



商务英语写作系列丛书

上

最新商务报告 写作 (第9版)

Technical Report Writing Today Ninth Edition

Daniel G. Riordan



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Technical Report Writing Today

最新商务报告写作(上)

Daniel G. Riordan
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总 序

北京大学出版社继《英语写作原版引印系列丛书》之后，2010年，又专题引进商务英语写作原版系列教材。这套教材体系完整，应用性强，商务内容丰富，十分贴近英语教学改革的需要和广大学生提升未来就业能力的需求，填补了我国商务英语写作领域内没有高质量商务英语写作教材的空白，并得到15所商务英语专业院校教学协作组和中国英语写作教学专业委员会相关专家的联合推荐。

随着我国对外开放的不断深入，高水平的商务英语写作人才一将难求，能用地道规范的英文起草法律合同、撰写咨询报告的专业写作人才更是凤毛麟角，部分国际咨询机构提供的一份英文公司咨询报告价格高达百万美元，如此激烈的竞争值得我们认真反思现有的写作教学。即将出台的高等学校商务英语专业本科教学要求（试行）明确指出，商务英语写作是学生的核心能力，商务英语专业应加大毕业设计的比重，鼓励学生采用商务报告（如市场调研报告、商业计划书、营销方案等）多种形式。而全面提升商务英语写作能力，按照过去传统的写作教学模式，已无法适应，必须要有新的改革思路，要改变“费时低效”的困境，就必须做到以下几个转变：（1）从重写作技能转向技能与内容并重；（2）从传统写作教学转向机辅写作教学模式；（3）从开设单一写作课转向开设写作课程群；（4）从大班课堂写作教学转向个性化写作教学中心。通过对美国普林斯顿大学、英国华威大学等世界名校的考察，我们建议，可分阶段分层次为不同水平的学生开设商务英语写作课程群（Writing Portfolio），具体可包括：基础英语写作、国际贸易写作、国际营销写作、金融英语写作、法律英语写作、学术英语写作、财经新闻写作、商务函电写作、商务报告写作、职业应用文写作等，全面提升学生的写作能力。

本套系列教材在国外畅销经久不衰，多次再版或重印，此次由北京大学出版社首批引进出版10本：《商务沟通：以读者为中心的方法》（上、下册）、《商务沟通与写作》（上、下册）、《最新商务报告写作》（上、下册）、《职场英语写作》（上、下册）、《成功商务英语写作》（上、下册），由对外经济贸易大学商务英语写作教学团队的教师魏明博士、冯海颖博士、杨颖莉博士、李玉霞博士、尹珏林博士分别撰写导读。

本套丛书既是职场英语写作的优质教材，又是商务写作的经典教材，教材深入浅出，语言简明，可帮助学生理解、记忆和应对多种国际商务场合下的写作需求。通过本丛书的学习和训练，学生可提高写作水平，为踏入职场做好准备。本套丛书可用作全国大专院校的商务英语学生和教师的写作课教材和参考书，还可供经管类学生学习商务英语写作之用，同时也可供爱好商务英语写作的广大社会读者和各类公司企业人员提高英语写作使用。

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教授、博士生导师



2010年国庆节于北京

导 读

一、本书的特色

1. 作者简介

Daniel G. Riordan 毕业于美国北卡罗来纳州 Chapel Hill 分校, 获得美国文学方向博士学位, 目前是美国威斯康星州立大学斯特奥特分校的教授, 曾担任该校高级写作教研部主任, 专业与科技写作委员会主席。他在专业与技术写作、多媒体教学、信息设计、自由写作、技术修辞等方面颇有造诣, 多年来为学生开设了网页设计、自由写作与专业写作、多媒体写作、多媒体项目等多门专业课程, 并担任专业写作协会顾问。他曾编撰威斯康星州立大学斯特奥特分校跨学科写作简报 *Coyote*, 并多次在学术会议上做专业写作教学方面的报告。

2. 本书特色

《最新商务报告写作》是作者多年写作教学经验的凝练和总结, 自首次出版以来, 深受读者欢迎, 已再版八次。本书集中介绍商务报告写作的方法, 内容涵盖商务报告写作的基础、技巧, 以及网络写作、职场写作等多个话题。学生可通过详实的例证和丰富的练习系统学习并掌握专业写作的要点。每章内容都辅以工作表 (worksheet), 逐步引导学生对课后练习进行构思, 习作实例详细阐释了不同类型的写作风格和写作方法。本书还配以精美的图片、图表, 清晰生动地介绍了商务报告写作的流程。第九版增加了电子简历写作以及全球化与电子资源的使用, 为读者开阔了视野, 同时了解了商务报告写作领域的最新进展。

本书语言简洁流畅, 教学活动新颖有趣, 兼具可读性与实用性, 是商务报告写作领域的一本好教材。

3. 使用对象与方法

本书适用于从英语写作初学者到专业技术写作人员的广泛读者群, 也是广大英语教师和英语爱好者的良师益友。本书的教学方式灵活多样, 教师在教学过程中可以选择按章节教学, 也可以选择重点介绍一些章节, 并辅以练习进行教学, 时间以一学年为宜。本书还配有辅助教学网站, 读者可以从网站获取更多学习资源。

二、本书内容

本书共有 20 章, 分为三个部分。

第一部分 商务报告写作基础 (第 1-10 章)

第一部分主要是让学生了解商务报告写作的基本概念和过程。

第一章 商务报告写作的定义

本章讲述了技术写作的基本定义以及特征以及落笔之前的准备工作。首先, 要根据不同的读者选择相应的写作方法, 包括运用小标题, 选择简明清晰的语言, 以及运用图表辅助文字等。同时, 作者还要具有全球化的视野, 掌握各民族的语言文化特征, 这样才能达到跨文化交流与沟通的目的。

第二章 读者概述

本章阐述了在写作之前,作者应该如何了解目标读者群,包括考虑读者是个人还是团体,他们的知识体系,以及他们对于报告的预期。

第三章 商务报告写作过程

本章阐释了写作过程中需要考虑到诸多因素,并描述了写作过程中做计划,拟草稿,编辑,以及与团队讨论各个环节的注意事项,并通过流程图展示了技术写作的步骤。

第四章 商务报告写作方式

本章详细讲解了技术写作的文体风格,并列出了写好技术报告的六条原则,包括使用主动语态,使用排比结构,句子长度在12-25个字之间,减少“there are”句型的使用,避免使用花园路径句(garden path sentences),以及通过选择词汇来改变语气。

第五章 研究

本章讲解了如何在写作之前做好调研,并重点详述了调研过程中的两个主要方法,一个是通过问问题来引入主体,另一个是通过输入主题词来进行信息的搜索。

第六章 页面设计

本章探讨了进行视觉布局的两个关键因素:即“标题”和“内容”。标题应简明扼要地将主要信息传达给读者,内容也应该进行合理安排以突出主题。还可以通过固定的模板来统一格式,使做出的文档更加专业。

第七章 使用视图

本章详细介绍了各种视觉辅助工具的用法,包括线型图,柱形图,圆形图等。

第八章 概述

集中探讨了概述的写法。读者往往通过浏览概述来决定是否需要阅读全文,因此概述应言简意赅地概括全文的内容。

第九章 定义

比较了两种下定义的方法。传统的下定义方式是解释此事物与其它同类事物的区别。扩展定义则是通过比较、举例、解释因果关系等方式让读者对该事物有更清晰的认识。

第十章 描述

集中讲解了对事物进行描述的方法。通过大量例证和图表阐述了如何对事物机理和过程进行描述。

第二部分 商务报告写作应用(第11-17章)

第二部分重点介绍了商务报告写作的应用,包括如何写备忘录以及非正式的报告,怎样制作网页,如何撰写可行性分析报告、提案、说明书等等。每一章节都配有各种案例和图片,此外,大量的学生作业、课后作业以及网上作业可以帮助学生巩固所学习的内容,单元后面的参考文献为学生提供丰富的课后自学资源。

第十一章 指令集

介绍了撰写指令集的四要素。首先,在介绍部分要为读者解释相关术语,列出需要用到的工具。其次,要向读者详细解释每一个步骤,格式要清晰规范,最后,语气要坚决肯定。

第十二章 备忘录和非正式报告

讨论了备忘录及非正式报告的写作策略。分别介绍了备忘录和非正式报告的特征和使用范围以及写作方法。

第十三章 网站开发

网页和网络文件是信息的重要载体,制作网页包括策划、草稿和测试三个步骤。在设计网页之前,一定要考虑到浏览网页的人群,此外,还要设计一个流程图,对网页进行整体布局和设计。网页的图片也要精美生动,但不要占据太多空间。在网页设计好以后,可以通过测试初步了解网页效果并进行调整。

第十四章 正式报告

综合介绍了正式报告的撰写方法。正式的报告包括报告首页、目录、内容简介和主题介绍。

第十五章 推荐和可行性报告

推荐和可行性报告都要基于具体的数字和事实,写这两类报告时要考虑到这一点。在写报告之前,要为读者把事情发生的场景介绍清楚,再为他们提供选择标准,以帮助他们做出判断或分析。

第十六章 提案

写好提案的要点包括清晰明了地陈述问题,简明扼要地提出解决问题的方法,深入细致地分析解决方法的益处,最后全面具体地解释解决方法的实施步骤。

第十七章 使用说明书

使用说明书可以使读者了解机器的操作方法,因此在撰写说明书时要从机器设计者的角度出发,详细说明每个部件的使用功能,最好能辅以操作图来进行讲解。

第三部分 职场写作

在介绍了商务报告写作的基本概念和应用之后,本书还专门开设一部分专门介绍职场写作,为学生介绍了求职、就业,以及工作场所中所需要的各种文体。本书还以全球化为背景,着重介绍了跨文化交际中可能遇到的文化差异,以及跨文化交际过程中的礼仪与习俗等话题。为了给学生提供职场写作的最新信息,本书还增加了电子简历的制作部分。

第十八章 口头陈述

口头陈述的形式和长度多种多样。做好口头陈述首先要做好计划,确定听众,制作好幻灯片,清晰地准确地传达报告内容。其次,陈述语速要适中。最后,在着装上也要注意细节,举止要大方得体。

第十九章 信函

着重介绍了职场信函的体例和要求,并提供了多个信函范例供学生参考。

第二十章 求职材料

求职信和简历是求职的两块敲门砖,也是给潜在雇主留下的第一印象。本章对求职信和简历的基本要点一一加以介绍,并介绍了面试的技巧。

三、推荐相关参考书

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杨颖莉

译者序

丹尼尔·里奥登现为美国威斯康星州立大学斯特奥特分校的教授，主要讲授商务报告写作、网页设计、专业写作以及多媒体制作等课程。他早年毕业于北卡罗来纳州立大学，获得博士学位。在多年的教学生涯中，除了从事自由创作之外，里奥登对多媒体技术、信息设计、修辞运用和教学技术等都有涉猎。里奥登创作不息，发表多篇相关学术论文，但最有影响的还要数摆在读者面前的这本《最新商务报告写作》。该书自出版以来，很受读者青睐，先后九次再版，对有志于提高商务报告写作水平的人士帮助极大。

《最新商务报告写作》一书全面涵盖了商务报告写作入门要领、写作技巧和实际应用等。通过对丰富的教学实例和练习的实际讲解，该书的读者可以掌握如何创作出一份条理明晰、内容详实、格式标准的商务报告。

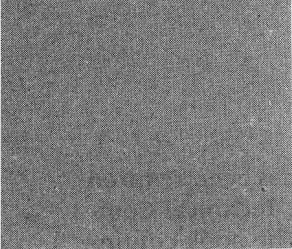
全书设计新颖，重点突出。每章内容都由“本章提要（IN A NUTSHELL）”、“主要内容（CONTENTS）”、“阅读贴士（TIP）”、“相关练习（EXERCISES）”、“参考文献（WORKS CITED）”和“重点聚焦（FOCUS）”几大部分组成。这样的设计不仅让有空的读者可以细细阅读，也能方便匆忙的浏览者迅速查阅。例如：书中的“项目工作表”设计对读者整理创作思绪和准备工作任务很有帮助；“重点聚焦”栏目则用“突显”的手法展现了商务报告写作的关键信息和最新发展动态。海量的练习则可以让读者自己选择是独立进行还是协作处理在商务报告写作中的一些实际问题并找到解决方案。为了增加可读性，作者引用了一百多个学生创作实例，向读者展示了不同的写作风格和解决问题的不同途径。通过大量篇幅不一的创作文本，作者告诉人们在不同的职业情况下，处理不同专业性文本的方法是存在不同的。书中还运用了大量的表格、图形，这既符合现代工作的最新特点，又让读者对所阅读的内容一目了然。

该书既是一本介绍商务报告写作的入门读物，又是一本融合多学科的权威教材。作者运用了符号学、传播学、统计学、管理学和人类学等众多学科的内容，将商务报告写作这一原本极为严肃的活动变得生动而有趣。值得一提的是，作者每章所布置的练习，其答案都为开放性的，没有标准答案。这可能让早已习惯选出“唯一正确”答案的中国读者感到无所适从。但细心的读者会发现，恰恰是经过这样的一种“无奈、困惑”的阶段，找到“没有答案”的答案，解决问题的能力才会得到实实在在的提高。

展现在读者面前的第九版《最新商务报告写作》介绍了用计算机处理商务报告写作的最新信息，尤其强调了在该领域内特别为人们所重视的创作道德和全球视野两大问题。

安徽财经大学外国语学院

周 平



To the Instructor

Since the first edition of *Technical Report Writing Today* appeared on instructors' desks some three decades ago, technical writing has changed dramatically. Yet with each successive edition, this book has consistently reflected an emphasis on the last word in its title—*today*. In every aspect of its up-to-date coverage, this book focuses on the state of the field right now and the tools technical communicators need in today's workplace. Upon mastering this text's principles for effective technical communication and learning the latest approaches and standards, students using *Technical Report Writing Today* will succeed not only in today's workplace but also in the workplace of tomorrow.

New to the Ninth Edition

The ninth edition of *Technical Report Writing Today* has been revised—as with past editions—to incorporate current issues important to teachers and students of technical communication in the new millennium. Sections on globalization, ethics, and electronic presentations keep the text abreast of new communication demands in the workplace. These new features, coupled with the text's accessible style and abundance of exercises, will help students prepare for the communication demands they will face in college and on the job.

New Coverage of Globalization. The globalized world economy requires students to be able to assess how to interact with audiences across the world. No longer is the audience for memos and e-mails those people somewhere down the hall, on another floor, or at another company office within the United States. Now the audience is likely to be in India or South America. Students must learn to function effectively in this new situation. The ninth edition incorporates in Chapter 1 a lengthy section on globalization and then in many chapters provides sidebars that relate global issues to the contents of those chapters, for instance, global concerns in relation to Web design.

Expanded Coverage of Ethics. The ethical role of the communicator also becomes more important in this new communication situation. Thus the book also includes in Chapter 1 a section on ethics and provides sidebars addressing ethical concerns throughout the chapters. These sidebars discuss important concerns such as ethical handling of résumés and e-mail.

Changes in Overall Structure. The structure of the book has been reduced from four sections to three: Technical Communication Basics, Technical Communication Applications, and Professional Communication. The book continues to include appendixes on style and research citations.

The “repertoire” section of the book, Technical Communication Basics, has been changed to include ten chapters. These chapters are grouped more effectively than in previous editions. The new order is Definition of Technical Communication, Profiling Audiences, The Technical Communication Process, Technical Communication Style, Researching, Designing Pages, Using Visual Aids, Summarizing, Defining, and Describing. (Summarizing has been moved to a more appropriate position with other kinds of basic writing.) Section 2, Technical Communication Applications, now includes Instructions. Section 3, Professional Communication, now includes Oral Presentations.

Updated Exercises. The exercises have all been categorized to indicate different types of goals for students—you create, you analyze, you revise, and group exercises. Many of the examples at the end of the chapters have been replaced. Many exercises have been revised.

Chapter-by-Chapter Changes. Chapters 7 (Using Visual Aids), 14 (Formal Reports), and 19 (Letters) have remained the same. All other chapters have been revised, as outlined below:

- ▮ **Chapter 1, Definition of Technical Communication.** Chapter 1 has been expanded. It now includes complete sections on ethics and globalization. Theoretical sections have been updated to include current thinking about the role of communication. New exercises and examples are included.
- ▮ **Chapter 2, Profiling Audiences.** This chapter has been revised to include current thinking about defining audiences, including an emphasis on the tasks that audiences must perform after reading and a section on creating audience profiles. Worksheets have been revised and a section on meeting “quality benchmarks” has been added.
- ▮ **Chapter 3, The Technical Communication Process.** The description of the process of creating documents has been updated to include recent thinking on information design. The key graphic in this chapter now includes questions based on information design principles.
- ▮ **Chapter 4, Technical Communication Style.** The examples throughout this chapter have been largely replaced. A brief treatment of “garden path” sentences has been included. New sample papers are included.
- ▮ **Chapter 5, Researching.** This chapter now includes a focus section on using keywords and on using Google to research items on the Web.
- ▮ **Chapter 6, Designing Pages.** Chapter 6 has been simplified to make the rather difficult process of designing pages easier for students to grasp. In particular, the number of graphics has been reduced, thus giving more prominence to effective design principles.

- ▮ **Chapter 8, Summarizing.** A new article, explaining computerized ordering, is the basis for summarizing activities. New summaries and abstracts are included in the chapter and in the examples.
- ▮ **Chapter 9, Defining.** This chapter includes many new examples of definitions.
- ▮ **Chapter 10, Describing.** This chapter includes new examples.
- ▮ **Chapter 11, Sets of Instructions.** New examples have been added to this chapter.
- ▮ **Chapter 12, Memorandums and Informal Reports.** Chapter 12 now includes more emphasis on and new examples of the IMRD report ("Lab Report") genre. The chapter also includes a focus section that treats e-mail in depth.
- ▮ **Chapter 13, Developing Websites.** A new form for evaluating websites has been added.
- ▮ **Chapter 15, Recommendation and Feasibility Reports.** This chapter has two new feasibility reports; one of them was created by a small business to determine whether to market an item.
- ▮ **Chapter 16, Proposals.** This chapter includes new examples of effective proposals.
- ▮ **Chapter 17, User Manuals.** Chapter 17 includes a new student model as well as a complete usability report.
- ▮ **Chapter 18, Oral Presentations.** This chapter now focuses on PowerPoint presentations. The theory of oral reports is expanded to include recent criticisms of PowerPoint presentations and to give advice on the effective creation of PowerPoint presentations.
- ▮ **Chapter 20, Job Application Materials.** New letters of application and new résumés provide even more examples for students.
- ▮ **Appendix A, Brief Handbook for Technical Writers.** Most of the examples in this appendix are new to this edition.
- ▮ **Appendix B, Documenting Sources.** Most of the examples in this appendix are new to this edition. All sections have been updated in accord with the latest MLA and APA guidelines.

Overall Organization

The structure of the book remains a sequence from theory and skills to applications. Early chapters present current information on how to handle the repertoire of technical communication skills from audience analysis through research and design. However, the chapters are organized as modules so that you may assign chapters in the sequence that best meets the needs of your course. For instance, you could easily begin your course with a discussion of audience and design or you could start with applications such as descriptions or letters. Moreover, all of the introductory chapters have extensive exercise sections so that students can either practice the concepts covered or go right into writing memos and short reports.

The approach of this edition is the same. The book's emphasis continues to be on such skills as definition and description and on such common writing forms as memos, informal reports, proposals, and letters of application. Each chapter is self-contained, asking students to follow a process of creation that emphasizes analyzing audience, analyzing information design, and addressing problems related to creating the type of document under consideration. Each chapter contains exercises, assignments, models, planning worksheets, and evaluation worksheets designed to guide students through all phases of document creation. Exercises provide a variety of strategies to help students learn. For instance, in Chapter 20, Job Application Materials, students are encouraged to analyze or revise a letter, to create a letter, or to follow an extended process of group interaction to create and test the letter.

The basic question for a technical communication textbook is, "Will it help teachers help students understand the communication demands they will meet on the job in the near future?" The ninth edition blends instruction on traditional tools of the trade with new strategies and information to help your students develop not just their skills but also their "savvy." This book will position students as effective communicators in the early twenty-first century and will position you and teachers like you as effective mentors for those students.

Features

Technical Report Writing Today retains the features that have made it the useful and popular text it is—and adds new ones.

The following list highlights some of the features that have proven effective in previous editions of *Technical Report Writing Today* and continue to be highly praised by users of the book.

- ▶ **Clear and Concise Presentation.** The chapters in this book are designed as "read to learn to do" material. The book assumes the reader is a student with a goal. By providing short paragraphs and clear presentation, the text helps the student achieve the goal of becoming an effective technical communicator.
- ▶ **Pragmatic Organization.** The text proceeds from theory to skills to applications, but teachers may assign chapters in any sequence that fills their needs. For instance, teachers could easily begin their course with an application such as descriptions or letters. Because of the situational approach used in many chapters, students can start writing without having to read many theory chapters.
- ▶ **Helpful Chapter-Opening Features.** Each chapter opens with two features to help orient students to the material that follows. "Chapter Contents" provides an outline of the chapter's main sections. "In a Nut-shell" briefly summarizes the chapter's most important concepts.
- ▶ **Focus Boxes.** The text contains numerous "focus" boxes (appearing in selected chapters), which discuss concepts that build on issues introduced in the chapter. These boxes discuss important topics such as credibility,

research using Google, e-mail, and bias in language, all of which students must master to become effective professionals.

- ▶ **Worksheets.** Every major project has a worksheet that helps students organize their thoughts and prepare for the assignment. Each genre chapter also has an evaluation worksheet so that students working in groups have a basis for making helpful critical remarks.
- ▶ **Annotated Student Examples.** This edition contains more than 100 sample student documents, illustrating different writing styles and approaches to problems.
- ▶ **Numerous Professional Examples.** Professional examples in the book illustrate contemporary ways to handle writing situations. Many students and teachers have commented on the helpfulness of the examples, which appear both within chapters and at the ends of chapters. Numbered examples at the ends of chapters provide a greater level of detail than the necessarily brief examples within chapters.
- ▶ **Exercises (including Writing Assignments and Web Exercises).** Appearing sequentially at the ends of all chapters, Exercises, Writing Assignments, and Web Exercises balance individual and group work, as well as traditional and Web work, exposing students to different kinds of technical communicating problems and solutions. Exercises appear in all chapters, even theory chapters, making it easy to get students writing. In many chapters, the exercises are actually steps in the planning and drafting process required by the writing assignments for the chapter. As students complete the exercises, they also will be developing the project required for that unit.
- ▶ **Situational Approach.** Each of the genre chapters (e.g., proposals, instructions, job application letters) is built on situational principles. The student finds in the chapters all the necessary information, ranging from the audience to the rhetoric of the situation to the organization, format, and type of visual aids that work best in the situation. For instance, Chapter 15, Recommendation and Feasibility Reports, includes a discussion of generating criteria. Chapter 16, Proposals, includes a brief discussion of Gantt charts. Chapter 17, User Manuals, includes a discussion of storyboarding and of usability reports.
- ▶ **Appendixes.** The book's two appendixes provide easily accessible material on grammar and mechanics (Appendix A, Brief Handbook for Technical Writers) and MLA and APA documentation (Appendix B, Documenting Sources).

Ancillary Materials

Instructor's Resource Manual. The *Technical Report Writing Today* Instructor's Resource Manual retains its chapter-by-chapter organization, but it offers more features to help teachers teach. Each chapter provides an abstract of a chapter in the book, teaching suggestions (including suggested schedules for sequencing an assignment), and comments on the exercises and writing assignments. Over

50 student examples responding to assignments in the text will show your students how others have solved the problems posed in this book. The goal is to provide your students with material that they can sink their teeth into. Use these examples as models or as the basis for discussions and workshops on effective or ineffective handling of the paper in the situation. You may photocopy these examples and use them as class handouts or create transparencies from them.

Technical Report Writing Today Website. The website has been expanded to include PowerPoint slides for each chapter and extensive lists of links to sites dealing with global and ethical materials. The PowerPoint slides provide topical coverage of each chapter and, in many places, include examples. For instance, the slides for Chapter 7, Using Visual Aids, annotate the parts of a table, a line graph, and a bar graph. In Chapter 20, Job Application Materials, the slides contain a brief annotated sample résumé. This extensive website is divided into two sections: Student Resources and Instructor Resources. The Student Resources section features chapter overviews, additional exercises, additional sample documents, links to professional technical writing organizations, and other materials that expand on the student text. The Instructor Resources section features an overview of the book, chapter outlines and abstracts, a transition guide outlining changes in the book since the previous edition, and other materials of use to instructors.

Other Houghton Mifflin Products for This Course

- ▶ ***Creating Websites That Work*, by Kathryn Summers and Michael Summers.** In this unique and inexpensive primer, Kathryn Summers, veteran technical writing instructor at the University of Baltimore, and her brother, Michael Summers, user experience specialist with Nielsen Norman Group, teach you to build a website that meets the needs of both the site owner and the site user. This easy-to-follow text provides a wealth of illustrations and examples to take you from creating a site map and considering credibility issues through designing content elements and site testing. An excellent companion website includes examples of effective work at each stage of the Web development process, summary checklists, links, exercises, and evaluation sheets.
- ▶ ***A Guide to MLA Documentation, Sixth Edition*, by Joseph Trimmer.** This concise guide to the documentation system of the Modern Language Association of America is briefer, cheaper, and easier to use than the MLA's own handbook. *A Guide to MLA Documentation* includes numerous examples, a sample research paper, an updated appendix on American Psychological Association (APA) style, and helpful hints on such topics as taking notes and avoiding plagiarism. The booklet is thin enough to slip into a notebook and inexpensive enough to serve as a supplement for a main text. A complete sample research paper on Internet chat rooms is annotated with explanations of proper MLA format.