

ASSIGNMENT 8

EN360 Technical Communication

Directions: Be sure to save an electronic copy of your answer before submitting it to Ashworth College for grading. Unless otherwise stated, answer in complete sentences, and be sure to use correct English, spelling and grammar. Sources must be cited in APA format. Your response should be four (4) double-spaced pages; refer to the "Assignment Format" page located on the Course Home page for specific format requirements.

Part A: Email/Text Problems

What are some of the problems that you have experienced when writing or receiving poorly, perhaps hastily, written emails/texts? Describe at least five (5) types of issues.

Part B: Writing a Process Description

Select a specialized process that you understand well and that has several distinct steps. Using the process description discussed in Chapter 19 of your textbook as a model, write a one page description of this process.

Part C: Difficult to Follow Instructions

Find a short set of instructions or some other technical document from work or the Internet that is hard to follow. Replicate or download those instructions at the top of a one-page analysis. Assume that you are the Associate Director of Communications for the company that produced this document and that you are doing a final review before the document is released. Using the "Checklist for Instructions and Procedures" on the following page (also found in Chapter 20 of your textbook), identify what, specifically, makes the document difficult to use, providing a specific reference for each problem area.



CHECKLIST: Instructions and Procedures

(Numbers in parentheses refer to first page of discussion.)

Content

- Does the title promise exactly what the instructions deliver? (462)
- Is the background adequate for the intended audience? (465)
- Do explanations enable readers to understand what to do? (465)
- Do examples enable readers to see how to do it correctly? (465)
- Are the definition and purpose of each step given as needed? (470)
- Are all obvious steps and needless information omitted? (466)
- Do notes, cautions, or warnings appear before or with the step? (468)
- Is the information rate appropriate for the reader's abilities and the difficulty of this procedure? (466)
- Are visuals adequate for clarifying the steps? (462)
- Do visuals repeat prose information whenever necessary? (472)
- Is everything accurate and based on your thorough knowledge? (462)

Organization

- Is the introduction adequate without being excessive? (473)
- Do the instructions follow the exact sequence of steps? (474)
- Is each step numbered, if appropriate? (472)
- Is all the information for a particular step close together? (472)
- For lengthy instructions, is a layered approach, with a brief reference card, more appropriate? (472)
- Is the conclusion necessary and, if necessary, adequate? (474)

Style

- Does the familiar material appear *first* in each sentence? (470)
- Do steps generally have short sentences? (470)
- Does each step begin with an action verb? (470)
- Are all steps in the active voice and imperative mood? (470)
- Do all steps have parallel and affirmative phrasing? (471)
- Are transitions adequate for marking time and sequence? (471)

Page Design

- Does each heading clearly tell readers what to expect? (472)
- Are steps single-spaced within, and double-spaced between? (472)
- Is the overall design simple and accessible? (472)
- Are notes, cautions, or warnings set off or highlighted? (472)
- Are visuals beside or near the step, and set off by white space? (472)

Part D: Ted Talk Lecture Evaluation

Watch a 10-20 minute TED Talks lecture online (www.ted.com). There are 27 evaluation criteria on the “Checklist for Oral Presentations” below (also found in Chapter 24 of your textbook). Select 10 among them that you believe are most salient for this speaker. Identify strong areas and areas that could have been better. Provide an example for each. (These are skilled speakers, so you'll probably be highlighting more strengths than weaknesses.)

CHECKLIST: Oral Presentations	
Presentation Evaluation for (name/topic) _____	
Content	Comments
<input type="checkbox"/> Stated a clear purpose.	_____
<input type="checkbox"/> Created interest in the topic.	_____
<input type="checkbox"/> Showed command of the material.	_____
<input type="checkbox"/> Supported assertions with evidence.	_____
<input type="checkbox"/> Used adequate and appropriate visuals.	_____
<input type="checkbox"/> Used material suited to this audience's needs, knowledge, concerns, and interests.	_____
<input type="checkbox"/> Acknowledged opposing views.	_____
<input type="checkbox"/> Gave the right amount of information.	_____
Organization	
<input type="checkbox"/> Began with a clear overview.	_____
<input type="checkbox"/> Presented a clear line of reasoning.	_____
<input type="checkbox"/> Moved from point to point effectively.	_____
<input type="checkbox"/> Stayed on course.	_____
<input type="checkbox"/> Used transitions effectively.	_____
<input type="checkbox"/> Avoided needless digressions.	_____
<input type="checkbox"/> Summarized before concluding.	_____
<input type="checkbox"/> Was clear about what the listeners should think or do.	_____
Style	
<input type="checkbox"/> Dressed appropriately.	_____
<input type="checkbox"/> Seemed confident relaxed, and likable.	_____
<input type="checkbox"/> Seemed in control of the speaking situation.	_____
<input type="checkbox"/> Showed appropriate enthusiasm.	_____
<input type="checkbox"/> Pronounced, enunciated, and spoke well.	_____
<input type="checkbox"/> Used no slang whatsoever.	_____
<input type="checkbox"/> Used appropriate gestures, tone, volume, and delivery rate.	_____
<input type="checkbox"/> Had good posture and eye contact.	_____
<input type="checkbox"/> Interacted with the audience.	_____
<input type="checkbox"/> Kept the audience actively involved.	_____
<input type="checkbox"/> Answered questions concisely and convincingly.	_____
Overall professionalism: Superior _____ Acceptable _____ Needs work _____	
Evaluator's signature: _____	

Grading Rubric

Please refer to the rubric below for the grading criteria for this assignment.

CATEGORY	Exemplary	Satisfactory	Unsatisfactory	Unacceptable
Part A: Email/Text Problems (20 points)	20 points The student provides 5+ well-written problems experienced when writing or receiving poorly, perhaps hastily, written emails/texts.	15 points The student provides at least 5 adequately written problems experienced when writing or receiving poorly, perhaps hastily, written emails/texts.	10 points The student provides 5 or less marginally written problems experienced when writing or receiving poorly, perhaps hastily, written emails/texts.	5 points The student provides 5 or less poorly written problems experienced when writing or receiving poorly, perhaps hastily, written emails/texts.
Part B: Writing a Process Description (15 points)	15 points The student accurately follows the 3 segment template to completion. The process description has a clear title, a concise and effective introduction, a functional sequence, and it can be easily understood even for a novice.	12 points The student follows the 3 segment template to completion. The process description is good but one or two of the steps could be clearer.	8 points The student follows the 3 segment template to completion. But the process description is lacking in the title, introduction, sequence, or ease of understanding.	5 points The student fails to follow the 3 segment template to completion. And the process is lacking in the title, introduction, sequence, or ease of understanding.
Part C: Difficult to Follow Instructions (20 points)	20 points The student accurately applies 5 or more of the 28 guidelines from the checklist with applicable examples. There are no misidentifications.	15 points The student accurately applies 5 of the 28 guidelines from the checklist with applicable examples. There is no more than 1 misidentification.	10 points The student accurately applies only 4 of the 28 guidelines from the checklist with applicable examples. There are 2 or more misidentifications.	5 points The student accurately applies less than 3 of the 28 guidelines from the checklist with applicable examples. There are 3 or more misidentifications.
Part D: Ted Talk Lecture Evaluation (20 points)	20 points The student applies 10 of the most salient evaluation criteria with clear, concise, and persuasive descriptions and examples that assess the success or failure of the speaker.	15 points The student applies 10 of the most salient evaluation criteria with good descriptions and examples, some of which lack specificity and are unpersuasive.	10 points The student applies fewer than 8 of the most salient evaluation criteria with descriptions and examples that lack specificity.	5 points The student applies fewer than 6 of the most salient evaluation criteria with descriptions and examples that are vague and nonspecific.
Mechanics - Grammar, Punctuation, Spelling (10 Points)	10 points Student makes no errors in grammar or spelling that distract the reader from the content.	8 points Student makes 1-2 errors in grammar or spelling that distract the reader from the content.	5 points Student makes 3-4 errors in grammar or spelling that distract the reader from the content.	2 points Student makes more than 4 errors in grammar or spelling that distract the reader from the content.
Format - APA Format, Citations, Organization, Transitions (15 Points)	15 points The paper is written in proper format. All sources used for quotes and facts are credible and cited correctly. Excellent organization, including a variety of thoughtful transitions.	12 points The paper is written in proper format with only 1-2 errors. All sources used for quotes and facts are credible and most are cited correctly. Adequate organization includes a variety of appropriate transitions.	8 points The paper is written in proper format with only 3-5 errors. Most sources used for quotes and facts are credible and cited correctly. Essay is poorly organized, but may include a few effective transitions.	5 points The paper is not written in proper format. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Essay is disorganized and does not include effective transitions.

This is the end of Assignment 8.
