**Process Explanation Adaptation**

You, as a technical writer, have been asked to adapt an article from HowStuffWorks.com as a process explanation for an eighth grade textbook. Remember, adaptations, like summaries, should not use the same wording or sentence structure of the original. However, adaptations, unlike summaries, can omit or simplify any information to meet the audiences’ needs.

The publisher is planning on using the adaptation as a stand-alone reading, and has asked that it be approximately two pages in length not counting the illustrations. They have also sent a list of specific formatting requirements that must be met so the article is consistent with the rest of their book.

Before writing the adaptation, complete the following tasks.

1. Find an article on HowStuffWorks.com that includes a process analysis and is long enough for this assignment. Skim the article to make sure you understand the content and vocabulary.
2. Copy and paste the article into a Word Document. Make sure to *print screen* any animated figures you want in the final piece. These can be *pasted* into Paint, and then *selected* and *copied* so they are ready to paste into the Word Document.
3. Set the page layout orientation to *landscape* and the page layout columns to *two.*
4. Read through the article and delete information that is not relevant to the 8th grade audience.
5. Reread the article, moving content so that it is logically chunked. These chunks will become sections of text.
6. Give each section of text a question for a title. The title should be a complete sentence Remember this title question is what the readers should be able to answer when they are done reading.

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| Sample titles  What are batteries?  What is the history of batteries?  How do batteries work?  When are batteries useful as a power source?  What is the future of batteries? |

1. Begin to adapt each section. Make sure each body paragraph begins with a topic sentence and the introductory paragraphs clearly state the purpose of that section. Keep the whole text in 3rd person.

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|  | Nominative | Possessive | | Objective |
|  |  | after linking verbs | before nouns |  |
| 1st person | I  We | mine  ours | my  our | me  us |
| 2nd person | You  You | yours  yours | your  your | you  you |
| 3rd person | He  She  It  They | his  hers  its  theirs | his  her  its  their | him  her  it  them |
| Remember – Commands are always 2nd person. | | | | |

1. Decide on what terms will be unfamiliar to the reader. Define those related to the specific topic of the article in linking verb sentences. Define those terms considered background information within the sentence they are used with definitional phrases or synonyms. The terms you define should be in italics.

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| Linking verb sentence.  ------------------ is -----------------------------------------.  term definition  Definitional phrases and synonyms.  --------------,-----------------,------------------------------------.  term definition the rest of the sentence  -------------(-----------------)-----------------------------------.  term definition the rest of the sentence |

1. Integrate the tables and figures into the text.Each table or figure needs a jump-line in the text where the table or figure is discussed. Each table needs a table number and title above the table and caption below it. Each figure needs a figure number, title and caption below it. Tables and figures should be place in the paragraph break after the paragraph in which they were discussed.

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| Examples of jump-lines  The computer hard drive (Figure 1) stores all program directions.  The computer hard drive stores all program directions (as shown in Figure 1). |

1. End the introduction section with a roadmap.

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| Roadmap samples  Included in this article --------------------------------.  Information on ------------------------------- follows. |

1. Add an appropriate concluding section/paragraph.
2. Credit sources by adding an adapted to after the by-line and by adding a formal citation at the end of the article.

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| Sample by-line  **HOW DO BATTERIES WORK?**  Adapted from an article by Brian Marshall, Charles Bryant, and  Clinton Pumphrey  Adapted by John Doe  Sample end of article citation  Adapted from Brain, Marshall, Charles W. Bryant and Clint Pumphrey.  "How Batteries Work" 01 April 2000. HowStuffWorks.com.  <http://www.howstuffworks.com/everyday-tech/battery.htm>  05 June 2014. |

1. Check the font sizes and styles to make sure they follow these guidelines.
   1. Level I: Ariel 14, bold, all caps, above the body text on its own line
   2. Level II: Ariel14, bold, upper and lower case, above the body text on its own line
   3. Level III: Ariel 12 , bold, upper and lower case, in line with the first line of the body text
   4. Table and Figure numbers: Ariel 10, upper and lower case mix, in line with the left-hand side of the figure or table.
   5. Caption: Ariel 10, upper and lower case mix, on its own line.
   6. Body text: Times New Roman 12, blank line between paragraphs.

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| **Level 1**  Body text goes here.  **Level 2**  Body text goes here.  Level 3 Body text goes here. |

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| https://sp.yimg.com/ib/th?id=HN.607998375548552048&pid=15.1&P=0 |
| Figure 1 Laptop  This laptop computer is traditional in design. |

1. Check to make sure that sentences starting with This, That, These, Those specifically name what the pronouns stand for.

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| Poor examples  This needs repair.  Those can be used.  Better examples  This car needs repair.  Those reference sources can be used. |

1. Check the use of “will.” “Will” always means in the future. Make sure it is not taking the place of the present tense.

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| Poor examples  This article will describe the history and use of the Cogswell Cog.  This book is ready and will be available for you to pick up.  Better examples    This article describes the history and use of the Cogswell Cog.  This book is ready and available for you to pick up. |

1. Limit the use of “get” “got” “getting” “gotten.” Limit the use of “thing” “something” “anything” “nothing.”
2. Make sure you have a coherent noun/pronoun/synonym chain.

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| Original  **Battery History**  Batteries have been around longer than you may think. In 1938, archaeologist Wilhelm Konig discovered some peculiar clay pots while digging at Khujut Rabu, just outside of present-day Baghdad, Iraq. The jars, which measure approximately 5 inches (12.7 centimeters) long, contained an iron rod encased in copper and dated from about 200 B.C. Tests suggested that the vessels had once been filled with an acidic substance like vinegar or wine, leading Konig to believe that these vessels were ancient batteries. Since this discovery, scholars have produced replicas of the pots that are in fact capable of producing an electric charge. These "Baghdad batteries" may have been used for religious rituals, medicinal purposes, or even electroplating. Battery History Batteries have been around longer than you may think. In 1938, archaeologist Wilhelm Konig discovered some peculiar clay pots while digging at Khujut Rabu, just outside of present-day Baghdad, Iraq. The jars, which measure approximately 5 inches (12.7 centimeters) long, contained an iron rod encased in copper and dated from about 200 B.C. Tests suggested that the vessels had once been filled with an acidic substance like vinegar or wine, leading Konig to believe that these vessels were ancient batteries. Since this discovery, scholars have produced replicas of the pots that are in fact capable of producing an electric charge. These "Baghdad batteries" may have been used for religious rituals, medicinal purposes, or even electroplating. RevisedBattery History Batteries have been around longer than you may think. In 1938, ancient clay pots were discovered that may be the first known batteries. Archaeologist Wilhelm Konig discovered some peculiar clay pots while digging at Khujut Rabu, just outside of present-day Baghdad, Iraq. The pots, which measure approximately 5 inches (12.7 centimeters) long, contained an iron rod encased in copper and dated from about 200 B.C. Konig believes that these vessels were ancient batteries because tests suggested that the vessels had once been filled with an acidic substance like vinegar or wine. Since then, these ancient batteries have been reproduced by scholars and they have, in fact, been proven capable of producing an electric charge. These "Baghdad batteries" may have been used for religious rituals, medicinal purposes, or even electroplating. |

After writing the adaptation, answer the following questions.

1. How does your adaptation compare with the original?
2. Name three specific things you learned about technical writing style from completing this adaptation.
3. What have you learned about adapting assignments for different audiences?

Hand-in

1. Final draft of process explanation
2. Print out of the original article
3. Response questions
4. Scoring sheet

**Process Explanation Adaptation**

Evaluation

4 requirements are met, and the work is ready to use as is

3 requirements are met; the work is usable, but could be improved

2 most requirements are met, and the work has the potential to be used after modification and/or revision

1 some requirements are met, but many modifications and/or much revision is needed to make this work usable

0 requirements are not met

Unity

* Main idea is stated directly in the introduction.
* The work as a whole is focused and free from irrelevant detail.
* The whole document stays in the 3rd person.

Coherence

* Work is organized logically, and follows its roadmap.
* Transitions stress the connection between ideas and the line of thinking.
* Titles and subtitles organize and identify the major sections.
* Visuals discussed, and integrated into the text with jump-lines.

Support

* Information is complete and accurate.
* Specific details support the main ideas.
* Unfamiliar terms are defined.
* APA documentation used correctly.
* Summary restates article’s information without adding new information or opinions

Style

* Tone is appropriate for audience needs.
* Wording and phrasing are simple and direct.
* Terminology is used consistently.
* Formatting is consistent and meets readers’ expectations.
* Lists are parallel.
* Fonts and white space are used well.

Grammar and Sentence Structure

* Conventional grammar, spelling, and punctuation are used.
* Sentences are varied and reflect the proper use of pronouns, modifiers, subject-verb agreement, and tenses.
* Run-on and fragmented sentences are eliminated.