

Technical Communication Strategies for Today

Third Edition

Richard Johnson-Sheehan
Purdue University



330 Hudson Street, NY NY 10013

VP & Portfolio Manager: Eric Stano
Development Editor: Anne Ehrenworth
Marketing Manager: Nick Bolt
Program Manager: Rachel Harbour
Project Manager: Lois Lombardo, Cengage®
Publisher Services

Cover Designer: Pentagram Design
Cover Illustrator: Anuj Shrestha
Cover Art: Pentagram Design
Manufacturing Buyer: Roy L. Pickering, Jr.
Printer/Binder: LSC Communications
Cover Printer: Phoenix Color

Acknowledgments of third-party content appear on pages 513–514, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and Revel are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Cataloging-in-Publication Data on file at the Library of Congress

Copyright © 2018, 2015, 2011 by Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

1 17



www.pearsonhighered.com

Student Edition ISBN 10: 0-13-443303-3
Student Edition ISBN 13: 978-0-13-443303-5

To Tracey, Emily, and Collin

Contents

Preface	xiii	Differences in Style	37
		Differences in Design	38
		Listen and Learn: The Key to Global and Transcultural Communication	39
Part 1		What You Need to Know	40
Elements of Technical Communication		Exercises and Projects	41
		Individual or Team Projects • Collaborative Project	
1 Technical Communication in the Entrepreneurial Workplace	1	Case Study: Installing a Medical Waste Incinerator	43
Technical Communication: The Workplace's Central Nervous System	2		
Innovation, Genres, and the Technical Writing Process	4	3 Working in Teams	47
Stage 1: Researching and Planning	5	The Stages of Teaming	48
Stage 2: Organizing and Drafting	8	Forming: Strategic Planning	48
Stage 3: Improving the Style	10	Step 1: Define the Project Mission and Objectives	49
Stage 4: Designing	10	Step 2: Identify Project Outcomes	50
Stage 5: Revising and Editing	10	Step 3: Define Team Member Responsibilities	50
How Are Technical Communication and Entrepreneurship Related?	11	Step 4: Create a Project Calendar	51
Key Characteristics of Technical Communication	12	Step 5: Write Out a Work Plan	52
Traits of Successful Entrepreneurs	13	Step 6: Agree on How Conflicts Will Be Resolved	56
How Important Is Technical Communication?	16	Storming: Managing Conflict	57
What You Need to Know	19	Running Effective Meetings	57
Exercises and Projects	19	Mediating Conflicts	59
Individual or Team Projects • Collaborative Project: Writing a Course Mission Statement		Firing a Team Member	61
		Norming: Determining Team Roles	61
2 Profiling Your Readers	21	Revising Objectives and Outcomes	61
What Motivates People	23	Redefining Team Roles and Redistributing Workload	62
Creating a Reader Profile	24	Going Mobile and Virtual	62
Step 1: Identify Your Readers	24	Performing: Improving Quality	64
Step 2: Identify Your Readers' Needs, Values, and Attitudes	26	The Keys to Teaming	65
Step 3: Identify the Contexts in Which Readers Will Experience Your Document	27	What You Need to Know	67
Using Reader Profiles to Your Advantage	29	Exercises and Projects	67
Global and Transcultural Communication	30	Individual or Team Projects • Collaborative Project	
Differences in Content	34	Entrepreneurship Case Study: Burning Daylight	68
Differences in Organization	36		
			vii

4	Managing Ethical Challenges	71		
	What Are Ethics?	72		
	Where Do Ethics Come From?	76		
	Personal Ethics	76		
	Social Ethics	77		
	Conservation Ethics	80		
	Resolving Ethical Dilemmas	82		
	Step 1: Analyze the Ethical Dilemma	82		
	Step 2: Make a Decision	83		
	Step 3: React Appropriately When You Disagree with Your Employer	84		
	Ethics in the Entrepreneurial Workplace	87		
	Patents	88		
	Copyright Law	88		
	Trademarks	88		
	Copyright Law in Technical Communication	90		
	Asking Permission	92		
	Copyrighting Your Work	92		
	Plagiarism	92		
	Cyberbullying and Cyberharassment	93		
	Preventing It	94		
	Stopping It	95		
	Avoiding Doing It Yourself	95		
	What You Need to Know	96		
	Exercises and Projects	96		
	Individual or Team Projects • Collaborative Project			
	Entrepreneurship Case Study:			
	The Burrito Drone			
	Part 2			
	Genres of Technical Communication			
	5	Starting Your Career	99	
	Building Your Résumé	100		
	Quick Start: Career Materials	101		
	Types of Résumés	102		
	Chronological Résumé	102		
	Functional Résumé	112		
	Designing the Résumé	112		
	Writing Effective Application Letters	114		
	Content and Organization	115		
	Style	119		
	Revising and Proofreading the Résumé and Letter	120		
	Creating a Professional Portfolio	120		
	Collecting Materials	121		
	Organizing Your Portfolio	122		
	Assembling a Print Portfolio	123		
	Creating an Electronic Portfolio	123		
	Finding a Job	124		
	Setting Goals	125		
	Making Your Plan	125		
	How to Nail an Interview	128		
	Preparing for the Interview	128		
	At the Interview	129		
	Writing Thank You Letters and/or E-Mails	131		
	Microgenre: The Bio or Personal Statement	133		
	What You Need to Know	134		
	Exercises and Projects	134		
	Individual or Team Projects • Collaborative Project			
	Case Study: The Lie	136		
	6	E-mails, Letters, and Memos	137	
	Types of E-mails, Letters, and Memos	139		
	Quick Start: E-mails, Letters, and Memos	143		
	Step 1: Make a Plan and Do Research	144		
	Step 2: Decide What Kind of E-Mail, Letter, or Memo Is Needed	145		
	Inquiries	145		
	Responses	146		
	Transmittals	146		
	Claims or Complaints	150		
	Adjustments	150		
	Refusals	152		
	Step 3: Organize and Draft Your Message	155		
	Introduction with a Purpose and a Main Point	155		
	Body That Provides Need-to-Know Information	157		
	Conclusion That Restates the Main Point	158		
	Microgenre: Workplace Texting and Tweeting	159		

Step 4: Choose the Style, Design, and Medium	160		
Strategies for Developing an Appropriate Style	161		
Formatting Letters	162		
Formatting Envelopes	165		
Formatting Memos	166		
Using E-Mail for Transcultural Communication	168		
What You Need to Know	169		
Exercises and Projects	170		
Individual or Team Projects • Collaborative Project • Revision Challenge			
Case Study: The Nastygram	174		
7 Technical Descriptions and Specifications	176		
Types of Technical Descriptions	177		
Step 1: Make a Plan and Do Research	180		
Planning	180		
Quick Start: Technical Descriptions and Specifications	181		
Researching	182		
Step 2: Partition Your Subject	184		
Step 3: Organize and Draft Your Technical Description	186		
Specific and Precise Title	186		
Introduction with an Overall Description	186		
Description by Features, Functions, or Stages	186		
Description by Senses, Similes, Analogies, and Metaphors	189		
Conclusion	190		
Step 4: Choose the Style, Design, and Medium	191		
Plain, Simple Style	191		
Page Layout That Fits the Context of Use	191		
Graphics That Illustrate	194		
Medium That Allows Easy Access	195		
Microgenre: Technical Definitions	196		
What You Need to Know	198		
Exercises and Projects	198		
Individual or Team Projects • Collaborative Project • Revision Challenge			
Case Study: In the Vapor	202		
8 Instructions and Documentation	204		
Types of Technical Documentation	205		
Step 1: Make a Plan and Do Research	206		
Planning	206		
Quick Start: Instructions and Documentation	207		
Researching	217		
Step 2: Organize and Draft Your Documentation	219		
Specific and Precise Title	219		
Introduction	219		
List of Parts, Tools, and Conditions Required	220		
Sequentially Ordered Steps	220		
Safety Information	228		
Conclusion That Signals Completion of Task	230		
User-Testing Your Documentation	230		
Step 3: Choose the Style, Design, and Medium	234		
Plain Style with a Touch of Emotion	234		
Functional, Attractive Page Layout	235		
Graphics That Reinforce Written Text	236		
Medium That Improves Access	237		
Working with Transcultural Documentation	237		
Verbal Considerations	237		
Design Considerations	238		
Microgenre: Emergency Instructions	238		
What You Need to Know	240		
Exercises and Projects	240		
Individual or Team Projects • Collaborative Projects • Revision Challenge			
Case Study: Purified Junk	243		
9 Proposals	244		
Types of Proposals	245		
Step 1: Make a Plan and Do Research	246		
Planning	246		
Quick Start: Proposals	247		
Researching	253		
Step 2: Organize and Draft Your Proposal	254		
Writing the Introduction	254		
Describing the Current Situation	258		

x Contents

Describing the Project Plan	260	11 Formal Reports	308
Describing Qualifications	263	Types of Formal Reports	309
Concluding with Costs and Benefits	270	Quick Start: Formal Reports	310
Step 3: Choose the Style, Design, and Medium	272	Step 1: Make a Plan and Do Research	311
A Balance of Plain and Persuasive Styles	272	Planning	311
An Attractive, Functional Design	272	Researching	316
A Dynamic Use of Medium	273	Step 2: Organize and Draft Your Report	320
Microgenre: The Elevator Pitch	275	Writing the Introduction	320
What You Need to Know	278	Describing Your Methodology	321
Exercises and Projects	278	Summarizing the Results of the Study	321
Individual or Team Projects • Revision Challenge		Discussing Your Results	322
• Collaborative Project: Improving Campus		Concluding with Recommendations	322
Entrepreneurship Case Study: That Guilty Conscience	282	Step 3: Draft the Front Matter and Back Matter	332
		Developing Front Matter	332
10 Brief Reports	284	Developing Back Matter	339
Types of Brief Reports	285	Step 4: Choose the Style, Design, and Medium	339
Progress Reports	285	Using Plain Style in a Persuasive Way	340
White Papers and Briefings	285	A Straightforward Design	341
Quick Start: Brief Reports	286	Using Google Drive to Collaborate on Global Projects	342
Incident Reports	288	Microgenre: The Poster Presentation	344
Laboratory Reports	288	What You Need to Know	345
Step 1: Make a Plan and Do Research	291	Exercises and Projects	346
Analyzing the Rhetorical Situation	291	Individual or Team Projects • Collaborative Project: Problems in the Community • Revision Challenge	
Step 2: Organize and Draft Your Brief Report	294	Case Study: The X-File	348
Writing the Introduction	295		
Writing the Body	296		
Writing the Conclusion	296		
Step 3: Choose the Style, Design, and Format	298	Part 3	
Keeping the Style Plain and Straightforward	298	Researching, Designing, Presenting	
Designing for Simplicity and Illustrating with Graphics	298		
Writing for Electronic Media	298	12 Researching in Technical Workplaces	349
Microgenre: Postmortem	303	Beginning Your Research	550
What You Need to Know	305	Step 1: Define Your Research Subject	352
Exercises and Projects	305	Mapping Out Your Ideas	352
Individual or Team Projects • Collaborative Project • Revision Challenge		Narrowing Your Research Subject	353
Case Study: Bad Chemistry	307	Step 2: Formulate a Research Question or Hypothesis	354

Step 3: Develop a Research Methodology	355	Labeling Graphics	399
Mapping Out a Methodology	355	Creating Sequential and Nonsequential Lists	400
Describing Your Methodology	356	Inserting Headers and Footers	400
Using and Revising Your Methodology	356	Design Principle 5: Contrast	401
Step 4: Collect Evidence Through Sources	357	Transcultural Design	404
Using Electronic Sources	357	What You Need to Know	406
Using Print Sources	358	Exercises and Projects	407
Using Empirical Sources	361	Individual or Team Projects • Collaborative Project	
Step 5: Triangulate Your Sources	364	Entrepreneurship Case Study: The Designers Fobbed Up	408
Step 6: Take Careful Notes	365		
Taking Notes	366		
Documenting Your Sources	369		
Step 7: Appraise Your Evidence	373	14 Creating and Using Graphics	411
Is the Source Reliable?	373	Guidelines for Using Graphics	412
How Biased Is the Source?	374	Guideline One: A Graphic Should Tell a Simple Story	412
Am I Biased?	374	Guideline Two: A Graphic Should Reinforce the Written Text, Not Replace It	412
Is the Source Up to Date?	374	Guideline Three: A Graphic Should Be Ethical	414
Can the Evidence Be Verified?	375	Guideline Four: A Graphic Should Be Labeled and Placed Properly	415
Have I Plagiarized Any of My Sources?	375	Displaying Data with Graphs, Tables, and Charts	417
Step 8: Revise, Accept, or Abandon Your Hypothesis	376	Line Graphs	418
What You Need to Know	377	Bar Charts	419
Exercises and Projects	377	Tables	420
Individual or Team Projects • Collaborative Project		Pie Charts	422
Case Study: The Life of a Dilemma	379	Flowcharts	423
		Using Photos and Drawings	424
13 Designing Documents and Interfaces	380	Photographs	424
Five Principles of Design	381	Inserting Photographs and Other Images	426
Design Principle 1: Balance	382	Illustrations	427
Weighting a Page or Screen	382	Using Transcultural Symbols	428
Using Grids to Balance a Page Layout	383	What You Need to Know	431
Design Principle 2: Alignment	390	Exercises and Projects	431
Design Principle 3: Grouping	391	Individual or Team Projects • Collaborative Project	
Using Headings	392	Case Study: Looking Guilty	433
Using Borders and Rules	395		
Design Principle 4: Consistency	396		
Choosing Typefaces	399		

15 Presenting and Pitching Your Ideas	434		
Planning and Researching Your Presentation	436		
Defining the Situation	437		
Allotting Your Time	440		
Choosing the Right Presentation Technology	441		
Organizing the Content of Your Presentation	444		
Building the Presentation	445		
The Introduction: Tell Them What You're Going to Tell Them	445		
The Body: Tell Them	449		
The Conclusion: Tell Them What You Told Them	451		
Preparing to Answer Questions	453		
Choosing Your Presentation Style	455		
Creating Visuals	457		
Designing Visual Aids	457		
Using Graphics	459		
Slides to Avoid	459		
Delivering the Presentation	461		
Body Language	461		
Voice, Rhythm, and Tone	462		
Using Your Notes	463		
Giving Presentations with Your Mobile Phone or Tablet	465		
Rehearse, Rehearse, Rehearse	466		
Evaluating Your Performance	467		
Working Across Cultures with Translators	470		
What You Need to Know	472		
Exercises and Projects	472		
Individual or Team Projects • Collaborative Projects			
Entrepreneurship Case Study: The Geek and the Pitch	474		
Appendixes			
A Grammar and Punctuation Guide	475		
The Top Ten Grammar Mistakes	475		
Comma Splice	475		
Run-On Sentence	476		
Fragment	477		
Dangling Modifier	478		
Subject-Verb Disagreement	478		
Pronoun-Antecedent Disagreement	479		
Faulty Parallelism	480		
Pronoun Case Error (<i>I</i> and <i>Me</i> , <i>We</i> and <i>Us</i>)	480		
Shifted Tense	481		
Vague Pronoun	482		
Punctuation Refresher	483		
Period, Exclamation Point, Question Mark	483		
Commas	484		
Semicolon and Colon	485		
Apostrophe	487		
Quotation Marks	489		
Dashes and Hyphens	490		
Parentheses and Brackets	491		
Ellipses	492		
B Documentation Guide	493		
APA Documentation Style	494		
APA In-Text Citations	494		
The References List for APA Style	496		
Creating the APA References List	499		
CSE Documentation Style (Citation-Sequence)	500		
The References List for CSE			
Citation-Sequence Style	500		
Creating the CSE References List (Citation-Sequence Style)	503		
MLA Documentation Style	504		
MLA In-Text Citations	504		
The Works Cited List for MLA Style	505		
Creating the MLA Works Cited List	508		
References	509		
Credits	513		
Index	515		
Sample Documents		<i>Inside Back Cover</i>	

Preface

The third edition of *Technical Communication Strategies for Today* marks a major shift in the direction of this highly successful book. In the previous editions, *Technical Communication Strategies for Today's* signature feature has been its emphasis on networked computers as the central nervous system of the scientific and technical workplace. Not all that long ago, that was a revolutionary concept. Today, digital devices, from smartphones to mainframes, are the indispensable infrastructure of today's workplace. These networks have become the central hub of written, spoken, and visual communication in today's technical workplace.

As we launch this new edition, I want to draw your attention to what I believe is an emerging revolutionary change in science and technology: the centralization of innovation and entrepreneurship in the technical workplace. Of course, innovation and entrepreneurship are not new. What *is* new is that these concepts have been moved from the leading edge into the core mission of scientific and technical work. Today, you will be involved in developing new products and services. Your employer will expect you to look for creative new ways to do things faster, cheaper, and more efficiently. You will need to engage and interact with customers, clients, and the public. In other words, innovation needs to be happening everywhere and all the time to keep up with the rapid shifts in communication technologies and emerging markets.

Meanwhile, entrepreneurship is not just a buzzword in today's scientific and technical environments. You need to always think like an entrepreneur, whether you are helping to launch a start-up tech company, working for a large

enterprise tech company, or doing research in a laboratory. Entrepreneurship is a mindset that blends together creativity, leadership, self-reliance, resilience, and persuasive communication. This innovation-centered mindset is a recognition that the workplace is always fluid and flexible, continuously adapting to new ideas and technologies. In the workplace, you will be assigned to specialized teams that are designed to take on specific projects. Then, when those projects are finished, you will be put on other teams that are meeting other objectives. The teams you are working on will often include people from around the world, who are being brought in because they have specialized skills and knowledge. Like an entrepreneur, you will need to know how to work independently and in teams, adapting quickly to new people, new tasks, and new workplace environments.

Of course, much of this change is due to the disruptive power and creative potential of emerging information technologies. Communication tools like social networking, cloud storage, videoconferencing, and real-time collaboration are accelerating the pace of the technical workplace. If you know how to write clearly, speak persuasively, and design functional and attractive texts, you will succeed in today's innovation-based and entrepreneurial workplace.

Personally, I'm excited about this new edition of *Technical Communication Strategies for Today* because it strikes off in a new and uncertain direction. We've seen incredible changes in the technical workplace over the past decade, and I can only imagine what kinds of changes are waiting for us over the next decade. Whatever happens, I know scientific and technical communication will be at the center of it all.

What's New in the Third Edition?

The focus on innovation and entrepreneurship in *Technical Communication Strategies for Today*, Third Edition has brought about many improvements and new features. Here are some of the major changes in the book.

Improvements throughout *Technical Communication Strategies for Today* include:

- A new focus in every chapter on the importance of innovation and entrepreneurship in today's scientific and technical workplace.
- Increased coverage of transcultural and global issues and their impact on emerging markets.
- New figures that are more illustrative of important processes and concepts.
- Direct connections between learning objectives and specific key sections in each chapter, making assessment much easier.
- Streamlined chapters that incorporate computer-based skills once featured in separate "Help" sections.

Chapter-by-chapter improvements include:

- **A completely revised Chapter 1, "Technical Communication in the Entrepreneurial Workplace,"** which explores the emerging importance of innovation and entrepreneurship in technical communication. Technical communication is recast as part of the creative work of scientific and technical fields.
- **A revised Chapter 2, "Profiling Your Readers,"** which shows how to think of readers as stakeholders who can be motivated to say yes to new ideas and projects. The chapter explores in greater depth how transcultural readers react to written, verbal, and visual cues.
- **An improved Chapter 3, "Working in Teams,"** which reframes teaming in terms associated with entrepreneurial start-ups and

projects, helping students understand the fluid and evolving nature of today's technical workplace.

- **A repositioned Chapter 5, "Starting Your Career,"** which moves the career chapter forward in the book to reflect how and when it is used in most technical communication courses. This content emphasizes the importance of continually revising career materials for today's evolving workplace.
- **A revised Chapter 7, "Technical Descriptions and Specifications,"** which shows how the purpose of technical descriptions is changing to fit today's innovation-based technical workplace and stresses the importance of technical descriptions in developing new products and services.
- **An updated Chapter 9, "Proposals,"** which highlights how proposals are often the centerpiece of innovation and entrepreneurship in scientific and technical fields.
- **A new Microgenre, "Postmortem," in Chapter 10, "Brief Reports,"** a new text that is becoming increasingly common and essential in today's technical workplace. In addition, the chapter has been renamed in accordance with emerging workplace terminology.
- **A revamped Chapter 15, "Presenting and Pitching Your Ideas,"** in which presentations are reimagined as a way of using persuasion to support new ideas, products, and services. More emphasis is placed on the importance of promoting new ideas rather than simply transmitting technical information, as well as the importance of online types of presentations.
- **Five completely new case studies** that feature the experiences of entrepreneurs in today's scientific and technical workplaces. These are titled "Entrepreneurship Case Study":
 - Facing the challenge of maximizing productivity and getting team members to work together (Chapter 3)

- Developing a revolutionary idea while considering the physical and ethical implications of the concept (Chapter 4)
- Creating a design and prototype for a new product while stealing someone else's idea (Chapter 9)
- Using a start-up incubator as a way of introducing the importance of design in new products and services (Chapter 13)
- Figuring out how to pitch a product idea with a colleague who is not a confident public speaker (Chapter 15).
- **New and updated exercises and projects** throughout.
- **Completely revised MLA documentation coverage** that reflects the 2016 overhaul of MLA style.

Guiding Themes

In this book, I have incorporated the newest technology in workplace communication, but the basics have not been forgotten. *Technical Communication Strategies for Today* is grounded in a solid core of rhetorical principles that have been around since the beginning. These core principles have held up well and, in fact, are even more relevant as we return to a more visual and oral culture.

Entrepreneurship as a Mindset

This edition features innovation and entrepreneurship as central motivators in the scientific and technical workplace. Students learn how to “think like an entrepreneur,” always looking for ways to be creative, self-reliant, and resilient.

Computers as Thinking Tools

This book's long-standing theme is that networked computers and mobile devices are integral and indispensable in technical communication. *Technical Communication Strategies for Today* shows students how to fully use computers and

succeed in a complex and fast-moving technical workplace.

Visual-Spatial Reading, Thinking, and Composing

Documents are “spaces” where information is stored and flows. Visual-spatial reading, thinking, and composing involve interacting with text in real time. *Technical Communication Strategies for Today* shows students how to engage, compose, and interact with texts in four important ways:

- It shows writers how to use visual-spatial techniques to research, invent, draft, design, and edit their work.
- It teaches students how to write and speak visually, while designing highly navigable documents and presentations.
- It provides guidance on composing visual-spatial multimodal documents and presentations.
- It practices what it preaches by providing information in an accessible, visual-spatial format.

The International, Transcultural Workplace

As with each edition, international and transcultural issues have been expanded as the world becomes more globalized. This topic has been woven into the main chapter discussion rather than placed on its own because issues of globalization are not separable from technical communication.

The Activity of Technical Communication

Technical Communication Strategies for Today continues to stress the activity of technical communication—producing effective documents and presentations. Each chapter follows a step-by-step process approach that mirrors how professionals in the technical workplace communicate. As someone who has consulted and taught technical communication for over two decades, I know that students

today rarely read their textbooks but, instead, raid them for specific information. For this reason, like any good technical communicator, I have tried to make this book as “raidable” as possible. That way, students can get in the book, get what they need, and get things done.

Resources for Students and Instructors

Revel™

Educational Technology Designed for the Way Today’s Students Read, Think, and Learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an interactive learning environment designed for the way today’s students read, think, and learn.

Revel enlivens course content with media interactives and assessments—integrated directly within the authors’ narrative—that provide opportunities for students to read, practice, and study in one continuous experience. This immersive educational technology replaces the textbook and is designed to measurably boost students’ understanding, retention, and preparedness.

Learn more about Revel at <http://www.pearsonhighered.com/revel/>

Instructor’s Manual

The *Instructor’s Manual*, available online at www.pearsonhighered.com, offers chapter-specific teaching strategies, prompts for class discussion, strategies for improving students’ writing and presentations, in-and-out-of-class activities, and quizzes (with suggested answers).

Acknowledgments

Each edition of *Technical Communication Strategies for Today* has given me the opportunity to work with many people at Pearson and at colleges

around the country. I wish to thank the following individuals for their insight and support: Teresa Aggen, Pikes Peak Community College; Sherrie L. Amido, California Polytechnic State University—San Luis Obispo; Rebecca Aronson, Christopher Newport University; James Baker, Texas A&M University; Lauri M. Baker, University of Florida; Russell Barrett, Blinn College; Eric Bateman, San Juan College; Jenny Billings Beaver, Rowan-Cabarrus Community College; Patricia Boyd, Arizona State University; Norman Douglas Bradley, University of California—Santa Barbara; Lee Bras-seur, Illinois State University; Jonathon Briggs, Central New Mexico Community College; Stuart Brown, New Mexico State University; Ellie Bunting, Edison College; Maria J. Cahill, Edison State College; An Cheng, Oklahoma State University; Lance Cummings, University of North Carolina Wilmington; Tracy L. Dalton, Missouri State University; Roger Friedman, Kansas State University; Christopher Garland, University of Southern Mississippi; Timothy D. Giles, Georgia Southern University; Mark Gula, Northern Arizona University; Charlotte Hyde, Purdue University; Jeffrey Jablonski, University of Nevada—Las Vegas; Rebecca Jackson, Texas State University; Leslie Janac, Blinn College—Bryan Campus; Miles A. Kimball, Texas Tech University; Christy L. Kinnion, Wake Technical Community College; Jamee Larson, North Dakota State University; Barry Lawler, Oregon State University; Arthur Leal, University of Florida; Barbara L’Eplattenier, University of Arkansas—Little Rock; Anna Maheshwari, Schoolcraft College; Barry Maid, Arizona State University; Jodie Marion, Mt. Hood Community College; Steve Marsden, Stephen F. Austin State University; Mary S. McCauley, Wake Technical Community College; Sheryl McGough, Iowa State University; Kenneth Mitchell, Southeastern Louisiana University; Jacqueline S. Palmer, Texas A&M University; Andrea M. Penner, San Juan College; Cindy Raisor, Texas A&M University; Sherry Rankins-Robertson, Arizona State University; Mark S.

Rideout, University of Tulsa; Mark T. Rooze, Florence-Darlington Technical College; Carlos Salinas, The University of Texas at El Paso; Teryl Sands, Arizona State University; Paul R. Sawyer, Southeastern Louisiana University; Jennifer Shepard, New Mexico State University; Rick Simmons, Louisiana Technical University; Mary H. Slaughter, California State University Bakersfield; Nancy Small, Texas A&M University; Kara Smith, Brunswick Community College; Krista Soria, University of Alaska Anchorage; Karina Stokes, University of Houston—Downtown; Christine Strebeck, Louisiana Tech University; Valerie Thomas, University of New Mexico; Christopher Toth, Iowa State University; Jack Trotter, Trident Technical College; Leanne B. Warshauer, Suffolk

County Community College; Greg Wilson, Iowa State University; Nicole Wilson, Bowie State; Alan Zemel, Drexel University.

Editors Brad Potthoff and Anne Brunell Ehrenworth were essential in the revision of this book, and I thank them for their ideas. Thanks also to my colleagues, Professors Scott Sanders, Charles Paine, and David Blakesley. Finally, thanks to Nick Marino and Erin Brock Carlson for their assistance.

Most important, I would like to thank my wife, Tracey, and my children, Emily and Collin, for their patience, because sometimes working on books like this one takes time away from them.

Richard Johnson-Sheehan