

Technical **COMMUNICATION**

TWELFTH EDITION

Mike Markel
Stuart A. Selber



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LaunchPad for *Technical Communication*, Twelfth Edition, provides new ways to engage with your course. Read the interactive e-Book, watch a video, track assignments, and practice skills.

- Interactive exercises and tutorials for writing and research
- LearningCurve, adaptive, game-like practice
- Cases and Document Analysis Activities to help students apply the concepts in a chapter

If *Technical Communication* did not come packaged with an access code, students can purchase access at launchpadworks.com.

Inside the LaunchPad for *Technical Communication*



Missing something? Instructors may assign the online materials that accompany this text. For access to them, visit launchpadworks.com. LaunchPad materials are identified throughout the text with the  icon.

CASES

Document-based cases are presented online, where you can familiarize yourself with each scenario, download and work with related documents, and access assignment questions in a single space.

[CASE 1: Using the Measures of Excellence in Evaluating a Résumé](#)

[CASE 2: The Ethics of Requiring Students To Subsidize a Plagiarism-Detection Service](#)

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[CASE 21: Understanding the Claim-and-Support Structure for Presentation Graphics](#)

LEARNINGCURVE

Master the material covered in the first ten chapters of the text as well as key grammar skills with LearningCurve, a fun adaptive quizzing program that meets you where you are and gives you the extra support you need when you need it.

Understanding the Technical Communication Environment (Covering Chapters 1–4)

Planning the Document (Covering Chapters 5–7)

Persuasion, Emphasis, and Effective Sentences (Covering Chapters 8–10)

Additional LearningCurve activities on grammar, style, persuasion, and concerns of multilingual writers

DOWNLOADABLE FORMS

Download and work with a variety of helpful forms discussed throughout the text.

Work-Schedule Form ([Chapter 4](#))

Team-Member Evaluation Form ([Chapter 4](#))

Self-Evaluation Form ([Chapter 4](#))

Audience Profile Sheet ([Chapter 5](#))

Oral Presentation Evaluation Form ([Chapter 21](#))

MULTIMEDIA DOCUMENT ANALYSIS ACTIVITIES

Explore real multimedia documents that harness digital technologies in exciting new ways, and respond to

prompts that will help you analyze them.

Mechanism Description Using Interactive Graphics: Hybridcenter.org and Union of Concerned Scientists, *Hybrids Under the Hood* ([Part 2](#)) ([Chapter 12](#))

Online Portfolio: Blane C. Holden's Online Portfolio ([Chapter 15](#))

Proposal Delivered as a Prezi Presentation: Andrew Washuta, *Marketing Proposal Presentation* ([Chapter 16](#))

Report Presented as a Website: United States Geological Survey, *High Plains Water-Level Monitoring Study* ([Chapter 17](#))

Informational Report Presented Through an Interactive Graphic: Matthew C. Hansen et al., University of Maryland, Google, USGS, and NASA, *"Global Forest Change" Interactive Map* ([Chapter 17](#))

Recommendations Presented in a Video: One & Only Campaign, *Check Your Steps! Make Every Injection Safe* ([Chapter 18](#))

Process Description Using Video Animation: North Carolina Department of Transportation (NCDOT), *Diverging Diamond Interchange Visualization* ([Chapter 20](#))

Instructions Using Video Demonstration: PartSelect, *Dryer Repair — Replacing the High Limit Thermostat* ([Chapter 20](#))

Instructions Using a Combination of Video Demonstration and Screen Capture: Texas Tech University Multiple Literacy Lab (MuLL), *Recording Audio in the Field Using an iTalk* ([Chapter 20](#))

Definition Using Video Animation: ABC News, *What Is the Cloud?* ([Chapter 20](#))

SUPPLEMENTAL E-BOOKS

Document-Based Cases for Technical Communication, Second Edition, by Roger Munger, features seven realistic scenarios in which you can practice workplace writing skills.

Team Writing, by Joanna Wolfe, focuses on the role of written communication in teamwork. Built around five short videos of real team interactions, *Team Writing* teaches you how to use written documentation to manage a team and provides models for working on large collaborative documents.

TEST BANK

Test your knowledge with multiple-choice, true/false, and short-answer questions for every chapter in the textbook.

TUTORIALS

Engaging tutorials show you helpful tools and tips for creating your projects along with guidance on how to best use the tools, as well as the documentation process for citing the sources you use in MLA and APA style.

DIGITAL WRITING TUTORIALS

Cross-Platform Word Processing with CloudOn, Quip, and More ([Chapter 3](#))

Tracking Sources with Evernote and Zotero ([Chapter 6](#))

Photo Editing Basics with GIMP ([Chapter 12](#))

Building Your Professional Brand with LinkedIn, Twitter, and More ([Chapter 15](#))

Creating Presentations with PowerPoint and Prezi ([Chapter 21](#))

Audio Recording and Editing with Audacity ([Chapter 21](#))

DIGITAL TIPS TUTORIALS

Creating Outlines ([Chapter 3](#))

Creating Styles and Templates ([Chapter 3](#))

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Using Wikis for Collaborative Work ([Chapter 4](#))

Using Collaborative Software ([Chapter 4](#))

Proofreading for Format Consistency ([Chapter 11](#))

DOCUMENTATION TUTORIALS

How To Cite a Database in APA Style ([Appendix B](#): Documenting Sources)

How To Cite a Website in APA Style ([Appendix B](#): Documenting Sources)

How To Cite a Book in MLA Style ([Appendix B](#): Documenting Sources)

How To Cite an Article in MLA Style ([Appendix B](#): Documenting Sources)

How To Cite a Website in MLA Style ([Appendix B](#): Documenting Sources)

How To Cite a Database in MLA Style ([Appendix B](#): Documenting Sources)

Technical COMMUNICATION

TWELFTH EDITION

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 LaunchPad for *Technical Communication*

Preface for Instructors

AS A LONG-TIME USER and admirer of Mike Markel's *Technical Communication*, I'm excited to take on the role of coauthor in this new edition. I've known Mike for over two decades and have used his textbook with hundreds of technical-communication students and with instructors training to teach the course. Students have always appreciated the rhetorically informed approaches to producing workplace documents; the framing discussions for those approaches, which elaborate organizational and cultural contexts; the instructive examples and activities; and the attention to changes in the field, with updates that are not merely trendy or limited to the immediate moment. From edition to edition, *Technical Communication* has helped my students learn to solve problems in ways that are useful over the long run. Instructors, in addition, have always appreciated how the textbook anchors learning to genuine tasks in realistic situations, how it foregrounds the richness and complexity of human communication, and how it helps them to keep up with the field. Instructors are also students of technical communication.

What encouraged me to want to work on this textbook? Technical communication, the practice, continues to be vital to workplace success, and *Technical Communication*, the textbook, addresses success in all of its manifestations. It's one thing to learn to be effective in basic transactional situations — for example, situations that call for a simple website or memo — and quite another to be effective in more complex circumstances in which the stakes are high for organizations, audiences, and communities. Successful technical communicators are well-rounded communicators who produce documents that are both useful and professionally responsible. They deliver on their obligations to employers but also are vocal advocates for those who use documents and for the communities affected by those documents. Furthermore, successful technical communicators abide by the ethical guidelines of professional societies and feel an obligation to share knowledge and expertise. *Technical Communication* accounts for the full range of considerations in a communication situation and presents their complexities in understandable and actionable terms. My hope as a coauthor is to continue to advance this fundamental goal as the landscape for technical communication, the practice, continues to evolve and expand.

We have revised this new edition of *Technical Communication* to give students even more support for navigating that changing landscape. The practice of technical communication, in fact, has never been more dynamic or complex. Today's professionals face an ever-increasing set of challenges in the development of documents, from analyzing global audiences to selecting media for document delivery. This book will help prepare students to address such challenges — in their courses and in their careers.

New to This Edition


The Twelfth Edition revisits many of the book's core features in the context of today's work environment. [Chapter 1](#) sets the stage for the text's focus by expanding the discussion of the context of technical communication, including factors such as audience, purpose, setting, and process. The chapter on writing technical documents also addresses issues related to setting and process and asks students to analyze those factors during planning activities, to help clarify a writing situation.




We've revised the Tech Tips throughout the book to explicitly connect the why and the how of using technology to create technical communication. Previous editions focused on how to do things with technology, such as how to use style sheets in a word-processing program or how to create screen shots and then insert them in a document. We've updated the how-to procedures where necessary and added rationale, to bridge research and practice at the level of document production. The goal is to encourage students to think a bit more conceptually about software features, which should ease the transition to updates and to new writing and communication platforms.

The chapters on ethical and legal considerations, designing print and online documents, and making oral presentations all include new discussions of accessibility. Accessibility can no longer be considered an optional feature of technical communication — a feature that's good to have if there's time in the development schedule. We want students to think about accessibility as an important aspect of technical communication and to adopt the working principle that documents that are accessible to readers with disabilities are easier for everyone to use. The chapter on communicating persuasively includes a new discussion of the persuasive dimensions of visuals and explains the role of visuals as evidence in technical communication and as document elements that can make information easier for audiences to understand.

We have also revised the chapter on usability to help students think through the challenges of evaluating and testing documents. The approaches to usability, in fact, are organized from the least to the most involved, helping students to see how contexts change as technical communication moves from controlled to natural settings.

Updated examples, both in the print text and in LaunchPad, provide opportunities for students to analyze the types of documents they'll need to produce or contribute to, such as a video-based tutorial about safe-injection practices in health-care contexts and a graphic image of the layers of roof components in an architectural guide for builders and homeowners. And updated activities provide opportunities for students to practice the types of tasks they'll need to engage in and accomplish, such as evaluating information from Internet sources and designing document pages.

The following table describes the updates made to each chapter in the Twelfth Edition. In addition, each chapter contains updated examples and sample documents not noted here. The  icon indicates new resources in LaunchPad (see [p.i](#)).

CHAPTER	WHAT'S NEW
Chapter 1 Introduction to Technical Communication	<ul style="list-style-type: none"> • New visual examples of how technical communication addresses purpose • Updated information about the importance of communication skills to employers • New discussion of setting and process in the context of producing technical communication • Guidelines: Measures of Excellence in Technical Documents • Guidelines: Communicating Professionally • Document Analysis Activity: Analyzing a Technical Document (“Physical Activity Builds a Healthy and Strong America”)
Chapter 2 Understanding Ethical and Legal Considerations	<ul style="list-style-type: none"> • New discussion of accessibility standards
Chapter 3 Writing Technical Documents	<ul style="list-style-type: none"> • New advice for analyzing setting and process as part of planning • Tech Tip: Why and How To Modify Templates • Tech Tip: Why and How To Use the Styles Group • Guidelines: Revising the Draft • Guidelines: Editing the Draft
Chapter 4 Writing Collaboratively	<ul style="list-style-type: none"> • Tech Tip: Why and How To Use Reviewing Tools
Chapter 6 Researching Your Subject	<ul style="list-style-type: none"> • Streamlined and updated coverage of the research process, research tools, and types of sources • Guidelines: Planning for the Research Process • Guidelines: Researching a Topic • Tech Tip: Why and How To Use Social Media in Research • Document Analysis Activity: Evaluating Information from Internet Sources (“High Fructose Corn Syrup: Myths vs. Facts”)
Chapter 7 Organizing Your Information	<ul style="list-style-type: none"> • Combined LearningCurve activity for Chapters 5–7 
Chapter 8 Communicating Persuasively	<ul style="list-style-type: none"> • New discussion of using visuals to supply technical information as evidence • New advice on using visuals as persuasive elements • Ethics Note: Using Digital Enhancement Tools Responsibly • Case: Analyzing the Persuasiveness of a Poster 
Chapter 10 Writing Correct and Effective Sentences	<ul style="list-style-type: none"> • Tech Tip: Why and How To Customize Grammar-Checker Features • Combined LearningCurve activity for Chapters 8–10 
Chapter 11 Designing Print	<ul style="list-style-type: none"> • Tech Tip: Why and How To Set Up Pages

and Online Documents	<ul style="list-style-type: none"> • Tech Tip: Why and How To Format Columns • Tech Tip: Why and How To Create Borders and Screens • Tech Tip: Why and How To Create Text Boxes • Document Analysis Activity: Analyzing Page Designs • New discussion of accessibility as it relates to online documents • Guidelines: Designing Accessible Websites
Chapter 12 Creating Graphics	<ul style="list-style-type: none"> • Tech Tip: Why and How To Insert and Modify Graphics • Tech Tip: Why and How To Create Tables, Charts, and Other Graphics • Tech Tip: Why and How To Create and Insert Screen Shots
Chapter 13 Evaluating and Testing Technical Documents	<ul style="list-style-type: none"> • New chapter includes advice for planning usability studies, conducting guided evaluations, testing documents in a controlled setting, testing documents in context, monitoring documents remotely, and interpreting and reporting findings • Guidelines: Preparing for a Usability Test • Case: Evaluating a Technical Document e
Chapter 14 Corresponding in Print and Online	<ul style="list-style-type: none"> • Updated advice about sending letters and memos as email attachments • Tech Tip: Why and How To Use Email for Business Correspondence
Chapter 16 Writing Proposals	<ul style="list-style-type: none"> • Tech Tip: Why and How To Create a Gantt Chart • Case: Writing an Introduction for a Proposal e
Chapter 17 Writing Informational Reports	<ul style="list-style-type: none"> • Case: Writing a Directive e
Chapter 18 Writing Recommendation Reports	<ul style="list-style-type: none"> • Tech Tip: Why and How To Make a Long Report Navigable • Document Analysis Activity: Recommendations Presented in a Video (“Check Your Steps! Make Every Injection Safe”) e
Chapter 20 Writing Definitions, Descriptions, and Instructions	<ul style="list-style-type: none"> • Focus on Process: Definitions • Focus on Process: Descriptions • Focus on Process: Instructions
Chapter 21 Making Oral Presentations	<ul style="list-style-type: none"> • Focus on Process: Oral Presentations • New advice about considering setting as part of the speaking situation • Tech Tip: Why and How To Create a Presentation Template • Tech Tip: Why and How To Set List Items To Appear and Dim During a Presentation • New advice about considering matters of accessibility for presentations
Appendix Reference Handbook	<ul style="list-style-type: none"> • New advice on using the 2016 MLA guidelines for documenting sources

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We have been fortunate, too, to work with a terrific team at Bedford/St. Martin's. Leasa Burton and Molly Parke assembled the first-class team that has worked so hard on this edition, including Andrea Cava, Michelle McSweeney, Carrie Thompson, Cara Kaufman, Quica Ostrander, and Sally Lifland. For us, Bedford/St. Martin's continues to exemplify the highest standards of professionalism in publishing. The people there have been endlessly encouraging and helpful. We hope they realize the value of their contributions to this book.

Mike's greatest debt is, as always, to his wife, Rita, who, over the course of many years and twelve editions, has helped him say what he means. Stuart would like to thank his family, Kate Latterell and Avery and Griffin Selber, for their ongoing support and encouragement.

A Final Word

We are more aware than ever before of how much we learn from our students, our fellow instructors, and our colleagues in industry and academia. If you have comments or suggestions for making this a better book, please contact us through the publisher. We hope to hear from you.

Mike Markel and Stuart A. Selber

We're all in. As always.

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LaunchPad for *Technical Communication: Where Students Learn*

LaunchPad provides engaging content and new ways to get the most out of your book. Get an interactive e-Book combined with assessment tools in a fully customizable course space; then assign and mix our resources with yours.

- **Cases** for every chapter give students the opportunity to practice their skills in context. Students can familiarize themselves with the case scenario, then download and work with related documents to complete their assignment.
- **Multimedia Document Analysis Activities** help students analyze multimedia documents such as an online portfolio, interactive graphics, a report presented as a website, and instructions presented through video and screen capture.
- **LearningCurve** is an adaptive, game-like quizzing program that helps students master comprehension and application of the course material. Three LearningCurve activities cover technical communication topics from the first three parts of the book, and 40 additional LearningCurve activities cover general writing topics of persuasion, grammar, and style, including key topics for multilingual writers.
- **Pre-built units** are easy to adapt and assign by adding your own materials and mixing them with our high-quality multimedia content and ready-made assessment options, such as **LearningCurve** adaptive quizzing, **Test Bank** quizzes, **Tutorials**, **Additional Exercises and Cases**, and more.
- **Two supplemental e-Books** are included in LaunchPad: *Document-Based Cases for Technical Communication*, Second Edition, by Roger Munger, and *Team Writing*, by Joanna Wolfe.
- Use LaunchPad on its own or **integrate it** with your school's learning management system so that your class is always on the same page.

For a complete listing of LaunchPad content, see the first two pages of this book.

LaunchPad for *Technical Communication* can be purchased on its own or packaged with the print book at

a significant discount. An activation code is required. To order LaunchPad for *Technical Communication* with the print book, use ISBN 978-1-319-15338-0. For more information, go to launchpadworks.com.

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Select Value Packages

Add value to your text by packaging one of the following resources with *Technical Communication*.

Document-Based Cases for Technical Communication, Second Edition, by Roger Munger (Boise State University), offers realistic writing tasks based on seven context-rich scenarios, with more than 50 examples of documents that students are likely to encounter in the workplace. To order the print book packaged with *Document-Based Cases for Technical Communication*, contact your sales representative.

Team Writing, by Joanna Wolfe (Carnegie Mellon University), is a print supplement with online videos that provides guidelines and examples of collaborating to manage written projects by documenting tasks, deadlines, and team goals. Two- to five-minute videos corresponding with the chapters in *Team Writing* give students the opportunity to analyze team interactions and learn about communication styles. Practical troubleshooting tips show students how best to handle various types of conflicts within peer groups. To order the print book packaged with *Team Writing*, contact your sales representative.

Instructor Resources

You have a lot to do in your course. We want to make it easy for you to find the support you need — and to get it quickly.

Instructor's Resource Manual for Technical Communication, Twelfth Edition, is available as a PDF that can be downloaded from macmillanlearning.com. Visit the instructor resources tab for *Technical Communication*. In addition to chapter overviews and teaching tips, the instructor's manual includes sample syllabi, essays on teaching the tech-comm course, and suggested responses to all of the Document Analysis Activities, Exercises, and Cases.

Computerized Test Bank for Technical Communication, Twelfth Edition, offers a convenient way to provide additional assessment to students and is available for download from macmillanlearning.com. Instructors using LaunchPad will find the test bank material there, where they can add pre-built quizzes to any unit or build their own tests from the test bank questions.

Lecture slides are available to download and adapt for each chapter.

Introduction for Writers

THE TWELFTH EDITION of *Technical Communication* offers a wealth of support to help you complete your technical communication projects. For quick reference, many of these features are indexed on the last book page and inside back cover of this book.

Annotated Examples make it easier for you to learn from the many model documents, illustrations, and screen shots throughout the text.



Tech Tips explain why and how to use widely available digital tools for common writing tasks such as collaborating on documents, inserting graphics, and formatting documents.

TECH TIP

Why To Use Reviewing Tools

Technical communicators rarely work alone. They typically collaborate with others on a team, giving and receiving feedback on documents, often with electronic reviewing tools. Electronic reviewing tools allow teams to exchange feedback, written and visual, in the documents themselves, determine who has provided what feedback, retain previous versions of documents, specify who can change the original documents, and more. Google, Microsoft, and Adobe, among others, have developed programs and features that allow users to work efficiently in these situations, enabling control over reviewing processes.

How To Use Reviewing Tools

Some programs require you to turn on the Review function (called "Track Changes" in Microsoft Word and "Suggesting" in Google Docs) in order to track the changes you make on a document as you type. In Adobe Acrobat, you need to work with the Select tool.

Microsoft Word

Google Docs

Adobe Acrobat

Document Analysis Activities in every chapter prompt you to apply what you have just read as you analyze a real business or technical document.

DOCUMENT ANALYSIS ACTIVITY

Analyzing Evidence In an Argument

Social Media Strategy: Is It Time to Hire a Social Media Officer?

1 When Ted Rubin (@tedrubin) touched down in Asheville, NC after a particularly unpleasant flight with a carrier he rarely uses, he immediately posted an update to his 54,000 Twitter followers. "Just landed ... boy do I miss @JetBlue."

A few minutes later, a representative from Jet Blue responded to say thanks. While Rubin tagged the other airline in his original tweet, he never heard back from them. "Guess who I'll be flying next?" he laughs.

2 Rubin, who serves as Chief Social Marketing Officer for the shopping Web site [Collective Bias](#), says this type of personal engagement isn't a novelty anymore — customers have come to expect it. "Social media is way deeper than most companies understand," he says. "It's time to recognize that social isn't just campaign-based, it's an integrated part of your ongoing business strategy."

3 Let's face it — your social media strategy is about more than [monitoring social media](#) — it touches customer service, vendor relations, social media recruiting and more. Thus many organizations are bringing in new staff to handle their social media strategy.

In this excerpt from an article on the job service [Monster.com](#), the writer presents an argument about hiring a social-media officer. The questions below ask you to consider the nature of the evidence this writer presents.

- In the first two paragraphs, the writer tells a story. Which kind of evidence is this, and how effective is it?
- In paragraph 3, we learn the occupation of the person on that unpleasant flight. How does this new information add to the effectiveness of the argument?
- Does paragraph 4 present any evidence? If not, what function does it serve?

Cases for every chapter present real-world writing scenarios built around common workplace documents that you can download, critique, and revise.

e CASE 5: Focusing on an Audience's Needs and Interests

You're interning in the marketing department of a cell-phone service provider, and your supervisor has asked you to perform research into a competing provider's products and services for the over-65 market, paying special attention to the ways in which the company successfully appeals to the needs and interests of its audience. She then asks you to prepare an oral presentation about your findings. To begin your project, go to LaunchPad.

Guidelines boxes throughout the book summarize crucial information and provide strategies related to key topics.

GUIDELINES Communicating Professionally

When you communicate in the workplace, model the behavior of successful professionals.

- ▶ **Be honest.** Successful communicators tell the truth. They don't promise what they know they can't deliver, and they don't bend facts. When they make mistakes, they admit them and work harder to solve the problem.
- ▶ **Be willing to learn.** Successful communicators know that they don't know everything—not about what they studied in college, what their company does, or how to write and speak. Every professional is a lifelong learner.
- ▶ **Display emotional intelligence.** Successful communicators understand their own emotions and those of others. Because they can read people—through body language, facial expression, gestures, and words—they can work effectively in teams, helping to minimize interpersonal conflict and encouraging others to do their best work.
- ▶ **Be generous.** Successful communicators reply to requests for information, and they share information willingly. (Of course, they don't share confidential information, such as trade secrets, information about new products being developed, or personal information about colleagues.)
- ▶ **Monitor the best information.** Successful communicators seek out opinions from others. They monitor the best online sources for new approaches that can spark their own ideas. They use searching and filtering tools to help them stay on top of the torrent of new information on the Internet. They know how to use social media and can represent their organization online.
- ▶ **Be self-disciplined.** Successful communicators are well organized and diligent. They finish what they start, and they always do their best on any document, from the least important text message to the most important report.

Focus on Process boxes point out key steps in the process of writing different kinds of technical documents.

FOCUS ON PROCESS: Proposals

When writing a proposal, pay special attention to these steps in the writing process.

PLANNING	Consider your readers' knowledge about and attitudes toward what you are proposing. Use the techniques discussed in Chapters 5 and 6 to learn as much as you can about your readers' needs and about the subject. Also consider whether you have the personnel, facilities, and equipment to do what you propose to do.
DRAFTING	Collaboration is critical for large proposals because no one person has the time and expertise to do all the work. See Chapter 4 for more about collaboration. In writing the proposal, follow the instructions in any request for proposal (RFP) or information for bid (IFB) from the prospective customer. If there are no instructions, follow the structure for proposals outlined in this chapter.
REVISING	External proposals usually have a firm deadline. Build in time to revise, edit, and proofread the proposal thoroughly and still get it to readers on time. See the Writer's Checklist at the end of this chapter.
EDITING	See Chapter 10 for advice on writing correct and effective sentences.
PROOFREADING	See Appendix, Part C, for proofreading tips.

Ethics Notes in every chapter remind you to think about the ethical implications of your writing and communication choices, encouraging the highest standards of professionalism.

ETHICS NOTE

PULLING YOUR WEIGHT ON COLLABORATIVE PROJECTS

Collaboration involves an ethical dimension. If you work hard and well, you help the other members of the team. If you don't, you hurt them.

You can't be held responsible for knowing and doing everything, and sometimes unexpected problems arise in other courses or in your private life that prevent you from participating as actively and effectively as you otherwise could. When problems occur, inform the other team members as soon as possible. For instance, call the team leader as soon as you realize you will have to miss a meeting. Be honest about what happened. Suggest ways you might make up for missing a task. If you communicate clearly, the other team members are likely to cooperate with you.

If you are a member of a team that includes someone who is not participating fully, keep records of your attempts to get in touch with that person. When you do make contact, you owe it to that person to try to find out what the problem is and suggest ways to resolve it. Your goal is to treat that person fairly and to help him or her do better work, so that the team will function more smoothly and more effectively.

Writer's Checklists at the end of most chapters summarize important concepts and act as handy reminders as you draft and revise your work.

WRITER'S CHECKLIST

In planning the document, did you

- analyze your audience? (p. 44)
- analyze your purpose? (p. 44)
- analyze your setting? (p. 44)
- select an appropriate document application, design, and delivery method? (p. 45)
- analyze your writing process? (p. 46)
- generate ideas about your subject? (p. 47)
- research additional information? (p. 48)
- devise a schedule and a budget? (p. 48)

In drafting the document, did you

- organize and outline your document? (p. 49)
- use templates, if appropriate? (p. 50)
- use styles? (p. 51)

In revising the draft, did you

- study the draft by yourself? (p. 54)
- seek help from others? (p. 56)
- Did you edit the document carefully? (p. 57)
- Did you proofread the document carefully? (p. 58)