11-90
AP-2/7/12
INB-2/21/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: English 222: Technical Writing

Instructor(s) of Record: Tim Hibsman

Phone: 724-357-2261 **Email:** Thibsman@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

[signature] 01/26/2012
Signature of Department Designee Date

Endorsed: [signature] 1/31/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☒ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail Sechrist 2/8/12
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course ☐ Rejected as distance education course

[signature] 2/14/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received
FEB 8 2012
Liberal Studies

Received
JAN 31 2012
Liberal Studies

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Narrative Rationale for Items A1-A5

1. **How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

Dr. Hibsman received his doctorate in Educational Technology and has regularly has used D2L in all the courses taught at IUP. Prior to coming to IUP, Dr. Hibsman worked over eight years teaching and developing online courses as part of his full-time course load for undergraduate and graduate programs using several educational website platforms (D2L, Moodle, Blackboard, and ECollege). For the undergraduate English program at DeVry University he has taught Technical Writing, Research Writing, and developed and taught Creative Writing, and collaboratively developed part of the Professional Writing course. For the graduate Educational Technology program, Dr. Hibsman has taught Instructional Design and developed and taught Learning Communities and the Internet. At IUP Dr. Hibsman participated in the Designing Your First Online Course: the Basics, Plus workshop offered in December 2011 by David Porter, Online Learning Specialist from the Office of Distance and Continuing Education.

2. **How will each objective in the course be met using distance education technologies?**

ENGL-222 Technical Writing focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer. (Offered as ENGL 322 prior to 2009-2010)

The emphasis in this course is on learning to plan and produce effective professional documents that address a specific audience, use plain language in clear sentences, employ conventional formats and organization, imply a tone appropriate to the author's purpose and intended audience, meet workplace standards of grammar and punctuation, and incorporate engaging visual aids.

How each course objective will be met via distance education technologies is summarized below:

A. To prepare you for writing professional and technical documents common to the workplace:

Students will be introduced by chapter reading and audio lecture to demographic breakdowns and other characteristics so they may address a specific audience and try to understand their reaction to and acceptance of a document. Students will get reading assignments from lesson modules in D2L and participate in the discussion forums that will provide students an opportunity to practice writing plain, objective language in concise sentences. They will also have to imply a tone appropriate to the author's goal, idea, and audience. In all their online postings, assignments, and projects they will have to incorporate correct grammar, punctuation, and spelling. Students will be evaluated using D2L discussion forum, D2L quizzes, and short writing assignments submitted by email or to the D2L Dropbox.

B. To develop problem-solving strategies for determining the appropriate and effective choices in form, style, voice, and organization according to the purpose and audience of a document:

Students will have to analyze different examples and case studies for form, style, voice, and organization from online case studies posted as attachments in the Content section of D2L. For good news or neutral message writing they will have to implement the effective form of active voice in the document. For bad news messages they will have to implement the effective form of passive voice without offending or exaggerating the negative situation. Furthermore, they will have to create a buffer statement that is relevant to the purpose and goal of the document. Students will be evaluated using D2L discussion forum, D2L quizzes, and short writing assignments submitted by email or to the D2L Dropbox.

C. *To practice writing technical and professional documents common to the workplace, such as letters and memos, short and long reports, brochures, descriptions, instructions, and proposals:*

Students will have to determine whether they have an internal or external audience and decide on the best format and organization. Once they analyze and create a memorandum and cover/application letter they will have to post it to the D2L discussion area for review. Students will be provided a scenario where they will have to construct a brief analytical report and/or formal lab report. Once they have completed and submitted their report they will be given one or more examples of other similar reports where they will have to assess the pros and cons of each one. Students will also have to work on a group work plan, library research, visual aids and style sheets that are relevant to their individual or online group activities in an asynchronous online environment. They will have to communicate with other students via the Group Forums posted in the Discussion section of D2L. At various times throughout the session students will have to submit a progress report to the instructor (or team members in their collaborative groups) stating the status of their project. Student participation, group involvement, and the final product will be evaluated using D2L discussion forum, D2L quizzes, and short writing assignments submitted by email or to the D2L Dropbox.

D. *To prepare a professional portfolio of technical documents, suitable for use during job interviews:*

Students will create a professional cover letter and resume for inclusion in their career portfolios. In addition, they will have to develop and include skill sets (showing specific skills in a designated area), reference letters, and course projects into their collection of work. Furthermore, they will have to present their portfolio (electronically) to a designated audience in the discussion forum for review and comments by their peer groups. Students will be evaluated using D2L discussion forum, D2L quizzes, and career portfolio submitted by email or to the D2L Dropbox.

E. *To develop expertise in technology as relevant to writing professional documents.*

Students will be introduced (by tutorials and PowerPoint presentations) to several software programs and topics to help them to write professional and effective technical documents, such as: desktop publishing tools, Microsoft Publisher, advanced MS Word features. Assignments throughout the session will have to be submitted using these tools. Students will be evaluated using D2L discussion forum, D2L quizzes, and short writing assignments submitted by email or to the D2L Dropbox.

F. *To develop complimentary public speaking and presentation skills as relevant to the exchange of ideas in the workplace.*

Students will have to post to the discussion forum their assignments, progress reports, and course business project. After their presentation they will have to take questions from audience/class. As a group they will have to submit a presentation describing their role and task in collaborative project. Audio tracks using Audacity will have to be included in their presentations to explain and expand off their written material. Students will be evaluated by submission of electronic presentations submitted to the D2L discussion forum or by email or to the D2L Dropbox for instructor review.

3. **How will instructor-student and student-student, if applicable, interaction take place?**

A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all modules, students will be expected to participate in threaded discussions regarding course content. Furthermore, student will have to collaborate with other group members and then document and present their interaction and group project to the instructor. The instructor's role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students in preparing class projects that evaluate student ability to apply the skills learned in this course. Additional teacher-student interactions will take place via e-mail, using Wimba, telephone and online office hours as needed.

Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills.

4. **How will student achievement be evaluated?**

Assignment and class participation – 50%: Students will complete ten short writing assignments and two D2L quizzes throughout the course at the completion of certain modules. Quizzes and writing assignments are designed to assess their understanding of the course content. Students will be assigned points based on their ability to connect the information presented in the course to their case studies and scenario projects. Student discussion posts will complement their assignment and provide them differing views on how to complete the assignment using different type of organization and focusing on differing aspects of the assignment (such a graphics).

Collaborative Project – 20%: Students will take a business plan template and incorporate several of the assignment, analytical reports and progress reports throughout the first half of the course into their group project. Detailed descriptions and directions for the assignment will be provided on the D2L course page. Student discussion posts will complement their assignment and provide them differing views on how to complete the assignment.

Career Portfolio– 20%: The career portfolio will contain electronic versions of their cover letter, resume, skill sets, reference letter, etc. Student discussion posts will complement their assignment and provide them differing views on how to complete the assignment.

Final Exam –5%: The final exam will be a comprehensive overview of the course with a written scenario component.

Oral Presentation – 5%: Student will have to submit an electronic presentation that overviews their course project with an audio component or scripted comments included.

5. How will academic honesty for tests and assignments be addressed?

Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:

- *Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.*
- *Using unauthorized materials and resources during quizzes and tests.*
- *Possessing course examination materials without the prior knowledge of the instructor.*
- *Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators.*
- *Engaging behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/.

The methods to be employed for each type of assessment are included below.

Quizzes—Quizzes will make extensive use of D2L testing control features, including a secure test window, timed tests, limited test availability, one questions delivered at a time, randomized questions. The quizzes also include the academic integrity policy and an outline of the procedure for taking online quizzes.

Commitment to Course Policies—Students will be required to certify through the completion of a D2L quiz that they have read and understand the policies and procedures set out in the course syllabus. The instructor will monitor the scores to identify students who may not understand or be in agreement. The commitment statement is included below:

> *I understand that the syllabus represents a contract between the professor of this course and myself. I have read the syllabus for Engl-222: Technical Writing and understand my expectations and the course policies, including those regarding grading, course participation, and academic integrity. I also understand that the professor has the right to alter the syllabus as dictated by the needs of the course. By committing to this statement, I affirm that I understand the course rules and policies and that I have been given the opportunity to ask questions.*
>
> a. *I commit to the course policies and expectations outlined in the syllabus.*
> b. *I DO NOT COMMIT to the course policies and expectations outlined in the syllabus.*

Introductory Writing Assignment—At the onset of the course, students will be required to introduce themselves, tell what discipline they are studying, what they know about technical writing, why they chose this course, and what courses, if any, they have taken online. If desired, students may also include a photograph in their discussion posts by using the attachment feature. This informal assignment will be used as a baseline writing sample to which to compare student written work through the remainder of the course for the purposes of detecting potential plagiarism and academic dishonesty.

Syllabus of Record

Note: Evidently the carbon copy syllabus was lost while trying to put it in electronic format. After questioning the status of the syllabus the Curriculum Committee and the Chairman, the following email evolved:

From: Wendy K Carse <wcarse@iup.edu>
Date: 12/19/11 11:28 AM
To: Tim G Hibsman <tim.hibsman@iup.edu>
Subject: Re: Syllabus of Record

> Here's the latest from Veronica on this syllabus of record business (Gail Sechrist is the chair of the Univ-Wide Curriculum Committee):
>
> "I saw Gail Sechrist to day and made it a point to ask for clarification about our missing syllabi of record dilemma. She confirms that the UWUCC will consider an online course proposal in the absence of a syllabus of record for a course. What you would need to do is secure a syllabus that was used for/in a podium-based course recently (within the last 3 semesters or so) and include it in your course proposal packet. They will treat that as a working SoR since that was what was used in an actual course taught in the department. The one caveat in all of this good news is that the working SoR would need to have course objectives stated on it.

I think that Tech Writing is an old class, which means we probably don't have an "official" sor. My advice: ask Jean or Gian, who have recently taught the course for their syllabus--or, wait, you've taught it most recently, so just use yours.

Sounds confusing and convoluted? It is!

Happy holidays.

On Mon, 19 Dec 2011 11:15:45 -0500
"Tim G Hibsman" <tim.hibsman@iup.edu> wrote:

HiWendy,

I heard a rumor that you are involved with the syllabus of record for courses and might have worked on the 222 course at one point. I was tasked with creating an online/Dist Ed. proposal for English 222 Technical Writing and was looking for the syllabus of record. I couldn't find it in the electronic database (Proposals: English). I think the course was previously named Engl-322 at one point.

If you have any information or suggestions, I will gladly take it. :-)

Thanks.

Tim

Dr.TimHibsman
ProfessorofEnglish
LeonardHalll14D
724-357-2989
thibsman@iup.edu

Syllabus from podium based course being used as syllabus of record.

EN222: Technical Writing, Spring '11
Section 001; MWF 1:25-2:15, Leonard 213

Section 002; MWF 2:30-3:20, Leonard 204

Jean Nienkamp

215A Leonard Hall (mailbox 110 Leonard)

724•357-3967; 724•357-2261 dept.

home (before 9pm) 724•349-3252

nienkamp@iup.edu

Office hours: M 11:10-1:10;

W 11:10-12:10; F 11:10-1:10

and by appointment.

I. Catalog Description

ENGL-222 Technical Writing focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer. (Offered as ENGL 322 prior to 2009-2010)

This class will help you begin to prepare for the writing you will need to do in your professional lives, on the job. There are major differences between writing you do for school and writing you will be doing in your career. In school, you are often writing to show the teacher or professor what you have learned, or to demonstrate that you have done the research or reading required of you. Your school writing is not primarily intended to have a practical effect on people's lives. Professional and technical writing, on the other hand, must often inform people who have a genuine need to know certain things, or persuade people who might hire you or buy your company's products or enter into a business agreement with your company. It has, in other words, real-world effects, and to that extent there is much more at stake in professional and technical writing. Good or bad technical writing may affect your job or your career, but it also may affect the safety and lives of thousands or millions of other people.

Therefore, even though you are still writing for a professor in the context of a class in 222, I want you to take a professional attitude toward the writing you do for this class—think of me as your boss, with the power to hire, fire, promote, or demote you, rather than as your professor. That means that your written communications to me (including e-mail; see Alred et al. on e-mail) should be more professional than those you would send to your friends and family. It also means that you should work very hard on turning in writing on time that is correct in terms of spelling, grammar, and punctuation—that is, in

standard written English. This makes a big difference in your professional credibility, and can make or break you in a competitive job market.

II. Course Objectives

- To prepare you for writing professional and technical documents common to the workplace.
- To develop problem-solving strategies for determining the appropriate and effective choices in form, style, voice, and organization according to the purpose and audience of a document.
- To practice writing technical and professional documents common to the workplace, such as letters and memos, short and long reports, brochures, descriptions, instructions, and proposals.
- To prepare a professional portfolio of technical documents, suitable for use during job interviews.
- To develop expertise in technology as relevant to writing professional documents.
- To develop complimentary public speaking skills as relevant to the exchange of ideas in the workplace.

How to succeed in this course:

- Come to class every day prepared to work. Much of the writing can be done in class.
- Participate in class in a manner that is respectful to me and to your classmates. Keep in mind the IUP Statement of Civility, which can be found at <http://www.iup.edu/civility/statement.shtm>.
- Back up your work regularly. Don't leave class without a backup copy of what you've done.
- Plan your time wisely to keep up with all the assignments. There will be a lot of draft deadlines to keep up with, and final drafts must be close to perfect.
- Several of the assignments involve research. You have all taken EN202 Research Writing, so you know that you must plan ahead for research time. Don't procrastinate. Research and analyzing your findings are strong components of the professional writing that professionals in many fields can expect to do on the job.

Attendance and due date policy:

In the professional world, you are expected to be there and to get your work in on time—no excuses.

You are allowed 3 absences for any reason with no penalty, according to IUP guidelines. However, there are class dates—highlighted in yellow on Moodle—when we will be doing group work in class that cannot be made up without prior coordination with me and your group. Absences on those days without prior arrangement with me will count off of your participation grade.

III. Course Outline

Course Schedule/Outline (rough):

Week	Text Chapters	Assignments
1	1	Introduction to communications
2	2, 3	Ethics, grammar, definitions
3	4	Outlining, graphics
4	10, 11	Business letters, correspondence
5	16	Research & collaboration assignment
6	15	Organization tasks, research notes
7	13	Progress report, conferences
8	14	Analytical report, Mechanism memo
9	17	Map memo, press release
10	18	Practical project, customer sign-off
11		Org. chart, group project
12		Persuasive letter, competition memo
13		Advertisement, newsletter
16		Proposal presentation, grade conference

IV. Evaluation Methods:

An unpleasant fact of life in academia, alas.

- 10% Newsletter: Organizational newsletter; group project.
- 10% Instructions: write instructions for performing an everyday task so that your classmates and non-native English speakers can follow them successfully.

- 10% Usability test, report, and presentation: test one of your group's instructions and write a group report on your results. Use the instructions for usability tests, test reports, presentations.
- 20% Formal Proposal: write a formal sales, grant, or internal proposal
- 20% Job Application Packet: research 2 potential jobs you would like to do, prepare a report on your research and then prepare a resume and job application letter.

All the above assignments can be revised once after receiving a grade on the "final" draft and before the portfolio. Do not bother to turn something in as a "revision" if all you do is to make copyediting corrections where I have indicated something is wrong—that does not indicate any thought on your part. The revision may raise the assignment grade; it will not lower it. Revisions done for the portfolio will count only toward the portfolio grade.

- 20% Participation: this will consist of the following: presenting on readings, participating in peer reviews, participation in group assignments, taking and posting minutes for a class period, writing required emails, etc—anything that isn't counted as another part of your grade. Absences on days highlighted in yellow on Moodle count against your participation grade.
- 10% Final Portfolio: to be described in future handout, but *be sure you keep hard copies and electronic copies of all your work for the entire semester.*
- Grades will be apportioned on a 100 point scale, with 90-100 being an A, 80-89 a B, 70-79 a C, etc.

Handing in final drafts:

- You must come to class with a printed copy of your final draft ready to hand in. Do not plan on printing your final copy in class after the scheduled start time of class.
- Have all drafts and memos assembled in a manila folder, ready to turn in. I will not accept final drafts without all prior writing you have done for the assignment.
- All assignments are expected to be well copy-edited, with no more than 3 errors per page. Running a spell-checker and grammar checker will not suffice to meet this criterion. We'll talk about how to meet it in class.
- I'll ask you to write a cover letter for each graded assignment in class the day the assignment is due.

V. Grading Scale

The final grade for this course will be determined as follows:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F < 60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy.

VII. Required textbooks, supplemental books and readings

Required texts and materials:

- Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing.* 9th edition. Boston: Bedford-St. Martin's, 2009.
- (recommended) Hacker, Diana. A Writer's Reference. (You should have this or a similar writing handbook from your EN101 or 202 classes.)
- A backup computer storage device such as a thumb drive, that you can use *in addition to* your H: drive to make sure you don't lose any assignments. Be sure to save your work in at least two different places so you don't lose it.
- Access to your IUP email account, which is what all class e-mail will be conducted through.
- Access to Moodle, which we'll use for class minutes and sharing files.

Class Minutes:

You will see on the class schedule blanks for people to sign up to take class minutes once during the semester. Read Alred et al. on Minutes of Meetings to find out how to do minutes of meetings. On the day you have signed up for, you will take minutes of the class meeting and enter them in the "Minutes" Forum on the class Moodle site before the next class meeting. Use the date of the class period for which you took the minutes and your last name as the title of your discussion topic.

Plagiarism:

The Source says the following about academic integrity:

A. **Types of Violations**
Violations of academic integrity include but are not limited to the following:
1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted

material requires the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).

4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.

Basically, you need to attribute all information and words you get from other people to those sources, you can't make up quotations, and *you can't reuse a paper from one class for another class without written permission from both professors*. If I suspect that you are plagiarizing, I will schedule a conference with you rather than grade your paper. If we cannot resolve the matter, then I will follow IUP policy with regard to taking further steps. Plagiarizing is not a joke—it can result in lowered grades, failing the course, or a judicial sanction and letter in your permanent record. If you're tempted, stop and come talk to me—chances are you're resorting to cheating out of feeling overwhelmed or worried. It's better to work with me so you *can* do the work than to avoid the work, fail to learn anything, and risk your academic career.

Getting Help:

The Writing Center is in 218 Eicher Hall, which is between Wallace Residential Hall and the Co-Generation Plant. I have attached a flyer of theirs to our Moodle site to give you info about their hours and what they do. To get the most out of your visit, bring your draft(s), your textbook, your assignment, and specific questions you want to ask them. And don't wait until the last minute! They can help you at any stage of the writing process, from brainstorming to final polishing.

I'm also available during office hours (see the top of this sheet) and ••at other times by appointment•• (really!), and you can talk to me about any aspect of the course or the current assignment. You can learn a lot about your writing in a short time one-on-one with me, so take advantage of it. I'll try to schedule conferences with all of you a couple of times over the semester.

You can get help from classmates on the assignments, as long as you do all of your own writing and you acknowledge from whom you got help in your cover letter to each assignment.

Questions?

This syllabus is my contract with you for this semester. The attached class schedule is tentative, which means that if all goes as planned we'll follow the projected due dates listed, but we may vary from the schedule if we need time for more work on a particular project. You need to be very clear about your responsibilities for this semester, so if you don't understand something about this syllabus please ask questions—preferably in class, because other people might have the same questions or might need to know the same information. Thanks!

Table Outlines for NCATE Outcomes Assessment

Course Goals or Objectives	Assignments	Program Objectives for English Education	NCTE Standards	INTASC Standards
Learn problem-solving strategies for technical writing	All	IB, IC	3.2.2, 3.4.1	**1,6,4**
Prepare technical and professional documents	All	IIF, IIG, IC, IH, II I	5.2.3	**6**
Prepare for professional interviews	Job application packet; Portfolio	ID	2.3. 5.2.2	
Develop expertise in relevant technology	All	IC	3.6.3	
Develop complimentary public-speaking skills	Various presentations: book chapters, reports, small-group presentations and discussions	IC, ID, IH, IIH, II i	3.2.2	**10,6**

Online Syllabus

Indiana University of Pennsylvania

Technical Writing (English 222)

Tim Hibsman, Professor

Phone: (724) 357-3989

Office: Leonard Hall 114 D

Email: thibsman@iup.edu

Welcome to Technical (& Professional) Writing 222.

ENGL 222 Technical Writing 3c-01-3cr

Prerequisite: ENGL 101

I. Catalog Description: English-222 Technical Writing focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

The emphasis in this course is on learning to plan and produce effective professional documents that address a specific audience, use plain language in clear sentences, employ conventional formats and organization, imply a tone appropriate to the author's purpose and intended audience, meet workplace standards of grammar and punctuation, and incorporate engaging visual aids.

English 222 – Prerequisite – English 101

II. Course and Instructional Objectives: By the end of this course, successful students will be able to do the following:

1. To prepare you for writing professional and technical documents common to the workplace:

a. Address a specific audience.
b. Use plain, objective language in concise sentences.
c. Imply a tone appropriate to the author's goal, idea, and audience.
d. Incorporate correct grammar, punctuation, and spelling.

2. To develop problem-solving strategies for determining the appropriate and effective choices in form, style, voice, and organization according to the purpose and audience of a document:
   a. Memorandum.
   b. Cover/application letter.
   c. Brief analytical report.
   d. Formal lab report.
   e. Informal progress report.
3. To practice writing technical and professional documents common to the workplace, such as letters and memos, short and long reports, brochures, descriptions, instructions, and proposals:
   a. A group work plan.
   b. Library research for published information.
   c. Collection of information via interviews.
   d. Informal progress reports.
   e. Original visual aids.
   f. Style sheet.
   g. Documentation that avoids all forms of plagiarism.
4. To prepare a professional portfolio of technical documents, suitable for use during job interviews:
   a. Cover letter.
   b. Resume.
   c. Skill sets.
   d. Reference letter
5. To develop expertise in technology as relevant to writing professional documents.
   a. Desktop publishing.
   b. Website publishing.
   c. Microsoft Publisher
   d. Advanced MS Word features.
6. To develop complimentary public speaking skills as relevant to the exchange of ideas in the workplace.
   a. Presentation of course business project.
   b. Taking questions from audience/class.
   c. Presentation of progress reports.
   d. Presentation of their role and task in collaborative project.

Office hours: I will log into D2L multiple times per day to check on online discussions. Additionally, I will check e-mail multiple times per day. You can expect a response within 24 hours. I will not check e-mails after 6pm Eastern Time. E-mails received after this time will not receive a response until the following day."

Time commitments: Students should expect to spend at least two hours outside of class in study and research for every hour spent in class. Communication skills, especially written communication skills, are essential to career advancement and personal development, and it is essential that students make a strong commitment to learning in this class.

Academic standards: Students enrolled in English 222 must have an excellent working knowledge of the rules of grammar and sentence mechanics. Your job this term will be to strengthen your writing weaknesses and refine your strongest skills. Learn to use a good grammar book and a dictionary to check your grammar and mechanics.

Portfolio-Ready Document: This course will provide several opportunities to create one or more documents that would be appropriate for your career portfolio. Various memos, letters, and the final proposal could all be excellent assignments for portfolio inclusion. Doing your best now will help you to compile material for your career search.

Course Connectivity: This course is designed to build on the knowledge and skills you learned in essay and research paper writing. This course is designed to teach real-life, business communication as well as formats that are useful in present and future IUP courses. For example, multiple instructors require progress reports for their projects; knowing proper format is essential.

Plagiarism: (Plagiarize: To steal and pass off the ideas or words of another as one's own; use a created production without crediting the source; to commit literary theft—to present as new and original an idea or product derived from an existing source.) It is crucial that you credit other writers with actual words and ideas. If you plagiarize, you will receive an automatic F on the essay; furthermore plagiarizing will cause you to fail the course.

General education competencies:

1. Communicate clearly with particular audiences.
2. Work collaboratively to help achieve group goals.
3. Apply critical thinking skills in learning assignments, conducting applied research, and defining and solving problems.
4. Develop tolerance, open-mindedness, and mature judgment in exploring intellectual issues.
5. Build on intellectual curiosity with fundamental concepts and methods of inquiry to support life-long learning.
6. Connect general education to the ethical dimensions of issues and to responsible, thoughtful citizenship in our society.

III. Course Outline (rough):

Module	Text Chapters	Topics/Assignments
1	1	Introduction to communications Legal, ethical, & workplace considerations
	2, 3	Ethics, grammar, definitions

		Definition memo
2	4	Outlining, graphics
		Pie, bar, line charts (Excel)
	10, 11	Business letters, correspondence
		Block and modified block formats
3	16	Research & collaboration assignment
		Presentation of role and tasks
	15	Internet competition analysis
	13	Progress report, conferences
	14	Analytical report, Mechanism memo
		Mechanical drawings with labels & arrows
4	17	Map memo, press release
		Characteristics of a press release and electronic submission
		Org. chart, group project
		Breakdown of positions and jobs
		Persuasive letter, competition memo
		Audience analysis rationale used with persuasive strategies
5		Newsletter, brochure
	4	Editing, proofreading exercise
		Revising strategies and handouts
		Wrap-up and final exam
		Proposal posting/presentation, online grade conference

If you would like to verify your status in the class, I recommend checking the Gradebook first and then send me an email.

Note: Cover sheets are not mandatory, but recommended to conceal grades on papers being returned.

IV. Grading criteria for English 222:

1) Assignment and class participation – 50%
2) Collaborative Project – 20%
3) Proposal – 20%
4) Final Exam –5%
5) Oral Presentation – 5%

Late assignments: Writing assignments must be turned in on time. Grades on late assignments will be lowered one full grade (A to B, B to C, C to D, D to F) even if you were absent on the day the assignment was due. No assignment may be more than one week late. Late assignments will be handed back to you when it is convenient for the instructor. The assignments that are turned in on time each week take first priority.

V. Grading Scale

The final grade for this course will be determined as follows:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F < 60%

VI. Attendance Policy

The attendance policy will conform to IUP's undergraduate course attendance policy. Regular participation in the discussion forum is mandatory for English 222. Your input in class helps the instructor to determine your degree of effort in the course.

Class participation: Students are invited to take an active role in their learning. Students can expect that class activities will allow them the opportunity to practice new skills and apply new knowledge. Active class participation is essential to successful learning and is expected of each student in the course.

VII. Required textbooks, supplemental books and readings

Required texts and materials:

- Van Alstyne, Professional & Technical Communication, Seventh Edition. (Check with me about older editions.)
- (recommended) Hacker, Diana. A Writer's Reference. (You should have this or a similar writing handbook from your EN101 or 202 classes.)
- A backup computer storage device such as a thumb drive, that you can use *in addition to* your H: drive to make sure you don't lose any assignments. Be sure to save your work in at least two different places so you don't lose it.
- Access to your IUP email account, which is what all class e-mail will be conducted through.
- Access to D2L, which we'll use for class minutes and sharing files.

Concept List:

Message	Reports
Topic	Analytical
Theme	Work Logs
Thesis	Expense Reports
Writing Purpose (& Instructions)	Request for Leave Reports
Inform	Periodic/Progress Reports
Persuade	Laboratory and Test Reports
Audience	Evaluation
Primary	Incident Reports
Secondary	Field Reports
Process Writing	Feasibility Reports
Professionalism	Manuals

Nonverbal Communications	Document Design
Professional Journals	Document Presentation
Peer Review	Graphics, Tables, Visuals
Plagiarism	Mechanisms
Bibliography (works cited)	Correspondence
Working	Memos
Annotated	Letters
Definition Strategies	Cover Letters, Resumes, etc.
Executive Summary	Verbal Communications

Course Bibliography

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Learned, Welthea M. *A Short Guide to Technical Writing*. Department of Chemical and Fuels Engineering, University of Utah. 1992.

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MacFadyen, Heather. *Using Verb Tenses*. University of Ottawa. 1996.

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Online Writing Lab. Purdue University. 2004.

Pringle, Allan S., O'Keefe, Sarah S. *Technical Writing 101: A real World Guide to Planning and Writing Technical Documentation*. Scriptorium Publishing Services Inc. Research Triangle Park, NC. 2000.

Read Me First! A Style Guide for the Computer Industry. Sun Technical Publications. Mountain View CA. 1996.

Rubens, Philip. *Science and Technical Writing*. Henry Holt and Company Inc. New York, NY. 1992.

Williams, Robin. *The Non-Designer's Design Book*. Peachpit Press. Berkley CA. 2004.

Helpful hints:

Common sense goes a long way.

"Nothing in life just happens. It's not enough to believe in something. You must have the stamina to meet and overcome obstacles—to struggle." --Golda Meir.

Sample Modules

Mechanism Memo

English 222, Professional & Technical Writing

Prof. Hibsman

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Mechanism Memo	• Chapter 8 • Describing Mechanisms, p. 256-281	PPT: Drawing and Images PPT: Chapter 8 Slides	See Mechanism Memo assignment sheet posted in the Content section of D2L under week 3.	

- In a memo...
- Explain a device or mechanism that is important to your business.
- Start off by introducing your business and describing what the mechanism is.
- Provide a pictures or image.
  - Use clip art
  - Search similar sites
  - Do a key word search followed by the word "pictures" or "images."
  - Etc.
- Describe the picture with preferably five arrows and labels.
- Have a conclusion.

Example:

To:

From:

Date:

Re: Mechanism Memo, English 222

My business is an ice cream shop that requires the use of an ice cream scooper...

Figure 1. Ice cream scooper.

If you have any questions, please contact me.

Case Study # 5

Photography: How to Teach a Child to Take Photographs

Prof. Hibsman

Technical Writing

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Case Study #5 Photography: How to Teach a Child to Take Photographs	• Chapter 9 • Giving instructions, p. 290-305	PPT: Analyzing a process PPT: Chapter 9 Slides	See Case Study #5 Photography: How to Teach a Child to Take Photographs assignment sheet posted in the Content section of D2L under week 3.	

Your assignment is providing instructions to a parent on how to teach their child how to take photographs.

- Research your topic. Don't forget to cite your sources (using skill learned in the Engl-202 Research Writing course).
- Definitions: Create a glossary of key terms. (At least five terms.)
- List the precise step-by-step instructions.
- Don't forget to include tips, cautions, warnings, etc.
- Consider providing concise explanations for each step.
- Provide a quick summary of the steps you went through to complete this assignment.

- Can you provide us with some background information?
- Go over your instructions and analysis.
- What problems did you encounter?
- How difficult was this assignment for you?
- Were your research skills sharp enough to find your sources quickly?
- Provide a general overview.

- Be ready to post your assignment to the discussion forum to receive comments and feedback from your fellow students.

ANSWER KEY

(Possible Outcomes)

This is provided after student completed the assignment so they

can evaluate their own work and see if they missed any steps.

How to Teach a Child to Take Photographs

Photography is a fun and rewarding hobby for the whole family. Cameras come in all styles and price ranges, from the disposable to the 35mm, to match just about any skill level.

Steps:

1. Choose a camera to fit the age and interest of the child. One-time-use cameras are a good way to introduce photography to a small child without investing in a camera. The older child will understand camera care, so you can invest in a point-and-shoot.

2. Look at the camera manual together and discuss how to use the camera.

3. Teach your child about camera care. Show by example the correct way to handle and care for a camera.

4. Help your child load and unload the film for the first few times, especially if he is using an older-model 35mm.

5. Talk about how to frame a picture in the viewer. Most of the point-and-shoot cameras have a box in the middle of the lens that will help smaller children learn to place the main subject in the box.

6. Teach an older child about the one-third rule of placing the subject just off-center, in either of the four corners, to make an interesting photograph.

7. Show the child how to keep the sun to his back or to one side of his subject, which will help keep "sun squint" off people's faces in the pictures.

8. Talk about the use of a flash indoors or in very low light. Nighttime, a cloudy day, or shady areas may require a flash, which will keep dark shadows from blocking out interesting details.

9. Practice with your child holding the camera as still as possible when taking pictures to keep the picture from being blurry.

10. Encourage him to wait until his subject stops if he's using a point-and-shoot for a sharp picture. If using a 35mm, talk about camera settings to stop motion.

11. Experiment with different films. Show your child how to keep a diary of the film used, the type of day the picture was taken, and any settings used.

12. Look over the developed photos together. Discuss the good points of each picture and help him choose which he'd like to give to others or place in an album.

13. Put together an album with space to write when and where each picture was taken and who or what the subjects are.

✱ Tips:

- Place a long strap on the child's camera and teach him to wear it around his neck at all times - this will help prevent dropping or laying the camera down when out taking pictures.

- Teach a younger child to fill the frame with the subject for better results. Most point-and-shoots require you to be close to the point of interest to fill most of the frame.

- Develop the habit of organizing the negatives and keeping them in plastic sleeves, which are sometimes provided by the developing center.

⚠ **Warnings:**

- Talk about using a camera safely. A camera lens pointed directly into the sun will cause damage to the photographer's eyes. Film canisters may have chemical residue on them, so they can't be put in your mouth or used to store candy.

- Keep negatives away from heat and sunlight.

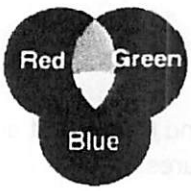
- Always keep the cap from a film canister out of the reach of small children - the cap could cause choking.

Glossary:

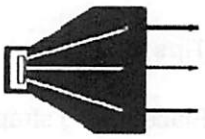
Pixel: The pixel is the smallest part of a digitized or Digital Image. Also used in measuring image size and resolution, i.e., 640 x 480 is the pixel resolution of most VGA Monitors. (Note pixels are square in computers and rectangular in video)

DPI: Printing term that describes the number of dots per inch that are used to create an image. (The image can be a font or graphic).

RGB: Red, Green, Blue; the color language of computers. Computers' monitors and digital cameras use these colors to create all the colors seen on the monitor and saved in files. Green gives the color green, but is also used for contrast control.



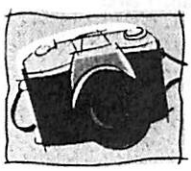
Additive Color


Emitted RGB Color

PPI: Printing term for Pixels per Inch

LPI: Printing term for Lines per Inch.

Source: http://www.ehow.com/how_17506_teach-child-photographs.html



Case Study # 3

SCUBA Diving Procedures

Prof. Hibsman

Technical Writing

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Case Study #3 Scuba Diving Procedures	• Chapter 9 • Giving instructions, p. 290-305	PPT: Analyzing a process PPT: Chapter 9 Slides	See Case Study #3 Scuba Diving Procedures assignment sheet posted in the Content section of D2L under week 3.	

Your assignment is to find out how to do an emergency ascent in scuba diving. If you run out of air or your equipment fails, you can not merely swim to the surface.

- Research the topic. Find out a little about scuba diving.
- Definitions: Create a glossary of key terms. (At least five terms.)
- Might want to include one of these words to refine your search: manual, procedures, buoyant ascent.
- List the precise step-by-step instructions.
- Provide a concise explanation for each step. (Why?)
- Why should you never hold your breath while ascending?

- Provide a quick summary of the steps you went through to complete this assignment.

    - Can you provide us with some background information?
    - Go over the instructions and the analysis.
    - What problems did you overcome?
    - What interesting facts did you learn?
    - How important is it to follow precise instructions in this case?

- Be ready to give a short presentation next class.

ANSWER KEY

(Answers will vary.)

How to Emergency Ascent in Scuba

Emergency Swimming and Emergency Buoyant Ascents

Avoiding an Emergency Ascent

◎Steps:

1. The most common cause of an emergency while diving is panic due to an unfamiliar environment and the complexities of unfamiliar equipment. Novice divers should dive repeatedly to shallow depths (30ft) under all sorts of conditions. Dive instruction is available from licensed dive professionals worldwide. You should never dive without an experienced dive buddy, with unfamiliar equipment, or at a site you have not evaluated and researched carefully.

2. Emergency ascents are most often the result of running out of air in your tank. Modern tank and regulator systems usually have a reserve, but the urge to push the limits, or stay just a little bit longer has tricked even experienced divers into running out of air. Play it safe, watch your pressure gauge, and adhere to the planned dive schedule.

3. The second most common cause of an emergency ascent is a real or perceived equipment failure. Always be thoroughly familiar with all of your dive equipment prior to entering the water. Always stay with your buddy during a dive, and if an equipment failure does occur, switch to buddy breathing (or use an octopus rig if available). Take a few moments to confirm that you really do have an equipment failure. If the failure is real, make a normal ascent while buddy breathing.

✱Tips:

- Always dive with an octopus rig if available. Buddy breathing can be difficult in an emergency situation.

⚠**Warnings:**

- It can't be said too many times: NEVER dive alone.

Emergency Swimming Ascent

◎Steps:

1. An emergency swimming ascent can be very safe. It is essentially a normal ascent, except presumably you are not getting any air from your tank. You can change your rate of ascent and your buoyancy as

you swim to the surface.

2. Start moving towards the surface by pushing off the bottom or kicking strongly a few times with your fins.

3. Continue towards the surface while swimming as calmly as possible and maintaining a normal rate.

4. Look up at all times while ascending. This not only allows you to look for obstructions or boats on the surface; it also extends your neck and helps you keep your airway open.

5. Try to breathe from your regulator normally as you move towards the surface. The pressure drop as you rise towards the surface can give you a few more breaths from an empty tank.

6. Be ready to release your weight belt if you are not ascending at a normal rate.

7. Once on the surface, inflate your buoyancy compensator completely. Remove your regulator, and signal for assistance if needed.

✱Tips:

- You can remove your weight belt and hold it in your hand so that you can drop it more quickly if needed.

- You can also use the emergency inflation system on your buoyancy compensator, but it is better if you can swim normally to the surface. See the Emergency Buoyant Ascent section below.

⚠**Warnings:**

- Never hold your breath (or exhale completely) while doing any kind of ascent. As you rise to the surface, the volume of air remaining in your lungs will increase as the pressure drops. You should be

able to exhale slowly all the way to the surface.

- Sixty feet per minute is the recommended safe rate of ascent.

Emergency Buoyant Ascent

Steps:

1. An emergency buoyant ascent is typically very rapid. You will have far less control over your rate of ascent then with the swimming ascent described above. This rapid ascent can expose you to the dangers of decompression sickness and air embolism. The emergency buoyant ascent should be your last ditch option, but it will get you to the surface and keep you there.

2. To start a buoyant ascent, inflate your buoyancy compensator and drop your weight belt. Use your emergency inflation system if needed.

3. Look towards the surface to open your airway and breathe out constantly. The more rapidly you are ascending, the more rapidly the air in your lungs will expand.

4. As you rise towards the surface, release air from your buoyancy compensator to provide some control of your ascent. With your weight belt gone you will rise rapidly regardless.

5. About 20 feet from the surface, spread your arms and arch your back until your body is almost parallel to the surface. This will create more drag and slow you down before you reach the surface.

6. Once on the surface, inflate your buoyancy compensator completely. Remove your regulator, and signal for assistance immediately. You may feel fine initially, but decompression sickness symptoms may begin to affect you without warning.

Warnings:

- Never, never, never hold your breath while ascending, especially during a rapid buoyant ascent.

Glossary:

BCD: Buoyancy Control Device

Buoyancy: The upward force that a fluid exerts on an object less dense than itself.

Regulator: The device that transfers the air from the tank to the diver's mouth

Octopus Rig: A regulator with multiple mouth pieces

Buddy Breathing: When divers use the octopus rig and breathe from the same tank

Source: http://www.ehow.com/how_1039_emergency-ascent-scuba.html

Manual Assembly

English 222, Professional & Technical Writing

Prof. Hibsman

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Manual Assembly	• Chapter 11 • Preparing Manuals and Product-Support Items, p. 340-370	PPT: Manual Preparation PPT: Chapter 11 Slides	See Manual Assembly assignment sheet posted in the Content section of D2L under week 3.	

- You are given several items related to a manual. Your job is to construct a manual using the pieces. Do what you can with what you have. Try to get as close as you can to a completed user manual.
- Have a logical order.
- Make sure the sections are clearly labeled.
- You may have to type out the handwritten notes and modify the wording on other sections.
- Use topics stressed in lectures, slides, and textbook to make the manual audience-centered.
- Consider safety issues.
- Use graphics and pictures as you deem necessary.
- You may add data that is not included in the enclosed materials. However you may NOT exclude or delete material that has been given to you by the product designers, creators, and usability specialists.
- You may conduct product research to educate yourself on the subject matter.
- Feel free to refer to our slides or the chapters in the textbooks for further assistance and ideas. Related chapters includes: Chapter 9 (Giving Instructions), Chapter 10 (Analyzing a Process), Chapter 11 (Preparing Manuals and Product Support Items).
- Make it look professional and user-friendly.

Manual writing websites:

http://www.sitepoint.com/7-tips-for-writing-an-effective-instruction-manual/

http://www.asktog.com/columns/017ManualWriting.html

http://www.jnd.org/dn.mss/how_to_write_an_effective_manual.html

Due date:

Coffee Manual Revision Exercise

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Coffee Manual Revision Exercise	• Chapter 10 • Analyzing a Process, p. 310-330 • Chapter 11 • Preparing Manuals and Product-Support Items, p. 340-370	PPT: Editing, Proofreading, and revising PPT: Chapter 10 Slides PPT: Manual Preparation PPT: Chapter 11 Slides	See Coffee Manual Revision Exercise assignment sheet posted in the Content section of D2L under week 3.	

Organize the following data into a professional manual format:

Product: Gevalia 8-Cup Thermal Carafe Coffee Maker

Introduction: thanks for buying our product. We are confident that you will be satisfied with the quality of the product . the following instruction manual will assist you in:

Warranty info

Features & parts

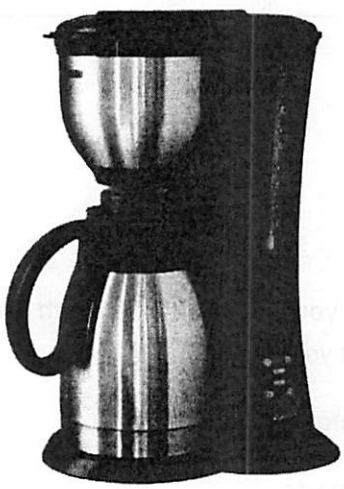
Cleaning

making a good pot of coffee

Hints

Safety Issue & features

Pics:



Starting...

Unpack and get rid of all packing materials

Thoroughly clean the various parts in warm, soapy water

Wipe down the machine, but don't immerse in water.

No harsh or abrasive cleaners

Use water the first time brewing your coffee to get any dust out of the system. The 2nd time you can use with coffee and for "real" use.

Safety pics/images:

Hints:

--store coffee in cool, dry pace. Refrigerate coffee after opening.

--don't re-use old coffee grounds...

-buy quality coffee beans and grind them before use.

--Clean coffee maker and part

--best to use fresh, cold filtered or bottled water in your maker

-reheating coffee is not recommended

--coffee is at its best flavor immediately after brewing

Features:

- ✓ Cord storage area that allows user to conceal extra length cord for good appearance.
- ✓ Swing out filter basket comes out further to conveniently put #4 disposable cone filter in.
- ✓ Pause and serve feature allows to halt brewing to take a cup of coffee and then restart the process to complete brewing
- ✓ On Light lets you know when the coffee maker is on for safe operation
- ✓ Water level indicator has easy-to-read numbers to indicate how many cups of water have been poured into the coffee maker.
- ✓ Removable cone filter holder enriches flavor. We recommend using a Gevalia No. 4 cone shaped paper filter.
- ✓ Thermal Carafe—There are three lid positions on the thermal carafe. You will see the markings on the edge of the lid.
    - ♦ For brewing, the lid should be in the closed position. To close, turn the lid clockwise until tight.
    - ♦ To pour coffee, turn the lid counterclockwise (1 ½ turns from the closed position) until the arrow on the lid is aligned with the spout.
    - ♦ To remove lid, continue turning the lid count clockwise until the lid separates from the carafe.

Safety considerations:

-Read all instructions carefully.

Don't touch hot surfaces. Use handles and knobs

To protect against fire, electrical shock and injury, do not place cord, plug, or coffee maker in water or other liquid.

Be careful when children are present.

Unplug when not in use.

If damaged cord, don't operate.

Don't use outside

Do not let power cord dangle over counter tops or edges.

Don't place near hot gas or electric burner, or heated oven

Scalding may occur with hot water.

Thermal carafe has a glass liner, so be careful of breakage

Do not use this appliance for other than intended use.

Other safety issues:

Never use the carafe on a range top or in a microwave oven.

Do not heat carafe

Discard carafe if damaged in any manner—even if the handle is loose or weakened.

Don't clean carafe with scouring powders, steel wool pads or other abrasive materials.

This carafe is designed for use with this coffee maker only.

Power cord safety instructions:

Don't use if cord is damaged.

Extension cord may be use if care is exercised in their use.

Don't drape or dangle cord over edges of table, counters, or chairs.

If cord or extension cord is very long, be aware of tripping hazard.

This appliance has a polarized alternating current plug (one blade is wider than the other). To reduce the risk of electrical shock, as a safety feature, this plug will fit in a polarized outlet only one way.

Limited Warranty Statement

Warranty covers... free of defects for one year—when you bought it. This warranty covers normal consumer use and does not cover damage or failure which results from alteration, accident, misuse, abuse, neglect, commercial use, or other things.

Company contact information: 1-800-438-2542 (for warranty and product information)

Proposal/Report Assignment

English 222, Professional & Technical Writing

Prof. Hibsman

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Proposal/ Report Assignment	• Chapter 14 • Writing Brief Reports, p. 468-498	PPT: Report Writing PPT: Chapter 14 Slides	See Proposal/ Report Assignment sheet posted in the Content section of D2L under week 3.	

The Problem

You are a Systems Analyst at Good Day Real Estate Corporation. The Long Beach office of Good Day Inc. has twelve outdated Dell computers. Your boss, Nancy Mitchell, IT Manager has requested your ideas on how to solve the problems with the old computers. Ms. Mitchell is concerned about the "bottom line," but she also wants the best solution to the problem. She would like you to share your ideas with Don Peterson, Director of Operations. Some of the problems include:

- The current computers lack memory and therefore lack storage capacity for data.
- The current computers are also too slow.
- The software is outdated.

You have done some research and have come up with three options. You need to recommend one of these to your management.

Option I

One possibility is to install more RAM into the motherboard at a cost of approximately $350 per computer, and also to upgrade the software on the existing computers, at a cost of approximately $1000 per computer.

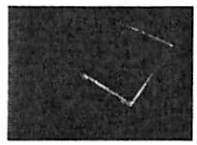
The hardware and software is available locally and could be on-site within one week. The Good Day IT personnel know how to install both the hardware and software. The changed hardware and the software updates would take two days to install.

Option II

The other option is to buy new computers from Dell at a cost of $1400 per computer. The new computers are faster, have greater memory, and the quoted price includes new versions of the software. In addition, the new computers have larger monitors. Dell will send automatic updates yearly to the new software if the new hardware is purchased.

In addition, the old computers can be given to Friendly Elementary School in the Long Beach Unified School District. You've spoken to Mr. Robert Gonzales, Principal of Friendly School, and their facilities people will come pick up the old computers. This would mean a tax write-off for Good Day Real Estate, as well as good public relations for Good Day, Inc.

The new computers could arrive within 30 working days of being ordered. The Good Day IT personnel know how to install the computers. Packing of the old computers, unpacking the new computers, and installing the new computers would take four days.



Option III

This option is not to buy any new computers or upgrade any existing computers. Instead you would rent a selected number of computers. The number of rental computers, the cost, the term of the contract, etc. you must research (or makeup reasonable figures...).

Directions

Read the scenario carefully, underlining key facts.

Write a brief report (2-3 pages) that recommends a solution to Good Day Real Estate Corporation's current problem.

Start with a brainstorming outline. (You don't need to turn this in.)

Take a look at Chapters 14 and 15 before you start this assignment. Determine your audience, purpose, tone, etc. This will determine to whom and in what way you will write the report.

You do not need to write a cover page. (You do need to put your name on the paper, however.)

I recommend using headings.

I recommend using bullets to break down the data.

You might want to share the opposing viewpoints (other options) just to prove that your recommendations are the best option.

Memo format is fine.

Make sure you proofread and edit your final draft. (Try to make it perfect...)

- You determine what the best solution is.
- (There is no "right" or "wrong" solution – you just need to make your case convincing.)
- You decide how the report will be organized, what its format will be, and what headings to use.
- (If you're not a computer person, you can use more general language. If you know about computers, you can use more technical language. Either approach is fine.)
- Please include a graphics (Excel bar, pie, line chart...). You decide what graphic or table to use, and where to put it in the report. If you use a graphic, label the figure or table correctly and refer to in the text.
- Good luck.

Game Design/Proposal Assignment

English 222, Professional & Technical Writing

Prof. Hibsman

Module	Readings from Professional and Technical Writing Strategies, 6th Ed. By Judith VanAlstyne	Lessons	Required Assignments	Due Date
Game Design/ Proposal Assignment	• Chapter 15 • Devising Longer Reports and Proposals, p. 500-539	PPT: Abstracts, Introductions, Recommendations, and conclusions PPT: Chapter 15 Slides	See Game Design/ Proposal Assignment sheet posted in the Content section of D2L under week 3.	

Assume your business has a web page and you have decided to enhance the site by including an interactive program to engage your customers and keep them on the site for as long as possible. Many businesses incorporate pictures and videos, but the goal is to have an interactive activity where they are actively involved.

- You are being asked to design a game, activity, or simulation for your business's website.

- Your job is to design a game, simulation, activity, etc. and place it on your website. The purpose is to build interest for the products or services. Also you want to keep them on the site as long as possible.

- You are simply designing an idea and/or concept. The actual development and implementation will be done by someone else (from the Communications Media Department or Computer Information Systems Department).

- Your deliverables will be:
  - Proposal
  - Storyboard
  - Presentation

- You are highly encouraged to take virtual tour of the Applied Media and Simulation Games Center in the Communications Media and Instructional Technology
  http://www.coe.iup.edu/amsgc/

  http://www.coe.iup.edu/amsgc/virtual.htm

  The students in this department may take your ideas and build it as part of their project.

- Take a look at the slides, storyboard examples and other documents available on our website to get some ideas. You might also want to do some quick research to see what is out there that is currently being used.

Product Examples:

Friskies Cat Food: http://www.friskies.com/Cat-Food?DCMP=KNC-FRSK-Bing-2010-FR&HBX_PK=cat+food&HBX_OU=52

What if sports simulations:

http://www.whatifsports.com/locker/dynasty.asp

NASCAR Simulators:

http://www.proracingevents.com/nascarsimulators.html

Disney dress up game:

http://www.disney--games.com/hannah_montana_dress_up_20.html

Sailing simulation: http://us.sailsimulator.com/

Investment, money, banking issue for children: http://www.orangekids.com/

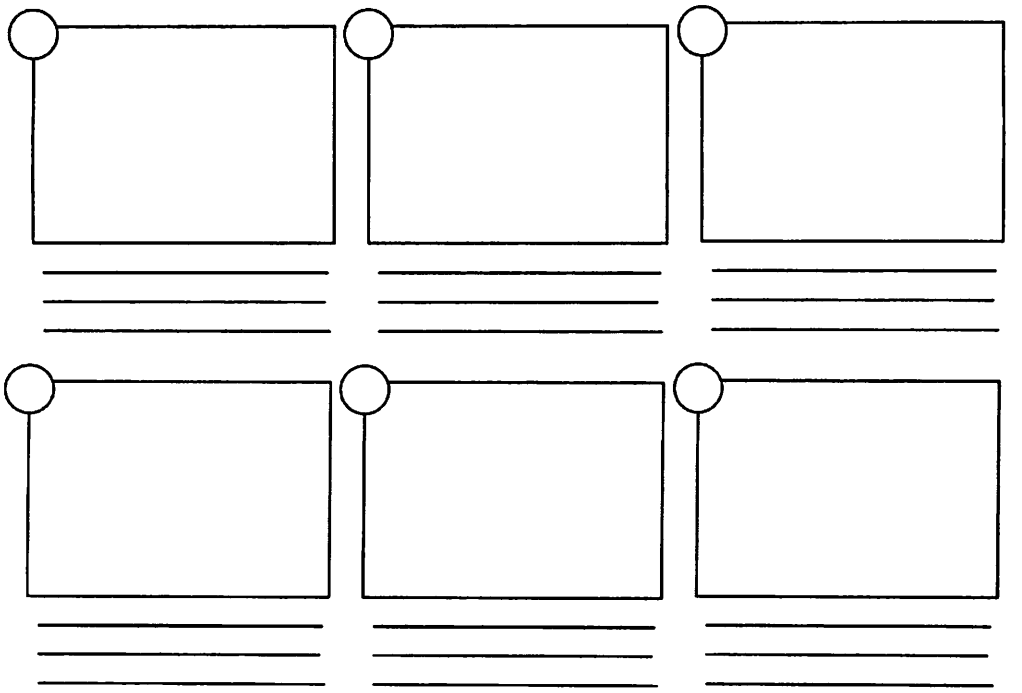
The Office games: http://www.nbc.com/The_Office/games/

Sample Storyboard Template:

NAME
PROJECT

NOTES

page



Proposal Requirements:

1. Title Page (Game Name – Perhaps also add a subtitle or high concept sentence, author, date
2. Table of Contents – Make sure this includes all the subsections to make finding material. If practical, hyper linking the document will help here.
3. Game Overview
   - 3.1. Game Concept
   - 3.2. Purpose/Objective
   - 3.3. Genre (How would you classify the game?)
   - 3.4. Target Audience
   - 3.5. Look and Feel – What is the basic look and feel of the game? What is the visual style?
4. Game play and Mechanics
   - 4.1. Flow—how does the game flow for the game player? (Are they taken through a course?)
   - 4.2. Rules— what are the rules to the game, both implicit and explicit?
   - 4.3. Instructions—
5. Story, Setting and Character
   - 5.1. Story—where does the game start off? Plot summary.
   - 5.2. Back story—does the user need to know some skills before starting the game?
   - 5.3. Actors/characters
   - 5.4. Setting?
6. Levels—does the game get harder as you continue?
7. Ending the game—Time runs out, gets killed, don't completed task, etc.
8. Storyboard
   - 8.1. Sample frame shot
   - 8.2. Progression, timing
   - 8.3. Provide a visual image(s)
9. Audio
   - 9.1. Music
   - 9.2. Sound effects
     - 9.2.1.1. Ambient
     - 9.2.1.2. Action
     - 9.2.1.3. Victory
     - 9.2.1.4. Defeat
     - 9.2.1.5. Weapon sounds
10. Technical
    - 10.1. Help System
    - 10.2. Navigation
    - 10.3. Hardware
    - 10.4. Budget
    - 10.5. Etc.

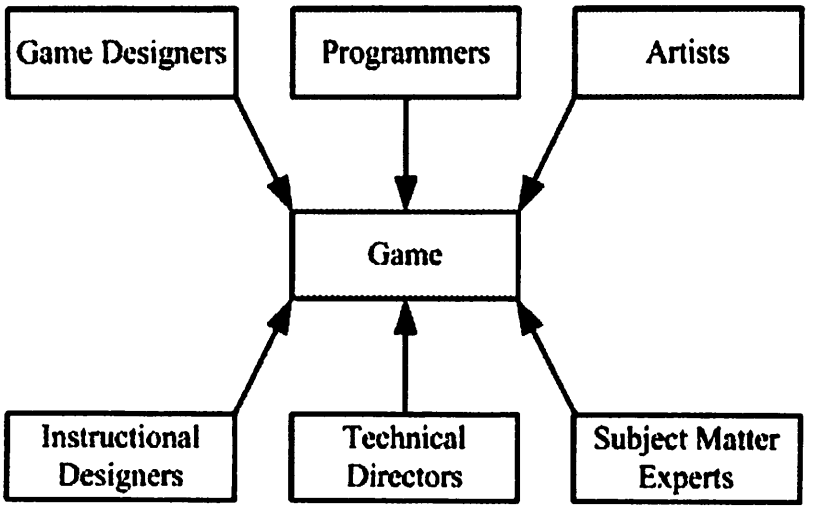


Figure 1. Development Team

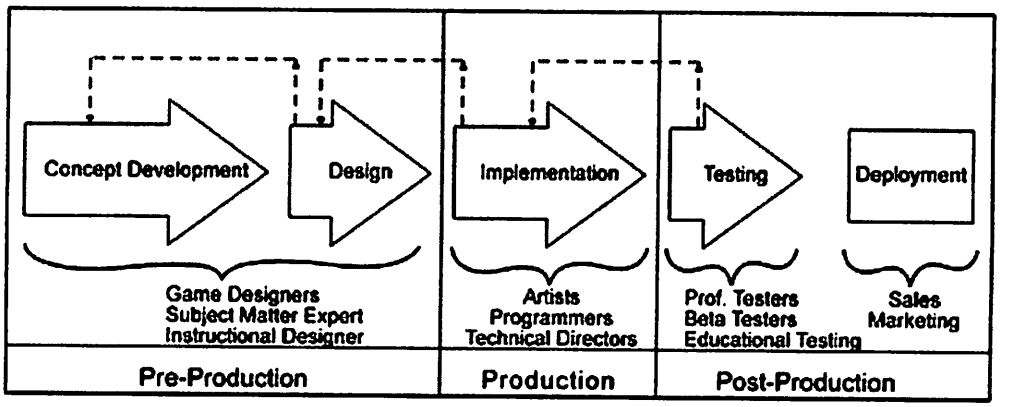


Figure 2. Development Process

I) Instructional Design

- ***Audience Analysis:*** An analysis of the learner's current skills and how those skills map to the instructional content
- ***Entry Behaviors:*** Identification of the learning objectives the player must have mastered prior to playing the game in order to be successful. Any skills or knowledge identified as an entry behavior will not be covered in the game. It is a pre-requisite for the game.
- ***Instructional Goals:*** Broad educational goals for the game.
- ***Instructional Objectives:*** Performance objectives for the game. It is very critical that instructional objectives are granular enough to allow for the diagnosing of instructional problems. At a minimum, objectives should address (1) behavior to be measured, (2) conditions under which the behavior will be measured, and (3) a minimum level of achievement needed to master the objectives.
- ***Assessment Items:*** Assessment items for each of the learning objectives should be created. It is important that each assessment item only tests a single instructional objective. In the case of an educational game the assessment items are often constructed as in-game activities that map to specific learning objectives.
- ***Presentation Strategy:*** With the audience analysis, learning objectives, and in-game learning assessments prepared, we can then concentrate on how to present the necessary instructional materials to the learner in a manner that will prepare them to successfully complete the assessments. In the case of most educational games, the presentation strategy will drive many of the gameplay decisions about the game. The game-mechanics and game narrative will reflect the presentation strategy.

II) Game Design

- ***Game Concept:***
  - ***Game Description:*** This is a very broad description of the game.
  - ***Genre:*** What kind of game is it?
  - ***Platform:*** Will this run on a PC, console, PDA, phone, etc.?
- ***Game Mechanics:***
  - ***Core Gameplay:*** What actions will be available to the player consistently and how will those actions influence the world?
  - ***Mode of play:*** How many different modes of play will be available in the game?
  - ***Game Flow:*** How will the player progress through the game be organized? Is the game broken into levels? What triggers the end of a level? How will in-game assessments be integrated into the flow of the game?
  - ***Types of Characters:*** How many different types of characters are there? How do they behave differently in the game?
  - ***Gameplay Elements:*** What environmental elements exist in the game that adds to the game play? Will there be items that act as a power-up? Etc. Are there different types of weapons?
- ***User Interface Functionality:*** What are the user interface items and what functionality is needed for each of the items? This includes screens and menus.
- ***Narrative:*** The back-story for the game and characters

III) Art

- ***User Interface*:** What do the screen elements and menus actually look like? This should include the color scheme, resolution, fonts, etc.
- ***Gameplay Elements*:** What do the game elements look like? This includes sketches of the characters and the setting for the game.
- ***Sound and Music:*** Identifies any needed music and sound effects

IV) Programming

Game Design Document Outline

Version 0.1(draft) October 10, 2005

By Mark Baldwin

Baldwin Consulting

http://baldwinconsulting.org

The Game Design Document (GDD) it the blueprint from which a computer or video game is to be built. As such, every single detail necessary to build the game must be addressed in the document (or support documents). If it's not in the document, then it probably won't be in the game.

Below you will find an outline for a generic Game Design Document. The problem is that no generic GDD will be able to address all the various genres for which a game may be created. For example, consider the games PacMan, SimCity and Doom. All three games required detailed design documents, but if you think about it, those documents would be entirely different! As such, when using the outline below you will find sections that will be totally meaningless to your game. But also, there will be sections that your GDD requires to describe the game. Just because it's not in my outline, it doesn't mean that it doesn't belong.

The GDD is a reference document. Members of the development team will constantly be using the document to find specific information for their specific needs. Consider the size such a document may grow to in order to document every piece of the game. We don't want the GDD to cause information overload and then become a prop under somebody's wobbly desk. As such it is important that you organize and format the document to make it easy to use. Also note that some of these sections might not appear in the GDD itself but instead would appear in supplemental documents such as an Art Bible or Test Plan. This helps make the overall document more manageable and readable.

One last comment, a game design document is meant to be a living document. Just as when the artist changes the design of his painting every time he takes his brush to the canvas, a computer or video game evolves as code and art are created. The GDD then is the communication tool from which all the members of the team can follow that evolution.

11. Title Page
    - 11.1. Game Name – Perhaps also add a subtitle or high concept sentence.
    - 11.2. Copyright Information
    - 11.3. Version Number, author, date
12. Table of Contents – Make sure this includes all the subsections to make finding material. If practical, hyper linking the document will help here.
13. Design History – This is a change listing quickly describing each major version and changes.
14. Section I - Game Overview
    - 14.1. Game Concept
    - 14.2. Feature Set
    - 14.3. Genre
    - 14.4. Target Audience
    - 14.5. Game Flow Summary – How does the player move through the game? Both through framing interface and the game itself.
    - 14.6. Look and Feel – What is the basic look and feel of the game? What is the visual style?
    - 14.7. Project Scope – A summary of the scope of the game.
        - 14.7.1. Number of locations
        - 14.7.2. Number of levels
        - 14.7.3. Number of NPC's
        - 14.7.4. Number of weapons
        - 14.7.5. Etc.
15. Section II - Gameplay and Mechanics
    - 15.1. Gameplay
        - 15.1.1. Game Progression
        - 15.1.2. Mission/challenge Structure
        - 15.1.3. Puzzle Structure
        - 15.1.4. Objectives – What are the objectives of the game?
        - 15.1.5. Play Flow – How does the game flow for the game player
    - 15.2. Mechanics – What are the rules to the game, both implicit and explicit? This is the model of the universe that the game works under. Think of it as a simulation of a world, how do all the pieces interact? This actually can be a very large section.
        - 15.2.1. Physics – How does the physical universe work?
        - 15.2.2. Movement
            - 15.2.2.1. General Movement
            - 15.2.2.2. Other Movement
        - 15.2.3. Objects
            - 15.2.3.1. Picking Up Objects
            - 15.2.3.2. Moving Objects
        - 15.2.4. Actions
            - 15.2.4.1. Switches and Buttons
            - 15.2.4.2. Picking Up, Carrying and Dropping
            - 15.2.4.3. Talking
            - 15.2.4.4. Reading
        - 15.2.5. Combat – If there is combat or even conflict, how is this specifically modeled?
        - 15.2.6. Economy – What is the economy of the game? How does it work?
    - 15.3. Screen Flow
        - 15.3.1. Screen Flow Chart – A graphical description of how each screen is related to every other
        - 15.3.2. Screen Descriptions – What is the purpose of each screen?

15.3.2.1. Main Menu Screen
15.3.2.2. Options Screen
15.3.2.3. Etc.
15.4. Game Options – What are the options and how do they affect game play and mechanics?
15.5. Replaying and Saving
15.6. Cheats and Easter Eggs
16. Section III – Story, Setting and Character
16.1. Story and Narrative - Specific details like scripts and cut scenes may not be in this document but be in the Story Bible.
16.1.1. Back story
16.1.2. Plot Elements
16.1.3. Game Progression
16.1.4. License Considerations
16.1.5. Cut Scenes
16.1.5.1. Cut scene #1
16.1.5.1.1. Actors
16.1.5.1.2. Description
16.1.5.1.3. Storyboard
16.1.5.1.4. Script
16.1.5.2. Cut scene #2
16.1.5.3. etc.
16.2. Game World
16.2.1. General look and feel of world
16.2.2. Area #1
16.2.2.1. General Description
16.2.2.2. Physical Characteristics
16.2.2.3. Levels that use area
16.2.2.4. Connections to other areas
16.2.3. Area #2
16.2.3.1. etc.
16.3. Characters
16.3.1. Character #1
16.3.1.1. Back story
16.3.1.2. Personality
16.3.1.3. Look
16.3.1.3.1. Physical characteristics
16.3.1.3.2. Animations
16.3.1.4. Special Abilities
16.3.1.5. Relevance to game story
16.3.1.6. Relationship to other characters
16.3.1.7. Statistics
16.3.2. Character #2
16.3.3. etc.
17. Section IV – Levels
17.1. Level #1
17.1.1. Synopsis
17.1.2. Introductory Material (Cut scene? Mission briefing?)

17.1.3. Objectives
17.1.4. Physical Description
17.1.5. Map
17.1.6. Critical Path
17.1.7. Encounters
17.1.8. Level Walkthrough
17.1.9. Closing Material
17.2. Level #2
17.3. etc.
17.4. Training Level

18. Section V - Interface
    18.1. Visual System
        18.1.1. HUD - What controls
        18.1.2. Menus
        18.1.3. Rendering System
        18.1.4. Camera
        18.1.5. Lighting Models
    18.2. Control System – How does the game player control the game? What are the specific commands?
    18.3. Audio
    18.4. Music
    18.5. Sound Effects
    18.6. Help System
19. Section VI - Artificial Intelligence
    19.1. Opponent AI – The active opponent that plays against the game player and therefore requires strategic decision making (example, Civilization or Chess, how is it to be designed?
    19.2. Enemy AI – Villains and Monsters
    19.3. Non-combat Characters
    19.4. Friendly Characters
    19.5. Support AI
        19.5.1. Player and Collision Detection
        19.5.2. Path finding
20. Section VII – Technical – This may be abbreviated with most in the Technical Bible.
    20.1. Target Hardware
    20.2. Development hardware and software
    20.3. Development procedures and standards
    20.4. Game Engine
    20.5. Network
    20.6. Scripting Language
    20.7. etc.
21. Section VIII – Game Art - This may be abbreviated with most of the content in an Art Bible.
    21.1. Concept Art
    21.2. Style Guides
    21.3. Characters
    21.4. Environments
    21.5. Equipment
    21.6. Cut scenes
    21.7. Miscellaneous

22. Section IX - Secondary Software
    - 22.1. Editor
    - 22.2. Installer
    - 22.3. Update software
23. Section X - Management
    - 23.1. Detailed Schedule
    - 23.2. Budget
    - 23.3. Risk Analysis
    - 23.4. Localization Plan
    - 23.5. Test Plan
24. Appendices
    - 24.1. Asset List
        - 24.1.1. Art
            - 24.1.1.1. Model and Texture List
            - 24.1.1.2. Animation List
            - 24.1.1.3. Effects List
            - 24.1.1.4. Interface Art List
            - 24.1.1.5. Cut scene List
        - 24.1.2. Sound
            - 24.1.2.1. Environmental Sounds
            - 24.1.2.2. Weapon Sounds
            - 24.1.2.3. Interface Sounds
        - 24.1.3. Music
            - 24.1.3.1. Ambient
            - 24.1.3.2. "Action"
            - 24.1.3.3. Victory
            - 24.1.3.4. Defeat
        - 24.1.4. Voice
            - 24.1.4.1. Actor #1 lines
            - 24.1.4.2. Actor #2 lines
            - 24.1.4.3. Etc.

‹ January 2012 ›

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Today

News Item **Actions**

Welcome to English 222

Welcome to English 222 Technical Writing.

Take a look around the site. This is where I will post homework assignments, grades, resources, etc. Everything posted in this site will be discussed in class.

Get ready to explore and research a variety of topics this session.

Emailing the Instructor

Class, If you need to send an e-mail to me, please be sure to include your name and class at the close of the e-mail.

Many of you have usernames that do not indicate your actual name, so it is difficult for me to discern who you are unless you provide a signature. Also, because I teach more than one class, please indicate which class you are in. This is especially helpful in the beginning of the term while I am still getting to know everyone. Thanks! :-)

Nettiquette

Course Home | Content | Checklist | Discussions | Dropbox | Quizzes | Classlist | Grades | Edit Course

Content Areas

- View Content
- Manage Content
- Reports
- Settings
- Manage Files

Instructions

- Use this page to manage content for your course, such as editing, copying, deleting, moving and reordering topics or modules.
- You can select multiple items to edit, copy, move or delete.
- To select all items in the list, select the check box at the top or bottom of the list.

Manage Content

Manage Content | New Module | New Topic | Add Multiple Topics | Reorder

Search For: Search Show Search Options

Content Items **Actions**

- **Fall 2011 ENGL 222 001**
- / **Week 1** Introduction
  - Slides
  - Lecture
  - iup
  - Syllabus
  - Assignment #1
  - Assignment #2
  - Assignment #3 Unethical Situation
- / **Week 2** Professional & Technical Writing
  - Starting your business
  - Slides
  - Chapter 1 slides
  - Blooper Analysis
  - Values
  - Press Release Slides
- / **Week 3** Professional & Technical Writing
  - Press Release Slides
  - Logo Memo
  - Blooper Analysis
  - Logo Examples
  - Chapter 2 Slides
  - Map Memo
- / **Week 4** Professional & Technical Writing
  - Competition Memo

Chapter 3: Utilizing Graphics and Other Visuals

- Tables
- Figures
  - Bar charts
  - Line graphs
  - Pie charts
  - Flow charts
  - Organization charts
  - Drawings/Illustrations
  - Maps
  - Photographs/fine art
- Text/Word art
- Clip art
- Icons

Tables

- Informal random tables
- Informal continuation tables
- Formal tables

Graphics/Visuals Purposes

- Speed comprehension
- Emphasize points
- Assist quick reference
- Allow for comparisons/contrasts
- Provide more detail than text
- Serve as international/multicultural language
- Aid retention
- Break "gray" page monotony
- Add to report attractiveness

Informal Random Tables

- Use for brief data
- Introduce each
- Indent from right and left margins

Graphic/Visuals Conventions

- Design simplicity
- Careful incorporation into text
- Meaningful placement and reference
- Precise noun phrase titles
- Table/Other graphics numbering
- Continuation notations
- Arabic decimal numbering sequence
- Punctuation conventions
- Spacing considerations
- Reference sentences
- Following commentary
- Source acknowledgements

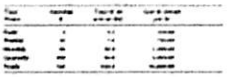
Informal Continuation Tables

- Present as text continuation
- Introduce each
- Indent from right and left margins
- Include proper punctuation

Formal Tables

- Place title flush left, above
- Include horizontal lines above and below
- Do Not Close sides
- Use vertical columns
- Use boxed headings

Typical formal table

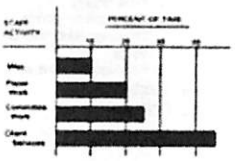


7

Bar Charts cont.

- Typical horizontal bar chart

Typical horizontal bar chart



10

Figures: Bar Charts

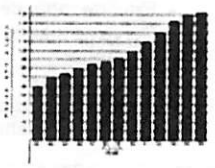
- Show differences in quantity and quality
- Types
  - Horizontal
  - Vertical
  - Multiple
  - Stacked
  - Deviation
  - Creative
  - Histograms

6

Bar Charts cont.

- Vertical bar charts

Multiple bar chart (with legend)



11

Bar Charts cont.

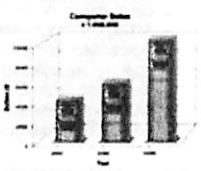
- Conventions
  - Box all data
  - Use equal bar designs
  - Usually place longer bars at bottom or to right
  - Use vertical or horizontal grid lines appropriately
  - Use tick marks
  - Use centered headings
  - Use partial cut-off lines to separate headings from tick marks
  - Include legend boxes

9

Bar Charts cont.

- Typical creative bar chart

Creative bar chart



12

Bar Charts cont.

- Typical 3-D stacked bar chart

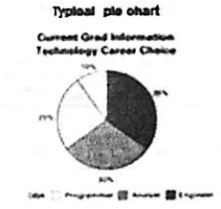
Pie Charts

- Compare relative proportions of various factors to each other and to the whole
- Conventions
  - Do not present larger than 3' diameter on an 8 ½' x 11' page
  - Place largest segment in upper right hand quadrant
  - Decrease sizes clockwise
  - Place headings and percentages outside each wedge
  - Center headings on wedge radii
  - Use tag lines if necessary
  - Use horizontal plane
  - Contain all labels within margins
  - May use separated wedges
  - May use 3-D wedges

Line Graphs

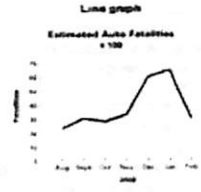
- Show changes in two values
- Conventions
  - Always place left to right
  - Use tick marks
  - Do Not show grid lines
  - Adhere to punctuation rules
  - May use multiple lines
  - May use 3-D lines

Pie Charts cont.

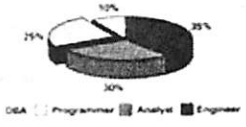


Line graphs cont.

- Typical line graph



Pie Charts cont.



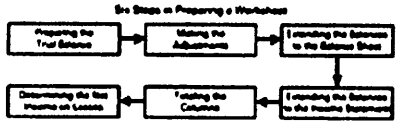
Flow charts

- Show pictorially how a series of factors (activities, procedures, operations, events, other) relate to each other
- Conventions
  - Use squares, boxes, triangles, circles, diamonds, or other shapes for each step
  - Use horizontal, vertical, circular, or combinations for directions
  - Name major factors within the shapes
  - Use lines or arrows to indicate flow
- May be simple, complex, or pictorial

Organization charts

- Show qualitative rather than quantitative materials
- Show relationships of positions, units, or functions
  - Position chart shows chain of command
  - Unit chart shows relationships of units
  - Function chart shows span of control

Flow Charts cont.



Organization Charts cont.

Flow Charts cont.

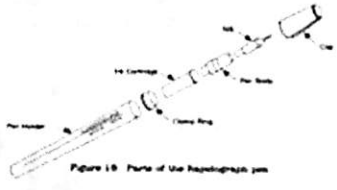
Drawings/Illustrations

- Emphasize and clarify points in text
- Types
  - Procedural drawings
  - Labeled line drawings
  - Exploded-view illustrations
  - Cutaway drawings
  - Schematics
  - Motion indicators
- Conventions
  - Be exact
  - Keep uncluttered, properly ruled, and labeled
  - Do not hand letter labels and symbols

Drawings/Illustrations cont.

Drawings/Illustrations cont.

Drawings/Illustrations cont.



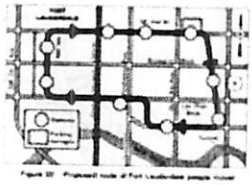
Maps

- Show sites, routes, comparisons by geographical locations
- May be large scale or small scale
- Conventions
  - Hand-drawn, computer generated, photocopied, scanned
  - May use color, shadings, hatches, patterns

Drawings/Illustrations cont.

Small-scale Maps

Large-scale Maps



Text/Word Art

- Used for titles or for special emphasis
- Must be useful, not merely decorative
- Use various fonts, text-sizes, contours

NOTICE>

DANGER!

Caution

Photographs/Line Art

- Provide overall, exact views
- Conventions
  - Keep simple
  - Include person, hand, ruler for scale

Clip Art

- Use sparingly to enhance documents
- Select people, objects, symbols

Photographs/Line Art cont.

Icons

- Use to convey conventional meanings
- May enhance with color, textures, shadows, other