

高等学校教材系列

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科技交流实践教程

(第六版) (英文版)

Technical Communication

A Practical Approach, Sixth Edition

© [美] William Sanborn Pfeiffer 著



电子工业出版社

Publishing House of Electronics Industry
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北京 · BEIJING

内 容 简 介

本书为美国经典教材,介绍真实工作场景中,尤其是与科技相关的领域中的写作交流方法与策略。此书除讲述科技交流写作过程、结构方式、各种工作文档的写作方式外,还介绍工作道德、国际化交流中的注意事项、网络交流和口头交流的策略,并针对非英语国家学习者在英语语言和写作技巧方面给出了重要提示。每章设有文档样本、写作指导和仿真交流任务,以帮助学习者掌握本章的内容。

本书可作为交流技巧课程教材,既适合本科生与研究生阅读,也可供涉外工作人员,尤其是科技工作人员参考。

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Preface

It is a good thing, perhaps, to write for the amusement of the public, but it is a far higher and nobler thing to write for their instruction, their profit, their actual and tangible benefit.

Mark Twain, "Curing a Cold"

Perhaps it was in a moment of weakness that Mark Twain—an amusing writer if there ever was one—wrote this passage about the value of practical writing. Whatever his motivation, he clearly acknowledges the importance of writing that makes the world function, the kind of prose that today we call "technical writing" or "technical communication."

To help you become an excellent technical communicator, all editions of this book have stressed one simple principle: you learn to write well by doing as much writing as possible. This sixth edition adds new features that make it even more readable and usable, without changing what has made the book work in all its editions—numbered guidelines, good models, practical assignments, and clear writing.

At the start of my classes, I sometimes ask students to describe their professional goals for the next 10 years. As you might expect, their comments suggest they hope to rise to important positions in the workplace and make genuine contributions to their professions. Such long-term thinking is crucial, keeping you on course in your life.

Yet, ultimately, the way you handle the small details of daily life most influences the real contribution you will make in the long run. If you do good work, believe in what you do, and communicate well with others—both interpersonally and in writing—success will come your way. The author Robert Pirsig put it this way in his 1974 work *Zen and the Art of Motorcycle Maintenance*:

The place to improve the world is first in one's own heart and head and hands, and then work outward from there.

I believe—and this book tries to show—that clear, concise, and honest writing is one of the most powerful tools of your heart, head, *and* hands.

William Sanborn Pfeiffer
Ramapo College of New Jersey

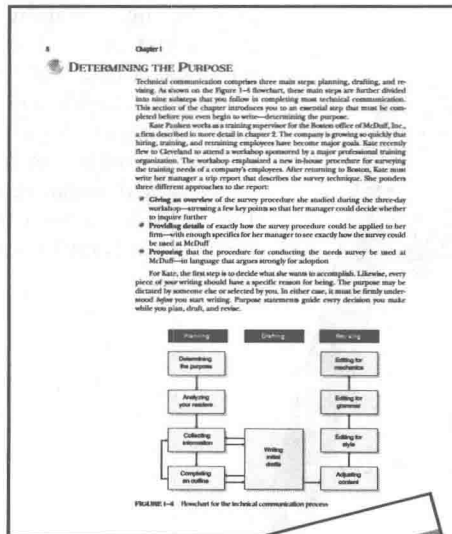


A PRACTICAL PROVEN GUIDE TO EFFECTIVE WORKPLACE COMMUNICATION

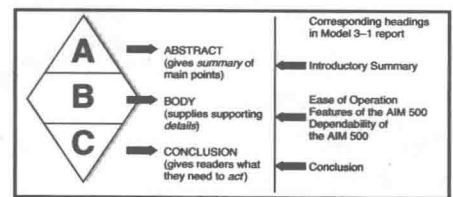
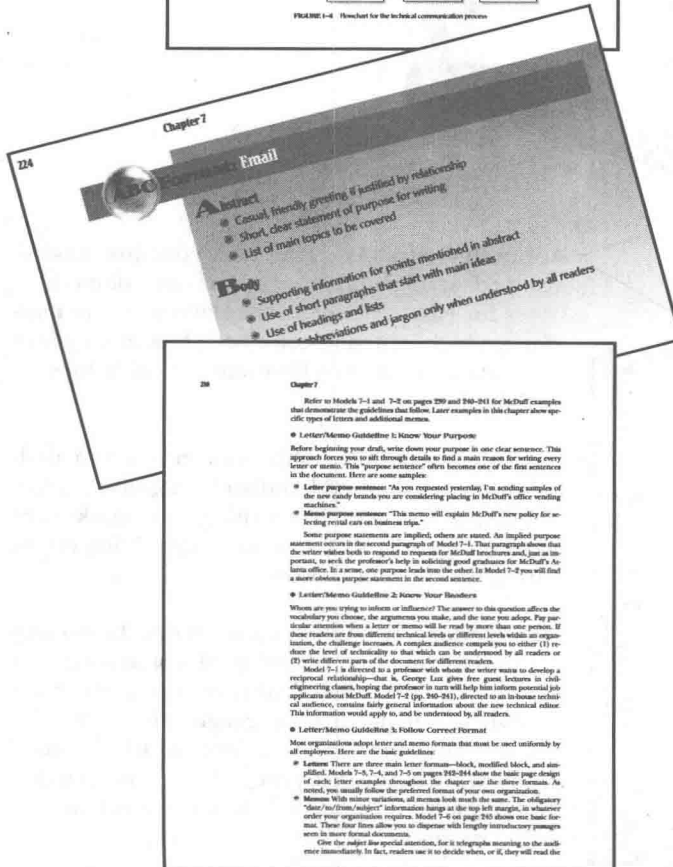
Every student who plans to work in business and industry must master the art of technical communication. Indeed, in this new century your ability to communicate effectively in print, in presentations, and in electronic media will play a major role in your success in your chosen profession.

This book is grounded in the principle that you will learn to communicate most effectively by writing early and as much as possible in a course. It contains a wealth of guidelines, examples, and models to help you become a competent professional writer. The following pages will introduce you to the core features of this text and tell you what's new in the Sixth Edition.

CORE FEATURES OF TECHNICAL COMMUNICATION: A PRACTICAL APPROACH



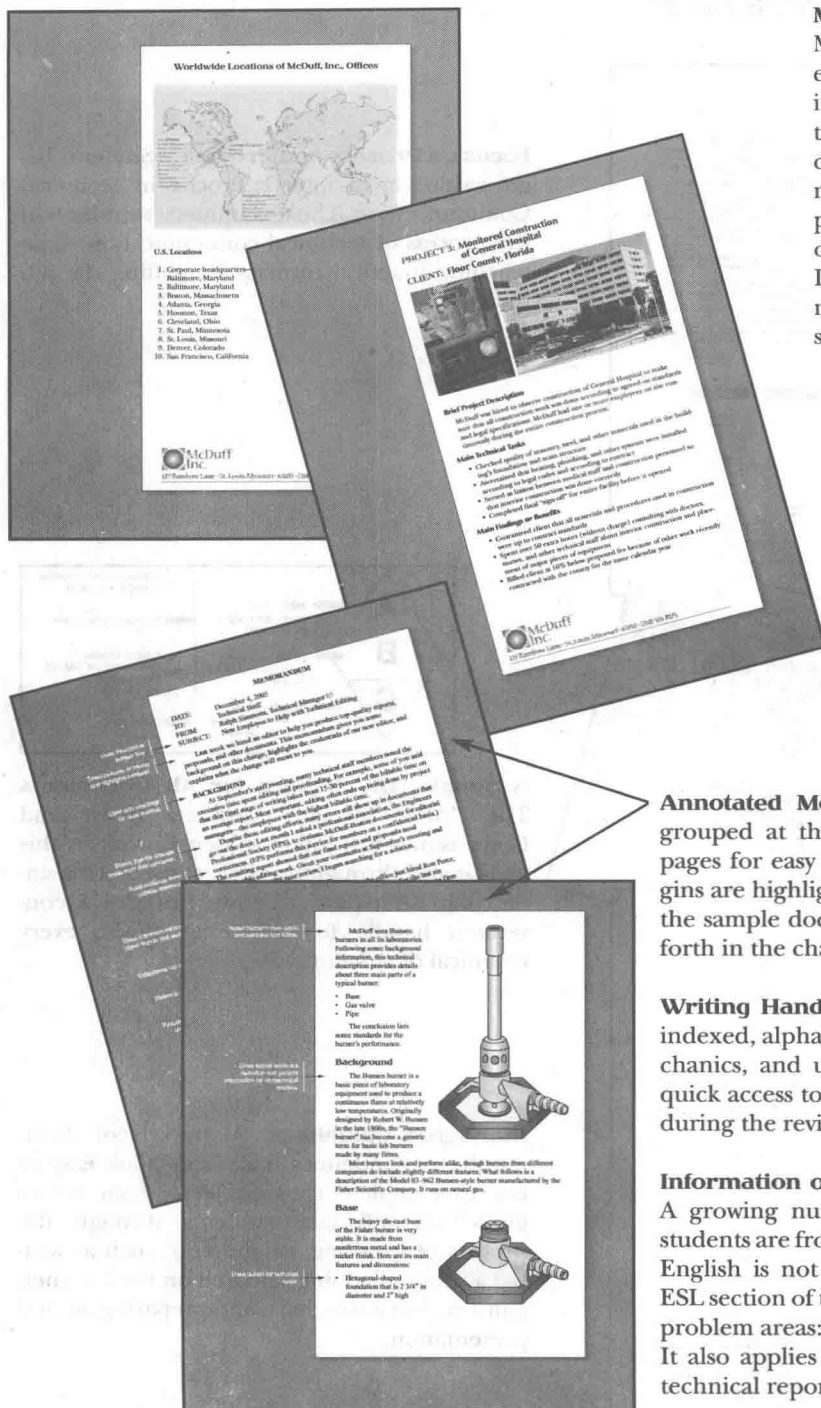
Focus on Process and Product Students begin writing in Chapter 1: Process in Technical Communication. The text immerses students in the process of technical communication while teaching practical formats for getting the job done.



A Simple ABC Pattern for All Documents The “ABC format”—Abstract, Body, and Conclusion—will guide students’ work in this course and throughout their careers. This underlying three-part structure provides a convenient handle for designing almost every technical document.

Numbered Guidelines Many sets of short, numbered guidelines make this book easy to use to complete class projects. Each set of guidelines will take students through the process of finishing assignments, such as writing a proposal, doing research on the Internet, constructing a bar chart, and preparing an oral presentation.

CORE FEATURES (CONTINUED)



McDuff, Inc.—A Fictional Company

McDuff, Inc. is a fictional diversified engineering consulting firm working in a variety of technical and non-technical areas. This company was created to provide a context for the many students who do not have experience working in a professional or technical organization. McDuff, Inc. provides a realistic setting for many of the book's examples and assignments.

Annotated Models The text contains models grouped at the end of chapters on color-edged pages for easy reference. Annotations in the margins are highlighted in color and show exactly how the sample documents illustrate the guidelines set forth in the chapters.

Writing Handbook This book provides a well-indexed, alphabetized handbook on grammar, mechanics, and usage. The writing handbook gives quick access to rules for eliminating editing errors during the revision process.

Information on English as a Second Language

A growing number of technical communication students are from other countries or cultures where English is not the first language. Therefore, the ESL section of the handbook focuses on three main problem areas: articles, prepositions, and verb use. It also applies ESL analysis to an excerpt from a technical report.

NEW ADDITIONS TO THE SIXTH EDITION

Learning Portfolio

The chapter-ending *Learning Portfolio* collects *Communication Challenge* and *Collaboration at Work* case studies and exercises and *Assignments* together in one place. This new chapter section offers a tremendous variety of opportunities for students to build their portfolio of communication skills and practice all forms of technical communication. *Learning Portfolio* activities include the following:

Learning Portfolio

A Dome Gone South: Argument in Action

When McDuff finished his project of managing construction of the Nevada Gold Dome (see the fourth project at the end of chapter 2), all was well. The company more than met its completion deadline and saved its clients, the stadium owners, about \$100,000. Now, two years later (and a year after the competitive warranty expired), a number of problems have surfaced. The following actions (1) present the four main complaints McDuff has heard, (2) analyze the problem from the points of view of both the dome owners and McDuff, and (3) lay out questions and comments for you to consider in evaluating this "breakdown." The focus will be opportunities for using patterns of organization discussed in this chapter.

Problems with the Dome

Over the last few months, the Gold Dome owners have alerted McDuff to four problems they believe may have resulted from construction or material problems:

1. **Artificial turf** The turf has pulled up at several spots around the edge of the field. Although dome maintenance staff tried a quick fix, the turf has pulled back up again and again.
2. **Ramp cracks** Several centimeter cracks have developed in concrete ramps that lead from the team locker rooms to the field. Just last week two football players stepped on the cracks as they entered the field in front of TV cameras covering the start of a game. The embarrassment, as well as the possible danger to high-priced players, has the dome management fuming.
3. **Roof leaks** Leaks developed in the dome roof, caused by the ponding of rainwater on a sunken roof section near one of the spectator decks.
4. **Equipment damage** Water entered one of the dome's control rooms, damaging three TV monitors and causing carpeting to mildew.

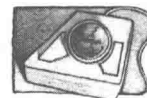
What brought the problems to a head was an incident before last Sunday's game. While team coaches, Ted Hunter and Jane Hanks, were getting settled into their luxury box near the upper deck, a roof panel broke loose near the area of the leak and crashed onto their balcony, spilling wine and cheese on Ted and Jane. Needless to say, this event generated a meeting this week between McDuff and dome management.

McDuff and the Dome Management: Different Analyses

With all its training in Total Quality Management, McDuff believes that satisfying the customer is a crucial corporate objective. Besides being the ethical high road, this goal also generally leads to the company getting repeat business from the same client or good recommendations to be used with new clients. In either case, good service helps business.

Communication Challenges Every chapter includes a McDuff case study, with related questions at the end of the chapter text. Called a "Communication Challenge," each case describes a communication problem that relates to the material in its respective chapter. These case studies can be used as a springboard for class discussion or for collaborative assignments.

Collaboration at Work Every chapter also includes a "Collaboration at Work" exercise. These exercises engage the student's interest in chapter content by getting teams to complete a simple project.



Assignments

International Communication Assignments Because globalism continues to transform the business world, this book includes suggestions for understanding other cultures and for writing in an international context. In addition, each chapter's set of exercises ends with an "international communication assignment."

Ethics Assignments To reinforce the ethical guidelines described in Chapter 2, each chapter includes an ethics assignment. No one can escape the continuous stream of ethical decisions required of every professional almost every day—such as deciding what tone to adopt in a proposal—which is why the text addresses ethical issues in these assignments.

New! A.C.T. N.O.W. (Applying Communication to Nurture Our World) assignments in each chapter Tailored specifically to each chapter, these assignments give students the opportunity to connect the process and product of technical communication to effective action on a service-related project that "makes the world a better place."



NEW ADDITIONS TO THE SIXTH EDITION

Web Pages and Writing-for-the-Web Chapter

The way we use the Web to communicate continues to evolve. For the Sixth Edition we asked an expert in the field, Chris Baehr of Texas Tech University, to contribute a chapter that provides a current and useable overview of how the Web is being used.

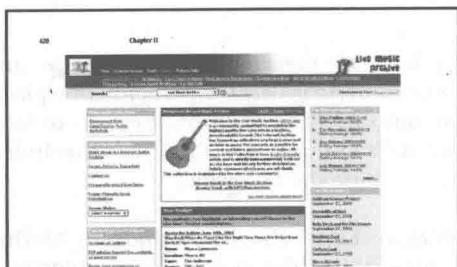


FIGURE 10-30 Example of design principles used in a Web page design

Finding a Theme and Developing Graphic Content

Once you have a set of design conventions and a signing your graphic content. First, you should choose a theme for your site. The site's graphic identity is defined by the use of colors, fonts, animation, and other visual information. Each random, is a good idea to select a specific design theme. You should consider the site and use many conventions that will produce use a site that is appropriate for your work, purpose, content. Then, use the defined theme to help you develop graphic content for the site.

Many development teams will use a variety of content for the site. If you have existing graphic content, you can use it to help you develop content for the site. If you don't have the time or resources to develop content, you can use a content management system for the site. Also, you can create your design professional to create them using graphic design software.

If you don't have the time or resources to develop content, you can use a content management system for the site. Also, you can create your design professional to create them using graphic design software.

WEB PLANNING FORM

NAME: _____

1. Purpose: Answer each question in one or two sentences.

A. Why are you developing this site? _____

B. What response do you want from users? _____

2. User Needs: Fill in names and positions of people who may view the page.

	Decision-Makers	Advisers	Reviewers
Managers			
Experts			
Operators			
General Readers			

3. Information on Individual Users: Answer these questions about selected members of your audience.

1. What is this user's technical or educational background?

2. What main question does the person need answered?

3. What main action do you want the person to take?

4. What features of this person's personality might affect his or her use of the page?

5. What feature does this person prefer in format?

Style? _____

Organization? _____

6. Outline: Attach an outline (topic) to use in drafting the BODY of the site.

	Always	Sometimes	Never	Notes
Navigation. The links, toolbar menus, search features, and other tools used to search and browse the site.				
All navigation systems and hyperlinks are functional and link to the appropriate pages.				
The navigation systems use descriptive labels.				
Navigation systems are provided on all Web pages.				
Consistency. The repeated use of elements and styles.				
All design elements and page layouts demonstrate consistent use of fonts, colors, spacing, and alignment.				
Navigation tools are placed in consistent locations.				
Interface layouts organize elements in consistent locations.				
Clarity. The level of clarity of the structure, textual content, and graphics.				
The site structure is easy to discern through the use of consistent colors, labels, and/or site maps, and outlines.				
Font faces, text styles, and colors are good contrast and are clear.				
Graphic content is clear and does not appear choppy or pixelated.				
Legibility. The ease at which textual content and graphics can be read or understood.				
Textual content is free of grammatical errors and conforms to appropriate style guidelines.				
Graphic content conforms to appropriate style guidelines and is easy to understand.				

FIGURE 10-44 Sample Web usability checklist

Chapter 14

TECHNICAL RESEARCH

Chapter Outline

- GETTING STARTED 000
 - SEARCHING ONLINE CATALOGS 000
 - SEARCHING IN THE LIBRARY 000
 - Library Services 000
 - Library Resources 000
 - SEARCHING THE WEB 000
 - Fundamentals of Web Searching 000
 - Web Search Options 000
- USING QUESTIONNAIRES AND INTERVIEWS 000
 - Questionnaires 000
 - Interviews 000
- USING BORROWED INFORMATION CORRECTLY 000
 - Avoiding Plagiarism 000
 - Following the Research Process 000
- SELECTING AND FOLLOWING A DOCUMENTATION SYSTEM 000
 - Verifying of Documentation 000
 - Sample APA, MLA, and CBE Documentation Style 000
- WRITING RESEARCH ABSTRACTS 000
 - Types of Abstracts 000
 - Guidelines for Writing Research Abstracts 000
- CHAPTER SUMMARY 000
- LEARNING PORTFOLIO 000
 - Communication Challenge 000
 - Assignments 000
 - Collaboration at Work 000
- MODELS FOR GOOD WRITING 000
 - Model 14-1 Memo report citing research—APA Style 000

Technical Research Material Updated

With constant changes in print and electronic databases, it is important that students have the most current information on the availability and use of major sources for class projects. In particular, the guidelines for Web searches have been heavily revised to assist students in their online research.

Guidelines and Examples of CBE, MLA, and APA Documentation

The Sixth Edition now contains information available on three of the most commonly used forms of documentation in the classroom. Further, the main chapter example is now produced in APA style.

COMPANION WEBSITE: A WEALTH OF NEW ONLINE MATERIALS

The heavily augmented Sixth Edition Companion Website contains many new cases, exercises, activities, and documents for each chapter, available to students at www.prenhall.com/pfeiffer. Online materials for each chapter in the text include the following:

- **Chapter Outlines**—These provide an overview of major chapter concepts.
- **NEW Interactive Editing and Revision Exercises**—Interactive documents allow students to see poorly done and improved versions of documents with additional assignable document revision exercises.
- **NEW Communication Cases**—Students encounter workplace situations with assignments in a wide range of career-oriented applications.
- **Portfolio Activities**—Writing activities specific to technical and career fields allow students to practice producing communication relevant to their interests.
- **Collaboration Exercises**—These assignments are designed to provide students with practice for writing and communicating in teams.
- **Sample Forms and Documents**—Included are example documents and McDuff document models in downloadable Microsoft Word format.
- **Online Resource Links**—These are links to online resources including guides to document preparation, job search information, and library research tools.
- **Chapter Quizzes**—Self-grading multiple-choice quizzes help students master chapter concepts and prepare for tests.



Research Navigator™: A Premium Research Tool

Students using a OneKey online course will have access to Pearson's Research Navigator, which provides them with the easiest way to start a research assignment. It contains extensive help on the research process and four exclusive databases of credible and reliable source material, including the EBSCO Academic Journal and Abstract Database, *New York Times* Search by Subject Archive, "Best of the Web" Link Library, and *Financial Times* Article Archive and Company Financials. Research Navigator helps students quickly and efficiently make the most of their research time.



TO THE INSTRUCTOR

Instructor's Resources

The instructor resources for the sixth edition have been greatly expanded, including a new PowerPoint Lecture Presentation package, a new test generator, and new OneKey online courseware.

- **Instructor's Resource Manual** (ISBN: 0-13-119820-3)

New to this edition is an expanded Instructor's Resource Manual loaded with helpful teaching notes for your classroom. Included in the manual are answers to the chapter quiz questions, a test bank, and instructor notes for assignments and activities located on the Companion Website.

- **NEW Instructor's Resource CD (IRCD)** (ISBN: 0-13-119818-1)

The IRCD includes the following components:

- **NEW Test Generator**

- **NEW PowerPoint Lecture Presentation Package**

- **Instructor's Resource Manual** (in Microsoft Word)

- **Transparency Acetate Package** (ISBN: 0-13-119817-3)

This package contains most of the book's Models and ABC Formats.

- **OneKey Distance Learning Solutions: Convenience, Simplicity, Success**

New to this edition are ready-made Blackboard, WebCT, and CourseCompass online courses. If you adopt the text with a OneKey course, student access cards will be packaged with the textbook at no additional charge to the student.



ACKNOWLEDGMENTS

I would like to thank the following reviewers of the sixth edition textbook for helping with the revision of the textbook:

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- Jay Goldberg, Marquette University
- Linda Grace, Southern Illinois University
- Darlene Hollon, Northern Kentucky University
- John Puckett, Oregon Institute of Technology
- Kirk Swortzel, Mississippi State University
- Catharine Schauer, Visiting Professor, Embry Riddle University

I also would like to thank the following people who contributed activities, exercises, and documents to the Companion Website and new PowerPoint presentation package:

- Connie Cerniglia, Guilford Technical Community College—for contributing a variety of career-related assignments and documents.
- Linda Gray, Oral Roberts University—for creating the innovative Interactive Editing and Revision Exercises.
- Malanie Rosen Brown, St. Johns River Community College—for contributing interesting activities and case studies.
- Catharine Schauer, Visiting Professor, Embry-Riddle Aeronautical University—for contributing activities and exercises.

- May Beth Van Ness, University of Toledo—for helping check and revise our existing online material.
- Lesley Wadsworth, Terra Community College—for creating the PowerPoint lecture presentation package.

A special thanks goes to Craig Baehr, from Texas Tech University, for contributing the new Chapter 11: *Web Pages and Writing for the Web*.

The book also greatly benefited from the help of Shawn Tonner, who revised Chapter 13, as she has done in three previous editions, with the help of her husband, Mark Stevens. Other friends and colleagues who contributed to this edition and/or other editions include Saul Carliner, George Ferguson, Alan Gabrielli, Bob Harbort, Mike Hughes, Dory Ingram, Becky Kelly, Chuck Keller, Jo Lundy, Minoru Moriguchi, Randy Nipp, Jeff Orr, Ken Rainey, Lisa A. Rossbacher, Betty Oliver Seabolt, Hattie Schumaker, John Sloan, Herb Smith, Lavern Smith, James Stephens, John Ulrich, Steven Vincent, and Tom Wiseman.

Four companies allowed me to use written material gathered during my consulting work: Fugro-McClelland, Law Engineering and Environmental Services, McBride-Ratcliff and Associates, and Westinghouse Environmental and Geotechnical Services. Although this book's fictional firm, McDuff, Inc., does have features of the world I observed as a consultant, I want to emphasize that McDuff is truly an invention.

I also appreciate the help of the following students for allowing me to adapt their written work for use in this book: Michael Alban, Becky Austin, Corey Baird, Natalie Birnbaum, Cedric Bowden, Gregory Braxton, Ishmael Chigumira, Bill Darden, Jeffrey Daxon, Rob Duggan, William English, Joseph Fritz, Jon Guffey, Sam Harkness, Gary Harvey, Lee Harvey, Hammond Hill, Sudhir Kapoor, Steven Knapp, Wes Matthews, Kim Meyer, James Moore, Chris Owen, Scott Lewis, James Porter, James Roberts, Mort Rolleston, Chris Ruda, Barbara Serkedakis, Tom Skywark, Tom Smith, DaTonja Stanley, James Stephens, Chris Swift, and Jeff Woodward.

For all six editions, it has been my good fortune to have the same extraordinary developmental editor, my friend and colleague, Monica Ohlinger. Many of the ideas that have made this book successful for over a decade were hers. Also, I want to give special thanks to my Prentice Hall editor, Gary Bauer, for his continuing faith in my book. Gary has developed deep knowledge of the field of technical communication that greatly enhanced the sixth edition. Other Prentice Hall people who contributed significantly to the project include Kevin Happell, production editor, and Kristina Holmes, design coordinator.

Finally, deepest thanks go to my family—Evelyn, Zachary, and Katie—for their love and support throughout this and every writing project I take on.

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