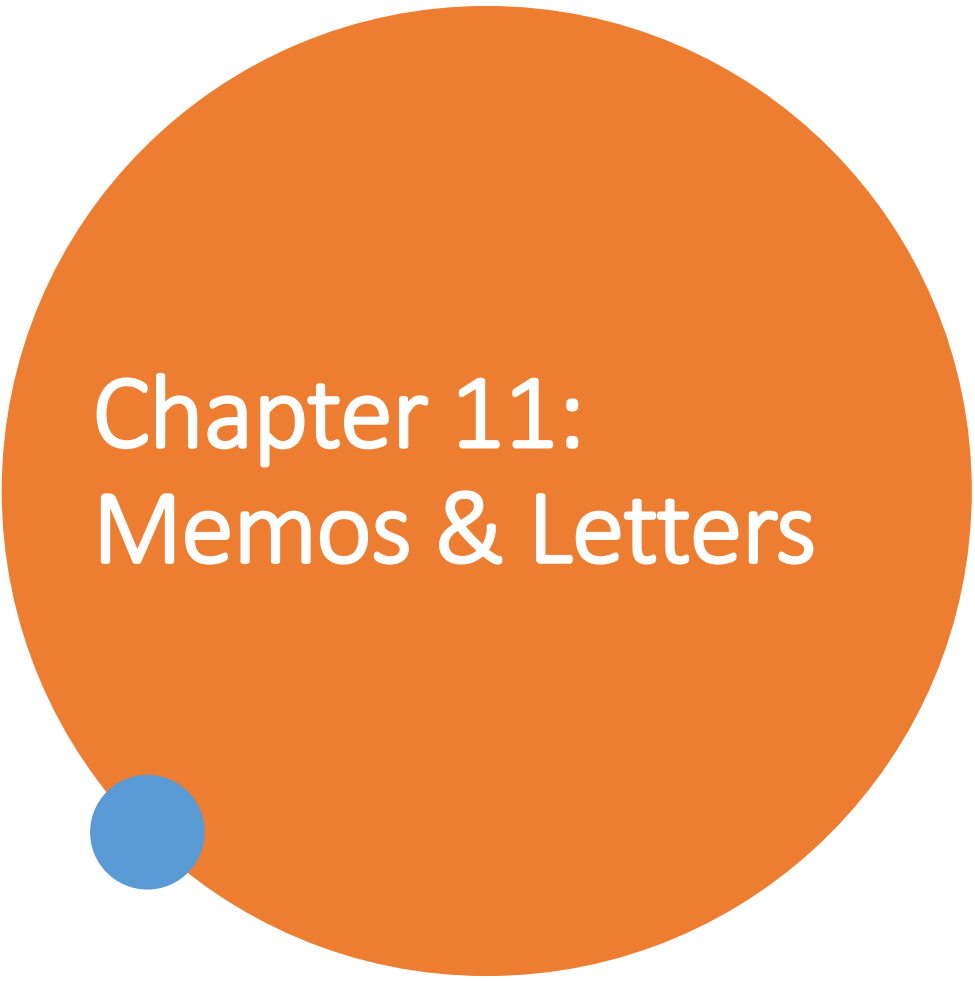
A technical drawing or blueprint is shown in the background, featuring various geometric shapes, lines, and numbers. A pencil is positioned horizontally across the middle of the image, pointing towards the right. The text "TECHNICAL WRITING" is overlaid on a white rectangular box in the center.

TECHNICAL WRITING

TODAY

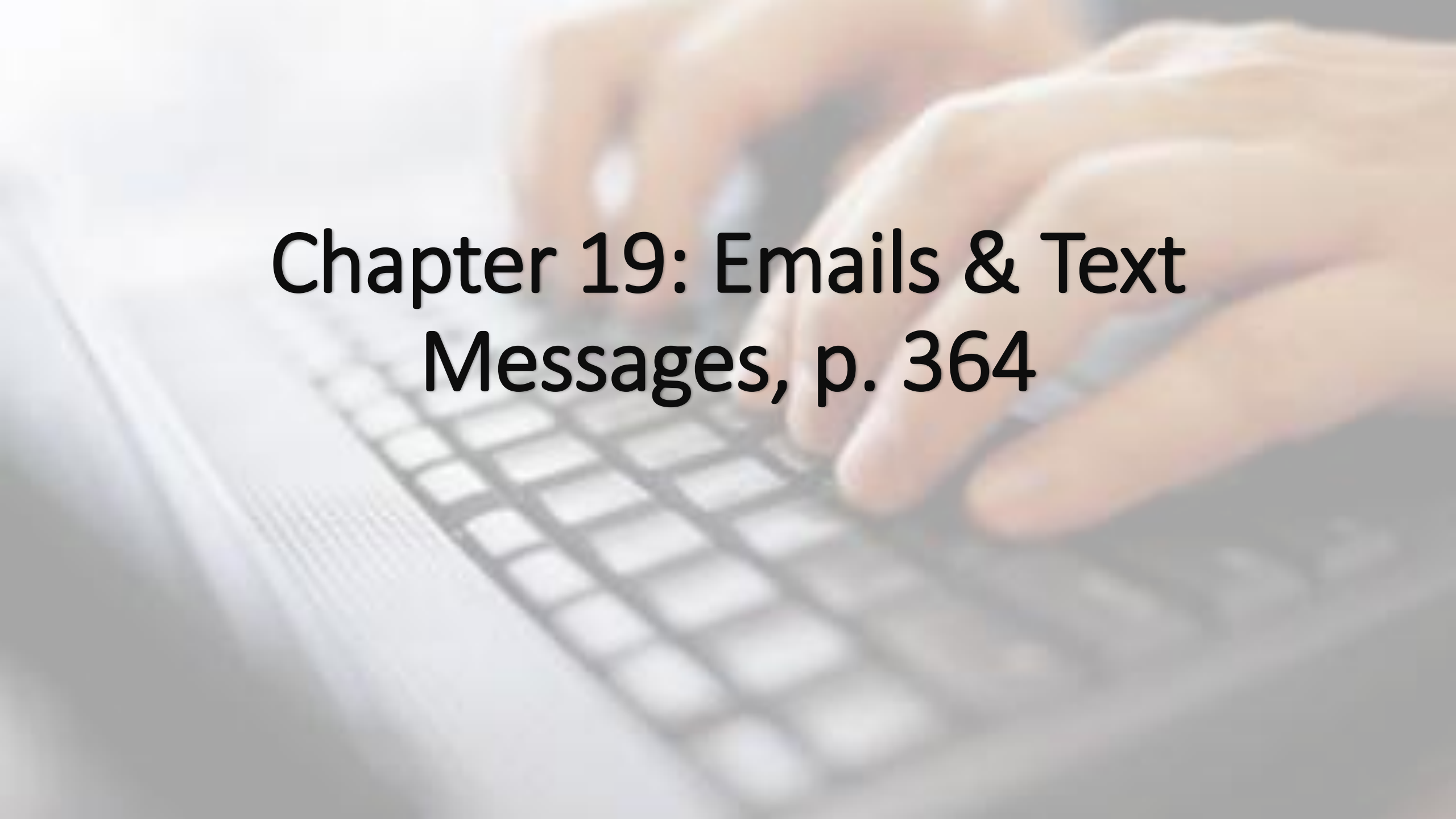
REVISION!

1.
2.
3.



Chapter 11: Memos & Letters

- **Memos' parts, formats, tone & types**
- **Letters' parts, formats, tone & types**



Chapter 19: Emails & Text Messages, p. 364

Learning Objectives

- **Emails and Text Messages**
 - **Strategies for emails**
 - **Strategies for text messages**



Emails, p. 365

What is the most common form of workplace communication? Why?

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.



Purposes

Email Purposes

- **What are the purposes of sending/writing emails?**

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.



Audience

Audience of Emails, p.366

- **Do you have control over the final audience? Why?**

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.



Components and Organization of Email, p.367

- **What are the components and organization of email?**

A standard email resembles a combination of a paper memo and a letter.

Components & Organization



**Begins with a heading
guide with “To,” “From,”
“Date” & “Subject”**

Introductory
paragraph gets
right to the point

Body text clearly and
concisely explains
background details

Conclusion opens up
the message
to further action

Provides signature
block at the very end
of the email

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

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.

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.

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,

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

Style of Email
Workplace

Style and Netiquette of Workplace Email, p. 367

- Describe the style of workplace email.
 1. Workplace email should use **proper** spelling, grammar, and punctuation
 2. Should **avoid** words or phrases with all capital letters
 3. Should **avoid** text-message style abbreviations (LoL) and emoticons (☺)
 4. Adopt a **professional**, respectful tone and express complete thoughts



Cont.

- What dose “netiquette” mean?

It means “Internet etiquette,” which encompasses not only email tone, but also the physical ways in which people respond to and forward email messages.



Shows an email that violates style and netiquette rules, p.369

From: fmehlinger@ccm.com
To: mlange@ccm.com
Date: January 23, 20XX 10:15 a.m.
Subject: You've got to be kidding
📎 usability study

Mitch-man!

I'm really peeved about my annual review, and if you thought I wouldn't say anything about it, you're crazier than me!

Imho, the part that really got to me was my performance on the usability study (it's a huge file, but I attach it here for you to take another look-see). I did most of the work on this and it came out great, but my review says I wasn't a "team player" on it. If anyone deserves the blame for not being cooperative it's Eileen, who I understand got a stellar annual review.

Dude, PLEASE TALK TO ME ABOUT THIS. I can't sign off on it when I think it's just crazy wrong.

Bummed :(
Your bud Frank

Identify style problems in this email

- ← 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

Strategies

What are strategies for writing an effective email?

- **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**
- **Avoid informal language, emoticons, and abbreviations sparingly**
- **End with a signature block**
- **Proofread before sending**
- **Observe netiquette**



Text Messages

Text Messages, p. 371

Introduction

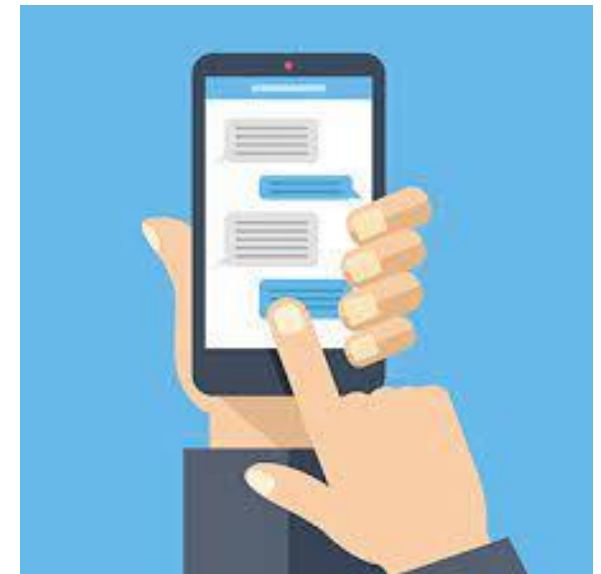
- **What is a faster medium than email? Why?**
 - A faster medium than email, text messages (often called "texts" for short)
 - Allow you to communicate quickly using a cell phone/ smart phone
- **What is a similar medium to text messages? Why?**
 - Similar to text messages, instant messages (iMs, also called "chats" or "chatting")
 - Allow for text-based conversations in real time



Strategies

Audience and Purpose of Workplace Text Messages, p.371

- **What are some strategies for sending text messages?**
 - Consider your audience and purpose
 - Stick to the topic at hand
 - 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



Compare
Audience

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)



SUMMARY