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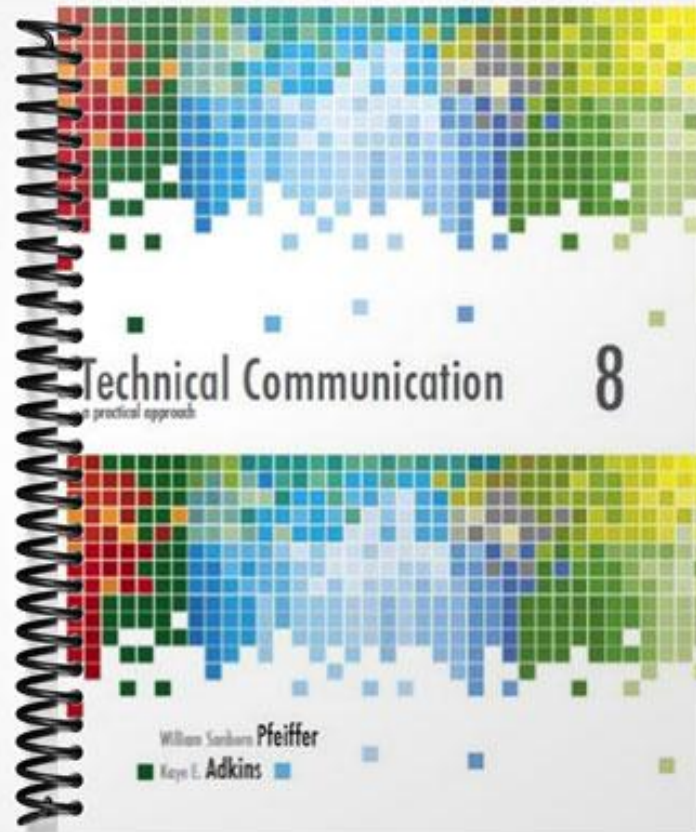
Technical Communication
a practical approach

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William Sanborn **Pfeiffer**

Kaye E. **Adkins**

Instructor's Resource Manual
to accompany

Technical Communication
A Practical Approach

Eighth Edition

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This new design MyTechCommLab replaces the previous version. Here are some additional features you will find only in the new MyTechCommLab:

- **More intuitive, familiar navigation.** The top navigation bar has been replaced by a left-hand navigation tree.
- **Composing Space.** In the easy-to-use composing space, which looks and functions like the most popular word processing programs, resources are available at a student's fingertips as they research, draft, and revise; students can get the help they need when they need it, without ever leaving their writing environment. Students can also upload documents that are in other file types. All student work in the course can be saved in MyTechCommLab so instructors are able to access and manage their students' writing in one place.
- **Adaptive To Do list and Study Plan.** Each student's Study Plan will adapt based on her diagnostic results, assets required by the instructor, or comments made by the instructor on her writing submissions. The student can track the status of all assignments and required activities on their To Do list.
- **Portfolio.** Students can create e-portfolios of their work that they can easily share with their instructor, other evaluators, and peers. Students can include multimodal compositions in their portfolios, export them as .html or PDF files, or continue adding to them throughout their college career and beyond.
- **Assignments.** Instructors can easily create and deliver assignments online and keep students on track by listing due dates and assignment details in one place.
- **Gradebook.** The flexible Gradebook captures student grades from self-grading aspects of the site and grades given to writing assignments by the instructor. The Gradebook allows instructors to easily assess student and class progress.
- **Support for section instructors (teaching assistants).** Instructors can now assign "section instructors" (a.k.a., TA status) to course members.
- **Interactive chat and whiteboard.** Chat & Class Live tools enable instructors and students to engage in synchronous chat and whiteboard sessions.
- **Enhanced announcements manager.** Announcements now have date and time display settings as well as expirations.
- **Enhanced email manager.** A native email manager allows users to more efficiently control course email.
- **Enhanced document and file sharing.** The document sharing tool allows instructors and students to post documents to be shared with the class. Instructors can use document sharing to post their syllabus and other course documents.
- **Improved accessibility.** Pearson is committed to making our content and technology accessible to all users. We've made changes throughout the application so the user interaction is consistent with Section 508 recommendations.

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- **Office Hours Plus.** Completely updated videos address 10 topics useful for college writers, including writing process, avoiding plagiarism, and peer review.
- **Grammar Podcasts.** Additional podcasts have been added to the Resources and the Writer's Toolkit areas.
- **Writing Strategies Topics.** This new section offers instruction and practice for 9 of the traditional modes or patterns, including Argument, Cause and Effect, Comparison and Contrast, Definition, Description, Division and Classification, Illustration, Narration, and Process writing.
- **Writing in Action Videos.** New instructional videos cover such writing purposes as Writing to Inform and Writing to Reflect.
- **New eText Options.** A new eText is available in both MyTechCommLab and the Pearson eText app.
- **Introducing WriteClick!** WriteClick is a powerful application that encourages writers to think critically about their writing, then review, edit, and revise effectively--anywhere they write. WriteClick instantly analyzes writing for grammar and spelling errors, provides suggestions on writing skills, and puts useful tools at the writer's fingertips. WriteClick is available at no additional cost with the MyTechCommLab.

INTRODUCTION

Included in this introduction are (1) an overview of the *Instructor's Resource Manual*, (2) a brief description of the features of *Technical Communication: A Practical Approach*, and (3) suggestions for supplementing the manual with materials from businesses and other organizations.

Overview of Instructor's Resource Manual

This manual is directed mainly to teachers who are new to the field of technical communication. They will benefit most from suggestions about how to use *Technical Communication: A Practical Approach*. Yet there are parts of this manual that will assist new and experienced instructors alike. Here is a brief description of the sections that follow:

Part 1: Syllabi: Outlines brief sample syllabi for both fifteen-week and ten-week technical writing courses.

Part 2: Chapter Summaries: Covers each chapter individually, giving one-paragraph overviews as well as teaching tips, and offers suggestions for using the "Communication Challenge" section of each chapter. Also provides rewritten versions for editing passages included in Chapter 17 and in the Handbook.

Part 3: Planning Forms and Templates: Includes a copy of the Planning Forms, as well as other forms or templates for students to use in assignments.

Part 4: Internet Resources: Lists Internet resources that students can use to practice technical communication skills and create effective technical documents.

Part 5: Resources for New Teachers of Technical Communication: Lists journals, books, and professional associations of use to those who are new to the field of teaching technical communication.

In all, the five sections give you immediate help in designing, teaching, and revising your technical writing course.

Main Features of the Text

Like previous editions of the book, the eighth edition of *Technical Communication* approaches the subject from a practical perspective. It assumes that a textbook is most useful when it provides the instructor with the following features, among others:

- A concise rhetorical foundation that focuses on the writing process, explains the importance of audience analysis, and provides students with a Planning Form to use for all assignments;

- Numbered guidelines that give students a quick reference while they write assignments, so that they don't have to wade through long explanations;

- Clear models for every format discussed in the text, along with marginal annotations that aid class discussion and make the models a useful reference;

- Two chapter features called "Communication Challenge" and "Collaboration at Work," which present brief case studies to promote class discussion on information in the chapters; and

- A company context—specifically, the firm called M-Global, Inc.—that gives students a "real-world" context in which to complete assignments in the book.

The feature that most distinguishes this text is M-Global, Inc., an invented company that brings students closer to writing done in the working world. Chapter 1 of *Technical Communication* describes the firm in detail; then there are document models and assignments throughout the book that relate to M-Global. The presence of this company also gives you another alternative for developing assignments beyond those provided in the book. Using M-Global information to "build your own cases," you can either (1) borrow the same people, offices, and departments provided in the first chapter or (2) invent other writers and M-Global departments to fit within the general framework of the company.

As a practical matter, note that the Planning Form mentioned throughout the text is included in the textbook, as well as in this manual and on the Companion Website. You or your students will need to duplicate the form for repeated use in the course. As already noted, you may also want to duplicate the M-Global letterhead in this manual for student use in

assignments. (Also see the material on disk.) Company stationery will lend more realism to projects, helping students feel as if they are a part of M-Global, Inc.

Other Sources of Information

The eighth edition of *Technical Communication: A Practical Approach*, along with this manual and other instructor materials, is meant to provide all that you need to teach your class. With the M-Global context, you can give students a variety of examples and assignments that parallel those of the working world. However, there are sources beyond the classroom that you may wish to use in developing your course.

In particular, you might want to solicit examples from businesses and other organizations in your community. All around you are companies, government agencies, and community groups--each of which regularly generates many documents. Here are some pointers for soliciting examples from organizations in your area:

- Contact organizations that already have an association with your school, such as companies that hire graduates, do business with the school, or have representatives on any board of advisers your school may have.

- Explain exactly how you plan to use documents. For example, you may want to use them as (a) examples to display on a document camera (b) material for case studies, or (c) assignments to be evaluated or rewritten.

- Make it clear that you are willing to eliminate all personal and company names, if confidentiality is an issue.

In addition to using documents from local organizations, you may want to encourage students to get to know employees at individual firms. Some assignments in the book ask students to solicit information from business and technical firms, so it would be useful if your students developed such contacts. They can pursue these relationships on their own, perhaps with the help of family or friends, or they can follow up on leads you provide. In either case, such contacts reinforce the practical approach stressed throughout the textbook.

Acknowledgments

We would like to thank Jeff Belder of Devry Institute in Columbus, Ohio, for suggesting the addition of chapter tests and answer keys to previous editions of this manual.

PART 1: SYLLABI

An instructor should give students a clear idea of how the course will proceed from the first day until the final exam. Indeed, students expect the course itself to reflect the same degree of planning that you, the instructor, demand of students during the term.

This section includes two items to help you plan and teach your course in technical communication:

1. A brief course overview that covers assignments, grading, and other essential information for your students

2. Weekly assignments for a fifteen-week course and for a ten-week course

This information is intended only as a starting point, especially for new teachers of technical communication. Ultimately, you will arrive at your own plan for your technical communication course.

One-Page Course Overview

The page that follows reflects a contract-like approach to a syllabus. It is the authors' experience that students prefer an informative, no-nonsense syllabus—one that gives them precise information they need to navigate through your course. Besides guiding the student, this type of syllabus also protects you. That is, it is specific about the course guidelines, grading system, and attendance policy, while also indicating that requirements and dates may change as announced during the term.

The description that follows mentions the number of assignments that are appropriate for a fifteen-week course--that is, a semester. This number would need to be reduced for a ten-week course.

English xxx: Technical Communication **Instructor**: Professor xxx
Office: Room xxx **Office Hours**: xxx
Textbook: *Technical Communication: A Practical Approach*, 8th edition, by
William Sanborn Pfeiffer and Kaye Adkins, Prentice Hall, 2013

Brief Course Description: This course will prepare you to complete the kinds of practical communication projects often required in professions such as those you will enter. Emphasis will be placed on (1) the process of completing any on-the-job writing assignment, (2) the specific formats most often used, and (3) related communication tasks such as oral presentations and graphics.

Assignments: The main assignments include six short papers (reports, memos, and letters), one long report, one oral presentation, and a final exam (that includes an editing exercise and short report). Also, there may be homework exercises and short in-class quizzes.

Grading: Your final grade will be determined by averaging the following twelve grades: (1) the long report (counted three times), (2) individual grades on the six short papers, (3) your grade on the single oral presentation, and (4) the final exam (counted two times).

Also considered will be your performance on homework, quizzes, or tests. If work on these assignments is considered inadequate, your final average may be lowered by up to five points. Homework and in-class quizzes can be handed in late or made up only if you miss class for what the instructor considers a good reason.

Attendance: Class work is an important part of this course, so attendance will be taken. If you do not attend class, make sure to find out what you missed. If you miss more than three classes—whether these absences are excused or not—your final average may be lowered by up to **ten** points. If you are late for class, inform the instructor at the end of that class, so that you will not be counted absent. (Three "tardies" equal one absence.)

Unless you have made special arrangements with the instructor, papers handed in after the class at which they are due may be graded down **ten** points for each day they are late.

Plagiarism: Plagiarism is the act of parading someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero on the assignment and, possibly, a failing grade in the course.

Daily Work: You will be given a list of daily assignments for the term. Changes may be announced in class; it is your responsibility to be aware of all these changes.

Weekly Assignments

This section includes text readings and possible assignments for each week, giving you a place to start in planning your course. The order of chapters suggested here makes three assumptions.

1. First, it assumes you want students to begin working in teams quickly. Thus Chapter 3 (Collaboration and Writing) is covered early in the semester.

2. Second, it assumes you will require a formal report and that research is part of the report-writing process. Thus Chapter 9 (Technical Research), Chapter 10 (Formatting Reports and Proposals) and Chapter 11 (Reports for Information and Analysis) are assigned.

3. Third, it assumes you will require an oral presentation connected with the formal report. Thus the last few classes are devoted to the students' oral presentations, based on the formal reports.

One further assumption concerns coverage of textbook chapters. Using all seventeen, as shown in the two sample syllabi, produces a packed course—especially for a ten-week term. You may want to delete several chapters from the course or assign them as outside readings not covered in class. For example, you could bypass Chapter 12 (Proposals and White Papers) if you choose not to cover these types of technical writing. Or you could skip Chapter 9 (Technical Research, if you think a research project is not an essential part of the technical writing course you are teaching. Such trade-offs and compromises may be necessary.

Because the actual number of meetings held each week varies from school to school, this section lists assignments by the week. See the chapter summaries in the next section of the manual for more details on class activities and teaching tips. Also, note that each text reading is listed for the same week in which the assignment for that reading is due. In practice, however, you may wish to discuss a chapter the week before the written assignment for that chapter is due. If this is the case, modify the schedule that follows accordingly.

Fifteen-Week Syllabus

Week 1 of 15

>**Textbook Reading**: Chapter 1 (Technical Communication and the Workplace) and Chapter 17 (Style in Technical Writing)
>
>**Possible Assignments**: The first week aims to introduce students to the field of technical communication. You can accomplish this purpose by assigning the first and last chapters of the book. The first introduces students to technical communication as a field and emphasizes that technical communication is context-bound. It does this by raising the issue of ethics in technical communication and by introducing students to the M-Global case that provides the context for many of the sample documents and assignments throughout the book. Chapter 1 includes an employee-orientation booklet that welcomes students to M-Global and introduced them to the company. Chapter 17 gives students concrete examples of technical communication style and prepares them to edit the term's assignments.
>
>During the first week, students usually do not produce an actual report, proposal, memo, or letter. After all, they will not have read the chapters dealing with matters of organizing information. Instead, the assignments at the end of Chapters 1 and 17 give students the chance to discuss or write about the chapter's main topics—workplace writing, features of academic and technical communication, and stylistic editing. Other assignment options include a group writing project and an exercise dealing with e-mail.

Week 2 of 15

>**Textbook Reading**: Chapter 2 (Process in Technical Communication) and Chapter 3 (Collaboration and Writing)
>
>**Possible Assignments**: With the first chapter under their belts, students are now ready to practice workplace writing. Collaboration is an important part of the writing process in the workplace. Combining the discussion of the writing process in Chapter 2 with Chapter 3 (Collaboration and Writing) provides an opportunity to emphasize how workplace writing differs from the writing most students are familiar with and how important teamwork is in the workplace. Assignments at the end of the chapters provide case studies that require students to apply what they have learned thus far about purpose, audience, and organization. These assignments can be used to generate either class discussion or actual papers. In the latter instance, you may choose to count them as ungraded homework or as one of the graded short papers in the course. In either case, this week's assignment will establish M-Global as the corporate context for the course.

Week 3 of 15

Textbook Reading: Chapter 4 (Organizing Information) and Chapter 5 (Document Design)

Possible Assignments: Chapter 4 introduces students to the ABC format that serves as a scaffold for documents throughout the book. The chapter assignments require students to apply the chapter's suggestions on organization writing abstracts, design pages, or write in groups. Chapter 5 assignments require students to analyze and evaluate the design in technical documents and then to apply these design principles to their own documents. Organization and document design are closely related, as good document design can help readers understand the organization of a document and can help readers find the information that they need.

Week 4 of 15

Textbook Reading: Chapter 6 (Correspondence)

Possible Assignments: . Because most correspondence is short, you can use Chapter 6 to practice the foundations of effective workplace writing—audience analysis, organization, and clear style. You may choose to make one of these assignments the first graded paper in the course, or you may want to use it only as a homework exercise. (Note that job correspondence is covered in a separate chapter later in the term.)

Week 5 of 15

Textbook Reading: Chapter 13 (Graphics)

Possible Assignments: This chapter is assigned at this point in the term so students can incorporate graphics into many papers required in the course. For the week's assignment, you can have students complete homework exercises in response to the exercises at the end of the chapter.

Week 6 of 15

Textbook Reading: Chapter 7 (Definitions and Descriptions)

Possible Assignments: This chapter introduces two important, related forms of technical communication. Definitions and descriptions may appear as shorter, stand-alone documents, or they may be sections in longer documents. Exercises at the end of this chapter give students the opportunity to practice brief definitions and descriptions and extended examples of these basic genres.

Week 7 of 15

Textbook Reading: Chapter 8 (Process Explanations and Instructions)

Possible Assignments: Like Chapter 7, this chapter covers important forms of technical communication--in this case, process descriptions and instructions. Exercises at the end of the chapter give you the option to assign papers that either (1) incorporate process explanations or instructions into a technical report or (2) include a process explanation or set of instructions that exist on their own, outside the context of a report. Two exercises especially useful for class discussion require students to evaluate the effectiveness of process explanations or instructions that they locate.

Week 8 of 15

Textbook Reading: Chapter 9 (Technical Research)

Possible Assignments: This section of the textbook assumes that workplace research is presented in reports, proposals, and white papers. If your students will be creating these documents, you should assign this chapter first. If your students will not be writing longer documents based on research, consider assigning this chapter anyway, so that they at least know the basic ethical considerations of performing research in their profession. One useful assignment would ask students to complete some research that will be presented in one of the genres covered in Chapter 11 (Reports for Information and Analysis) or Chapter 12 (Proposals and White Papers).

Week 9 of 15

Textbook Reading: Chapter 10 (Formatting Reports and Proposals)

Possible Assignments: This chapter lays the foundation for Chapter 11 (Reports for Information and Analysis) and Chapter 12 (Proposals and White Papers). In the workplace, it is rare to receive an assignment like "Write a memo report that . . ." Instead, writers must decide how to match the format of longer documents to the audience and the context. The assignments give students practice in the most common formats for documents, as informal correspondence reports or formal reports with front and back matter. As you assign these, discuss why writers might choose one format over the other.

Week 10 of 15

    Textbook Reading: Chapter 11 (Reports for Information and Analysis)

    Possible Assignments: This chapter introduces the most common types of reports. Projects like activity reports or progress reports may be assigned as part of a larger project, or a longer report may use research introduced in Chapter 9.

Week 11 of 15

    Textbook Reading: Chapter 12 (Proposals and White Papers)

    Possible Assignments: This chapter introduces workplace documents with a more persuasive aim. Students in the sciences should learn how important grant writing is to their field. You may choose to assign smaller parts of a long document, or you may ask students to write up the research conducted for Chapter 9 as a proposal or white paper.

Week 12 of 15

    Textbook Reading: Chapter 14 (Web Pages and Writing for the Web)

    Possible Assignments: The location of this chapter in your course plan depends on the degree to which you expect students to use the Web as a research tool, as the subject of a major assignment, or both. Here it's placed following the chapters on print documents, although the results of research may also be presented in digital form. In this regard, you may want students to complete one of the many Web analysis assignments included at the end of the chapter. For courses that emphasize Web writing, students might actually design a site and write about the process of doing so.

Week 13 of 15

    Textbook Reading: Chapter 15 (Presentations)

    Possible Assignments: This week, while students are working on their long report, proposal, or white paper, you can cover the basics of oral presentations and perhaps even give students some practice. For example, you could ask them to give the class a one-minute progress report on their project, as if they were presenting it to the intended audience. The major assignment, however, should be preparation for the presentations to be delivered during the last classes of the term.

Textbook Reading: Chapter 16 (The Job Search)

Possible Assignments: You should expect that students will be scrambling to complete their formal reports this week, for they are due the next week. A good topic for this period is the chapter on job letters and resumes. You can focus on any or all of the skills covered in the chapter: job letters, resumes, interviews, follow-up letters, and negotiations. All are included in the assignment section. Coming as it does at the end of the course, this topic brings together diverse communication skills emphasized throughout the course.

Textbook Reading: None

Possible Assignments: Brief oral presentations will be given in class this week. Lasting about five minutes, these speeches cover highlights of the formal reports and should be delivered as if the audience members were the same as for the written report. At the end of the week, you will hand back the graded formal reports. Another option is to return the formal reports during the final exam.

Final Exam

Your final exam might include (1) a short form such as those introduced in chapters 6, 7, and 8 and (2) an editing exercise such as those in Chapter 17 or the Handbook. For the short form, assign a case study from M-Global--either one of the textbook assignments not yet covered in your course or a case you have developed while working with the textbook. Consider handing out the case ahead of time and allowing students to come to class with an outline for writing the draft. In this way, you give them the chance to use the entire writing process, while still testing their ability to write under time constraints and without help.

Ten-Week Syllabus

Week 1 of 10

Textbook Reading: Chapter 1 (Technical Communication and the Workplace) and Chapter 17 (Style in Technical Writing)

Possible Assignments: Rather than assigning a graded paper this first week, you might want to spend all your time giving students a thorough grounding in the workplace writing. For this purpose, you can use the exercises at the end of Chapter 1. If, instead, you want to assign writing samples this first week, have students write you a memorandum on their own background. Possible topics include (1) academic major, (2) career goals, (3) current or recent jobs, and (4) on-the-job writing experience. In the first chapter, students are introduced to the M-Global case that provides the context for many of the sample documents and assignments throughout the book.

By also assigning Chapter 17, you give students concrete examples of technical communication style. Discussing clear-cut issues like conciseness and accuracy will show them the flavor of workplace communication. A discussion of style also builds their confidence as you prepare to move into more difficult topics, such as principles of organization.

Week 2 of 10

Textbook Reading: (Process in Technical Communication) and Chapter 3 (Collaboration and Writing)

Possible Assignments:

This week has two objectives. First, students are asked to discuss or write about elements of the writing process. Second, students learn how to work in project teams, a common practice in organizations like M-Global. Assignments in Chapter 2 emphasize workplace writing. Assignments in Chapter 3 encourage students to examine their previous experiences with team projects.

Week 3 of 10

Textbook Reading Chapter 4 (Organizing Information) and Chapter 5 (Document Design)

Possible Assignments: Students learn the basics of organizing information. Assignments in Chapter 4 ask them to analyze examples from M-Global and write some document sections, such as summaries. Students can also practice document design in short documents.

Week 4 of 10

Textbook Reading: : Chapter 6 (Correspondence) and Chapter 10 (Formatting Reports and Proposals)

Possible Assignments: These chapters introduce the most common forms of workplace documents. Students can practice essential elemens of workplace writing, such as audience analysis and organization in the correspondence discussed in Chapter 6. They can then begin to apply those principles to the more complex documents introduced in Chapter 10.

Week 5 of 10

Textbook Reading: Chapter 9 (Technical Research) and Chapter 11 (Reports for Information and Analysis)

Possible Assignments: These two chapters should be covered in either the same or adjacent weeks, so that students can begin the process of writing a report of research. (Of course, at the beginning of the quarter you will have mentioned the project and perhaps started students thinking about their report topics. You even may have approved their topics by this point.)

The week's main written assignment can be an ungraded short memo to you in which the student (1) suggests several topics for the formal report, possibly taken from the suggestions at the end of Chapter 11, and (2) offers a research strategy for finding information, especially if the report is library based. If time allows, this week can include a guided visit to the library in which students focus on resources for technical communication.

Week 6 of 10

Textbook Reading: Chapter 13 (Graphics) and Chapter 11 (Web Pages and Writing for the Web)

Possible Assignments: Introducing Web basics as well as graphics at this point in the quarter means that students will have some essential tools to use in the remainder of the course. If you choose to require a separate graphics or Web project, consider the assignments at the ends of the chapters. Also, graphics can be incorporated into virtually every communication assignment, and Web research can be used for many projects.

Week 7 of 10

Textbook Reading: Chapter 7 (Definitions and Descriptions) and Chapter 8 (Process Explanations and Instructions)

Possible Assignments: Chapters 7 and 8 cover common genres that make up technical documents. For a main assignment, you can require a short report that emphasizes one or more of these patterns. Because students have already studied Chapters 10 and 11, they will be prepared to place assignments at the ends of Chapter 7 and 8 into the reports. These assignments can also serve as case studies to be analyzed outside of class and then discussed in class sessions. As with other case studies—especially those with M-Global—consider asking students to split into groups for collaborative analysis of the case, followed by a brief oral report from each group to the rest of the class.

Week 8 of 10

Textbook Reading: Chapter 12 (Proposals and White Papers)

Possible Assignments: Chapter 12 includes material for another short paper or two, or you may choose to assign a proposal or white paper instead of a major report. In that case, assignments at the end of the chapter provide an excellent context for such informal papers. Also, you could make a proposal or white paper an alternative assignment for the formal report; in this case, consider assigning the chapter earlier in the term and then using one of the options listed for projects at the end of the chapter.

Week 9 of 10

Textbook Reading: Chapter 14 (Presentations) and the Handbook

Possible Assignments: This chapter prepares students for the oral presentation they will give in class during the last week of the course. The oral presentation is most successful when it is (1) based on a formal report or formal proposal assigned in the course, (2) delivered after the written project is submitted, and (3) placed in the context of a real or simulated organization, such as M-Global, Inc.

The ninth week is also a good time to work on final editing of the long report. After assigning readings in the Handbook, you could have students edit their last drafts in class or complete a peer editing exercise. Another option is to assign the Handbook exercises on grammar, mechanics, and usage.

Week 10 of 10

Textbook Reading: Chapter 16 (The Job Search)

Possible Assignments: This last week can be devoted to delivering the short oral presentations, which are based on the formal report or proposal. Also, the formal report or proposal should be submitted at the beginning of the week or the end of the previous week.

If time allows, this final week can be used to cover steps in the job search--especially writing the letter and resume. This material serves as an appropriate culmination to a quarter that has focused on the working world symbolized by M-Global.

Final Exam

The final exam in a ten-week term can follow the same pattern as that described earlier for a fifteen-week term. Include (1) a short form such as those introduced in chapters 5, 6, and 7 and (2) an editing exercise such as those in Chapter 17 or the Handbook. For the short form, assign a case study from M-Global—either one of the textbook assignments not yet covered in your course or a case you have developed while using the textbook. Consider handing out the case ahead of time and allowing students to come to class with an outline for writing the draft. In this way, you give them the chance to engage the entire writing process, while still testing their ability to write under time constraints.

PART 2: CHAPTER SUMMARIES

This section gives you a brief overview and teaching suggestions for each chapter. The overviews offer enough information to use as you are planning a syllabus. The teaching suggestions can be best used as you are preparing to cover a particular chapter during the term. For more specific recommendations on exercises, see the fifteen-week and ten-week syllabi in the previous section.

Note that each chapter of the book includes two features that aim to increase opportunities for collaborative work in class:

1. "Collaboration at Work," which gets students involved in a simple collaborative exercise related to chapter topics even before they read the chapter text.

2. "Communication Challenge," which provides an engaging case at the end of the chapter that's more complex than the Collaboration at Work at the outset. Each "Challenge" presents a situation directly related to chapter content-- involving ethical issues, communication dilemmas, or both.

Chapter 1: Technical Communication in the Workplace

Overview

      This textbook focuses on both the process of technical communication and the final product. Chapter 1 assumes that students have little or no knowledge of technical communication. It highlights differences between the kind of academic writing they do in many college courses, on the one hand, and the career-oriented writing they will do in your course and in their careers, on the other. This chapter also introduces the most distinctive feature of this textbook: the fictional firm of M-Global, Inc. Students are given reasons for the company being used--that is, to provide a unified context to the text's models and assignments and to show that most career positions depend on good communication skills. The chapter also (1) discusses parts of the M-Global corporate culture and features of the current interest in quality improvement; (2) introduces issues related to international communication and ethics in communication, (3) gives details about the company's history, range of projects, and corporate office; and (4) lists specific examples of the kinds of writing sent to readers both inside and outside the firm.

      Chapter 1, therefore, gives students (1) rhetorical background for their work in your course and (2) a context to which their documents can respond.

Teaching Suggestions

      Students in introductory technical communication courses often are unfamiliar with the field. Although they are familiar with the kinds of writing assigned in their courses, they may be unfamiliar with the kinds of writing they will be expected to create in the workplace. *Technical Communication* addresses this dilemma by condensing the basics of technical communication into the first chapter, while making reference to other chapters that contain more detail. Thus Chapter 1 is compact enough to be covered in the first full week of classes. If you wish to extend the discussion of topics such as editing and technical research, you can assign Chapter 17 (Style in Technical Writing), Chapter 9 (Technical Research), or the Handbook on grammar and mechanics.

      This chapter gives students a brief introduction to the company that they will encounter throughout the text. As suggested in the sample syllabi in the previous section, the chapter should be assigned early in the term. In discussing the company in class, you might want to ask students questions like these: How does M-Global compare to their vision of a wide-ranging technical organization? Given their career interests, how might they fit into a company like M-Global? What communication problems do they think would exist at the company? The "Communication Challenge" section provides a case study for class discussion of ethical and linguistic problems at a global company.

Besides giving students an introduction to M-Global, Chapter 1 can serve as a reference when they are writing assignments later in the term. Information in the chapter gives them the opportunity to build cases of their own, using details about company projects and employees. Indeed, you might want to ask each student to create an M-Global case problem that he or she then must respond to with an appropriate document. You'll find that cases are much easier to introduce when students use one company consistently throughout the course.

As with other chapters, Chapter 1 is designed to give students variety in their homework readings and in class work. Class sessions could focus on these activities:

- Comparing the examples of academic and technical communication provided in the text

- Discussing the sample documents in the chapter

- Using the lists of types of technical communication as a springboard for discussing examples that students may have from their own experience

- Using the "Collaboration at Work" and "Communication Challenge" sections to generate class discussion.

As with later chapters, assignments at the end of the chapter can be used for discussion or for writing.

Chapter 2: Process in Technical Communication

Overview

Chapter 2 reviews the rhetorical elements of writing—audience, purpose, and subject matter and it places the elements in the context of workplace writing. Chapter 2 moves step by step through the following stages of the writing process: discovering purpose, analyzing the audience, collecting information, writing an outline, writing drafts, and revising prose. It introduces the mechanics of planning assignments for the technical communication course, with special reference to the Planning Form students can use on assignments throughout the course.

Teaching Suggestions

Chapter 2 may serve as a review of the writing process for students who have already taken a composition course, but it also identifies important differences in the process in a workplace setting. Students should understand the purposes for writing—to help others complete tasks or make decisions. Compare what they have learned about audience in other writing classes with the specific audience analysis in this chapter.

The Communication Challenge gives students a specific problem to address in writing to a specific audience. Assign the Planning Form and a Reflective Memo with all major assignments in the class.

Using the Planning Form

You can give students copies of the Planning Form that is included in Part 3 of this Instructor's Manual, or students may download the Planning Form from the Companion Website for Technical Communication: A Practical Approach at www.pearsonhighered.com/pfeiffer.

You can introduce students to the Planning Form by using it in class to analyze the context in which sample documents were written. It can also be used to guide discussions of the Communication Challenges at the end of each chapter and of the cases on the Companion Website. To encourage students to write reflectively, you can ask them to turn in a Planning Form and a reflective cover memo with each of their major assignments.

Reflective Cover Memos

Because the context for workplace writing is new to most students, they benefit from activities that encourage them to reflect on the context for workplace writing. When you assign major writing assignments, consider asking students to include a cover memo, addressed to you, that discusses the choice they have made in planning, writing, and revising their documents. Ask for headings that match the sections of the Planning Form: Purpose, Audience, and Document. You may also ask for other sections, such as Problems or Ethical Considerations. In each section of the memo, students should address the issues that are raised, such as defining purpose and identifying decision makers. Students should explain how they used the information in their Planning Form to make choices for the form, content, style, and rhetorical strategies in their document.

Handbook Answer Key
Exercise 1: Grammar and Mechanics

1.   Our report mentions several concerns about the plumbing design; however, we do not expect any unusual design problems. [Active and Passive Voices/ Punctuation (commas)]

2.   We use our standard fee schedules to estimate charges for an audit and three site visits. [Subject-Verb Agreement/ Active and Passive Voices]

3.   The drill bit was efficient, cheap, and available. [Punctuation (commas)]

4.   Unless we have completely misjudged it, the plan will increase sales markedly. [Punctuation (commas)]

5.   Our proposal contains design information for these two parts of the project: Phase I (evaluating the three computers) and Phase 2 (installing the computer selected). [Punctuation (colons)/ Numbers]

6.   If conditions require the use of all-terrain equipment to reach construction locations, the cost of the project will increase slightly. [Wordiness]

7.   An asbestos survey was beyond the scope of this project. If you want one, we would be happy to submit a proposal. [Punctuation (commas)]

8.   Jones-Simon Company, the owner of the new building, was informed of the problem with the foundation. [Subject-Verb Agreement]

9.   Also provided are the number and type of tests to be given at the office. [Subject-Verb Agreement]

10.   The prices decrease $0.65 if usages are calculated according to the current purchase order. [Wordiness/ Sentence Structure]

11.   At the end of this report, Table 7 contains data for standard uses of the steel. These data include allowances for scrap, waste, and end pieces of the tube rolls. [Sentence Structure/ Active and Passive Voices]

12. Because this equipment has not operated for three months, we could not determine its condition by a quick visual inspection. [Wordiness/ Active and Passive Voices/ Punctuation (commas)]

13. Arthur Jones, manager of the Atlanta branch, wrote that three proposals had been accepted. [Punctuation (commas)]

14. Harry Thompson has already shipped to Tampa the generator that broke yesterday. [Active and Passive Voices/ Sentence Structure]

15. The first computer lasted eight years; the second, two years. [Punctuation (semicolons/ commas)]

16. He wants one thing out of their work: speed. [Punctuation (colons)]

17. On 25 September 2008, the papers were signed. [Punctuation (commas)]

18. On March 23, 2009, the proposal was accepted. [Punctuation (commas)]

19. The meeting was being held in Columbus, the capital of Ohio. [Punctuation (commas)]

20. M-Global, Inc., completed its Indonesia project on time. [Punctuation (commas)]

21. He decided to write for the brochure; then he changed his mind. [Punctuation (semicolons)]

22. The Kettering Hospital staff has expressed interest in developing a master plan for the new building wings. [Active and Passive Voices]

23. However much he wants to work for Gasion Engineering, he will turn the job down if he has to move to another state. [Punctuation (commas)]

24. Although 35 computer scientists attended the convention, only 11 were from private industry. [Numbers/ Sentence Structure]

25. Although he likes the high salary, he would like more emotional satisfaction from his job. [Sentence Structure (run-on sentence)]

26. His handwriting is almost unreadable; therefore, his secretary asked him to dictate letters. [Punctuation (semicolons)]

27. Any major city, especially one as large as Chicago, is bound to have mass-transit problems. [Punctuation (commas)/ Wordiness]

28. He ended his speech by citing the company motto: "Quality first, last, and always." [Sentence Structure/ Punctuation]

29. Houston, situated on the Gulf of Mexico, is an important international port. [Punctuation (commas)]

30. In that student's opinion, the word *effect* is difficult to use. [Punctuation (commas)/ Sentence Structure]

31. All persons who showed up for the retirement party told stories about their association with Charlie over the years. [Punctuation (commas)]

32. The data that were included in the study seemed inconclusive. [Data/ Datum]

33. My colleague John handled the presentation for me. [No error]

34. Before he arrived, failure seemed certain. (Punctuation (commas)]

35. While evaluating the employee's job performance, the supervisor studied her writing skills. [Active and Passive Voices/ Wordiness]

36. I shall contribute to the fund, for I feel that the cause is worthwhile. [Punctuation (commas)]

37. James visited the site; however, he found little work finished. [Punctuation (semicolons)]

38. There are three stages: cutting, grinding, and polishing. [Punctuation (colons/ commas)]

39.   The three stages are cutting, grinding, and polishing. [Punctuation (commas)]

40.   Writers occasionally create awkward verbs: *prioritize* and *terminate*, for example. [Punctuation (colons/ commas)]

41.   Either the project engineers or the consulting chemist is planning to visit with the client next week. [Subject-Verb Agreement]

42.   Besides Gerry, Dave worked on the Peru project. [Punctuation (commas)]

43.   The corporation made a large, unexpected gift to the university. [Punctuation (commas)]

44.   The reason for his early retirement is the financial incentives given by his employer. [Subject-Verb Agreement]

45.   Profit, safety, and innovation affect the design of many foundations. [Punctuation (commas)/ Wordiness]

46.   In May 2012, the building will be finished. [Punctuation (commas)]

47.   Each of the committee members completes a review of the file submitted by the applicant. [Subject-Verb Agreement]

48.   The team completed its collaborative writing project on schedule. [Pronoun-Antecedent Agreement]

49.   Both the personnel officers and the one member of the quality team are going to attend the conference in Fargo. [Subject-Verb Agreement]

50.   He presented a well-organized presentation, but unfortunately the other speakers on the panel were not well prepared. [Punctuation (commas/ hyphens)]

Handbook Answer Key
Exercise 2: Usage

1. implied
2. among
3. uninterested
4. percentage
5. fewer
6. inferred
7. affected
8. principal/ principal
9. continually
10. continuously
11. compose
12. whom
13. its/ it's
14. flammable
15. a while
16. ensure
17. are composed of *or* comprise
18. expects
19. supplement
20. altogether
21. agreed to
22. Alternatively
23. number
24. Because of
25. too/ too
26. used
27. an oral
28. discrete/ discreetly
29. definite
30. complimentary
31. lose
32. either fortunate or fortuitous would work here
33. datum
34. principal
35. ensure