

**WELCOME BACK!**



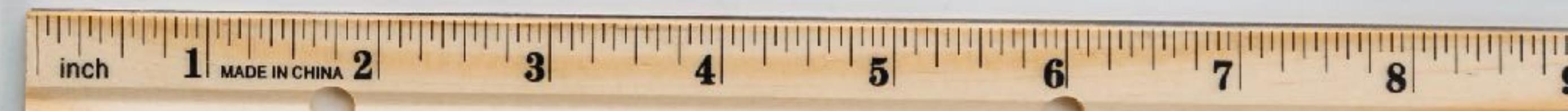
**ENGINEERING  
TECHNICAL  
COMMUNICATIONS**

**WEEK #1**

**LESSON 2**

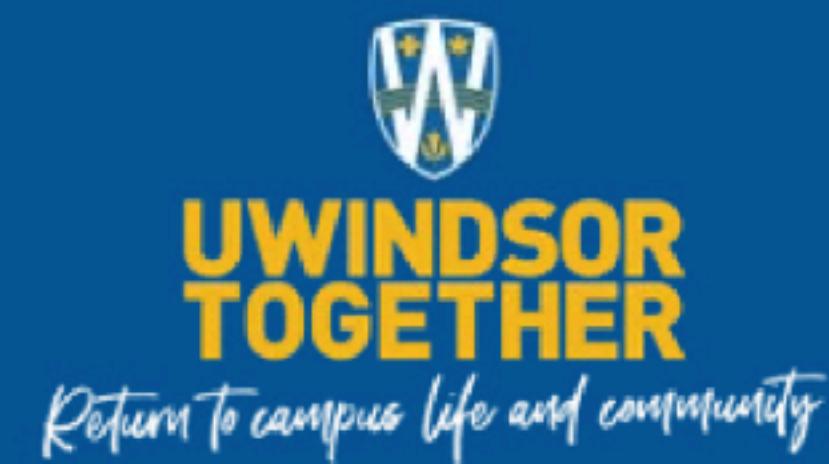
**PRISMACOLOR®**

Plastic Eraser  
Gomme en plastique



# Mask Requirement Guidance for Campus Spaces

Revision Date: January 27, 2022



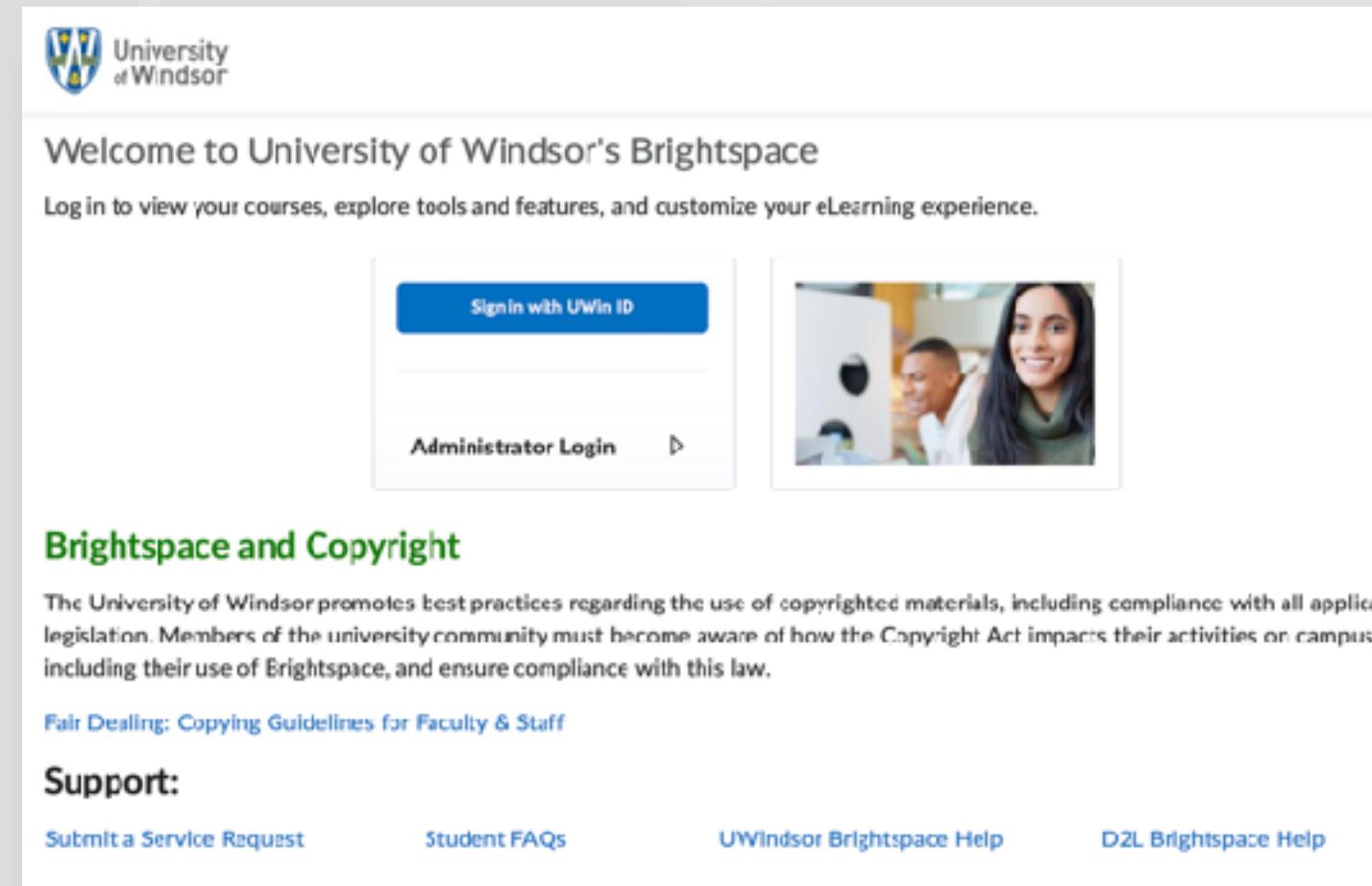
**Masks are required in all campus buildings, including common spaces such as classrooms (and other shared instructional spaces), entrances, exits, hallways, stairwells, lounges, washrooms, classrooms and elevators. Masks are also required in work areas where distancing of 2 metres cannot be maintained or where physical barriers are not present.**

In addition, individuals working in shared spaces, those with face-to-face interactions or those cleaning high-touch areas are required to wear eye protection (face shield, safety glasses, goggles or equivalent) and a medical mask when distancing of 2 metres is difficult to maintain.





Is this your first class?



The image shows the University of Windsor's Brightspace login page. At the top left is the University of Windsor logo. Below it, the text "Welcome to University of Windsor's Brightspace" and "Log in to view your courses, explore tools and features, and customize your eLearning experience." are displayed. There is a blue "Sign in with UWin ID" button. To its right is a photo of two students. Below the sign-in button are links for "Administrator Login" and "Forgot my password?". Underneath these links is a section titled "Brightspace and Copyright" with a detailed paragraph about copyright best practices. At the bottom of the page, there is a "Support" section with links for "Submit a Service Request", "Student FAQs", "UV Windsor Brightspace Help", and "D2L Brightspace Help".

- 1. Access the course Brightspace site ([brightspace.uwindsor.ca](https://brightspace.uwindsor.ca)).**
- 2. Open and read the Syllabus.**
- 3. Open and read the lecture slides from the first class.**
- 4. Purchase an access code to McGraw-Hill Connect and begin that assignment.**
- 5. Email me if you have any questions.**



RECAP



# LAST CLASS

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## LESSON #1: INTRODUCTIONS

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# TODAY

**TODAY**

**LESSON #2: THE RHETORICAL SITUATION**

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- Kahoot Quiz: The Syllabus

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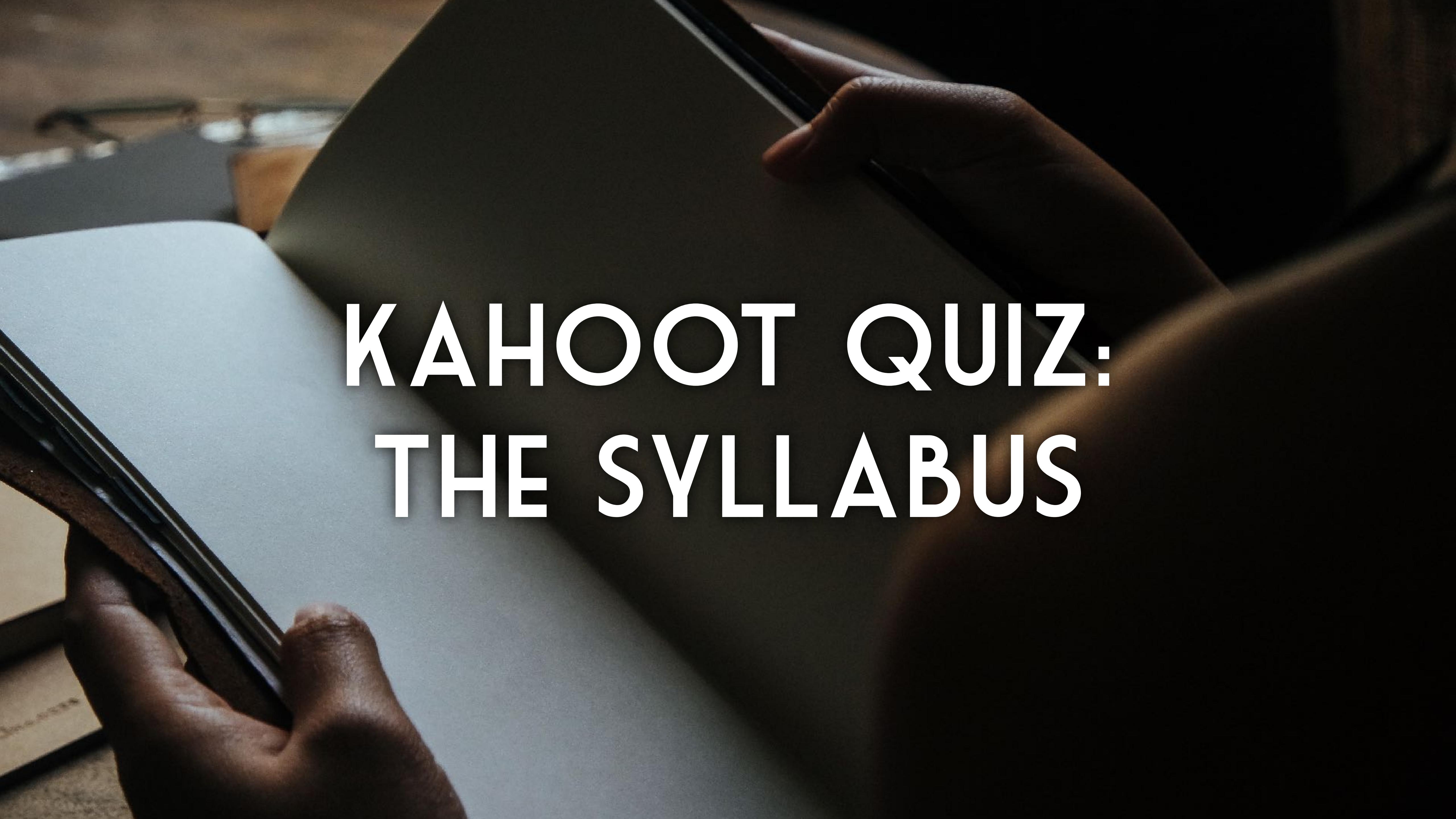
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- Kahoot Quiz: The Syllabus
- The Rhetorical Situation
- Pathos, Logos, and Ethos
- Reading: Burton, “The Rhetorical Situation”

A close-up photograph of a person's hand holding a black smartphone. The screen of the phone displays a white Kahoot quiz interface with large, bold, black text. The background is dark, and the overall composition is moody and focused on the device.

# KAHOOT QUIZ: THE SYLLABUS



*You are delivering a presentation.  
What are the first two things you should consider?*

# AUDIENCE AND PURPOSE

## Audience

For whom are you writing? It's a straightforward, but deceptively complex question.



# Audience

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## **Communicator as Problem Solver**



### **Providing Useful Information**

How will I give readers what they need?



# Primary and Secondary Audiences

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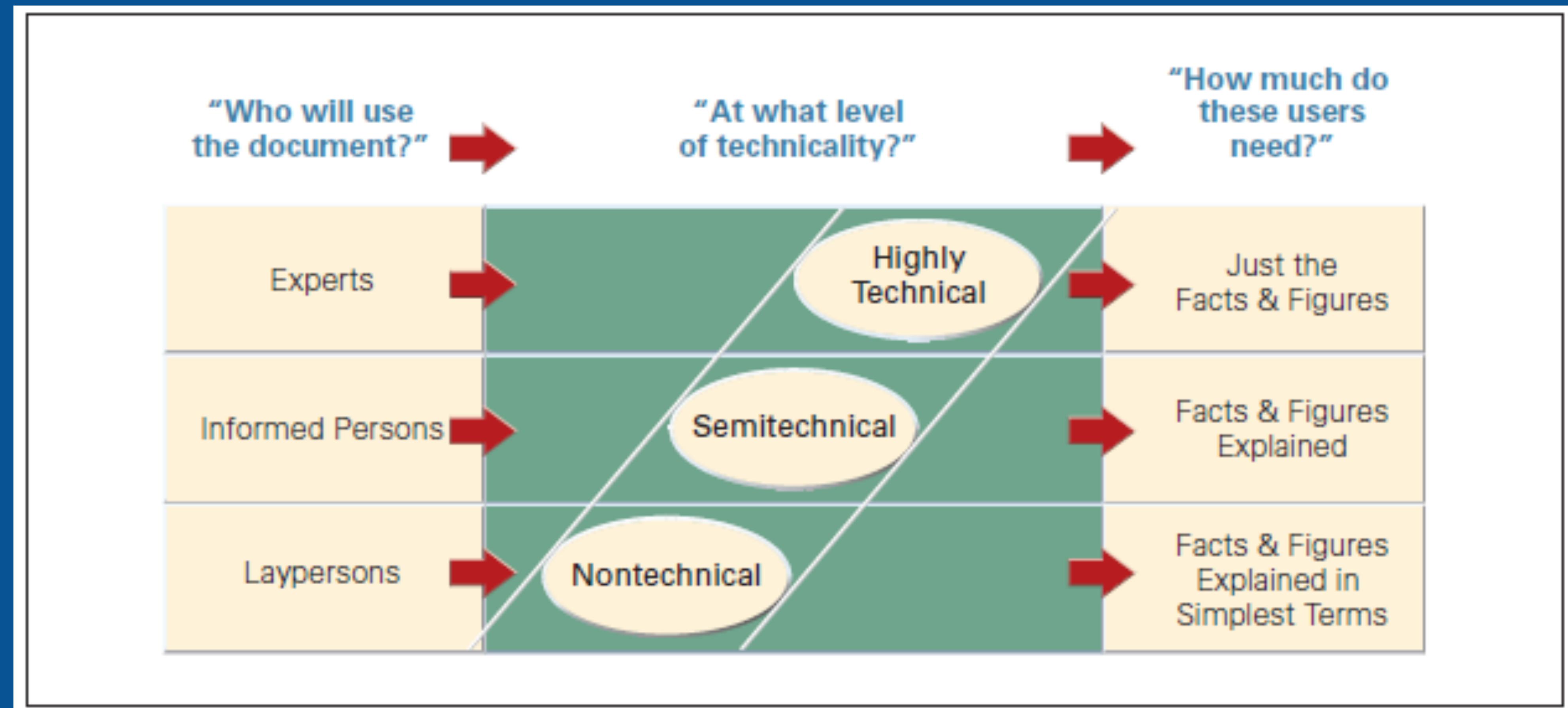
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  - Are they inside or outside of your organization?
  - Do you know them personally?
  - Are multiple types of relationships involved?

## **Assess the Audience's Technical Background**

- Decide whether your document should be **highly technical, semi-technical, or nontechnical**

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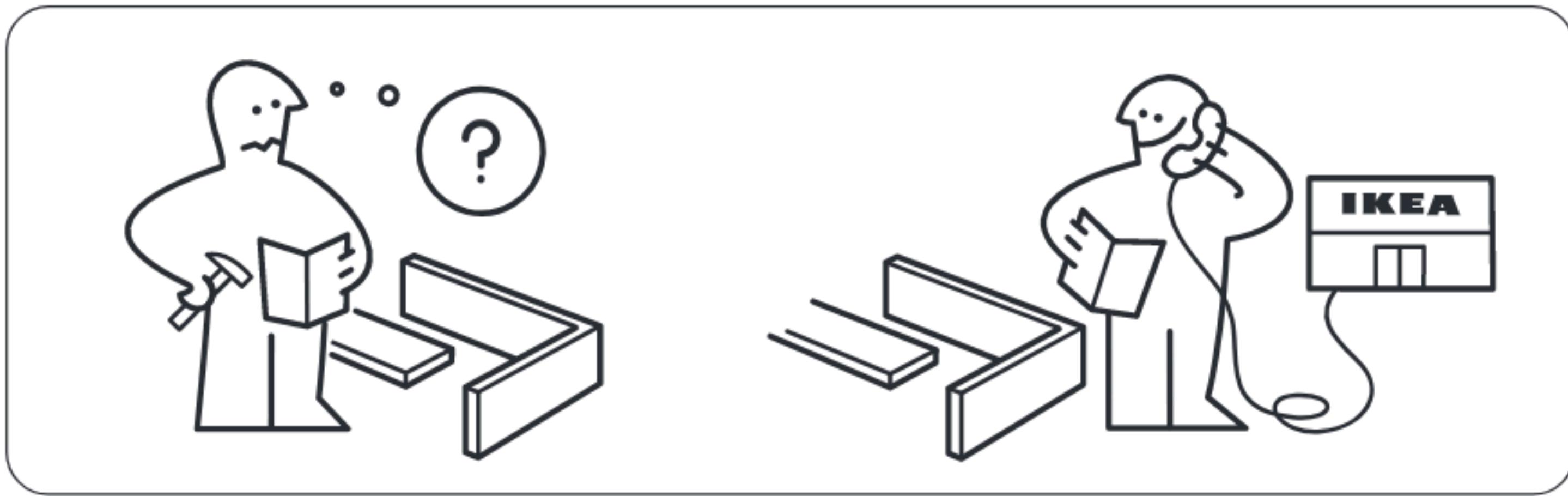
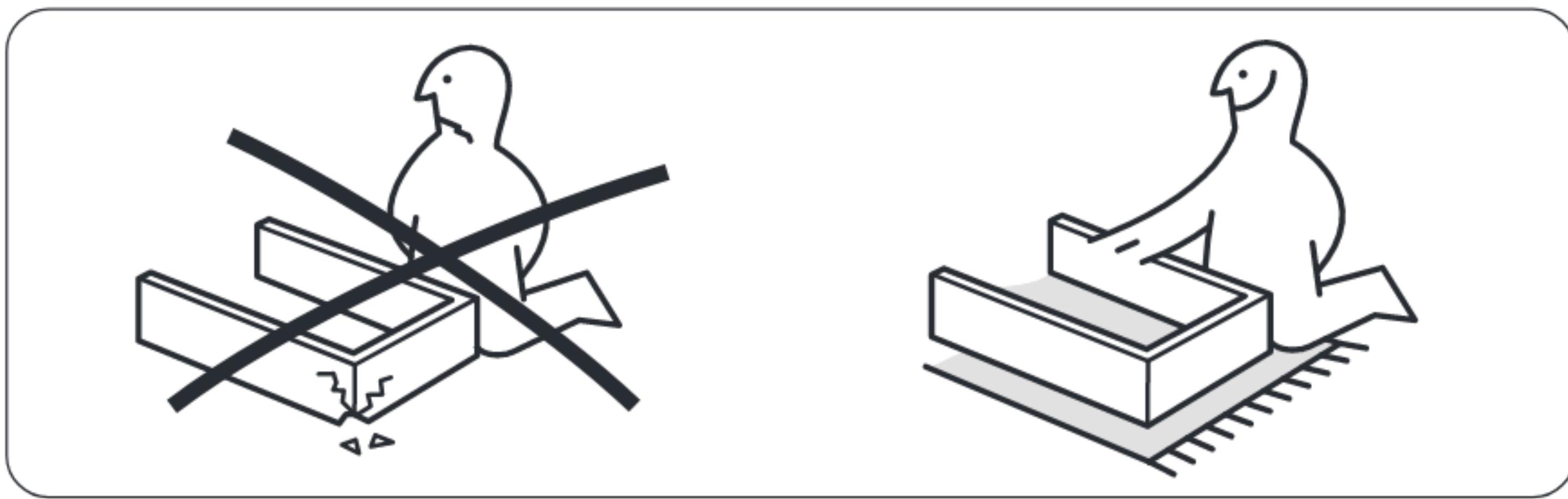
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- What culture or cultures does your audience represent?
- How might cultural differences shape readers' expectations and interpretations?
- Consider how cultural differences might create misunderstanding in any situation, and seek an approach that bridges these differences.





# **Anticipate Your Audience's Preferences**

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- Do they need step-by-step instructions?
- In my audience's view, what is most important about this document?



# Three Primary Purposes of Technical Communication

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- **Instructional documents** help people perform a task.
- **Persuasive documents** encourage readers to take a desired action.

**INFORMATIONAL PURPOSE**

# A Citizen's Guide to Bioremediation



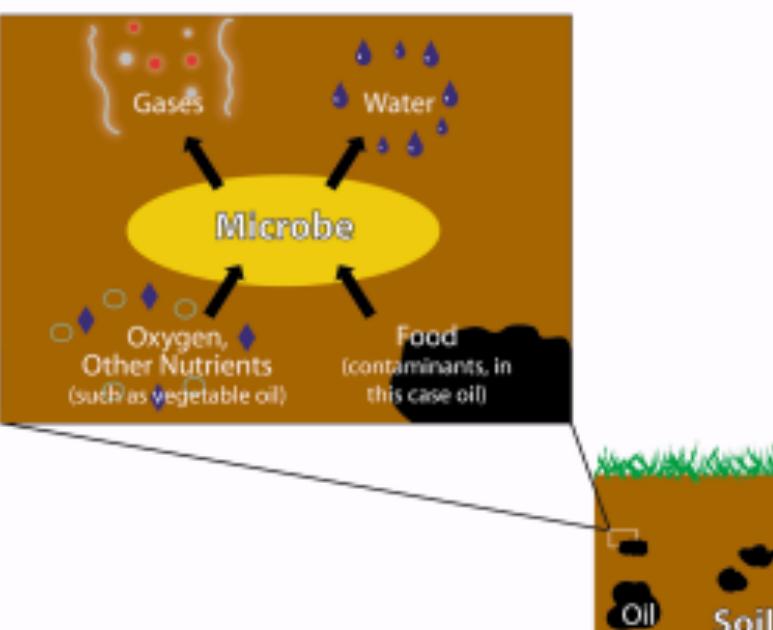
## What Is Bioremediation?

Bioremediation is the use of microbes to clean up contaminated soil and groundwater. Microbes are very small organisms, such as bacteria, that live naturally in the environment. Bioremediation stimulates the growth of certain microbes that use contaminants as a source of food and energy. Contaminants treated using bioremediation include oil and other petroleum products, solvents, and pesticides.

## How Does It Work?

Some types of microbes eat and digest contaminants, usually changing them into small amounts of water and harmless gases like carbon dioxide and ethene. If soil and groundwater do not have enough of the right microbes, they can be added in a process called "bioaugmentation."

For bioremediation to be effective, the right temperature, nutrients, and food also must be present. Proper conditions allow the right microbes to grow and multiply—and eat more contaminants. If conditions are not right, microbes grow too slowly or die, and contaminants are not cleaned up. Conditions may be improved by adding "amendments." Amendments range from household items like molasses and vegetable oil, to air and chemicals that produce oxygen. Amendments are often pumped underground through wells to treat soil and groundwater *in situ* (in place).



Microbe takes in oil, oxygen, and nutrients and releases gases and water.

The conditions necessary for bioremediation in soil cannot always be achieved *in situ*, however. At some sites, the climate may be too cold for microbes to be active, or the soil might be too dense to allow amendments to spread evenly underground. At such sites, EPA might dig up the soil to clean it "ex situ" (above ground) on a pad or in tanks. The soil may then be heated, stirred, or mixed with amendments to improve conditions.

Sometimes mixing soil can cause contaminants to evaporate before the microbes can eat them. To prevent the vapors from contaminating the air, the soil can be mixed inside a special tank or building where vapors from chemicals that evaporate may be collected and treated.

To clean up contaminated groundwater *in situ*, wells are drilled to pump some of the groundwater into above ground tanks. Here, the water is mixed with amendments before it is pumped back into the ground. The groundwater enriched with amendments allows microbes to bioremediate the rest of the contaminated groundwater underground. Groundwater also can be pumped into a "bioreactor" for *ex situ* treatment. Bioreactors are tanks in which groundwater is mixed with microbes and amendments for treatment. Depending on the site, the treated water may be pumped back to the ground or discharged to surface water or to a municipal wastewater system.

## How Long Will It Take?

It may take a few months or even several years for microbes to clean up a site, depending on several factors. For example, bioremediation will take longer where:

- Contaminant concentrations are high, or contaminants are trapped in hard-to-reach areas, like rock fractures and dense soil.
- The contaminated area is large or deep.

## Is Oxygen Always Needed?

Some contaminants can only be bioremediated in an aerobic environment—one that contains oxygen. Others can only be bioremediated in an anaerobic environment without oxygen. Anaerobic microbes do not need oxygen to grow.

**INSTRUCTIONAL PURPOSE**

**eTools**

# Evacuation Plans and Procedures eTool

[Home](#) [Emergency Action Plan](#) [Emergency Standards](#) [Expert Systems](#) [Additional Assistance](#)

## Portable Fire Extinguishers » Fire Extinguisher Use

If fire extinguishers are available for employee use, it is the employer's responsibility to educate employees on the principles and practices of using a fire extinguisher and the hazards associated with fighting small or developing fires. [29 CFR 1910.157(g)(1)] This education must be provided annually and when a new employee is first hired. [29 CFR 1910.157(g)(2)]

Employees who have been designated to use fire extinguishers as part of the emergency action plan, must be trained on how to use the fire extinguishers appropriately in the workplace. [29 CFR 1910.157(g)(3)] This training is a specialized form of education that focuses on developing or improving skills and it must be provided annually and when employees are first assigned these duties. [29 CFR 1910.157(g)(4)]

### Using a Fire Extinguisher

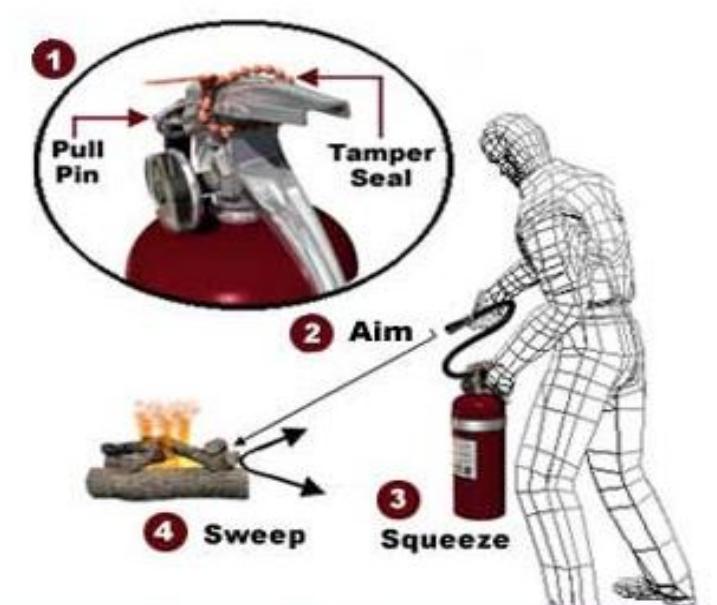
The following steps should be followed when responding to incipient stage fire:

- Sound the fire alarm and call the fire department, if appropriate.
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Select the appropriate [type of fire extinguisher](#).
- Discharge the extinguisher within its effective range using the [P.A.S.S.](#) technique (pull, aim, squeeze, sweep).
- Back away from an extinguished fire in case it flames up again.
- Evacuate immediately if the extinguisher is empty and the fire is not out.
- Evacuate immediately if the fire progresses beyond the [incipient stage](#).

Most fire extinguishers operate using the following P.A.S.S. technique:

1. **PULL**... Pull the pin. This will also break the tamper seal.
2. **AIM**... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.  
*NOTE: Do not touch the plastic discharge horn on CO<sub>2</sub> extinguishers, it gets very cold and may damage skin.*
3. **SQUEEZE**... Squeeze the handle to release the extinguishing agent.
4. **SWEEP**... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

**If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!**



PERSUASIVE PURPOSE

Sample Sales Letter

ACME WINDOW WASHING

227 Gardner Avenue  
Scranton, PA 18501

April 15, 2004

*Serving the Greater  
Scranton Area*

Mr. Raymond Blink  
Owner  
Classic Gizmo's  
173 E. Drinker St.  
Dunmore, PA 18512

Dear Mr. Blink:

How many times have you heard, "*Oh...and by the way—I don't do windows!*" Well, you won't hear that from us. It's what we do. We know that there are more important things for you to be doing than washing windows. SO—*do them*. And call us to do your windows.

ACME WINDOW WASHING  
347- ACME (347-2263)

Take advantage of our **FREE** onsite service consultation. Let us give you a **FREE**, on the spot, **CLEAN QUOTE**. See for yourself why, for over twenty years, so many home and business owners in the *Greater Scranton Area* have turned first to ACME WINDOW WASHING.

From the ground floor to the top floor, we provide the highest quality interior and exterior window cleaning service money can buy—at prices that are hard to beat.

Along with your **FREE CLEAN QUOTE**, we will provide you with a personally tailored monthly window-cleaning program designed to fit your busy lifestyle. With certified ACME professionals on the job you will be doing one less mundane chore. While you go about your business, we'll go about ours. We'll make the world outside your window a brighter place.

SO—don't delay. Schedule your **FREE CONSULTATION** today. Mention this letter and receive a **25% DISCOUNT** on the first regularly scheduled service call of your personally tailored monthly window-cleaning program.

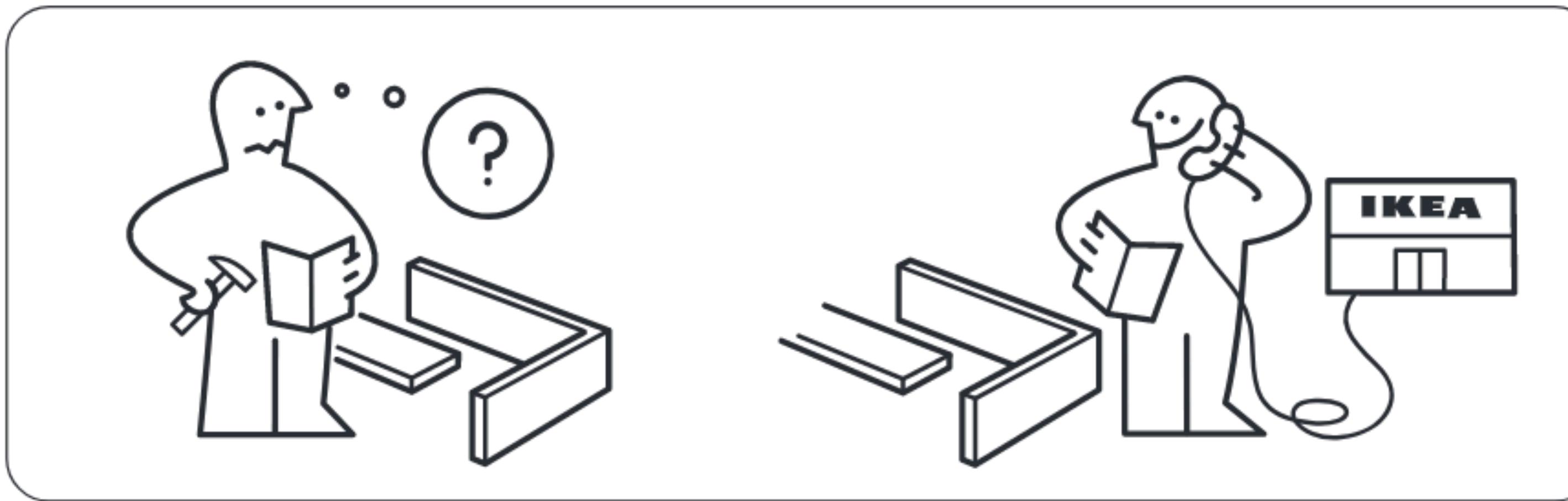
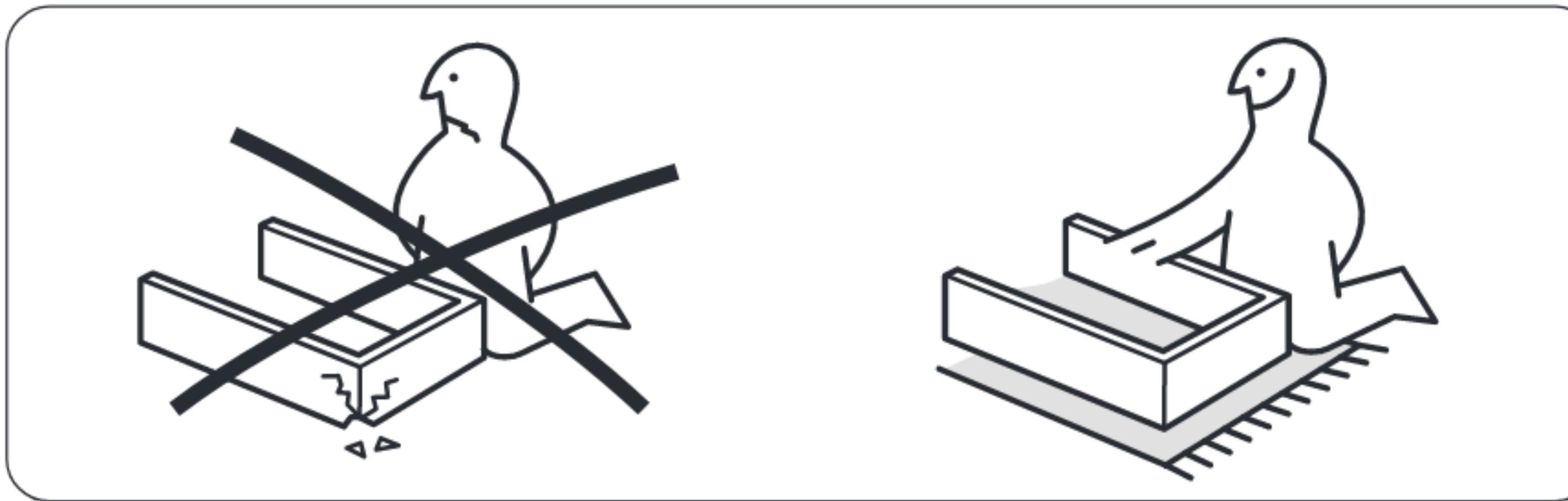
Let us do your windows,

Lance Glassman  
ACME Account Executive

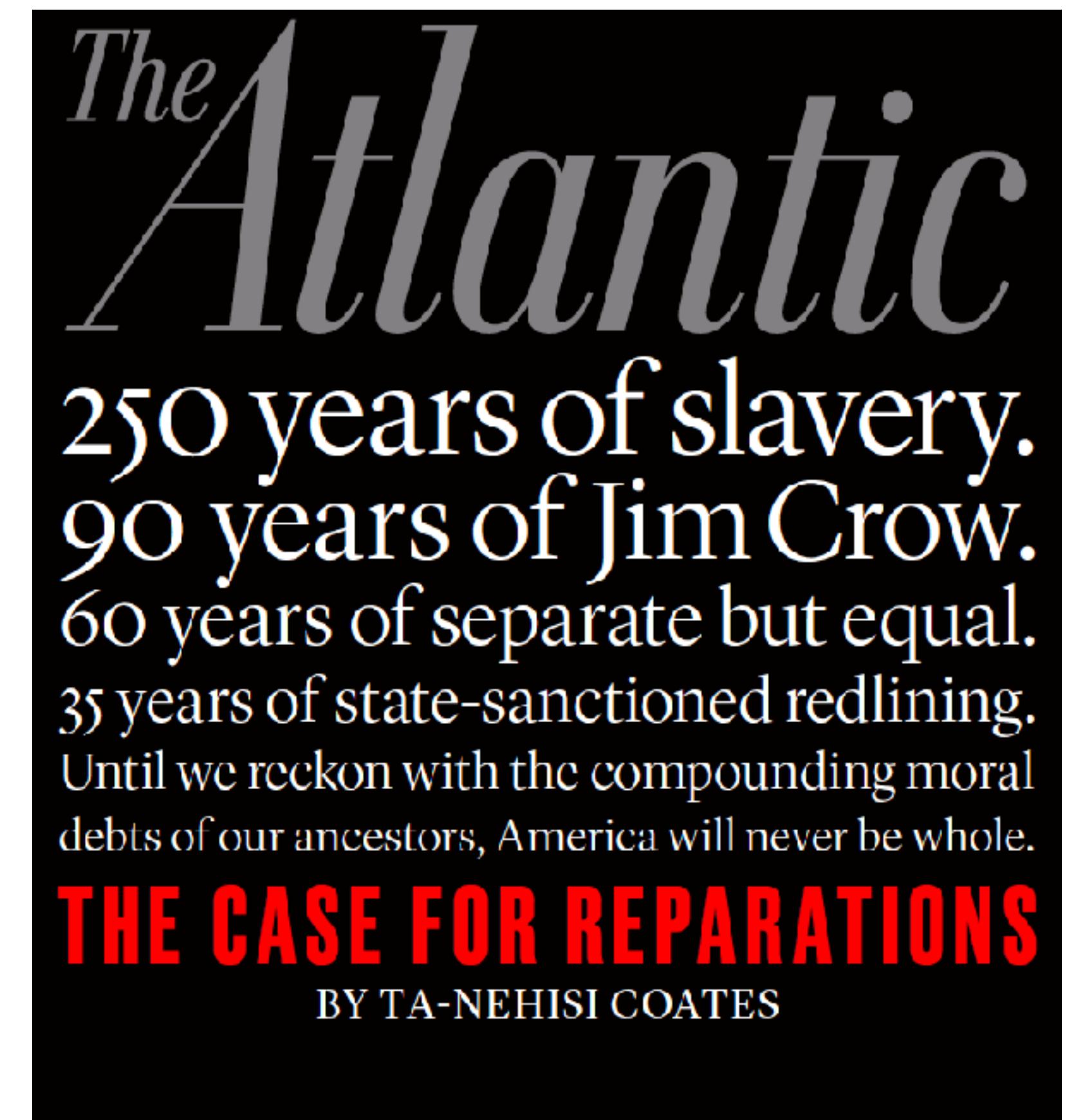
When the world outside looks dirty—*Get Your Windows Washed*

Call 347- ACME (347-2263)

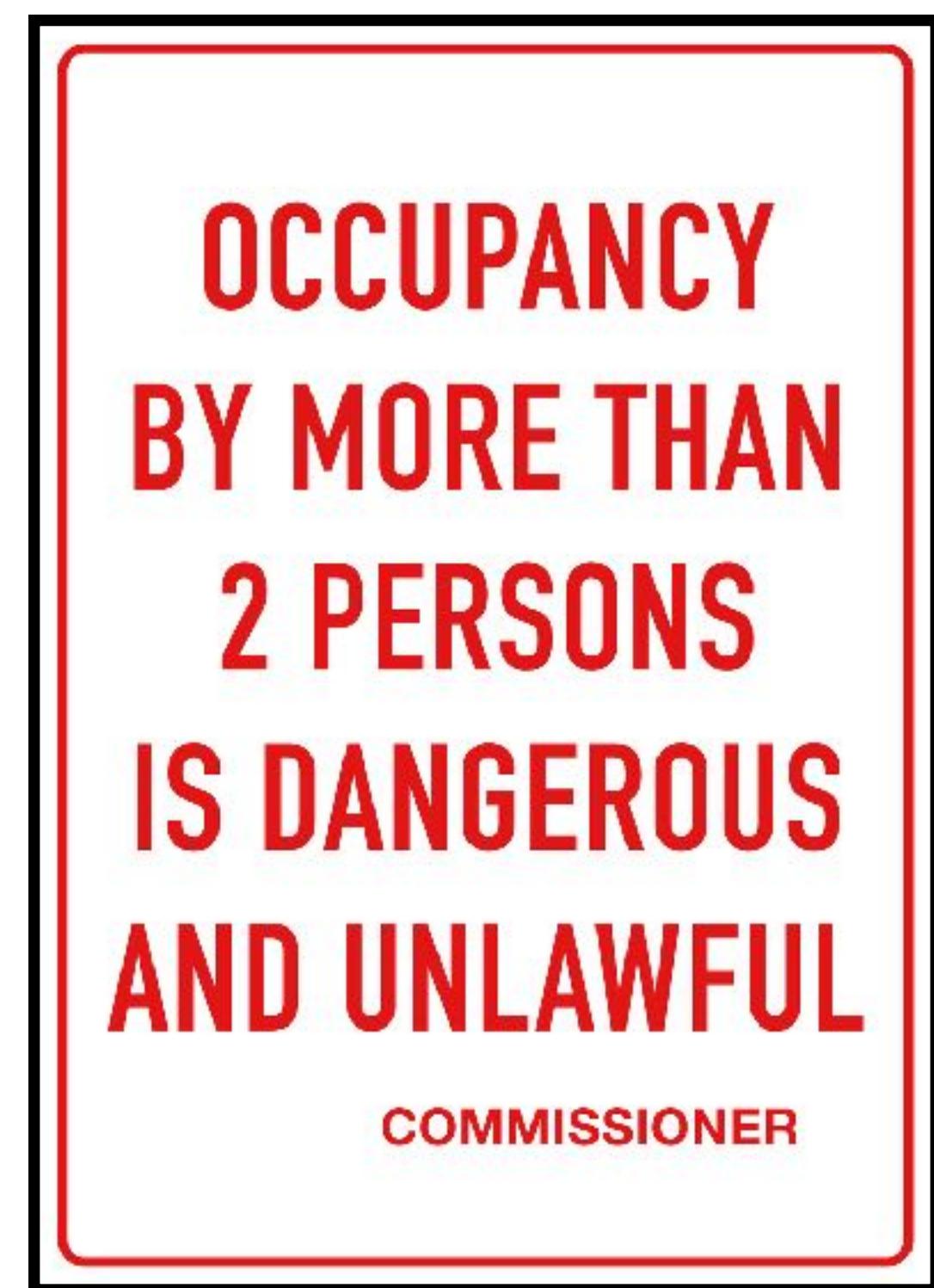
# This is a persuasive document.



So is this.



**And so is this.**

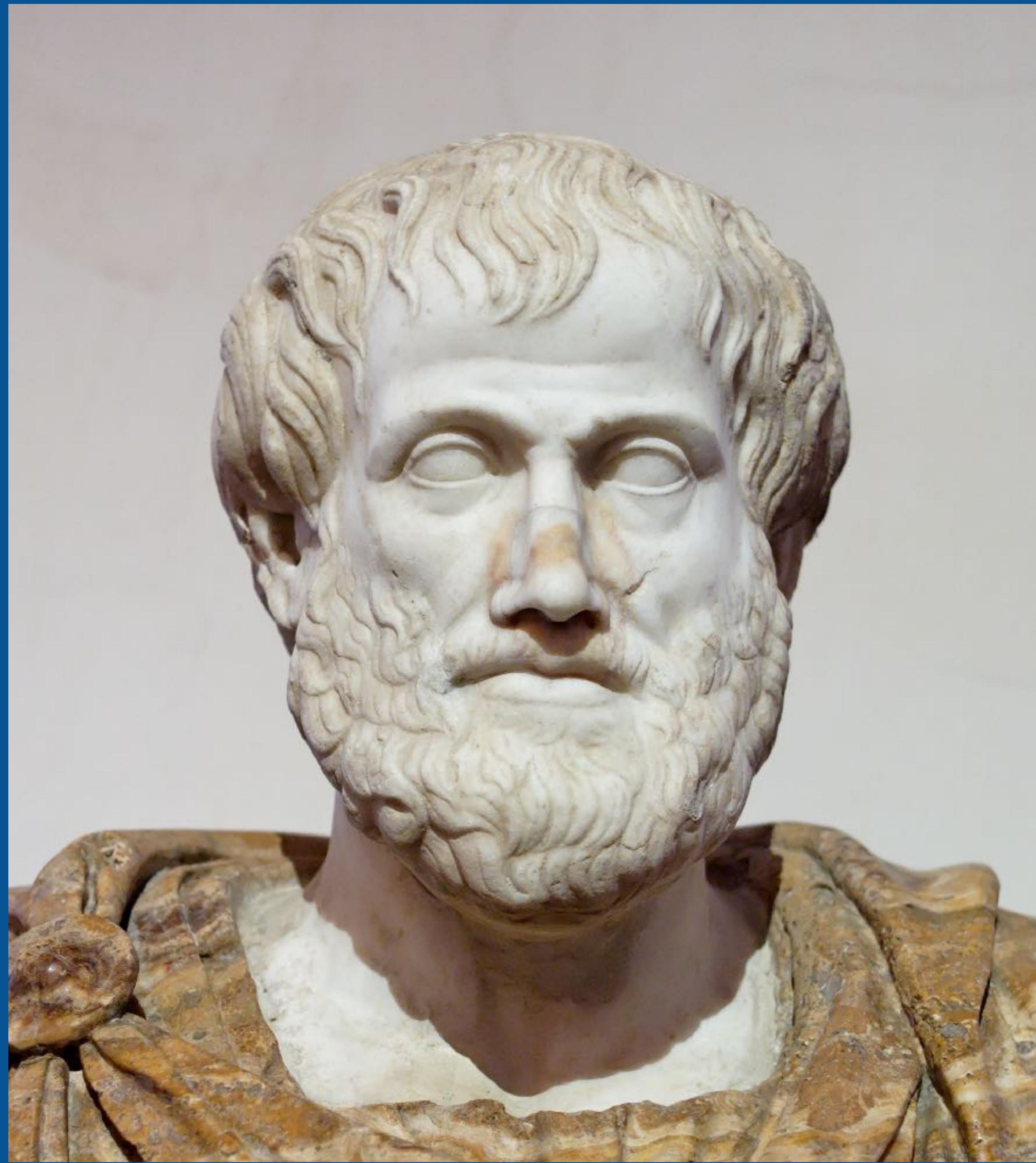


**“RHETORIC”**

**rhetoric** | 'retərik|

*noun*

the art of effective or persuasive speaking or writing, esp. the use of figures of speech and other compositional techniques.





There are different ways to conceptualize and articulate the rhetorical situation — that is, the situation you find yourself in whenever you're writing — but, for the purposes of this course, it involves three key concepts:



**Pathos**

Logos



A close-up photograph of two hands clasped together. One hand is dark-skinned and the other is light-skinned, symbolizing unity or agreement. They are positioned in the center of the frame, with the background blurred.

Ethos

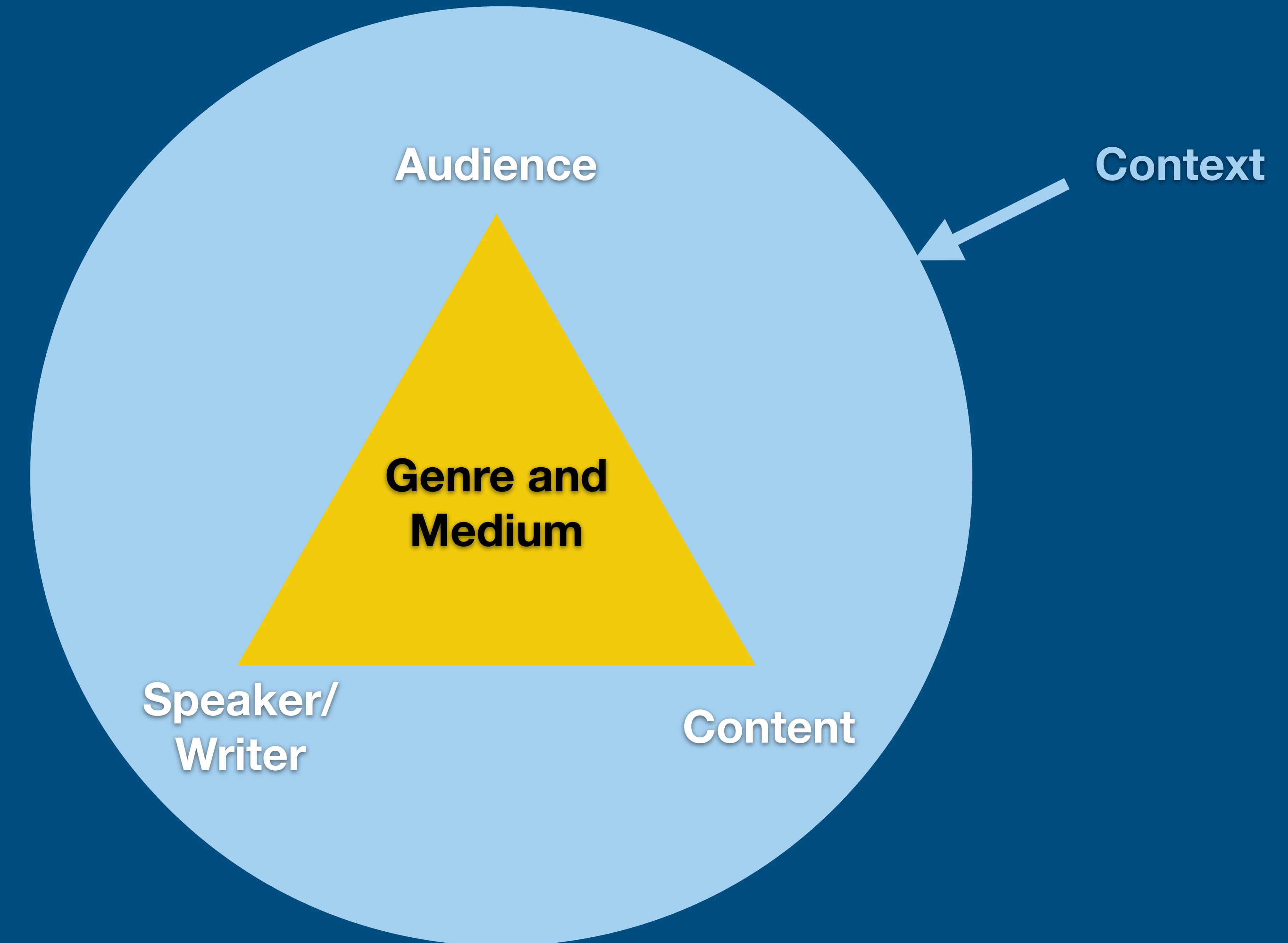
# **The Rhetorical Situation:**



## **Vocabulary:**

**“Genre”**

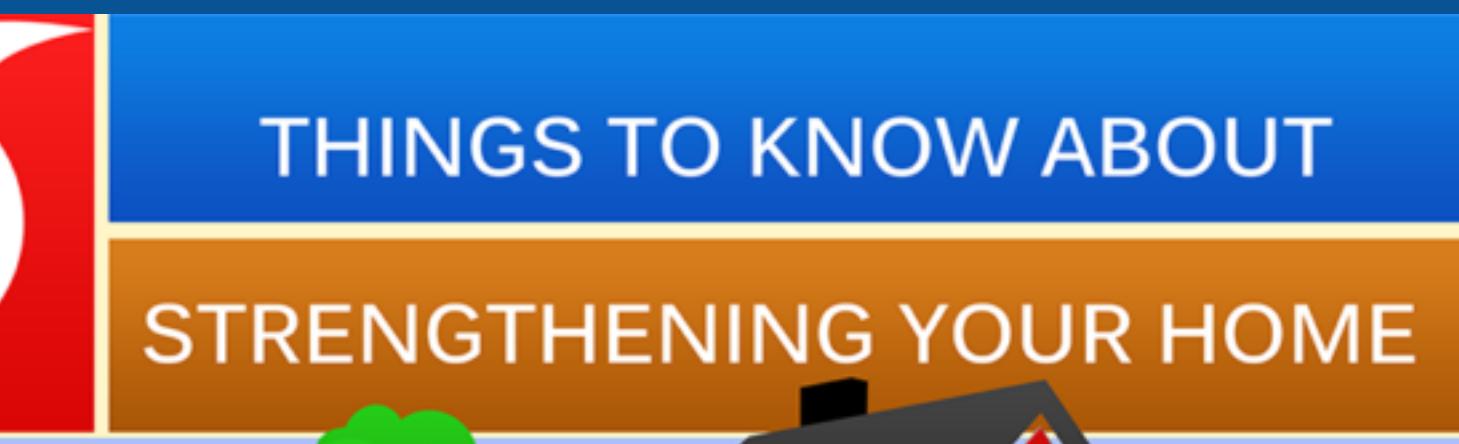
**“Medium”**



## **Example:**

Who is the audience?  
Who is the speaker?  
How do you know?

# 5 THINGS TO KNOW ABOUT STRENGTHENING YOUR HOME



**1** Keep trees around your home trimmed well before a storm to prevent damage from broken branches.



**2** Shop now for tested and approved window coverings to put up when a hurricane approaches. See [flash.org](http://flash.org).



**3** Bring loose outdoor items such as patio furniture inside. They can blow around and cause damage to homes.



**4** Secure all doors on your property. Remember that the garage door is usually the most vulnerable.



**5** Move your car inside a garage or to another secure location.



 For more Hurricane Safety Information, visit [weather.gov/hurricanesafety](http://weather.gov/hurricanesafety)



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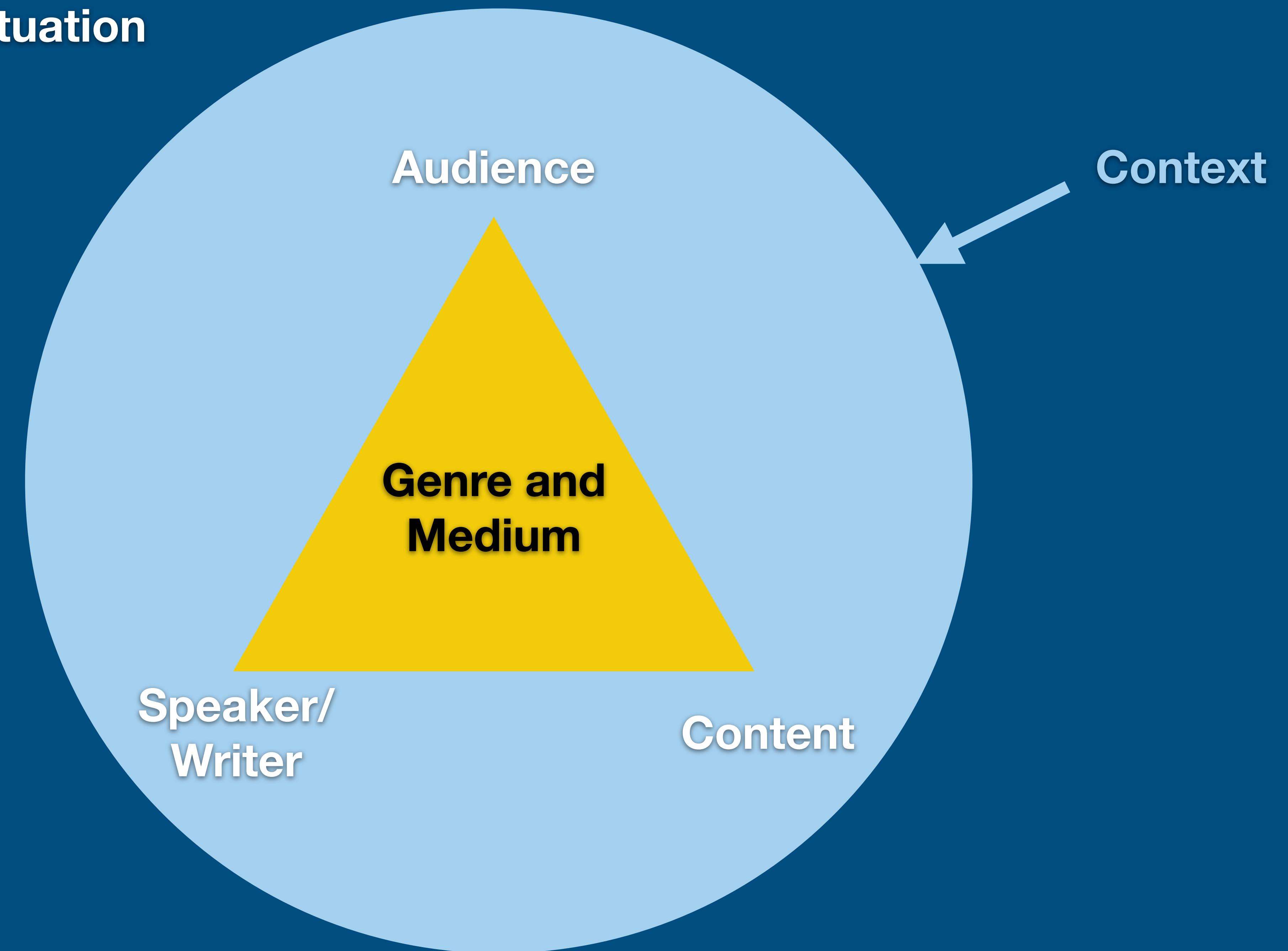
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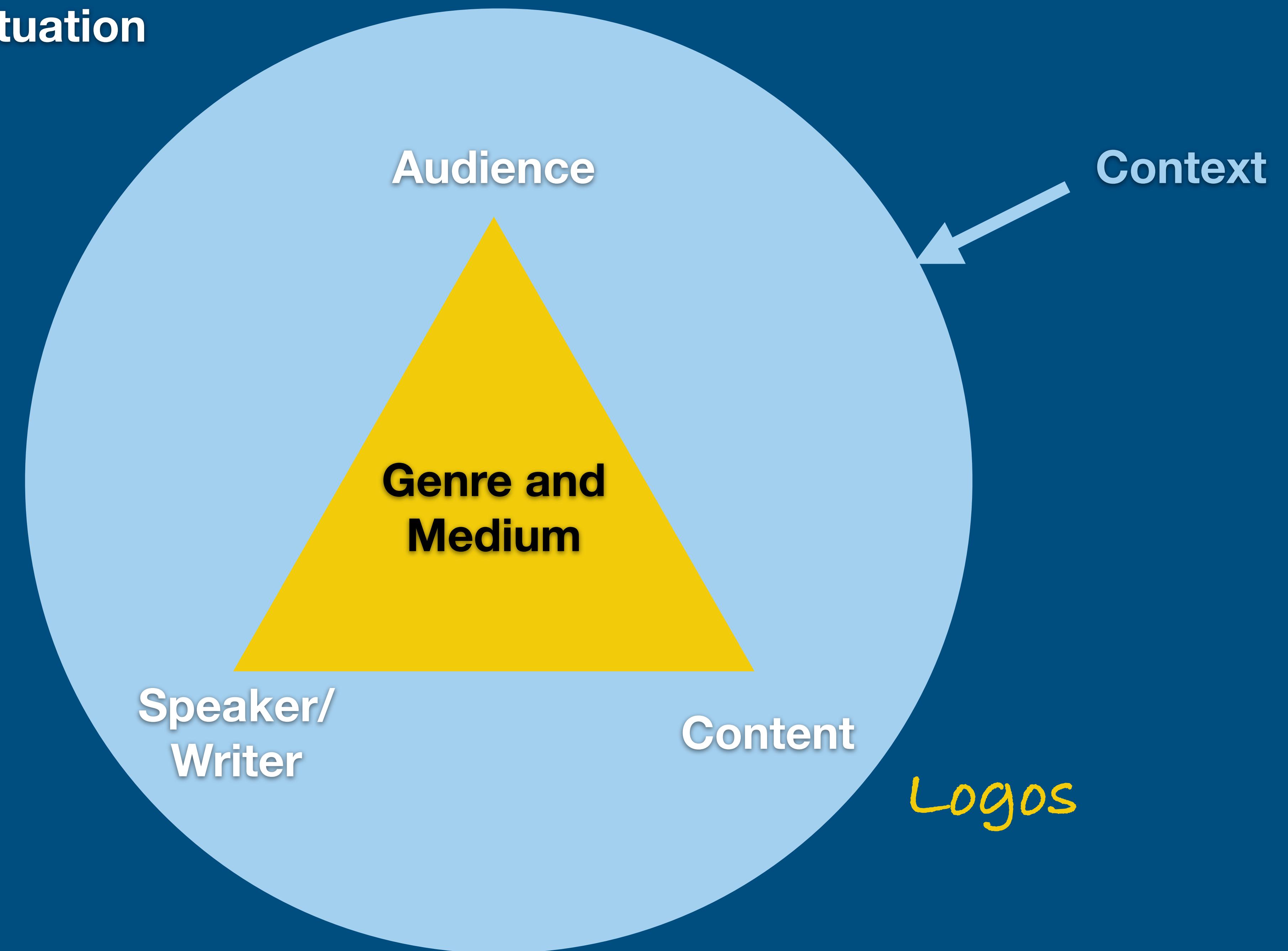
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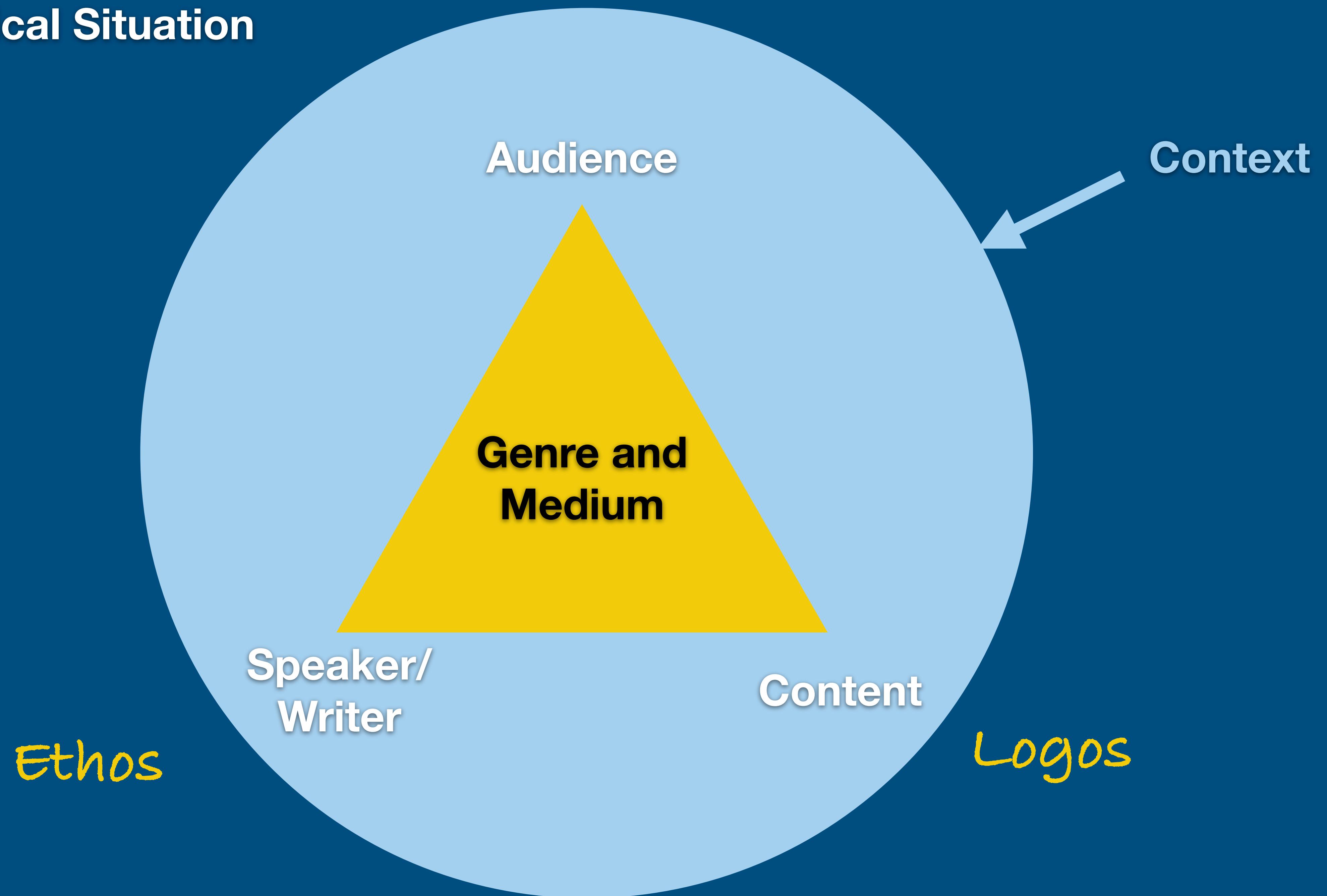
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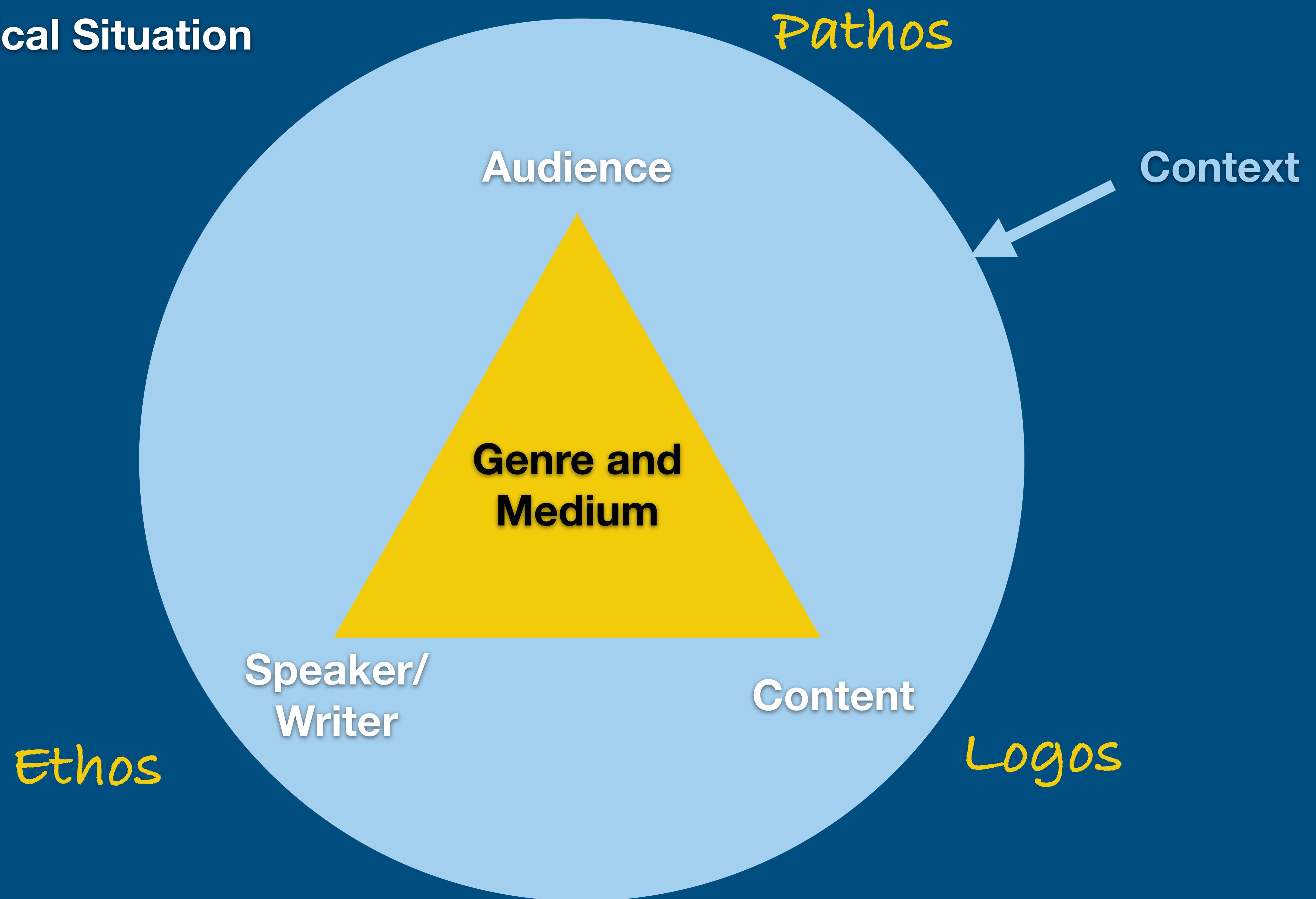
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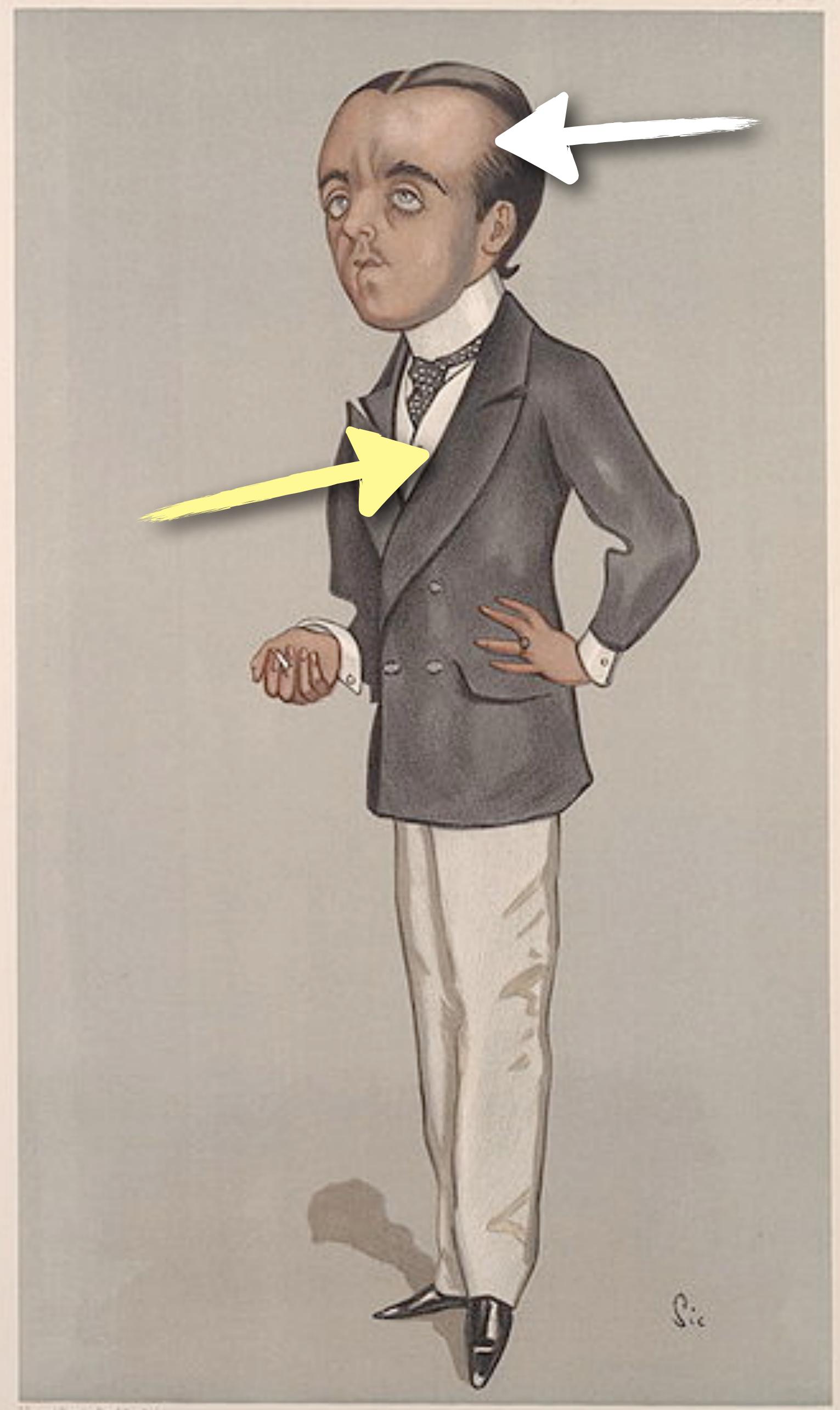








## Logos (Logic)



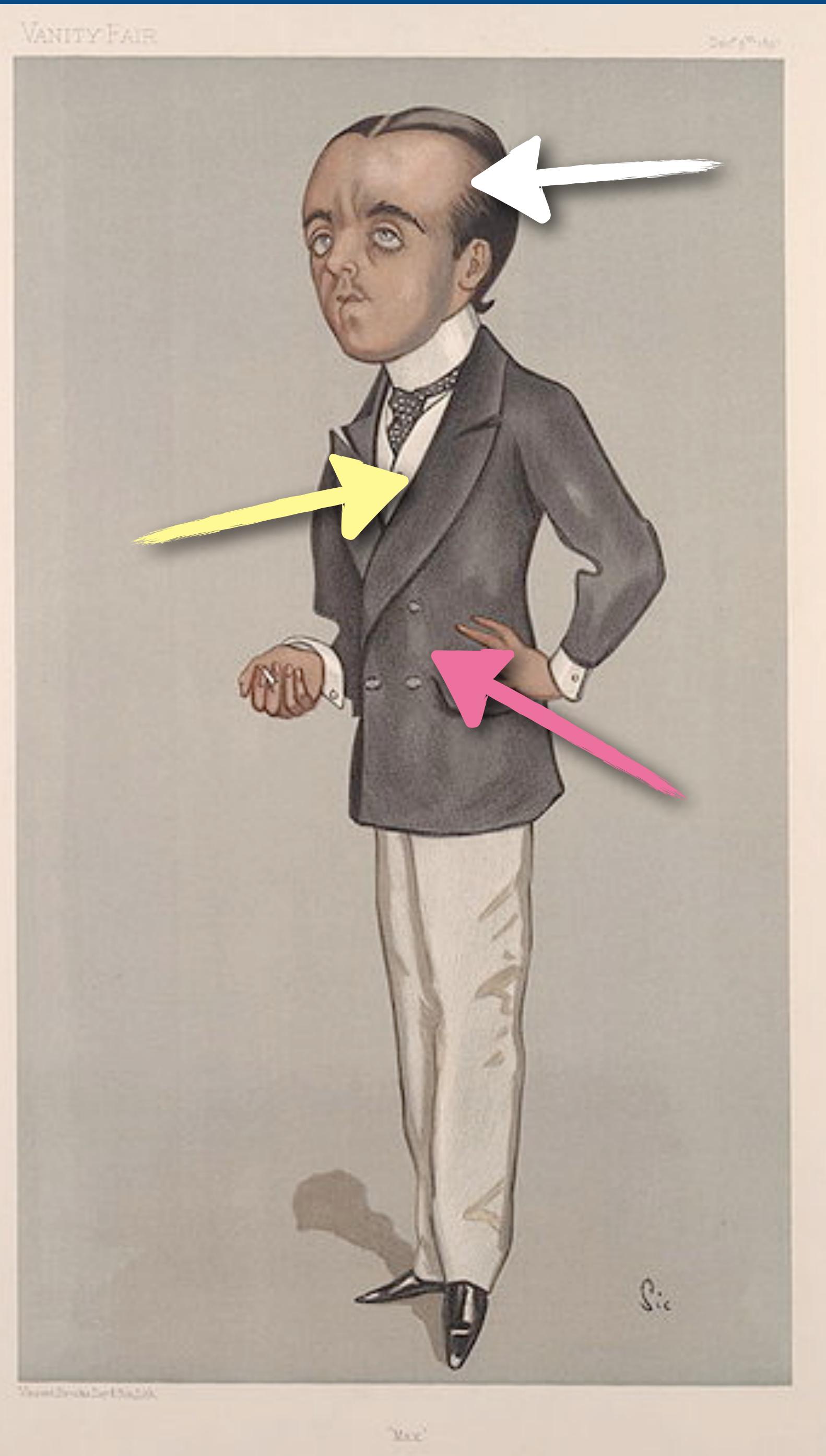
**Logos**  
(Logic)

**Pathos**  
(Emotion)



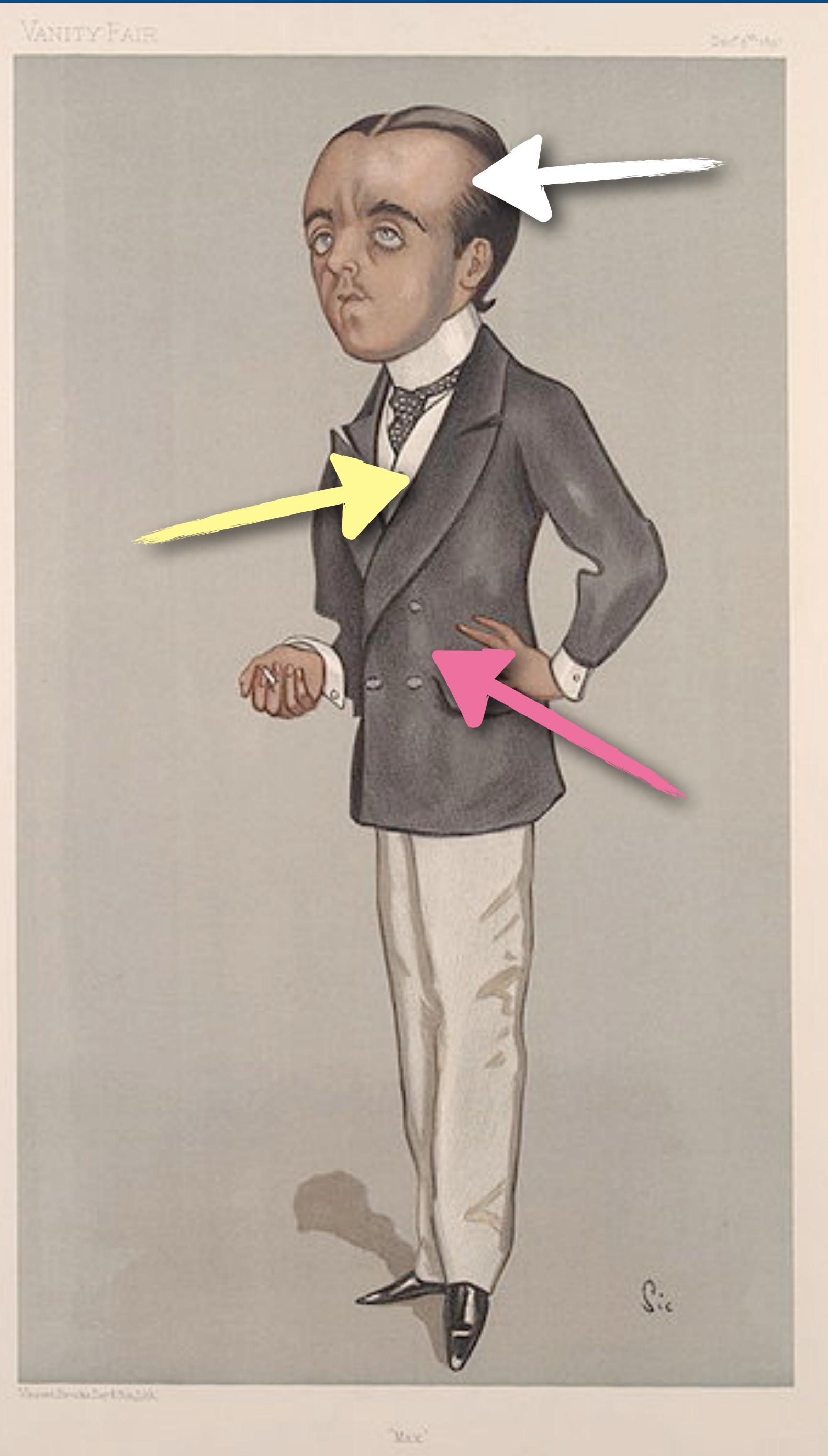
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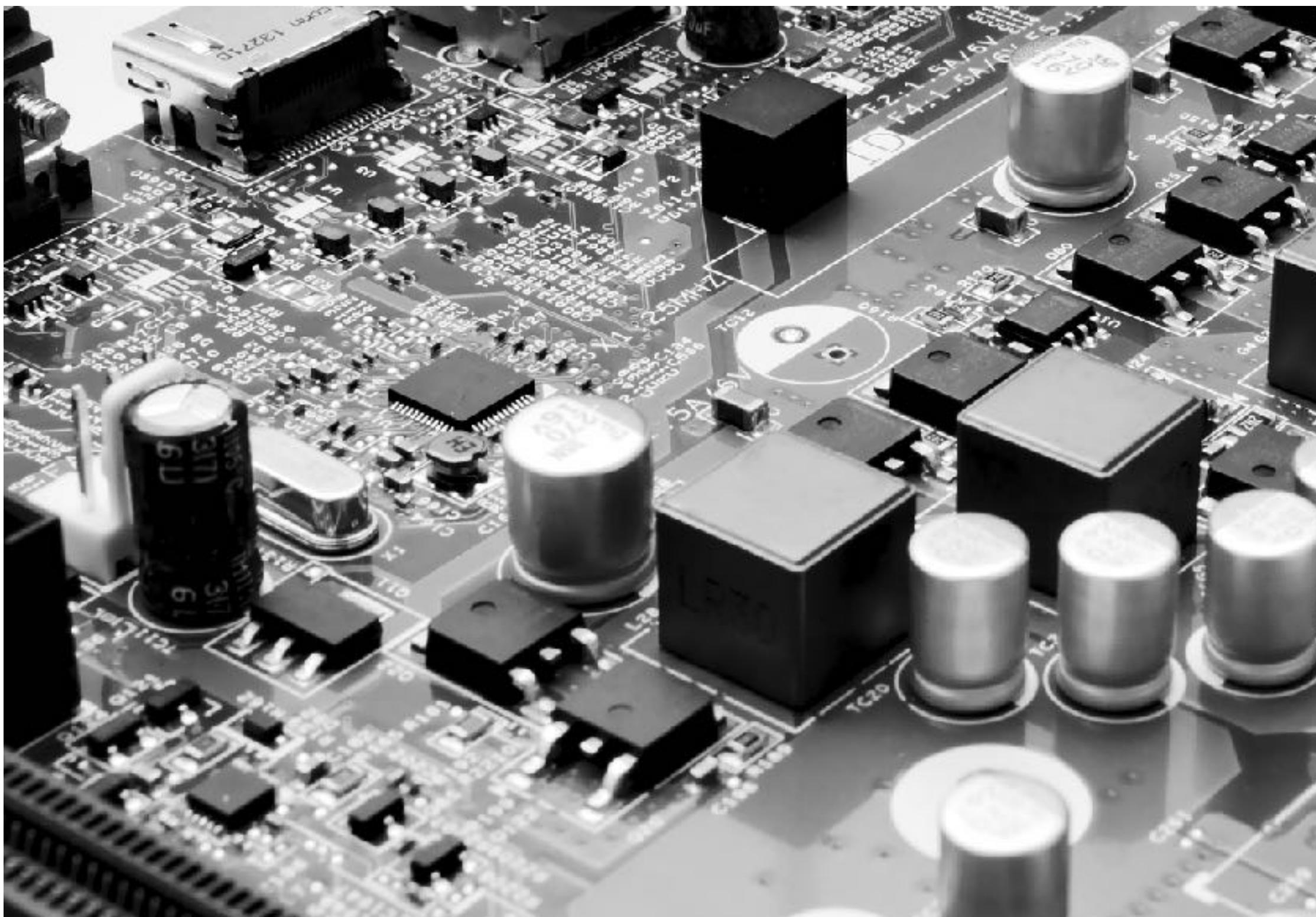


**Logos**  
(Logic)

**Ethos**  
(Credibility)

# Logos

- Logos is often translated as “logic” or “reasoning”
- Appeals to logos display evidence and/or logical proof
- Qualitative vs. quantitative



## Logical Appeals

Logical appeals target a reader's mind — particularly, their intellect and sense of reason.

You can make this sort of appeal by formulating a reasonable case and supporting it with clear, objective evidence.

Logical appeals are strengthened by facts and statistics. Accurate and relevant evidence is most persuasive.



**Claim:** Free substance abuse education should be integrated into the prison system.

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**Logical Appeal:** “An average of 78 percent of the convicted felons in that program stay clean and sober for one year or longer. Re-arrest rates for those participants after release is almost two-thirds lower than for non-participants.”



**Claim:** Smoking cigarettes is bad for you.

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**Logical Appeal:** “When burned, cigarettes create more than 7,000 chemicals. At least 69 of these chemicals are known to cause cancer, and many are toxic.”

# Ethos

*Ethos* means “ethics” in the Classical sense, which often translates as “credibility” or “trustworthiness.”

Speaker/writer conveys:

- Character
- Credibility
- Competence



## Ethical Appeals

Ethical appeals persuade the reader to trust you, the author. Writers make ethical appeals by creating a clear, trustworthy tone and establishing themselves as credible sources or experts. They demonstrate authority and impartiality or rely on the authority and impartiality of other sources.

Authors make ethical appeals so that they appear to be writing from a position of “disinterested goodwill.”

# Pathos

*Pathos* = Empathy  
Audience



## Emotional Appeals

Emotional appeals, in contrast, are designed to create empathy.

Imagine a piece of writing that works by evoking anger at injustice, sadness at tragedy, or outrage at inequality.

Pieces like this *move* their readers to feel something, forming a meaningful connection between writer and reader.



**Claim:** Many common banking fees should be abolished.

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**Emotional appeal:** An unhoused couple with too little money to maintain a bank account must pay a fee and forfeit 3 percent of their meagre earnings simply to cash a paycheque. How will they afford groceries?



**Remember: Strong arguments are supported by a combination of logical, ethical, and emotional appeals.**

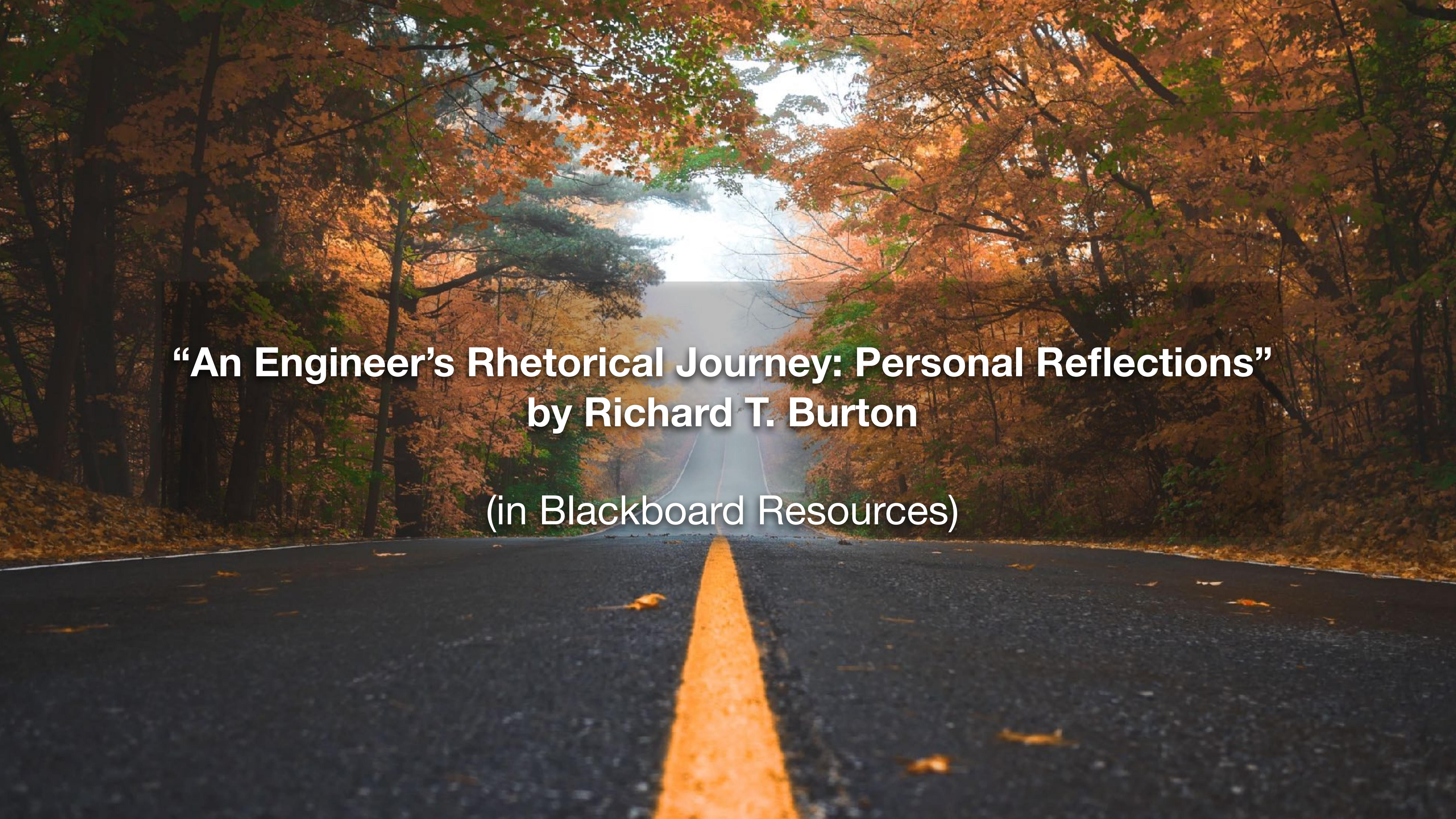


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A photograph of a paved road curving through a dense forest. The trees are heavily laden with autumn leaves in shades of orange, yellow, and red. A bright yellow double line runs down the center of the road, which is otherwise empty. The sky is overcast and hazy.

**“An Engineer’s Rhetorical Journey: Personal Reflections”**

**by Richard T. Burton**

**(in Blackboard Resources)**



# Rhetorical Analysis

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p. 105: “If you were the author of such a presentation, did you take the time to really think about who was in the audience and what level of specialized jargon they could understand, or tolerate? Was your first thought about how you might clarify the information for the audience, or did you instead concentrate on an impressive level of abstract conceptual language, and just assume that your audience would keep pace? If you thought more about your presentation than you did about making sure your audience understood you, here's some news: **you just failed the most basic test of rhetorical effectiveness.**”



So, does Burton's essay pass?



# Rhetorical Analysis Activity

## Rhetorical Analysis Activity

2. What's wrong with the “template-driven approach” to writing that Burton speaks about?



(p. 107) “... in submitting reports, memos, and theses, or in delivering presentations, an engineer is frequently required to follow ‘in-house’ standards or recipes for format and delivery. I am not referring here to the use of an outline structure, which can work very well in assisting a writer to organize ideas; instead, I am talking about templates intended to standardize the organization and content of certain routine tasks. These are, in some respects, a necessary evil: they are meant to provide some consistency in the kind and order of material presented, and to ensure that details are not left out. If they are measured purely in terms of efficiency or uniformity, these templates can be successful. However, this same uniformity can also stifle the writer’s creativity or personality, rendering the report lifeless or even unreadable.”



“a template necessarily focuses the writer's attention away from the interaction with the audience and onto a standardized, one-size-fits-all cookie-cutter structure. For inexperienced writers, the 'packaging' can even come to take precedence over the purpose of the communication, so that the only things that can be said are those that fit the template. As a result, the format that was intended to assist a writer in organizing and presenting information can actually distort important elements of the message by casting emphasis on unimportant details at the expense of more significant information.”



# Rhetorical Analysis Activity

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# Logos

## Logos

(p. 106) “The area of ‘controls engineering’ in which I work has become so entrenched in jargon and mathematical complexities that it is almost impossible to describe even the most basic concepts to a non-engineer. Thus, an important audience—industry— is very cautious about supporting research in this area or implementing the theory in a practical setting, mainly because they cannot understand what is being said. Such failures are costly, both in terms of delays in implementing some very powerful ideas”

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# Ethos

## Ethos

(p. 104) "What I am is a professional engineer. As it happens, I am also a university professor who conducts research, supervises graduate students, and teaches many courses. Until recently, I also did senior administrative work. At all of these tasks, I have been successful, and I always considered myself an able communicator—or at least, I kidded myself that my abilities were acceptable."



# **Pathos**

## **Pathos**

(p. 107) “It isn't my intention to be too negative about the abilities of students, engineers, or other professionals; in fact, I think they are often the victims of their working environment, which in many cases actually endorses this kind of behaviour.”



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  - Ch. 5 (pp. 69 - 79)

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2. Professional Communications (Routine Correspondence)
  - Ch. 5 (pp. 69 - 79)
3. *Read the syllabus!*



ANY QUESTIONS?