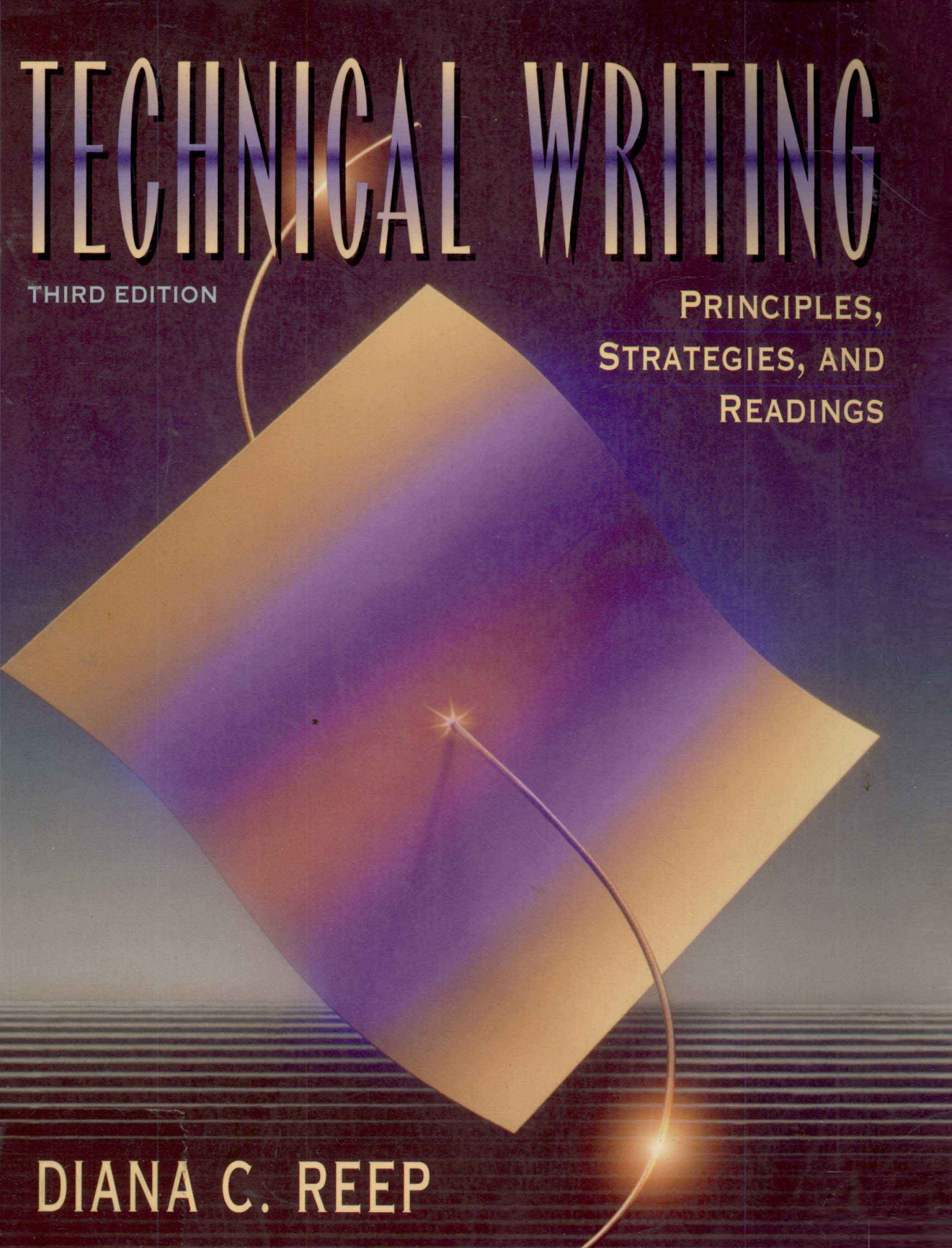


# TECHNICAL WRITING

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THIRD EDITION

PRINCIPLES,  
STRATEGIES, AND  
READINGS

DIANA C. REEP

# Technical Writing

*Principles, Strategies,  
and Readings*

THIRD EDITION

**Diana C. Reep**  
*The University of Akron*

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# Preface

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I have been gratified by the enthusiastic response from instructors and students using *Technical Writing: Principles, Strategies, and Readings*. This textbook is a unique combination of instructional chapters covering standard topics in technical communication; models illustrating a variety of documents and purposes; exercises providing challenging in-class and out-of-class writing assignments; and articles offering advice from professional technical writers for a variety of on-the-job communicating situations. This third edition retains the flexible organization that instructors using this textbook said they prefer, and it can readily be used in conjunction with an instructor's personal teaching materials. *Technical Writing: Principles, Strategies and Readings* is designed for students who study technical writing as part of their career preparation in science, business, engineering, social services, and technical fields.

## INSTRUCTIONAL CHAPTERS

The textbook contains 13 chapters of instruction covering the writing process, audience analysis, revision, graphics, organization, definitions, description, instructions and process explanations, correspondence, formal report elements, report types, and oral presentations. For this new edition, the chapters have been revised to reflect changing contemporary technical writing practices:

- In Chapter 1, "Technical Writing on the Job," the description of the writing process now reflects how computers serve on-the-job writers in organizing documents.
- Chapters 2, "Audience," and 13, "Oral Presentations," have been expanded to include discussion about factors that affect clear communication with an international audience.
- Chapter 12, "Letters and Memos," has been revised and expanded to include guidelines for sending documents by e-mail and fax. Also, the coverage of résumé writing now includes guidelines for a résumé format

that accommodates electronic scanning by employers. More sample résumés have been added, including one for someone returning to the workplace after an absence.

- Chapter 9, “Formal Report Elements,” has been completely revised to reflect recent changes in APA documentation style, including sample entries for films, television programs, computer software, CD-ROM sources, and on-line data bases.

Chapters include (1) checklists to guide students in planning, drafting, and revising documents; (2) sample outlines for specific document types; (3) models of technical documents; (4) exercises for practice and for developing full original documents; and (5) chapter summaries that highlight major points for students.

## MODELS

This third edition includes new model documents representing the variety of technical writing tasks on the job. The numbering system has been revised so that all models in a chapter are numbered sequentially whether they appear within the chapter or at the end.

Several models show successive drafts of a document, so students can analyze changes made during the drafting process. Student models are also included, some in response to exercises in the chapters. All models include commentary that explains the purpose of the document and rhetorical strategies used by the writer. The models are not presented as “perfect” samples; students are encouraged to critique and revise them. Every model is accompanied by discussion questions, and, usually, writing tasks specific to the model or to the type of document under discussion. The writing exercises can be used as in-class practice or for out-of-class assignments.

## WRITING ASSIGNMENTS

New writing assignments appear in every chapter. The assignments vary in difficulty and may require students to (1) revise a sample of poor writing; (2) develop a full, original document; (3) read one or more articles in Part 2 and use them in a writing task; (4) prepare an oral presentation; (5) collaborate with other students in drafting a document or making an oral presentation.

## APPENDIX

The appendix offers a convenient reference for the fundamentals of grammar, punctuation, and mechanics of style.

## READINGS

Part 2 contains 27 short articles by specialists in technical communication subjects. The articles most popular with instructors have been retained, while new readings have been added on the following topics:

- *International Communication*—Two new articles, “Editing for an International Audience,” and “‘Big Emerging Markets’ Have Diverse Cultures, but Common Attributes,” discuss how differences in cultures affect communication.
- *Electronic Communication*—Four new articles, “Voicemail,” “Electronic Conferencing,” “Teleconferencing,” and “Electronic Mail,” discuss the technology that is changing communication methods.
- *Collaboration*—A new article, “Ideology and Collaboration in the Classroom and in the Corporation,” discusses the ethical problems that can develop as a result of inadequate collaboration within a company.
- *Business Etiquette*—“Business Manners from the ’90s” offers tips on handling typical business situations.
- *Document Design*—A new article, “Color: The Newest Tool for Technical Communicators,” discusses how color can emphasize information and guide readers through a document.
- *Job Search*—“Preparing Students for the Behavioral Job Interview,” discusses a new approach to employment interviews.

The thematic table of contents for Part 2 provides easy access to topics of interest. Also, each chapter includes a list of readings in Part 2 that complement the topics covered in the chapter.

## INSTRUCTOR’S MANUAL

The instructor’s manual available with this textbook offers suggestions to those instructors who wish to try new approaches with familiar topics and to new instructors who are teaching technical communication for the first time. The manual includes suggestions for course policies, sample syllabi, a directory of document types that appear in the book, chapter-by-chapter teaching suggestions, reading quizzes for each chapter, a list of additional readings, and a list of academic journals that cover research in professional communication.

## ACKNOWLEDGMENTS

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I am interested in hearing from instructors and students who use this third edition. Please contact me with ideas or comments.

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