商务英语写作系列丛书

上

商务沟通：以读者为中心的方法（第6版）

Technical Communication: A Reader-Centered Approach

Sixth Edition

Paul V. Anderson

北京大学出版社
PEKING UNIVERSITY PRESS

CENGAGE Learning

TECHNICAL COMMUNICATION

A READER-CENTERED APPROACH

Sixth Edition

商务沟通

以读者为中心的方法（上）

第6版

Paul V. Anderson

Miami University (Ohio)

汪 红 选译

北京大学出版社
PEKING UNIVERSITY PRESS

北京市版权局著作权合同登记号 图字 [01-2010-4300] 号

图书在版编目 (CIP) 数据

商务沟通：以读者为中心的方法：第 6 版·上 / Technical Communication: A Reader-Centered Approach (Sixth Edition) /（美）安德森 (Anderson, P. V.) 著. —北京：北京大学出版社，2011.3
（商务英语写作系列丛书）
ISBN 978-7-301-18605-3

Ⅰ. 商… Ⅱ. 安… Ⅲ. 商务—英语—写作—高等学校—教材 Ⅳ. H315

中国版本图书馆 CIP 数据核字（2011）第 030959 号

Technical Communication: A Reader-Centered Approach (Sixth Edition)
Paul V. Anderson
Copyright © 2007 by Wadsworth, a part of Cengage Learning.
Original edition published by Cengage Learning. All rights reserved.
本书原版由圣智学习出版公司出版。版权所有，盗印必究。

Peking University Press is authorized by Cengage Learning to publish and distribute exclusively this edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.
本书由圣智学习出版公司授权北京大学出版社独家出版发行。此版本仅限在中华人民共和国境内（不包括中国香港、澳门特别行政区及中国台湾）销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

Cengage Learning Asia Pte. Ltd.
5 Shenton Way, # 01-01 UIC Building, Singapore 068808

本书封面贴有 Cengage Learning 防伪标签，无标签者不得销售。

书　　名：Technical Communication: A Reader-Centered Approach (Sixth Edition)
商务沟通：以读者为中心的方法（第 6 版）（上）
著作责任者：[美] Paul V. Anderson 著
责 任 编 辑：黄瑞明
标 准 书 号：ISBN 978-7-301-18605-3/H·2771
出 版 发 行：北京大学出版社
地　　址：北京市海淀区成府路 205 号　100871
网　　址：http://www.pup.cn
电　　话：邮购部 62752015　发行部 62750672　编辑部 62754382　出版部 62754962
电 子 邮 箱：zbing@pup.pku.edu.cn
印　刷　者：河北滦县鑫华书刊印刷厂
发　行　者：新华书店
787 毫米 ×960 毫米　16 开本　22.25 印张　350 千字
2011 年 3 月第 1 版　2011 年 3 月第 1 次印刷
定　　价：45.00 元

未经许可，不得以任何方式复制或抄袭本书之部分或全部内容。
版权所有，侵权必究　**举报电话：**010-62752024
电子邮箱：fd@pup.pku.edu.cn

专家委员会

顾问　文秋芳

主任　王立非

委员　（按姓氏笔画排序）

丁言仁　于兰祖　卫乃兴　马广惠　王东风　王俊菊
文　旭　文　军　方　琰　邓鹂鸣　朱　源　刘世生
许德金　严明秦　苏　刚　杨永林　杨达复　杨鲁新
李小华　李文中　李正栓　李生禄　李炳林　李霄翔
肖德法　吴红云　汪　红　张世耘　张佐成　陈法春
陈新仁　周　平　郑　超　封一函　赵永青　胡一宁
胡　健　战　菊　俞洪亮　洪　刚　袁洪庚　晓　晴
徐　珺　郭海云　黄国文　常玉田　梁茂成　程幼强
程晓堂　程朝翔　傅似逸　蔡金亭

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。

此为试读，需要完整PDF请访问：www.ertongbook.com

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。

中国英语写作教学专业委员会主任

对外经济贸易大学英语学院院长

教授、博士生导师

王立非

2010 年国庆节于北京

导　读

一、本书的特色

1. 作者简介

Paul V. Anderson 是美国迈阿密大学英语系教授，多年来一直从事有关技术写作方面的写作和研究工作，并且成立了该校的技术与科学交流专业，担任第一任主任。他为该校技术交流专业的发展争取到了上百万美元的校外资助，同时，在美国、欧洲、亚洲、澳洲，以及非洲各地为公司以及政府部门举办了多次工作坊和讲座。他在技术交流的理论和实践，跨课程写作、研究方法，教学法以及评估等方面有多部著作和多篇论文，并且获得了技术交流学会以及美国全国英文教师理事会等机构颁发的多个奖项。此外，他还当选为技术交流学会和技术写作教师协会的成员。

2. 本书特色

《商务沟通：以读者为中心的方法》于 1987 年首次出版，已再版五次，深受读者欢迎。本书紧密结合现代学习和工作的发展和需求，全面体现了技术交流领域的标准惯例以及最新发展。全书始终突出以读者为中心，紧紧围绕着写作的实际目的（即可用性和说服力）。本书不仅涉及传统的文本写作，同时凸显了时代性，讲授了如何进行口头演示、版面设计、平面设计、团队合作，以及使用新技术通过电子媒介（如电子邮件，网站和网页）进行交流。本书采用第二人称，语言流畅，简单易读，辅以大量实际工作中的实例和场景，有助于学习者轻松、透彻的掌握主要内容。每一章都附有一览表，主要学习内容一目了然，方便学习者在实际交流时拿来使用。同时，每一章都有练习，帮助学习者巩固所学内容。

本书的另一个亮点是辅有丰富的网络资源，相应的链接上提供了大量的案例、练习、样本、补充材料、测验以及本书主要内容的幻灯片演示，使得学习内容和形式多样化。本书的版面设计十分新颖，清晰，大量的图示有助于学习者了解实际的工作情形，视觉上非常直观，使学习过程更为活泼生动。值得一提的，书中的页边注释标注了书中其他部分的相关内容或相应的网络资源，使学习者能够融会贯通。

3. 使用对象与方法

本书对于写作教师以及各个专业的在校学生都是非常好的教材。教师在讲授完主要章节后，可以给学生布置附录中配套的课题。由于书中内容较多，时间以两学期为宜。同时，职场人士在实际工作中也可以用作参考手册和自学教材。

二、本书内容

本书共有 23 章，分为八大部分。

第一部分　引言（第 1–2 章）

第一部分主要是让学习者了解技术交流的特点以及本书的使用方法。

第一章　交流，职业，以及本书

帮助学习者了解工作与读书期间所进行的交流的不同之处，以及本书所讲授的工作中进行交流所需要的专门知识。对于学生，写作有助于学习课程，并向教师展示自己对课程的掌握情况，读者主要为教师。而在工作上，写作是一种行动，服务于现实性的目的，读者为同事、客户或其他需要通过写作者所

提供的信息达成特定目标的人。我们在写作中要时刻考虑到自己的读者。工作中有效的交流具有两个特性，即可用性以及说服力。在交流中要时时与读者进行积极的交流；同时，还应当遵循一定的道德标准。此外，作者还提醒学习者，要灵活使用这本书所提供的指南。

第二章　以读者为中心的交流过程综述：获得一份工作

通过带领读者体验撰写有效的简历以及求职申请信，详细阐释了以读者为中心的交流方式。该章强调了此方式的核心原则，并以简历以及求职申请信的撰写为例进行了具体讲解，在写作方法上给予了详细的指导。该章还特别指出了创建和使用电子版简历所应当注意的事项，提醒学习者注意技术道德层面的一些问题。此外，作者还指出不同的文化之间在简历以及求职信的书写上存在差异。

第二部分　界定交流目标（第 3 章）

这一部分讨论了界定交流目标的重要性，提供了界定交流目标所需的多项指导原则，并通过具体事例加以详细说明。

第三部分　计划（第 4–6 章）

这一部分讲解如何以读者为中心，为实现界定的交流目标而做出计划。

第四章　为可用性做出计划

作者指出可用性有三条标准：从读者的角度来说要完整；以读者需要完成的任务为中心；能使读者迅速找到所需信息。该章就这三条标准提供了九个指导原则，最后一个原则帮助学习者确保所策划的交流活动合乎道德规范。

第五章　制订说服策略

该章阐释了两种相互关联但又有所不同的说服，一种是以影响他人态度和行为为目的，一种是以使团队在寻求知识和想法时进行协作为目的。举例说明了说服力发挥作用的过程。随后，该章提供了一系列相应的指导原则。

第六章　进行以读者为中心的调研

在工作中，为了有效地进行交流，还需要进行一定的调研。该章提供的指导原则，能够帮助学习者高效的收集目标读者所需要的信息。作者还给出了相关的道德和法律问题方面所应当遵循的原则。最后，“写作者参考指南”就五种研究方法的使用做出了详细说明。

第四部分　草拟文本（第 7–11 章）

通过这一部分，可以学习在草拟交流的文本、图示以及平面设计方面，如何实施所做的计划。

第七章　起草段落、节和章

该章所提供的指导原则可以帮助学习者草拟具有很强可用性和说服力的文本，适用于段落、段落群、章节直至整个交流活动等各个层次。作者还讨论了所草拟的文件对他人可能产生的道德层面的影响，并提出需要注意的事项。“写作者参考指南”提供了七种文本的结构模式。

第八章　形成有效的风格

在写作时，要时时考虑到读者对可用性以及说服力的看法。通过遵循该章的原则，可学习到构成写作风格的三方面主要内容：语气，句法结构，以及措辞。作者还提醒学习者在语言使用上要注意到读者的文化背景以及性别、称呼等道德层面的问题。

第九章　开始交流

该章讲授了开始进行交流的八种策略，均是以读者为中心，围绕着有用性以及说服力展开。最后，作者指出在决定是否尝试交流时所应考虑到的道德方面的问题。

第十章　结束交流

结尾对交流的有效性会产生很大影响，能够产生强调的效果，加深读者印象，为读者解答应当去做什么的问题。该章的九条指导原则就如何有效的结尾提供了具体的策略。

第十一章　以读者为中心写作正文之前和之后的部分

许多文书正文之前包括标题页、摘要、目录以及表格目录等，正文之后有附录、参考文献、尾注、词汇表或符号目录以及索引等。这些内容对于提高文书的有用性以及说服力都有很大的作用。该章提供了总体原则以及具体建议，并辅以许多实例进行阐释。

第五部分　草拟视觉效果（第 12–13 章）

此部分对如何设计视觉效果给出建议。

第十二章　制作以读者为中心的图表

图表包括图片、绘画、流程图、表格以及其他视觉表现。图表信息量大，一目了然，易于理解，能够提高书面交流的清晰度和效果。该章就此提供了九条指导原则，并使用了大量的图表举例说明。此外，作者还在最后使用图表加以总结。“写作者参考指南”就如何创建十一种常用的图表提供了详细的补充性建议。

第十三章　设计以读者为中心的页面和文件

在构建交流文件时，每一个环节都会涉及到视觉效果。好的页面设计能够帮助读者更好地理解作者所要传递的信息，并产生良好印象。该章的八个指导原则帮助学习者逐步学习页面设计；此外，该章还指导学习者通过使用文字处理程序对这些原则进行应用。

第六部分　修改（第 14–15 章）

第十四章　修改草稿

修改的一个重要环节是找出可能改进的地方。有两种应用最为广泛的方法，一是自我检查，二是得到他人的评论。该章就这两种方法提供了指导原则，并阐释了如何判断何种修改会对文书产生最好的效果。

第十五章　对草稿的可用性和说服力进行测试

只有通过得到读者的反馈才能得知文书是否需要进一步改进。通过测试，能够提高交流的有效性。该章介绍了对测试进行策划、执行，以及解释的方法。

第七部分　以读者为中心的方法的应用（第 16–19 章）

这一部分讲授如何将以读者为中心的方法应用于四种场景，即，通过电子邮件以及创建网站进行交流；与团队协作进行创建交流；进行口头演示；从事了解客户以及服务的项目。

第十六章　与团队一起创建交流

该章举例说明了团队在创建交流时的作用和重要性。团队有两种结构：一种是指定领导者；另一种是将任务进行分配。该章的指导原则讲授了如何使得这两种团队在交流过程的不同阶段有效并高效的运作。

第十七章　准备和进行以听者为中心的口头演示

与书面交流相比，口头演示更为个性化，互动性更强。该章的指导原则紧紧围绕者以听者为中心的原则，讲授策划以及进行口头宣讲的各个环节。

第十八章　创建以听者为中心的网页和网站

随着网站数量增加和使用范围的扩大，在工作中的需求也随之增加。在该章，会学习到如何将以读者为中心的方法应用于网站创建上（主要是使用微软的文字处理系统来创建网站）。该章所提供的指导原则涉及到创建网站的四个主要环节，即确定交流目标、策划、草拟以及修改。

第十九章　管理客户项目和服务学习项目

该章介绍了准备客户沟通项目的一系列技巧，包括为咨询公司、智囊团、设计公司以及其他企业和政府客户撰写研究报告、可行性报告及说明书、培训计划、市场营销材料、网站等商务沟通资料。

第八部分　总体结构（第 20–23 章）

第八部分仍然采用以读者为中心的角度，阐释工作中如何处理最为常见的四类交流形式：函电、报告、提案和说明书，提供了十分详尽的指导。

第二十章　以读者为中心的函电写作：信函、备忘录和电子邮件

人们常常通过信函、备忘录和电子邮件等函电进行工作。虽然简短，其应用范围非常广泛。该章首先强调了三者通用的一些原则；随后，提供了这三类函电的写作所涉及到的具体惯例和注意事项。

第二十一章　撰写以读者为中心的报告

报告是工作中最为常见的交流形式之一。该章从读者角度出发，探讨了报告的基本特征。这些特征与报告的框架密切相关。该章解释了基本框架，并随后举例说明。

第二十二章　撰写以读者为中心的提案

提案有两个主要目的：说服读者，保护自己。在写作中，一方面要考虑如何使得自己的提议对读者具有吸引力；另一方面，还要确保提议没有超出自己的能力范围。该章通过实例讲解了提案写作的几种主要情景，介绍了提案的常规结构，最后以实例解释了提案的写作策略。

第二十三章　撰写以读者为中心的说明书

说明书的形式和长度不尽相同，应用范围非常广泛。该章所提供的指导适用于各种题材和长度，打印版和电子版。作者还就电子版提供了补充性建议。

附录 A　引证资料

简要介绍了常见的两种引证格式，即 APA 和 MLA。

附录 B　项目

提供了教师可以布置给学生的作业。涵盖了本书所讲授的主要内容。这些项目都对交流对象、目的等方面有明确的说明。

三、推荐相关参考书

1. 马林，2007，英语技术写作与交流，哈尔滨工业大学出版社。
2. Alfred, Gerald, 2007, *Handbook of Technical Writing*, 中国人民大学出版社。
3. Gerson, Sharon, 2004, *Technical Writing: Process and Product*, 高等教育出版社。
4. Lannon, John, 2007, *Technical Communication (11th Edition)*, Longman.
5. Markel, Michael H., 2009, *Technical Communication (9th Edition)*, Bedford/St. Martin's.
6. Jean Wyrick, 2008,《成功写作入门》（英文版）（第 10 版），北京大学出版社。
7. Bonnie L. Tensen, 2008,《数字时代写作研究策略》（英文版）（第 2 版），北京大学出版社。
8. Steven H. Gale, 2008,《公司管理写作策略》（英文版），北京大学出版社。
9. David Rosrnwasser, 2008,《分析性写作》（英文版）（第 5 版），北京大学出版社。
10. Edward P. Bailey, 2010,《实用写作》（英文版）（第 9 版），北京大学出版社。

对外经济贸易大学

魏　明

Preface

前 言

Welcome to the sixth edition of *Technical Communication: A Reader-Centered Approach.* Technical communication continues to change in substantial ways, and research has produced new insights into effective communication practices and pedagogy. This edition, building on the many strengths of previous editions, offers updated treatment of core topics, coverage of additional topics, and new pedagogical features that make it even more effective for teaching and learning.

Most importantly, this edition retains the book's distinctive reader-centered approach, whose hallmarks are that it:

- **Teaches highly transferable strategies.** Through its uniquely strong emphasis on teaching a flexible set of research-based strategies, the reader-centered approach helps students learn how to take a thoughtful, resourceful, creative approach to all the communications they will prepare in their careers.
- **Provides in-depth coverage in an easy-to-learn manner.** Because all of this book's advice grows directly from a common set of basic reader-centered principles and processes, the book is able to help students understand, remember, and apply unusually sophisticated discussions on a wide array of topics.
- **Benefits students in many fields.** The strategic emphasis and wide applicability of the reader-centered approach mean that the book is very well suited to students majoring in a broad range of technical, engineering, scientific, business, and other specialized fields.

MAJOR CHANGES IN THIS EDITION

Among the many new features introduced in this edition, the following are particularly notable because of the special ways they increase the book's breadth and effectiveness for teaching and learning.

- A new, **wider trim size** allows for a more usable, more attractive page design. Capitalizing on this new page design, innovative **new two-page spreads** are provided to enhance student learning, and more detailed annotations explain the key rhetorical features of sample documents (see pages 138, 140, and 362–363 for examples).
- New **Writer's Tutorials,** many of which utilize the new two-page spread design, have been added to many chapters in the sixth edition to help guide

此为试读，需要完整PDF请访问：www.ertongbook.com

students as they create their own technical documents (see pages 40–42 and 344–345).

- The text's margin notes have been revised and reorganized for greater ease-of-use. **Learn More** margin notes point students to other areas of the text they can read to supplement the text discussion at hand. **Web** margin notes direct students to material on the text's companion website.
- The **Planning Guides** and **Revision Checklists,** which assist students as they work on their course projects and professional communications, have been redesigned for the sixth edition. Downloadable versions of these are available at the text's companion website.

In revising the content for the sixth edition, the author has focused his attention on the following areas:

- **Integration.** The author has more fully integrated the themes of usability and persuasiveness as focal points that enable writers to apply the reader-centered approach more effectively.
- **Updating.** The author has updated many areas of the text, including those relating to technology. Newly revised Chapter 18 (*Creating Reader-Centered Web Pages and Websites*) combines material from several chapters in the last edition into one comprehensive presentation.
- **New Examples.** Many of the sample documents have been replaced for the sixth edition.
- **New Topics/Chapters:**
  - The *Reference Guides* from the last edition are now called *Writer's Reference Guides* in the sixth edition, to better reflect their usefulness to writers/creators of technical communication documents. These have also been thoroughly revised.
  - Coverage of international communication has been strengthened and updated throughout the text, including new or revised *Global Guidelines* in many chapters and a new discussion of intercultural communication in Chapter 3 (*Defining Your Communication's Objectives*).
  - Chapter 11 (*Writing Reader-Centered Front and Back Matter*) is completely new to the sixth edition.
  - Chapter 5 (*Planning Your Persuasive Strategies*) has been expanded and emphasizes the *cooperative* persuasion that writing teams can use to develop knowledge and ideas collaboratively.
  - The *Writer's Reference Guide to Creating Eleven Types of Reader-Centered Graphics* has been made more user-friendly through the extensive use of the new two-page-spread design that makes highlighting elements of sample documents clearer and easier for students to follow.
  - Chapter 14 (*Revising Your Drafts*) now combines material formerly found in two separate chapters. Chapter 15 (*Testing Drafts for Usability and Persuasiveness*) now follows the new chapter.

- A new chapter, *Writing Reader-Centered Correspondence: Letters, Memos, and E-mail* (Chapter 20), has been added.
- New discussions of copyright and intellectual property law have been added to Chapter 6 (*Conducting Reader-Centered Research*) and Chapter 18 (*Creating Reader-Centered Web Pages and Websites*).
- The expanded Chapter 18 (*Creating Reader-Centered Web Pages and Websites*) provides more guidance for creating highly effective online communications.
- Coverage of MLA and APA documentation styles has been revised and updated (see Appendix A).

ORGANIZATION AND COVERAGE OF THIS EDITION

This book's four major parts combine attention to communication processes and products. Throughout, the book tells students how to apply effective, reader-centered strategies in the practical situations they will encounter in their careers.

- **Introduction.** Chapter 1 helps students understand the differences between communicating at work and at school, as well as the kinds of expertise this book will help them develop so they can communicate successfully in their careers. Chapter 2 provides a detailed overview of the reader-centered approach by leading students through the process of creating highly effective résumés and job application letters.
- **Communication Process.** Chapters 3 through 15 guide students through each activity in the writing process, helping them become confident, resourceful writers. In addition, three reference guides help students use a variety of research methods, employ seven organizational patterns that are often useful in career-related communications, and create eleven types of graphics, including tables, charts, drawings, and photographs. Richly annotated examples enable students to see the book's advice in action.
- **Applications.** Chapters 16 through 19 provide detailed advice for applying the reader-centered approach in four situations: when communicating with e-mail and creating websites; when creating a communication collaboratively with a team; when making oral presentations; and when working on client and service-learning projects.
- **Superstructures.** Chapters 20 through 23 take a reader-centered approach to four of the most common types of career-related communications: correspondence, reports, proposals, and instructions. Detailed advice helps students learn how to craft each element of these communications in ways that meet their readers' needs and also achieve the writers' goals.

In addition, Appendix A explains the APA and MLA documentation styles. Appendix B includes a variety of effective projects for student assignments. Downloadable and editable versions of projects are available at the book's website.

ADDITIONAL ENHANCEMENTS IN THIS EDITION

The sixth edition provides new and revised discussions of many other critically important topics.

- **Communication expertise.** Chapter 1 foregrounds the major results of two decades of research into the kinds of expert knowledge possessed by successful on-the-job communicators. This discussion helps students understand the differences between the communication skills and strategies needed to succeed in college and in their careers.
- **Résumé and job application letters.** Revisions to Chapter 2 increase students' ability to write successful résumés, and they provide an enriched overview of the reader-centered approach.
- **Intellectual property and copyright.** Chapter 6 includes an updated discussion that helps students understand the most relevant aspects of intellectual property and copyright law.
- **Internet research.** The *Writer's Reference Guide to Using Five Reader-Centered Research Methods* includes updated information for conducting research on the Internet and for using the electronic resources now available in most libraries.
- **Organization of communication teams.** Chapter 16's revised and updated discussion of various ways that collaborative teams are structured helps students understand the advantages of each alternative.
- **Ethics.** The discussion of ethics is presented in special "ethics guidelines" that fully integrate ethics into the fabric of the book. Most chapters have special exercises that focus on ethical issues particular to the topic of those chapters. This treatment helps instructors include ethics as a consistent theme throughout their courses, rather than as the topic for one day's reading.
- **Exercises.** The exercises at the end of chapters promote students' ability to apply the book's advice. Most chapters include exercises on four topics: developing expertise, communicating online, collaborating, and communicating ethically.
- **Superstructures.** Revisions to Chapters 21, 22, and 23 fully integrate these chapters into the book's unifying emphasis on usability and persuasiveness.
- **Updated MLA and APA documentation style.** Appendix A contains examples of the latest MLA and APA documentation styles.

ENHANCED WEB RESOURCES FOR STUDENTS AND INSTRUCTORS

The book's website provides many additional resources that promote broader, deeper teaching and learning. Chapter-by-chapter and topical links provide ready access to the site's contents.

- **Web links.** Carefully selected links in the Web notes in the margins throughout the text provide students with Internet access to sample communications and additional information related to each chapter.
- **Additional annotated sample documents.** A library of fully annotated sample documents provides additional examples of reader-centered communications for the students' study.
- **Planning Guides and Revision Checklists.** Downloadable Planning Guides and Revision Checklists help students navigate through the process of creating many kinds of communication. Instructors can download and edit these handouts in order to tailor the handouts to their courses and assignments.
- **Exercises.** Downloadable copies of selected exercises from the book enable students to work with them in convenient, electronic form. Additional exercises provide students with further opportunities to apply the book's advice.
- **Projects.** All projects from Appendix B appear on the website so students can consult their assignments even when their book isn't handy. Additional projects provide instructors with a wider selection from which to choose assignments that are most appropriate for their students.
- **Cases.** The website also offers a library of cases, some suitable for homework or class discussion, others appropriate for course projects. All can be downloaded by instructors for revision to suit their courses and students.
- **Style and usage guide.** This concise reference source enables students to extend their study of style and usage in on-the-job communications.
- **Chapter quizzes.** Online, interactive quizzes help students test themselves to determine whether they have gathered central concepts and advice from each chapter.
- **Grammar quizzes.** Keyed to the style and usage guide, these quizzes enable students to test their knowledge of grammar and usage.
- **PowerPoint® Presentations.** PowerPoint® presentations for every chapter may be used by students for review and by instructors for discussion of chapter content.
- **Sample syllabi.** Instructors can gain ideas for their courses by consulting the site's collection of sample syllabi.
- **E-mail link to Paul Anderson.** Using this e-mail link, faculty and students can contact Paul with comments, questions, and suggestions.

- **Instructor's Manual.** Accompanying this edition of *Technical Communication* is a new instructor's manual prepared by Professor Lisa McClure of Southern Illinois University. It includes a thorough introduction to the course, information on how to integrate supplemental materials into the class, advice on teaching the exercises and cases in the textbook, alternative cases, projects and exercises, and more. Instructors may request printed copies by calling 1-800-354-9706 and requesting ISBN 1-4130-2749-0, ordering a copy online at http://www.thomson.com/learning/learning_order_samples.jsp, or by downloading a PDF version from the book's website: www.thomsonedu.com/english/anderson.

AUTHOR'S ACKNOWLEDGMENTS

Writing a textbook is truly a collaborative effort to which numerous people make substantial contributions. I take great pleasure in this opportunity to thank the many people who generously furnished advice and assistance while I was working on this sixth edition of *Technical Communication: A Reader-Centered Approach.*

I am grateful to the following individuals, who prepared extensive and thoughtful reviews of the fifth edition and my preliminary plans for the sixth edition: Anne Bliss, University of Colorado-Boulder; Adam Collins, Grambling State University; Suzanne Karberg, Purdue University; Karen R. Schnakenberg, Carnegie Mellon University; Elizabeth Wardle, University of Dayton.

I would also like to thank the following people, who, by participating in a survey, expanded my understanding of the many ways technical communication is taught and helped me identify changes I could make in this edition to more fully support them and other technical communication instructors: Joyce Adams, Brigham Young University; Jacob Agatucci, Central Oregon Community College; Heidi E. Ajrami, Victoria College; Heather J. Allman, University of West Florida; Gillian F. Andersen, Eastern New Mexico University; Ken Andersen, Milwaukee School of Engineering; Joyce Anderson, Millersville University; Bim Angst, Pennsylvania State University–Schuylkill; Susan Baack, Montana State University–Billings; Sandy Balkema, Ferris State University; Brian Ballentine, Case Western Reserve University; Robert Barrier, Kennesaw State University; Nancy Barron, Northern Arizona University; Howard Benoist, Our Lady of the Lake University; Melinda Benton, Umpqua Community College; Thomas Beery, Rhodes State College; Laura Bennett-Kimble, Montcalm Community College; Bruce Bickley, Florida State University; Jennie Blankert, Purdue University; Janet M. Bodner, New Jersey Institute of Technology; Maureen Bogdanowicz, Kapiolani Community College; Michele Bresso, Bakersfield College; CarolAnn Britt, San Antonio College; Jane Gibson Brown, North Carolina Agricultural and Technical State University; Patrick Brown, Indiana University Northwest; Beatrice Capen, State University of New York–Ulster; Brady Carey, Kendall College; Diljit K Chatha, Prairie View A&M University; M. Chesin, John Jay College; Beth Collins, Iowa State University; Janice Cooke, University of New Orleans; Nancy W.

Coppola, New Jersey Institute of Technology; Ken Cox, Florence-Darlington Technical College; Michelle Cox, University of New Hampshire; Huey Crisp, University of Arkansas at Little Rock; Sally Crisp, University of Arkansas at Little Rock; Susan Cunningham, Ohlone College; Waneta Davis, Coffeyville Community College; Rose Day, Albuquerque Technical Vocational Institute Community College; David Dayton, Towson University; Betty Dennison, Marshall Community & Technical College; Bonnie Devet, College of Charleston; Emily Dial-Driver, Rogers State University; Anthony Di Renzo, Ithaca College; Mike Donaghe, Eastern New Mexico University; Matthew Drumheller, McMurry University; Crystal Edmonds, Robeson Community College; Stacie Egan, Weber State University; Dawn Elmore-McCrary, San Antonio College; Ernest Enchelmayer, Louisiana State University; Bonnie W. Epstein, Plymouth State University; Heidi Erickson, Northwestern College; Wendy Erman, Lewis-Clark State College; Henry A. Etlinger, Rochester Institute of Technology; Donna Faber, Miles Community College; Michael A. Fairley, Richmond Community College; Joyce Fisher, Henry Ford Community College; Eileen Fitzsimmons, Sage College of Albany; Phyllis Fleming, Patrick Henry Community College; M. L. Flynn, South Dakota State University; Marge Freking, Minnesota State University, Mankato; Alexander Friedlander, Drexel University; Duke Fuehrer, Concordia University, St. Paul; Elizabeth Giddens, Kennesaw State University; Tim Giles, Georgia Southern University; June Griffin, University of Georgia; Karen Gulbrandsen, Iowa State University; Sue Hagedorn, Virginia Polytechnic Institute and State University; Darryl E. Haley, East Tennessee State University; Donna Halford, Texas A&M University–Kingsville; Larry D. Hansen, Madison Area Technical College; Lila Harper, Central Washington University; M. Suzanne Harper, Pennsylvania State University–Worthington Scranton; Sheryl Harrell, Roanoke-Chowan Community College; Carey Harrington, University of Colorado at Colorado Springs; Dawn Hayden, Thomas Nelson Community College; Pat Heintzelman, Lamar University; Pat Herb, North Central State College; David Howell, Milwaukee School of Engineering; Michael Hricik, Westmoreland County Community College; Dollie Hudspeth, St. Philip's College; Carolyn Robbins Hyde, Roanoke-Chowan Community College; Dawnelle Jager, Syracuse University; Ann Jagoe, North Central Texas College; Florence Johnson, North Dakota State College of Science; Kathy Johnston, Iowa State University; Amy Jurrens, Northwest Iowa Community College; Suzanne Karberg, Purdue University; Erin Karper, Niagara University; Carolyn J. Kelly, Iowa State University; Sandra Kelly, Roanoke College; Millard Kimery, Howard Payne University; Charles Klingensmith, Pennsylvania State University–New Kensington; Benedda Konvicka, Terleton State University; Tracy Lassiter, Eastern Arizona College; Susan Latta, Indiana State University; Barbara L'Eplattenier, University of Arkansas at Little Rock; Tom Lewis, Oklahoma Panhandle State University; Rhonda Linseman, Northwood University; Keming Liu, Medgar Evers College; Richard Lombardo, University of Nebraska–Lincoln; Ralph Maass, Nebraska Indian Community College; Anna Maheshwari, Schoolcraft College; David Major, Austin Peay State University; Ana R. Malitzke-Goes, Northern Virginia Community College; Mickey Marsee, University of New Mexico–Los

此为试读,需要完整PDF请访问: www.ertongbook.com