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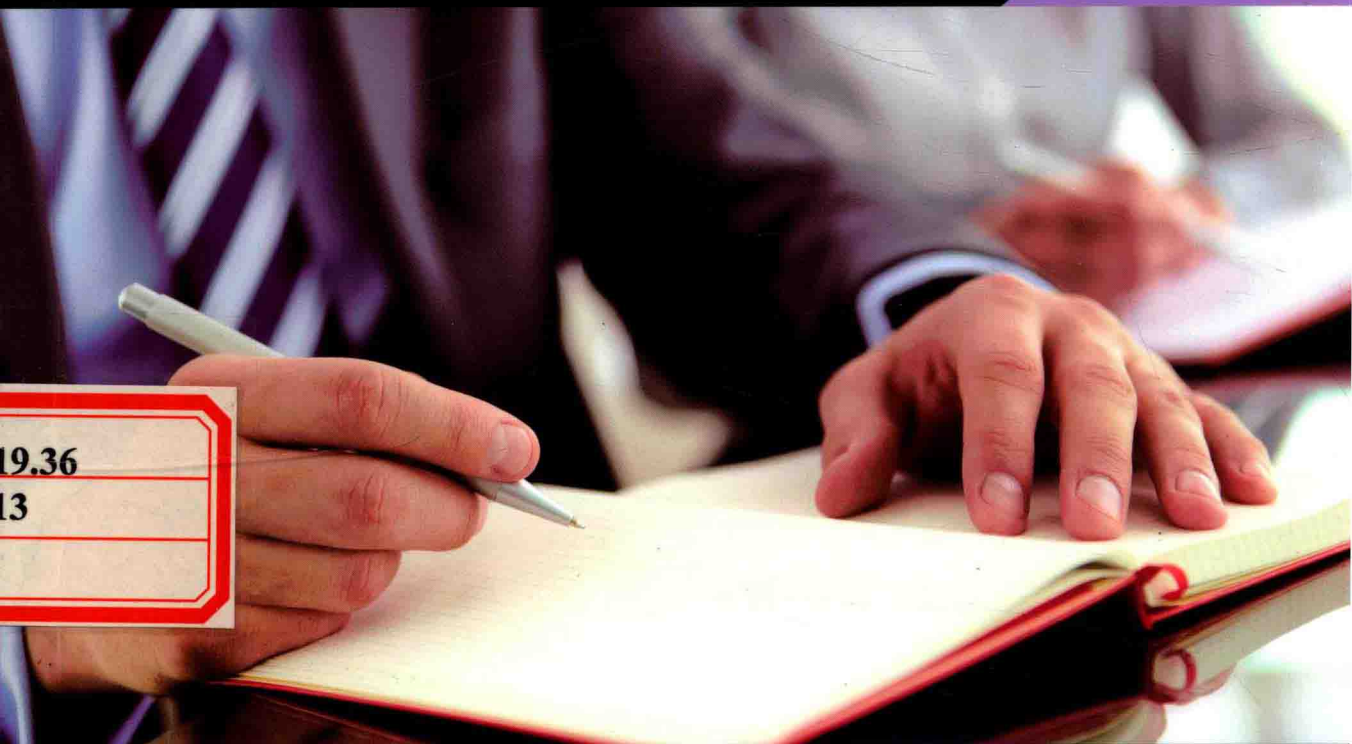
● 专门用途英语课程

职场英语写作

Writing in Your Workplace

主　编　刘海平　丁言仁

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Writing in Your Workplace

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2004 年 1 月，教育部颁布了《大学英语课程教学要求（试行）》，提出了分层次（即"一般要求"、"较高要求"和"更高要求"）和分类指导的教学要求，进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。

上海外语教育出版社即于当年组织全国数十所高校启动了"新世纪大学英语系列教材"建设项目。在庄智象社长的直接领导和策划下，"新世纪大学英语系列教材"在 2007 年正式面世。

我们借鉴了国内外专家在教材编写上的成功经验，并充分考虑了我国大学生英语学习的需求、习惯和特点，注重编写理念的先进性、内容设计的合理性和前瞻性、质量的可靠性和竞争性；在体系设计上，系列教材集纸质图书、教辅资源、网络平台、移动学习等立体化、数字化教学资源于一体，以满足国内大学英语教学的需求。教材出版后，受到广泛欢迎，被全国近千所高校选用。教材先后被教育部认定为"普通高等教育精品教材"；列选教育部"普通高等教育'十一五'国家级规划教材"、"'十二五'普通高等教育本科国家级规划教材"；并获评"教育部 2014 年国家级教学成果二等奖"，此教学成果奖是国务院确定的国家级奖励，始于 1989 年，每四年评选一次，这是当年获评奖项中唯一一套英语教材。

"新世纪大学英语系列教材"的成功，与编写过程中始终秉承的理念密不可分，可归结为以下几点：

1) 始终把夯实语言基本功、提升学生英语综合运用能力作为教材编写的根本宗旨。教材准确把握大学英语的课程定位，突出大学英语课程丰富的人文内涵，强调实现工具性和人文性的有机统一，注重增强学生的自主学习能力，提高综合文化素养，并将提升学生的跨文化交际意识融入通用英语教学的全过程。

2) 教材贯彻"以教师为主导、以学生为主体"的教学理念，使教学活动实现由"教"向"学"的转变，使教学过程实现由关注"教的目的"向关注"学的需要"转变，打造以教师引导和启发、学生积极主动参与为主要特征的教学新模式。

3) 凸显自主学习和个性化学习理念，引导和帮助学生掌握学习策略，学会如何学习；通过开发学习者的自我潜能，引导学生学会认知、学会思索、学会交际；促使学生从"被动学习"向"主动学习"转变。

4) 网络课件和电子教案配套齐全，并通过网络教学平台，为学生提供丰富的自主学习资源，构建课堂教学与现代信息技术相结合的自主学习路径。

5) 教材参照大学英语课程综合评价体系，发挥测试对教学的正面导向作用，全面检测大学生的英语能力，重视教学过程和学习过程的评估，尤其是教学过程中的形成性测试和学生的自我评估，使之更好地为教学提供诊断和反馈信息，促进大学生英语能力的全面提高。

2014 年开始，教育部组织研制并即将发布《大学英语教学指南》（下称《教学指南》）。《教学指南》重申"大学英语课程是高等学校人文教育的一部分，兼有工具性和人文性双重性质"，并根据我国现阶段基础教育、高等教育和社会发展的条件现状，将大学英语教学目标分为基础、提高、发展三个等级，将大学英语教学内容分为"通用英语"、"专门用途英语"和"跨文化交际"三大类课程。这一"三三制"的课程结构和教学目标，凸显了分层次和分类指导的教学原则，指明了我国大学英语教学今后的发展方向。

"新世纪大学英语系列教材"（第二版）中的《综合教程》、《视听说教程》、《阅读教程》、《写作教程》和《快速阅读》、《长篇阅读》等，其1-4册定位于《教学指南》中通用英语课程，满足实现《教学指南》规定的"基础级"教学目标的需求。

我国幅员辽阔，各地区、各高校之间存在很大差异。为了适应全国不同高校的办学特点，满足不同层次学生的学习需要，"新世纪大学英语系列教材"（第二版）经过重新规划、梳理、打造，于2016年推出旨在实现《教学指南》中通用英语"提高级"和"发展级"教学目标的教材，同时推出《教学指南》规划的"专门用途英语课程"的教材，供进一步提高英语技能和满足具有拔尖创新潜质的高水平学生使用。

新推出的教材包含以下四类：

1. "通用英语课程—提高阶段"教材

《综合英语提高教程》、《英语阅读提高教程》和《快速阅读提高教程》各编写2册。"提高教程"注重词汇、篇章、语用等方面的知识传授和技能训练，引导学生开展批判性阅读，拓宽语言和文化视野，培养思辨能力。通过一年左右的学习，能使学生达到《教学指南》中规定的大学英语教学"提高级"的相关要求。

2. "通用英语课程—发展阶段"教材

《综合英语发展教程》、《英语阅读发展教程》和《快速阅读发展教程》为高校人才培养计划的特殊需求以及部分学有余力学生的多元需求度身定制。这三种"发展教程"各编写2册，注重高层次语言应用能力的拓展训练，着力培养学生英语思维习惯和人文情怀，扩展国际视野，提升跨文化交际意识。

3. "专门用途英语课程"教材

系列教材专门为国内开设学术英语和职业英语方向课程的高校编写了相关教材，其中有着力培养高级学术英语听说能力，重点发展学术英语听力与记笔记能力，引导学生掌握各种交际策略的《学术英语视听说》；有以人文社科领域论文撰写为内容主线，指导学生就一个题目进行持续性调查研究和写作修改，帮助学生打下扎实学术写作功底的《文科英语写作》；还有凸显商务英语特色，体现学科内容与语言教学目标有机结合，帮助学生提高用英语进行专业交流、从事金融领域工作能力的《金融英语综合阅读》等等。

"专门用途英语课程"教材为开放系列，我们将根据高校英语教学的不同需求，不断完善，并开发更多品种供高校选用。

4. "培养创新创业能力"教材

为适应高校创新创业教育改革新政策、立足职场实际需求，系列教材同时编写了《职场英语写作》和《职业规划与拓展》；前者立足职场创新创业实际需要，采用"项目教学法"指导学生进行包括网页编写、产品使用说明、项目报告等不同文体的写作，后者旨在帮助大学生解决职业规划和发展中必然遇到的困难，指导学生开展多样的教学活动并悉心探索自己的未来职业规划与发展方略，培养其职场交际能力。

以上四类教材供已完成基础阶段教学的高校选用，可与系列教材中基础阶段教材相衔接，也可供部分高校高端学生单独使用。

教材建设必须以实现教学目标为己任，同时推动教学模式的改革和学习行为的转变。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们深信，"新世纪大学英语系列教材"（第二版）能体现《教学指南》的精神，必将更好地服务于高校人才培养和学生个性化发展的需求。

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秦秀白

2016年1月7日

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"新世纪大学英语系列教材"（第二版）包括了《大学英语教学指南》（下称《教学指南》）所规定的通用英语课程教材和专门用途英语课程教材，《写作教程》（*Writing as Communication*）是该系列教材的有机组成部分。

《写作教程》前四册适合基础级别的学生使用，属于通用英语课程教材，旨在培养高校学生的英语写作意识，传授英语写作基本概念，训练写作技巧，提高学生英语书面表达和沟通能力，并在此基础上带动听、说、读、译等其他能力的提高。而《职场英语写作》、《文科英语写作》则是像《教学指南》所说的那样，"以英语使用领域为指向，以增强学生运用英语进行专业和学术交流、从事工作的能力，提升学生学术和职业素养为目的"，立足于满足对英语应用能力有较高要求的学校和专业人才培养的需要，满足部分学有余力学生的多元需求。它们属于专门用途英语课程教材。正因为这两种书的目标设定和内容设计与前四册有较大的不同，它们不再需要、也无法再以写作知识和技巧为各册之间循序递进的线索，与大学英语四、六级测试也无直接关系。它们面向我国教育、文化、经济和科学技术国际化步伐不断加快的发展态势，突出英语写作与学生现在或未来选修以英语讲授的专业课程、撰写课程论文和学术报告之间的联系，强调英语写作能力与毕业后工作岗位上各种需要的结合。它们基于"特殊用途英语"（English for special purposes，ESP）及"学术英语"（English for academic purposes，EAP）之理念，分别面对职场应用和学术研究的实际问题，编写均从完成项目、办理实事的角度出发，要求学生收集资料，分析问题，组成小组，分解任务，齐心协力，写出有深度有质量的作文。

本书为《职场英语写作》（*Writing in Your Workplace*），内容含电子邮件、简报、宣传单页、小册子、网页、使用说明、申请报告等多种不同文体、不同媒介与目的之英语文字设计与写作。类似写作在英语国家称为 technical writing，广受高校师生重视。这本教材根据我国国情但又基于 technical writing 理念编写，习惯以往写作教材思路和方法的使用者可能会觉得它信息量很大，然而只要根据本书《写给同学的话》和 Introduction 的指导去努力，完全可以达到教材设计的要求。

《职场英语写作》经南京大学外国语学院、南京大学大学外语部及南京大学金陵学院三部门英语系教师数年努力编写完成，并在不同班级试用。然而囿于编者水平，教材不足在所难免，诚望读者不吝赐教，以利日后修订完善。

本书除学生用书外，还配有电子教案（Electronic Teaching Portfolio）等辅助资料。编写过程中，我们得到上海外语教育出版社社长兼总编庄智象教授悉心指导和大力支持；"新世纪大学英语系列教材"编委会秦秀白、黄源深、杨惠中、石坚、黄震华、束定芳等教授审查了《写作教程》各分册选题内容；英籍专家 Anthony Ward 先生对教材英语文字作了通读润饰；上海外语教育出版社孙玉副总编、高等教育事业部主任谢宇和责任编辑杭海等为教程的出版做了大量仔细工作。编者在此一并致谢。

编　者

这本书的英文书名原来定为 *Technical Writing*，但在选择相应的中文书名时，我们颇感棘手。我们首先考虑到的是"英语技术写作"，但最后还是决定用"职场英语写作"，英文书名也就相应改为 *Writing in Your Workplace*。尽管这个名字听起来不太像一本高等院校的课本，但是"英语技术写作"似乎更不恰当，它会使人想到这是"专业技术人员的写作"或者是"技术性的写作"，而无论哪一种联想都会涉及晦涩难懂的专业词汇，都会让读者望而却步，而这正是我们编者和出版社都不愿意看到的。

与中国国内的情况相反，在北美西欧等经济发达国家，"技术写作"是一个人所共知的概念。"技术写作"也叫 technical communication 或者 professional writing，或许可译为"技术传播"和"职业写作"。这一概念几乎涵盖了除了文学作品的创作和评论以外的所有写作，如申请报告、产品说明、使用须知、商务通报、市场分析，广告文字、营销合同、法律文书等。所有这些文体的共同特点就是向一个特定的读者群解释或者告知他们所不懂或者不知道的信息，以便他们采取正确的措施或行动，文字直接服务于社会活动的实践，这就是所谓的"技术写作"。可以说，凡是有"职场"的地方就一定会有技术写作。

高质量的技术写作并不需要也不应该使用那些有很强专业性的语言，即使是不得不用一条专业术语，也必须在使用后立即就给出通俗易懂的解释。无论信息本身有多复杂，文字必须清晰、简洁、易懂，应该 simplify a complicated matter，而不是 complicate a simple matter，这是对技术写作最基本的要求，因此无论是老师还是学生，都没有必要被"技术"两字吓倒。

在西方社会从事技术写作的其实绝大多数不是技术方面的专家（尽管他们在写作过程中的确要大量参阅专业文献和咨询有关专家），实际上，他们自己就是专职的"技术写作"专家，现代大公司大企业往往设有他们工作的办公室，叫做"技术文件部"、"技术出版处"、"信息开发科"等等。为了适应现代社会对技术写作人才的需求，西方很多高等院校都开设了本科甚至硕士的技术写作专业，英美国家大学里英文系每学期选修技术写作课的学生还远远超过了选修文学课或者普通写作课的人。

在中国国内，随着经济的腾飞，随着越来越多的工业、农业、科技和文化产品销往国外，人们也开始认识到技术写作的重要性，特别是英语技术写作的重要性。但是在这一点上，高等教育似乎滞后于经济的发展，技术写作在英语专业的课程设置中连"一席之地"都尚且没有，而类似这本《职场英语写作》的教材亦寥寥无几，英语专业的毕业生要在工作岗位上经过相当一段时间的培训和学习，才能胜任技术写作和技术翻译的要求。

值得注意的是，英语技术写作水平也会关系到企业的形象和国家的形象。上世纪七八十年代，日本的电子产品占据了北美欧洲市场极大的份额，但这些产品的说明书却往往叫人看了不知所云，商店经常要派人上门教客户怎样使用复印机，当然后来他们在这方面有了很大改进。

一切为读者服务，这是技术写作最重要的原则，也就是说，读者的需求决定了写什么、怎么写、怎么编排和排版，一切都要有利于读者快速地决策、弄懂、学会。说到底，学习技术写作就是学习如何贯彻这一原则。华丽的词藻、生涩的术语、冗长的文本以及无关的内容不符合这一原则，因而技术写作里没有它们的位置。

这本《职场英语写作》仅仅是英语技术写作的一本简单入门教程，由于我们大多数同学没有"职场"经验，这本书只能通过分析一些例子来介绍一些最基本的要求和技能，包括企业内部的电子书信和简报（第1单元），宣传单页（传单）、小册子和招贴（第2单元），使用说明和手册（第3单元），网页（第4单元），报告（第5单元），项目申请（第6单元），合同（第7单元）等。要真正掌握好各种类型的技术写作，需要大量的实践，我们最好能够参与一些实际的技术写作，比如帮助宾馆设计英文的住店须知、帮助健身中心设计英文的使用说明等，哪怕是对他们已有的文本提几条格式上的修改意见也好。这本书的最后（第8单元）设计了一些能够综合使用以上所学内容的范例项目，以进一步提高学习者实际应用的综合能力。

当然，要真正成为技术写作的行家里手，还有待于我们走上工作岗位，在做中学，在实践中提高，而我们现阶段的学习则是一个重要的开端。要有一个好的开端，就要掌握正确的学习方法，要特别重视范例的研究和学习，特别注意细节，特别注意分析研究有经验的技术写作人员如何处理语句、符号、格式、排版等等我们在其他英语写作课上往往不予关注的细节。这一点至关重要。同样接受过技术英语写作训练的人，有的写得好，有的写不好；还有人能够无师自通，其区别就在于对细节的关注和把握，细节决定成败（The devil is in the details.）。只有这样做学习的有心人，经过长期的、一点一滴的积累，才能有所进步，胜任我们的工作。

随着我国综合国力的增强和人民生活水平的提高，我们的高等教育也日趋国际化，部分大学的一些文理课程已经开始用英文授课，甚至由外国专家开设，学校积极鼓励学生参与国际学术和文化交流活动。然而目前绝大多数高等院校英语教学的内容和方法仍然滞后，难以满足社会对人才的需求。在课堂上，英语写作的讲授为了应付四、六级考试，往往引导学生背四、六级范文，按考试要求写上几百个字。学生不需要就作文题目作深入思考和研究，无须查阅资料，他们写的内容与他们的真实思想和实际应用严重脱节。这样的写作课没有给学生任何表达思想、发挥研究能力和创造能力的空间，学生没有兴趣，语言学习效率低下就很自然了。

我们希望通过《职场英语写作》和《文科英语写作》的出版和使用进一步探讨英语写作教学改革的新思路、新方法。较长时间以来，我们习惯于"老师布置学生写"，对学生如何去写则考虑较少。而实际生活中的写作往往有一个素材搜集、加工、整理、分析、思考的过程，拿到题目马上动笔的情况可能仅仅发生在考试中，这样写不可能有多少深度或多高的质量。为了调动学生的积极性，鼓励他们真正按照英语文本的规范表达、讨论、交流自己的看法，为进入工作岗位或者研究生阶段的写作打下良好基础，我们在《写作教程》后几册中，注重培养学生就一个题目进行持续性调查研究和写作修改的能力，鼓励他们认真阅读资料，分析讨论，相互帮助，写出他们最有质量、最有深度的作文。比如《职场英语写作》涉及网页、使用说明、项目报告等不同文体的写作，从内容上说往往超出了学生所掌握的信息，不收集素材不可能完成作业；从作业量上说，也超出了一个学生用一节课或者一周时间所能完成的功课。学生必须组成小组，每组选一个题目，大家分工合作，用几周时间共同完成一份作业。《文科英语写作》的内容是研究性论文的撰写，尽管这样的写作一般是由个人完成的，但写作的时间可以是几周甚至几个月，要求学生反复调查研究，反复核对修改，不可能像以往在作文课上那样拿到题目一拍脑袋，一蹴而就。

我们这样的一些做法也许可以叫做"项目教学法"，由老师指导学生确定项目，查找资料，完成各自的研究和撰写。这在许多英语国家已经不是什么新方法了。他们从小学就开始普遍使用这种"项目教学法"，叫做 project approach 或者 project-based learning。老师让学生就一个感兴趣的题目收集和阅读大量相关资料，采访调查，分析研究，得出结论，整理成表格、图片、文字材料，向全班报告。与我们所熟悉的作文课当堂写作显著不同的是，学生在"项目"开始阶段往往并不知道自己会发现什么，得出什么样的结论。所以，完成项目的过程也是一个调查研究、增长知识、形成初步想法和不断深入思考的过程。同时，很多"项目"必须由学生组成小组连续工作相当一段时间才能完成，因此项目教学法能激发学生的学习兴趣，符合知识习得和能力培养的规律，也有利于培养学生的集体观念和团队精神。

对于英语教学来说，用项目教学法来上写作课还有一个重要的作用，就是促进读写结合。输出（output）的关键在于输入（input），英语写作的文字水平很大程度上来自于阅读过程中对语句用法

的关注度。不少学生阅读时满足于理解内容，很少去关注阅读材料的作者是如何使用语言的，这样，他们的阅读理解可以达到较高的水平，但写作水平却难以提高，读的时候看不到，用的时候想不到。项目教学法相当于二语习得理论中的输出假说，在做"项目"的时候，学生为写而读，读到的马上就用，他们会关注别人如何使用语言，从而不断掌握新的语言点，提高自己的写作水平。

用好项目教学法，重要的一点是"项目"本身要有一定的难度，必须有一定的工作量，有一定的思想深度。我们往往只想到学生必须先掌握好语言才能写好较难的题目，但实际上我们还应该同时看到：语言服务于交际活动，活动的内容有一定深度才能促使学生去积极学习语言。有深度的写作内容可以帮助学生走出"浅阅读"的怪圈，学会思考和研究，分析别人的观点，用论据支持自己的观点。在英语学习方面，有一定的难度才能使学生看到自己的差距，端正学习态度，不断取得进步。

在我们心中，《职场英语写作》和《文科英语写作》的对象是大学英语六级或者通过六级的学生，当然也适合一定程度的英语专业学生当作教材或参考书。这几册新的教材是南京大学、南京大学金陵学院、南京工业大学很多老师花了几年的努力才编写完成的，在教学科研之余挤出点点滴滴时间编写教材，不难想象所遇到的困难。同时，由于时间较紧以及我们自己水平有限，教材一定存在许许多多的问题，我们诚挚地欢迎使用这套教材的老师们对我们提出批评和指正。

CONTENTS

Introduction

This book,《职场英语写作》or *Writing in Your Workplace*, may be more appropriately titled "Technical Writing" or "Technical Communication" because these are the terms people use in English speaking countries. The current title is used because the word "technical" may scare away many who see themselves as being "non-technical" or even "technophobic"; they may want to have nothing to do with science or technology.

Technical writing, in fact, may not necessarily be very technical. Rather, it is just a style of writing used in various fields, from a short resume to a volume of instruction manual, from an internal memorandum to a formal business contract. It involves explaining ideas to technical or non-technical readers, who will subsequently act on these ideas, for instance, make a decision, attend an event, or operate a machine. With the rapid economic and social development, technical writing has become an everyday professional practice in workplaces, and the subject is extensively taught in universities in almost all developed countries where education directly serves the needs of the economy.

What is more, we live in a world where English is the most widely used language of business and technology, and young professionals often need to work with people from diverse countries and linguistic backgrounds. It is crucial to be able to communicate in clear and effective English writing with an international audience.

This book is intended to provide students with a set of guidelines for technical writing in professional settings. Each unit offers detailed strategies for accomplishing a specific writing task. These tasks include preparing memos, pamphlets, brochures, reports, proposals, posters, manuals and instructions, webpages and contracts. By analyzing the samples and doing exercises in each unit, students can learn the basic conventions of technical writing and professional communication. In addition, some units also provide useful web links so that students can search online for more samples and tips.

Technical writing is user-centered, that is, reader-centered. It is intended to communicate with customers, clients or general audience in the most efficient way possible. Students should, therefore, always keep audience and purpose in mind and choose the most appropriate content, style and design. They should constantly ask themselves and ask each other the following questions:

1) What is the most important information I need to convey in this document?
2) What type of language should I use to convey the information?
3) How attractive do I want this document to look and in what way can I make it attractive but not distracting?

To answer these questions, they must have a good understanding of the audience and purpose of a task.

In-class discussions are necessary if teachers want to help students better understand the context of the tasks and the steps to complete the multi-stage assignments. Many projects in this textbook require collaborative work among students. Teachers can divide students into groups and encourage them to communicate with each other and coordinate their project work. Many of the assignments take weeks to accomplish. Therefore, teachers may keep a record of each group's progress so as to give students help when needed. Indeed, it should be natural to have a considerable amount of time devoted to the management of groups and logistics. To make the best use of time, teachers may have students work on two or

more projects at the same time; there is no need to complete a project before the next one can begin.

When teachers conduct classroom activities and facilitate students' performance, it is important to maintain constant interaction with students and walk them through different stages of writing and developing the project work. With that in mind, the following table is recommended. It lays out the activities to be conducted in the classroom and explains what can be done at different stages of an assignment. Teachers may initiate certain activities, e.g., introducing a task, but they may also organize student-based collaborative activities to make sure that students understand the nature of the task and their own responsibilities while working individually or collectively.

Activity	Time	Objectives	Examples
Introduction and background information	10–15 minutes	To help students understand why this type of writing is important for professional communication, its audience and purpose, and its important features.	*How do we create a brochure?* *Why is it important to use a poster in advertisement campaigns?* *How do we make the brochure beautiful and eye-catching, with its information fore-grounded?*
Analysis of cases and samples	10 minutes	To draw close attention to the important features of this type of writing and highlight specific areas students might find difficult.	*What is the key information that has to be included in a brochure?* *What do we put on the front cover and back cover of the brochure?* *What are the correct fonts[1] to choose for a brochure?*
Student-Student Interaction	20–30 minutes	Students talk with their group members and find out what they need to do to accomplish a task. They may be asked to draw action plans that specify: - How many steps they need to accomplish this task - How much collaborative work they need to carry out the task - Who will be responsible for which part - If they need visual or graphic design for this task - What (multimedia) resources they need to design and print their product - Timeline of accomplishing the task - Others	*Discuss with partners and decide:* - *Who is going to write the text of the brochure* - *Who is going to design its layout* - *Who is going to proofread the text* - *Who is going to work with the printing shop to finalize the version to be printed* - *Who is going to make sure that the brochure can be printed before the deadline* - *How many copies should be printed* - *Whether we are going to make a presentation to demonstrate the brochure to the rest of the class* - *Whether it is necessary to show the teacher a draft version of the brochure to make sure he or she likes its content and design*

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[1] font: 字体

Teacher-student Interaction	20 minutes	By working closely with students, teachers may help them solve various problems during the project work. Teachers may prepare various kinds of advice ranging from mechanics of writing and aesthetic tips to time management suggestions.	*Teachers may constantly check students' progress by finding out:* - *Whether they have utilized every group member's capacity to work collaboratively* - *To what extent they need to rely on computers or online resources to do the project* - *Whether the overall design looks effective*
Feedback and comment	30 minutes	Teachers may give constructive feedback to students' work. Peer review is also helpful so that students can learn what is expected from their peer audience. Discussions about strengths and weaknesses of students' production are always helpful in that students can learn from their previous performance, carry the lessons to their next task and keep improving in a cumulative way.	*Teachers and students can discuss:* - *How effective the design is* - *Whether the text is well-written* - *Which group has the most innovative design* - *What improvement can be made for each group's work*

In addition to this general approach, each unit in this book may has some particular features that merit teachers' attention.

Unit 1 begins with an introduction to the basic principles of writing memos and e-mails. It is especially important to understand the nature of the audience and the purpose of communication so as to choose an appropriate tone in writing a memo or an e-mail in a business context. As important documents that may influence people's decision-making, memos and e-mails should be well focused and logically written, free from emotionally charged words or mechanical problems.

Unit 2 introduces how to prepare brochures, pamphlets and posters, which are used to advertise, inform, educate, present a product, persuade the readers or enlighten them. A good brochure, pamphlet or poster is eye-catching in design, succinct in language, well-organized in content and appropriate in format. Students should keep in mind that only the most important information about the product or service they are advertising should be included. They should give catchy slogans visual prominence with a distinctive color or font. They should make sure that their brochures, pamphlets and posters answer the readers' questions about the product or service. They should choose the most representative photos, pictures or graphics because "a picture is worth a thousand words." It is also VERY important to proofread the text thoroughly before printing. It has to be perfect.

In Unit 3, students will learn how to write instructions and manuals, a very challenging task that requires many steps. Teachers may ask students to break down the procedure they are describing into different sections and, in each section, count the actual number of tasks and describe these tasks one by one. An instruction or a manual should include structured directions about each step of a procedure together with additional information to help users better understand the procedure. Students need specialized vocabulary for the technical background, names of the equipment and supplies, and safety requirements. Using headings, lists, numbers and symbols is particularly helpful to enhance the

"findability" of key information. Students should also remain aware of users' expectations about what to find in an instruction or a manual so that they can produce the most lucid guidance.

Unit 4 describes the process of webpage design and construction. Designing a webpage is a time-consuming and on-going procedure. Teachers may remind students that they need to maintain and update their webpage from time to time after it is constructed. A webpage is also quite different from a printed document because it should meet the usability standards of being legible, scannable and findable. There are both content and design features to take care of in order to help users conveniently navigate a website and access layers of pages. Here, a group-work approach is recommended. Students can review each other's webpage, give feedback, and upgrade the look, content, and navigation of the page.

Unit 5 focuses on how to write an effective report. Reports serve many purposes. A key factor for an effective report lies in a good understanding of the audience's attitudes and preferences. What do they really care to know? To achieve the purpose of a report, writers need to do a thorough research and collect all the relevant information so that they can persuade the audience. They also need to present the information in a logical and convincing way so that the audience will accept the conclusion presented in the report.

In Unit 6, students will learn the basic strategies of writing proposals. A proposal agrees to provide a particular service, product or process for another party, so it is often used to apply for funding to cover the cost. The central message of a proposal, therefore, is consistent: we can solve your problem or contribute to your work. It always contains three parts: 1) a solution for a given problem; 2) details of the solution the proposal writer can offer; 3) reasons why the funding organization should choose the proposal writer to provide the solution. A proposal deals with the future, and it should be convincing enough for the audience to act on in the future. In addition, many proposals contain an important part, the executive summary, where the essence of the argument is foregrounded for a non-technical audience.

Unit 7 introduces the basics of contract writing. A contract records the terms and conditions upon which the parties have agreed during their negotiations and sets forth the rights and obligations of each party. It is a legally binding document. Contract writing has some unique features: 1) Large organizations maintain the standard contract documents so that the staff can simply fill in the blanks and, if needed, add a few clauses of their own. 2) To show its formality and seriousness, a contract employs legal words and phrases and long sentences. Some expressions may be considered redundant in other kinds of writings. The principle is that any of its clauses be interpreted in the same way and accepted by all the parties. 3) A contract should be consistent in its tone, word usage, and abbreviations. For instance, all business contracts include the information about the parties, prices and payment terms and the methods of dispute resolutions. In real life, it is usually necessary to consult a lawyer to make sure that the contract is properly drafted and contains all the necessary clauses.

Unit 8 is a final unit that captures the professional settings students might encounter for technical writing. Based on scenarios of important international events, this unit offers more practice opportunities for students to apply their knowledge and skills to the production of pamphlets, brochures, posters, websites and so on. Each assignment is designed to draw students' attention to the significance of technical writing in global settings. The activities simulate real-life situations to serve as an incentive for students to improve their writing skills.

Although technical writing has been taught for many years in many countries, it is just beginning to appear in China's university English classrooms. It will take time to accumulate experience. So this textbook represents an initial attempt to promote the teaching of this subject, and any comments and suggestions will be sincerely appreciated.

This textbook is unique in that it offers many examples of technical writing. Teachers and students may work together in studying and analyzing these examples and may design tasks on their own. It is for such endeavors that this textbook is designed to serve as a guide.

Memos & E-mails

Memos and e-mails are the two most common types of technical communication. In this unit, you will learn the following skills:

- Analyze the needs of readers and purposes of writing and choose a suitable tone before you write a memo or an e-mail
- Organize the content in a way that is clear, logical and precise
- Use expressions and formats of technical communication so that your writing will read professional

WARM-UP QUESTIONS

1. How do colleagues usually communicate with one another about business issues in an international enterprise?
2. What are the advantages and disadvantages of using a memo?
3. What are the differences between a printed letter and an e-mail?

MEMOS

CASE Liu Boping is the Human Resources Director in Haifang, a Sino-American IT company in Shanghai. The new president, Alex Robertson, was just transferred from the headquarters in San Francisco. The second week after he took up office, Alex asked Boping to visit his office. He pointed to the piles of business writings on his desk, grumbling, "I assume no specific rules were set up. I read those documents by directors and engineers. The topics are good. Some are excellent. But they are in so many different fonts and type sizes. It is not professional at all!"

"Yeah…," Boping stumbled, "We never paid attention to these things!"

"Would you please write me a memo about this problem?" said Alex. "We have to solve it as soon as possible."