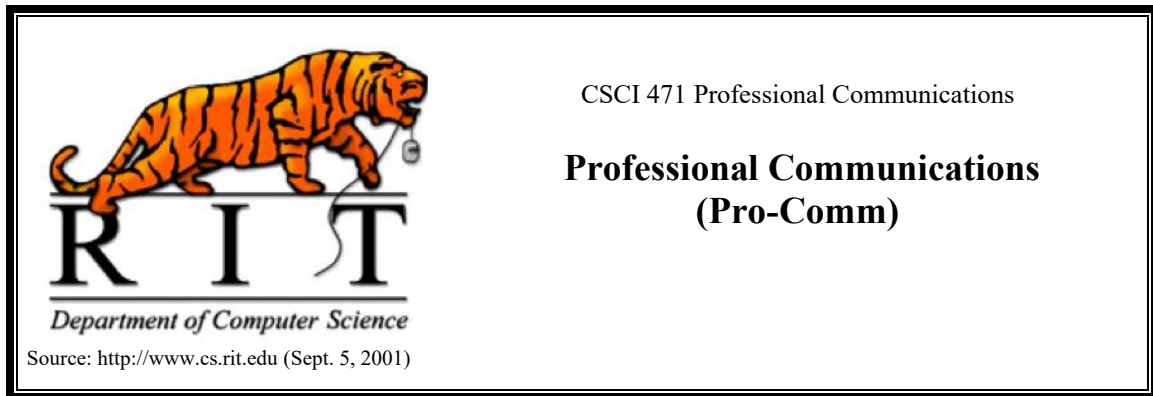


**Professional Communications  
CSCI 471**

**[Click here to view the Class Outline](#)**



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## Professional Communications

### Acknowledgements:

I would like to acknowledge the support and assistance afforded by Edline Chun of the Print Media department and Margaret Reek of the Computer Science department at RIT; Bob Mason, John Smith, and Helen Sand from the Field Documentation Unit at GE; and Ben Moore, Vince Rosella, Mel Ralph, Joe Skocich, and Janet Castronova from CESD at Eastman Kodak.

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# Professional Communications – Foreword

## ***Definition***

Daniel Riordan<sup>1</sup> says that “technical writing is the practical writing that we do” as part of our occupation. For the CS co-op students this has been reports, specifications, user manuals, and procedures. For those with full-time computer-science-related careers, communications also extend into the realm of presentations and department meetings.

It is just the ‘communication’ portion of ‘Professional Communications’ that I want to concentrate on in this course. The ability to relate exactly what we are thinking to an audience who will at once understand that same, exact thought is our objective here. It is through the assignments in Professional Communications (Pro-Comm) that we will use stated objectives to accomplish our goals.

## ***Performance Objectives***

Our objectives are ‘performance objectives’ that can be observed and that tell the ‘purpose’ or the ‘desired outcome’ of what we are doing. If we can define ‘what’ we want to accomplish and ‘how well’ we expect it be accomplished, we understand our writing objectives and our readers understand exactly what they are to do. I have attempted to state my objectives for each assignment in this

course. This clarifies the teaching and the learning as well.

It is important that we communicate our perspective on any situation, even though others have done the actions and had the ideas also. Our unique perspective can become the difference between a statement of Newton’s laws of motion and Einstein’s general theory of relativity. If a new point of view hadn’t been applied, no new theories would arise. Applying our point of view to a situation can create an entirely unique understanding based on our own perspective.

## ***Motivation***

Why do we write? Professor Hawking says: “I decided to try to write a popular book about space and time after I gave the Loeb lectures at Harvard in 1982. There were already a considerable number of books about the universe... Yet the basic ideas about the origin and fate of the universe can be stated without mathematics in a form that people without a scientific background can understand. This is what I have attempted to do in this book. The reader must judge whether I have succeeded.” (p. vi.) Something within us motivates us to record our thoughts. There is a fascination we have for certain topics and these, we feel, must be recorded.

“I have had suggestions of how to improve the book from a large number of people who have seen preliminary versions. In particular, Peter Guzzardi, my editor at Bantam Books, sent me pages and pages of comments and queries about points he felt that I had not

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<sup>1</sup> Riordan, Daniel. Technical Report Writing Today. Wadsworth Cengage, 2014.















































explained properly. I must admit that was rather irritated when I received this great list of things to be changed, but he was quite right. I'm sure that it is a better book as a result of his keeping my nose to the grindstone.”<sup>2</sup> This is what we call ‘peer review’, and this process can be used effectively to improve our writing also.

## Reality

In his book *Appearance and Reality*, Peter Kosso examines modern and classical approaches to explaining how we can decide what is real and what ‘appears’ to be real. As we are taking a picture, we notice that our subject stands the same height as a distant mountain but we know that is not the case. A straight stick appears bent as we submerge half into water. Things are not always as they appear. For us in Pro-Comm, we trust our experience and look to witness all the topics we write about.

The ‘reality of the situation’ phenomenon changes the way a group deals with the product they are developing. As a group progresses in the development of a new product, a new development effects a major change and the group reacts to the new reality. In astronomy, the new facts about the red shift increasing as bodies approach the outer limits of space changed the previous ideas on the expansion and contraction of the universe. The discovery of plate tectonics changed the previous theories on the buoyancy of granite on the basalt base.

## Proofreader Marks

- or  delete; take ~~it~~ out
-  close up; print as one word
-  delete and close up
- or  caret; insert here (something)
-  insert a space
-  space evenly  where indicated
-  let marked ~~text~~ stand as set
-  transpo~~se~~; change order the
- / used to separate two or more marks and often as a concluding stroke at the end of an insertion
-  L set farther to the left
-  J set farther to the right
-  set ae or fl as ligatures æ or fl
-  straighten alignment
-  || straighten or align
-  imperfect or broken character
-  indent or insert em quad space
-  begin a new paragraph
-  spell out (set 5 lbs as five pounds)
-  set in capitals (CAPITALS)
-  set in small capitals (SMALL CAPITALS)
-  set in lowercase (lowercase)
-  set in italic (italic)
-  set in roman (roman)
-  set in boldface (boldface)
- or  hyphen
- or  en dash (1965–72)
- or  em — or long — dash
-  superscript or superior (3as in π<sup>2</sup>)
-  subscript or inferior (2as in H<sub>2</sub>O)
- or  centered  for a centered dot in p · q
-  comma
-  apostrophe
-  period
- or  semicolon
- or  colon
-  quotation marks
-  parentheses
-  brackets
-  query to author: has this been set as intended?
-  push down a  work-up
-  turn over an inverted letter
-  wrong font; a character of the wrong size or esp. style

<sup>2</sup> Hawking, Stephen W. *A Brief History of Time*. Bantam Books, 1998.

What can we do as writers to turn that light bulb on in our readers' minds? What was the reality that turned it on for us? This is the level—the higher metaphysical level—that we can think on to create our written works.

It was October 25, 1415 when Shakespeare's Henry V said: From this day to the ending of the world But we in it shall be remembered- We few, we happy few, we band of brothers for what they were about to do at Agincourt the next day. May we be remembered for what we do at Golisano this semester.

### ***Ethics in Technical Writing***

If ethics is a set of moral principles, and following ethics means doing what is right, both the Society for Technical Communication (STC) and our text book give us excellent examples of how we can apply ethics to our writing projects. The Rocky Mountain Chapter of the STC says that we should:

- “Use language and visuals with precision.
- Prefer simple, direct expression of ideas.
- Satisfy the audience's need for information, not my own need for self-expression.
- Hold myself responsible for how well my audience understands my message.
- Respect the work of colleagues, knowing that a communication problem may have more than one solution.
- Strive continually to improve my professional competence.
- Promote a climate that encourages the exercise of professional judgment and that

attracts talented individuals to careers in technical communication.”

As writers, we must verify all of our procedures by doing them ourselves. If we become part of the process, we know what level of performance to expect from our readers.

### ***Writing-Intensive Program***

This Professional Communications section is a Writing-Intensive Program. At the college level, this means that the course requirements contain both formal and informal writing and apply to assignments that total more than 2500 words.

- In Pro-Comm, the formal writing assignments include:
- Cover Letter
- Résumé
- Thank-You Letters
- Software Requirements Specification (SRS)
- Ethics Reflection Essay

The informal writing assignments include:

- Class Participation Assignments
- Brain-storming Session Drafts
- Peer-Reviewed Drafts.

If writing is ‘thinking on paper’, the Writing-Intensive Course allows the students the opportunity of developing their analytical and critical thinking skills by progressing step by step through the draft writing and peer review process. The planning, drafting, reviewing process that we use in Pro-Comm allows for a progressive, logical development of a document by providing multiple sessions for the writer to refine the elements of the final document.

***Writing Is Thinking on Paper***

Whether our objective is to help our audience to get something done or to explain the technology from our own experience developing our product, the thought processes we go through are significant in developing our documents. Our own experience living with the product throughout development changes the way we now look at this technology.

We know our opinions change with time and these changes significantly alter our outlook and the methods we choose to record our thoughts.

The product is changing; we are changing; but, the documentation we present to our users should have some measure of consistency. The standards and style guides help us with that.

What thesis do we envision at the beginning of the project? What has changed since then? How can we account for the difference? These are the aspects of our thought processes we deal with in documenting and updating the product information.

Our own thoughts affect:

- What we went through to develop the information.
- How current circumstances require changes our readers need to know about
- The logistics of delivering timely information.

If we place ourselves in our readers' situation, the questions about how to present accurate, usable information become easier to answer. If we make sure we have our exact target population in mind and can relate to their situation, we are on our way to helping them do their job.

Writing is thinking on paper. In our own minds, we have a clear understanding of our technology and how our product uses this technology. Being honest about what we know will allow us to present those exact thoughts on paper for our readers.

## ***Writing for Computer Science***

### Science

Pro-Comm is our parallel universe of approaching the writing realm from the writer's viewpoint, but we are still grounded in the work of our computer science courses 24/7. There are some specific areas particular to computer science writing that we should address here.

In his book [\*Writing for Computer Science\*](#), Justin Zobel addresses specific topics of interest to us in the computer science program. In his discussion of 'Writing, science, and skepticism, he says:

“Science is a system for accumulating reliable knowledge. Broadly speaking, the process of science begins with speculation, observation, and a growing idea or phenomenon. The understanding is used to develop hypotheses that can be tested by proof or experimentation...”

“Writing underpins the research cycle. A key aspect of writing is that the discipline of stating ideas as organized text forces you to formulate and clarify your thoughts...”

### Acceptance

Just going through the mental process of writing our thoughts on paper prompts us to add a little clarity to those mental images we have been developing.

“In writing, too, that defines what we consider to be knowledge. **Scientific**

**results are only accepted as correct once they are refereed (Peer reviewed) and published; if they aren't published, they aren't confirmed...”**

### Skepticism

I think it is interesting that the author puts so much importance on the skeptical side of the science community. The mental processes we go through before writing; the fact that he feels that if the science is not published, it is not confirmed. Both of these are the same as the peer review process we are using in Pro-Comm, and doing this in class allows us to share the results of our individual reviews.

“Each new contribution builds on a bed of existing concepts that are known, and, within limits, are trusted...”

“A unifying principle for the scientific culture that determines the value of research is *skepticism*. Within science, skepticism is an open-minded approach to knowledge... Effective research programs are designed to seek the evidence needed to convince a reasonable skeptic...”

“The only way to produce a well-written paper is to start early and revise often... Every stage of research benefits from writing... Describing a project forces you to analyze it, and fruitful research directions may suggest themselves. Sketching algorithms can highlight the fact that you do not yet understand some of its properties.”

## Quality of Research

On March 21, 2014 NPR aired a discussion between host David Greene and NPR contributor Shankar Vendantam on the topic of how to assess the quality of research journal articles.

VEDANTAM: So, one way that scientists use to measure quality is to measure how often papers get cited by other papers.

GREENE: Mm-hmm.

VEDANTAM: So, let's say you're a scientist, David, and you write a paper and I'm an independent scientist and I'm writing my own paper but I think your paper has broken ground. As I write my paper I will cite your work and say: As David Greene wrote in such and such a paper.

GREENE: I appreciate that.

VEDANTAM: And that's a measure that an independent person has valued your paper. So, if you count the number of citations, it gives you a measure of how effective and powerful papers have become.

The number of peers who quote a work indicate how popular the author is and how often others refer to this author in developing their own thesis. It would seem to add credibility to the original author's work.

## Pro-Comm Objectives and Learning Outcomes

Each of the assignments in this course state the specific objectives so that you understand exactly what you, the students, will accomplish while completing that assignment. I do this so that we can focus on what the expectations are for everything we do in Pro-Comm. You know what you are to do; I know that you have met those objectives by reading by your work. We could say that completing the seven Pro-Comm assignments successfully are the objectives for this course. The Learning Outcomes are:

1. Applying computing skills and working effectively in groups.
2. Demonstrating advanced knowledge of a selected computer science area.
3. Preparing technical documents and making effective oral presentations.
4. Comprehending and analyzing both legal and ethical issues involving the use of computing in society.

## Pro-Comm and the Lexicon

### Relevance

As writers we are constantly pursuing the accurate language that will convey our exact message. The current meanings of words in our vocabulary will relate the message to our readers so that they will understand exactly what we are communicating.

When the editors of Merriam-Webster's Collegiate Dictionary published their first edition, they had 1,100 pages and less than half of the 165,000 entries that are in their latest 11th edition. Today's work is based on 15,700,000 citations - 1,200,000 more than they used for the tenth edition.<sup>3</sup>

Webster's lexicographers are constantly looking and listening for how the language is being used in print and in spoken communication. The explosion of technical journals in the last 60 years has been responsible for increasing the lexical entries and, thus, the number of words that we deal with on a daily basis. This certainly is a living, modern English language that we speak.

Ok, fine; but what does this mean to us as Pro-Comm students? How does the process lexicographers use to produce the next dictionary edition impact us as writers? Good question. For years we have had grammar rules drilled into us. We took English test after English test for 12 years, hoping to get all the answers right and hoping that our writing met with the approval of the instructor. We have been trying to follow each grammar rule exactly and spell each word precisely as

it appears in the dictionary. The mindset was one of learning the exact execution of the language, but looking behind the scenes, the lexicographers tell us that they were looking at us and listening to how we were speaking the language all along!

### Definitions

Lexicographer - an author or editor of a dictionary

Lexicon - 1 : a book containing an alphabetical arrangement of the words in a language and their definitions :  
DICTIONARY

2 a : the vocabulary of a language, an individual speaker or group of speakers, or a subject b : the total stock of morphemes in a language

3 : REPERTOIRE, INVENTORY

### Impact on Us

The language that we speak is up to date and expanding. We do have borrowings (although we never give anything back) from other languages. "The England Julius Caesar saw had nothing like English - yet 500 years later, Englic was spoken by as few people as now speaking Cherokee, and with as little influence."<sup>4</sup> The survival of this language depended on cultural acceptance and the historical outcomes of a variety of warring efforts. On September 28, 1066 the forces of William and Harold met at Hastings. The outcome of this Battle of Hastings is certainly still being felt today. The inflection and the vocabulary we use in our Pro-Comm presentations would sound much more like German than English if Harold had been the victor. William was a Norman (French) and for

<sup>3</sup> Mish, Frederick C. *Merriam-Webster's Dictionary - Eleventh Edition*. Springfield, MA: Merriam-Webster, Inc., 2003. 6a, 25a.

<sup>4</sup> Crum, R. Cran, W. and MacNeil, R. *The Story of English*. New York: Penguin Books, 1992. 1.

the next 500 years or so 10,000 French words came into the English vocabulary. The Middle English result made for a much smoother transition to our Modern English than would have been possible otherwise.

As Pro-Comm students we will continue to push the technology envelope with the new languages we invent and with the new applications we find for existing programming methods. The vast majority of new words come from the technologies we are working with every day. As writers, we will be producing specifications and reports using an ever-increasing lexicon—perhaps adding new words as we go.

### **Tools**

The dictionary is our primary lexical tool. Use it to determine the spelling, hyphenation, part of speech, date it entered the language, etymology, definition, and an example of usage. A good dictionary is a reasonable guide for us to use in setting up a style guide. The dictionary editors provide an authentic basis for us to use when examining a precise definition for our technical vocabulary. Our experience with the product and with the technology often gives us the edge in this regard, though. We have the inside track on what is actually involved in the new technology and what the accurate definition is for our vocabulary. Using all the technical dictionaries as resources, we can refine the definition to say exactly what we mean—and we should do just that.

## **Elements of Style**

Use the following as guidelines for producing your technical material:

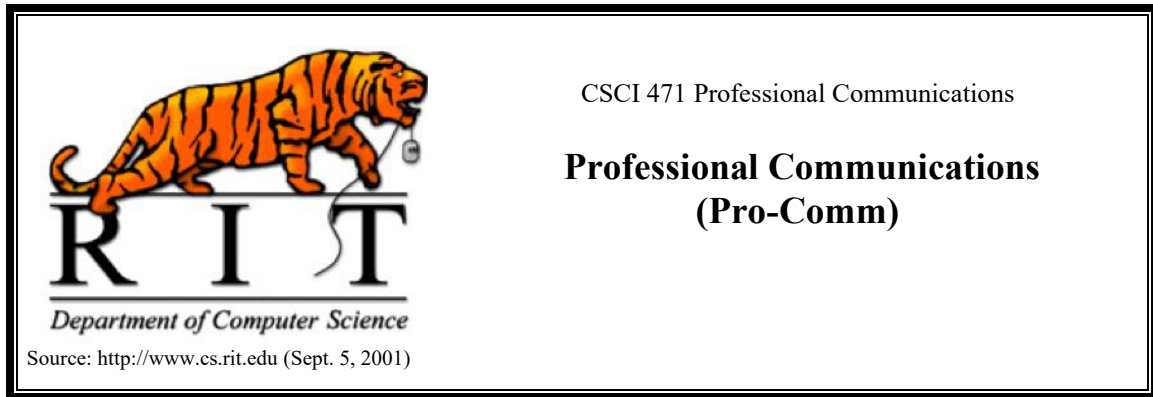
- Data – singular or plural
- Use headers and footers; place the current second-order head in the header
- Place publication information in the footer along with the page number
- Illustrate a reference as soon as possible after its first entry
- Precede an illustration with its reference text
- Keep the text on the same page as the illustration
- Use Figure Titles and Table Titles
- Place the Figure Title below the figure
- Place the Table Title above the table
- Use: 5 V, 5 Vdc, 5  $\mu$ A
- Do not number User Manual paragraphs any more than necessary
- Use a legitimate, recognized specification as a guide for writing your manuals
- Include a detailed Table of Contents
- Document your style preferences on a Style Guide
- Place a period after the last entry in a list.
- Dash: en dash for a range; em dash abrupt break; hyphen for two words used together to modify a third.





**Professional Communications  
CSCI 471**

**Syllabus and Class Assignment Materials**



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## Class Outline

| Week                      | Day           | Class Content  |
|---------------------------|---------------|--|
| <b>1<br/>Intro</b>        | <b>M 8/25</b> | <b>Introduce:</b> Introduction, Course Description, and Introduction Memo.<br><b>Discuss:</b> Class Outline and the Syllabus.<br>Please obtain the book: <i>Handbook of Technical Writing</i> , any edition.   |
|                           | <b>W 8/27</b> | <b>Discuss:</b> <a href="#">Introduction Assignment</a> .<br><b>Review:</b> <a href="#">Reference Links</a> ; <a href="#">Annotated Bibliography</a> (Works Cited) in the <i>Class Handout</i> . Baseline Test for content.<br><b>To Complete for Friday:</b> Read the <a href="#">Introduction</a> Assignment in the <i>Class Handout</i> .pdf.   |
|                           | <b>F 8/29</b> | <b>Do in Class:</b> Discuss the <a href="#">Introduction Assignment</a> . Review the book.<br><b>Do:</b> Audience discussion of text book p. 40 in Breakout Rooms.<br><b>To Complete for Wednesday:</b> Read pp. xvii – xxiii.   |
| <b>2<br/>Proof-reader</b> | <b>M 9/1</b>  | No class.  |
|                           | <b>W 9/3</b>  | <b>Discuss:</b> <a href="#">Introduction Assignment</a> . Review the structure of the book. Five Steps to Successful Writing on pp. xvii – xxiii in the text book.<br><b>Discuss:</b> <a href="#">Proofreader Marks</a> , also from the <a href="#">RIT Style site</a> . Use the <a href="#">writeup</a> .<br><b>To Complete for Friday:</b> Peer Review Copy of the <a href="#">Introduction Assignment</a> .       |
|                           | <b>F 9/5</b>  | <b>Do in Class:</b> The ‘ <a href="#">Questions on Audience</a> ’ from the Resources N – Z folder. Class experiences.<br><b>Do in Class:</b> Peer Review Session of the <a href="#">Introduction Assignment</a> .<br><b>To Complete for Monday:</b> Parts of Speech from your favorite grammar book.   |
| <b>3<br/>Audience</b>     | <b>M 9/8</b>  | <b>Do in Class:</b> <a href="#">Grammar Review</a> , <a href="#">Two-Minute Drill</a> (In Pro-Comm.ppt). See also, gerunds and pronouns taking the possessive case, p. 388 in our text book.<br><b>To Complete for Wednesday:</b> Read: ‘Proofreading’ in the text book and <a href="#">Proofreader Marks</a> .  |
|                           | <b>W 9/10</b> | <b>Due:</b> <a href="#">Proofreader Marks</a> ; <a href="#">Two-Minute Drill</a> .<br><b>Do:</b> Use the <a href="#">Audience Profile Sheet</a> to analyze the Résumé audience. Use the ‘Audience Profile Sheet—Résumé’ Worksheet: myCourses > ‘Res A – M’.<br><b>Discuss:</b> <a href="#">Résumé Assignment</a> . Résumé PowerPoint slides.<br><b>Due:</b> <a href="#">Introduction Assignment</a> in the Drop Box. |
|                           | <b>F 9/12</b> | <b>Do:</b> The Effect of Observation from ‘Res N – Z’. Résumé samples in groups.<br><b>To Complete for Monday:</b> Read the Résumé material in the text book.  |
| <b>4<br/>Résumé</b>       | <b>M 9/15</b> | <b>Discuss:</b> Résumé format from book. Cover Letter format.<br><b>Discuss:</b> <a href="#">Résumé Assignment</a> . Interviewer questions in groups.  |
|                           | <b>W 9/17</b> | <b>Discuss:</b> <a href="#">Résumé Assignment</a> .<br><b>Discuss:</b> Style Guides, p. 98, <i>Correspondence [Audience]</i> , and p. 504, <i>Technical Writing Style</i> , in the text book. Use: <a href="#">Style.pdf</a> from myCourses > ‘Syllabus’.  |
|                           | <b>F 9/19</b> | <b>Discuss:</b> Foreword material. What important questions should be asked in an interview? A discussion of ‘ <a href="#">All Pictures; No Words</a> ’.<br><b>To Complete for Monday:</b> Peer review copy of the <a href="#">Résumé Assignment</a> .   |

| Week                              | Day            | Class Content  |
|-----------------------------------|----------------|--|
| <b>5<br/>Citation</b>             | <b>M 9/22</b>  | <b>Do in Class:</b> Peer review copy of the <a href="#">Résumé Assignment</a> .<br><b>Do in Class:</b> ‘What works with Résumés’ discussion.   |
|                                   | <b>W 9/24</b>  | <b>Do in Class:</b> Documenting Sources. Copyrights, Patents, and Trademarks. Style, Style Guides, p. 98, <i>Correspondence</i> [Audience], and p. 504, <i>TechWriting Style</i> .   |
|                                   | <b>F 9/26</b>  | <b>Do:</b> Discuss the <a href="#">MLA Format</a> . Copyright and Patent PowerPoint slides. Fill out ‘ <a href="#">Form TX</a> ’ from Resources A – M.<br><b>Do in Class:</b> Citation slides and the <a href="#">Citation Exercise</a> .<br><b>To Complete for Monday:</b> Read <i>IEEE Std. 830.pdf</i> on myCourses > IEEE Files. |
| <b>6<br/>SRS</b>                  | <b>M 9/29</b>  | <b>Do in Class:</b> Start the <a href="#">SRS</a> discussion.  |
|                                   | <b>W 10/1</b>  | <b>Discuss:</b> IEEE Std. 830—SRS from myCourses > ‘IEEE Files’.<br><b>Due:</b> <b>Résumé Assignment</b> in Drop Box.  |
|                                   | <b>F 10/3</b>  | <b>Discuss:</b> IEEE Std. 830—SRS.<br><b>Discuss:</b> <a href="#">Individual Presentations Assignment</a>  |
| <b>7<br/>Individ</b>              | <b>M 10/6</b>  | <b>Discuss:</b> The impact of using specifications.<br><b>Discuss:</b> IEEE Std. 830—SRS and the <a href="#">Claims Letter</a> Exercise.<br><b>Discuss:</b> <a href="#">Individual Presentation Assignment</a> .   |
|                                   | <b>W 10/8</b>  | <a href="#">Career Fair</a> Optional topics, only.   |
|                                   | <b>F 10/10</b> | <b>Review:</b> Writing Objectives – PowerPoint, Slide 353.<br><b>Do:</b> Complete the <a href="#">Claims Letter</a> in class.<br><b>Review:</b> the <a href="#">Issue Task</a> topic, covering Score 6 – Score 5 in Breakout Rooms.<br><b>To Complete for Monday:</b> <a href="#">SRS Assignment</a> Peer Review Copy                |
| <b>8<br/>Writing<br/>Exercise</b> | <b>M 10/13</b> | No Class.  |
|                                   | <b>W 10/15</b> | <b>Do:</b> SRS Peer review. Use the SRS Template: myCourses > Content > Syllabus.<br><b>Do:</b> <a href="#">SRS Practice Session</a> .   |
|                                   | <b>F 10/17</b> | <b>Do:</b> <a href="#">Writing Exercise</a> grammar and usage discussion.  |

| Week  | Day            | Class Content  |
|---|----------------|--|
| <b>9<br/>Group</b>                          | <b>M 10/20</b> | <b>Discuss:</b> View the <a href="#">STC Rocky Mountain site</a> .<br><b>Review in Class:</b> The <a href="#">Ethics Reflection Essay</a> discussion. In Conclusion, explain why your resource was significant. Do in groups.<br><b>Do:</b> In a group, review and discuss the material on p. 166, Ethics in Writing.<br><b><i>To Complete for Wednesday:</i></b> Prepare to form Presentation groups.   |
|   | <b>W 10/22</b> | <b>Do:</b> Individual and Group sign-up reminder.<br><b>Discuss:</b> <a href="#">Group Presentation Assignment</a> .<br><b>Do in Class:</b> Group sign-up in myCourses > Content > 'Presentations'.<br><b>Do:</b> Cover a L <sup>A</sup> T <sub>E</sub> X Template for Ethics Essay. Sarbannes/Oxley in PowerPoint.<br><b>Due:</b> <a href="#">SRS Assignment</a> in the Drop Box.<br><b><i>To Complete for Friday:</i></b> Read <i>Analytical_Writing_GRE.pdf</i> from Resources A – M. |
|   | <b>F 10/24</b> | <b>Do:</b> <a href="#">Issue Task</a> and <a href="#">Argument Task</a> .<br><b>Do:</b> <a href="#">Storyboard Exercise</a> .<br><b>Due:</b> Storyboard.   |
| <b>10<br/>Defining<br/>Describ<br/>Mini</b> | <b>M 10/27</b> | <b>Discuss:</b> <a href="#">RIT Style Guide</a> .<br><b>Do:</b> <a href="#">News Release</a> for RIT topic. <a href="#">RIT News Release</a> topics.<br><b>Review:</b> Applying the RIT Style.   |
|   | <b>W 10/29</b> | <b>Do:</b> <a href="#">Ethics Reflection Essay</a> Peer Review.  |
|   | <b>F 10/31</b> | <b>Do:</b> <a href="#">Defining</a> and <a href="#">Describing</a> . Start with Mechanism Description for Mini Manual.   |
| <b>11<br/>Mini<br/>Training</b>             | <b>M 11/3</b>  | <b>Do:</b> IEEE Std. 1063 samples 1063 in myCourses > 'IEEE Files'. In Groups, discuss effectiveness of IEEE 1063.<br><b>Do:</b> <a href="#">IEEE Std. 1063—Software User Manual</a> and how current user manuals comply with these requirements.  |
|   | <b>W 11/5</b>  | <b>Do:</b> <a href="#">Mini Manual</a> . <a href="#">Task Listing</a> . Use training slides.<br><b>Do:</b> <a href="#">Keirsey Personality Sorter</a> in myCourses > 'Resources A – M'.  |
|   | <b>F 11/7</b>  | <b>Discuss:</b> Sarbannes/Oxley.<br><b>Do:</b> <a href="#">Process Descriptions and Human Process Description</a> .  |
| <b>12<br/>Indiv</b>                         | <b>M 11/10</b> | <b>Discuss:</b> Citation/Works Cited.<br><b>Do:</b> <a href="#">Training Module Practice</a>   |
|   | <b>W 11/12</b> | <b>Individual Presentations</b>  |
|   | <b>F 11/14</b> | <b>Individual Presentations</b><br><b>Due:</b> <a href="#">Keirsey Test</a> results, Keirsey Type Characteristics in myCourses > 'Resources A – M'.<br><b><i>To Complete for Monday:</i></b> Ethics Reflection Essay Assignment.   |

| Week                | Day            | Class Content   |
|---------------------|----------------|---|
| <b>13<br/>Indiv</b> | <b>M 11/17</b> | <b>Individual Presentations</b><br><b>Due:</b> Ethics Reflection Essay in Drop Box.   |
|                     | <b>W 11/19</b> | <b>Individual Presentations</b>   |
|                     | <b>F 11/21</b> | <b>Individual Presentations</b>   |
| <b>14<br/>Indiv</b> | <b>M 11/24</b> | <b>Individual Presentations</b>   |
|                     | <b>W 11/26</b> | <b>Thanksgiving Break</b>   |
|                     | <b>F 11/28</b> | <b>Thanksgiving Break</b>   |
| <b>15<br/>Group</b> | <b>M 12/1</b>  | <b>Group Presentations.</b>   |
|                     | <b>W 12/3</b>  | <b>Group Presentations.</b>   |
|                     | <b>F 12/5</b>  | <b>Group Presentations.</b>   |
| <b>16<br/>Group</b> | <b>M 12/8</b>  | <b>Group Presentations.</b><br><b>Due:</b> <a href="#">Mini Manual Assignment</a> in the Drop Box.<br><b>Due:</b> <a href="#">Issue Task</a> and <a href="#">Argument Task</a> .<br><b>Deadline for all assignments.</b><br><b>Do:</b> the <a href="#">Wrap-up</a> session. |
|                     |                | <b>No Final Exam in this course.</b>  |

## Professional Communications Assignments

CSCI-471

Instructor: Bill Childs

Email: [wmcvcs@rit.edu](mailto:wmcvcs@rit.edu)

Course: Synchronous Online. It is important that you attend all sessions.

My Office: Zoom Sessions.

Office Hours: Before the Section 2 class; after the Section 1 class.

Course Information and Drop Boxes: <http://mycourses.rit.edu>Text Book: *Handbook of Technical Writing, Twelfth (or any) Edition* by Gerald Alred, et al.; ISBN 978-1-319-05852-4

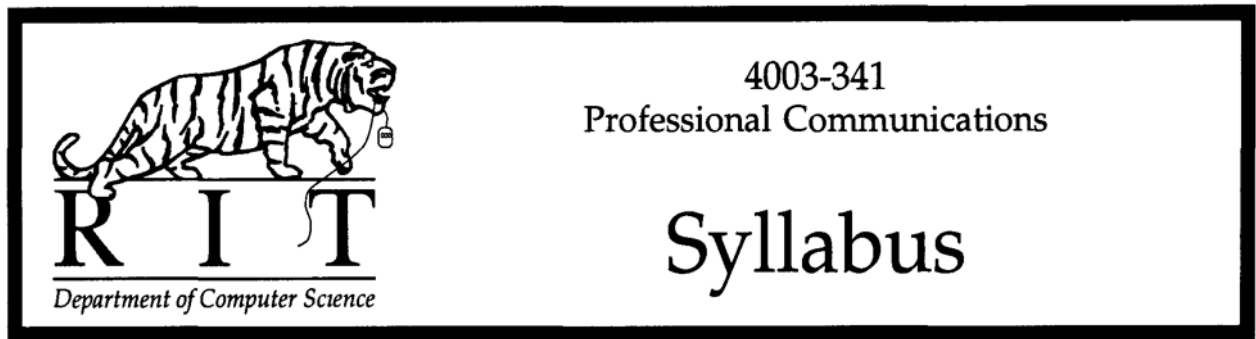
Link to bookstore site:

<http://rit.textbookx.com/institutional/index.php?action=browse#books/3399226/>

### Assignment Schedule

| Assignment  | Assigned | Due                                    |
|---|----------|--|
| Introduction (Including Part 2)                                     | M 8/25   | Peer Review: F 9/5<br>Final: W 9/10    |
| Cover Letter, Résumé, and Two Thank-You Letters (Including Part 2)  | M 9/15   | Peer Review: M 9/22<br>Final: W 10/1   |
| Issue Task*<br>Argument Task  | F 10/10  | Final: Before M 12/8                   |
| Software Requirements Specification (SRS) (Including Parts 2 and 3) | M 10/1   | Peer Review: W 10/15<br>Final: W 10/22 |
| Ethics Essay  | M 10/20  | Peer Review W 10/29<br>Final: M 11/17  |
| Keirsey Test Results*   | W 11/5   | F 11/14                                |
| Mini Manual   | F 10/31  | M 12/8                                 |
| Individual Presentations  | F 10/3   | W 11/12 – M 11/24                      |
| Group Presentations   | W 10/22  | M 12/1 – M 12/8                        |

\*Gray rows = A few of the Class Participation Exercises



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## Syllabus

### Course Goals

The goal of this course is to prepare you to work with other people in a professional environment. All employment and many school situations involve working and communicating with other people. Your ability to express your ideas to others is going to be a determining factor in how you are perceived by others, and will have very marked impact on your overall career. This course will help you develop skills in three major areas: group communication and dynamics, written communication, and oral communication. In addition, you'll also practice and improve your listening and reading skills.

### Text

*Handbook of Technical Writing*, Twelfth Edition by Alred, Brusaw, and Oliu and assorted documents produced by the faculty of the Department of Computer Science.

### Grading Policy

The course consists of the activities shown below, which are weighted as indicated to compute the final grade:

| Assignment   | Value |
|--|-------|
| Introduction (Including Part 2)                                  | 10%   |
| Cover Letter, Résumé, and 2 Thank-You Letters (Including Part 2) | 10%   |
| Software Requirements Specification (Including Parts 2 and 3)    | 15%   |
| Ethics Reflection Essay  | 15%   |
| Mini Manual  | 10%   |
| Individual Oral Presentation                                     | 15%   |
| Group Oral Presentation  | 10%   |
| Class Participation  | 15%   |

If there is any deviation from this list, I will notify you in class.

'Class Participation' is based on attendance, your actual participation in the class discussions, and on the quality of your work handed in as the result of class exercises. These class exercises reinforce the lecture material. If you have ideas on how this course could be more useful to you, sharing those ideas with me is also an example of Class Participation.

### **Course Format**

This course meets for three hours each week in online, synchronous sessions. There is no laboratory for this course and no final exam.

This course will involve a lot of class discussion and interaction among the students in the class. To facilitate this interaction, it is crucial that the classroom be considered a "safe" environment, where ideas can be explored and shared in a mutually supportive and nonjudgmental manner. It is important that you become an active participant in the class, and that you come to class properly prepared.

To facilitate your progress through this course, I placed the *Class Handout.pdf* and related links on our course web site: [mycourses.rit.edu](http://mycourses.rit.edu). Please feel free to use this web site often.

### **Learning Outcomes**

While completing this course, the student will:

- Communicate with team members, conduct effective team meetings, provide useful feedback, and deliver a team presentation.
- Become proficient at documenting the results of computer science research.
- Recognize and use common formats and required elements of typical computer science documents
- Comprehend and analyze global elements and ethical dilemmas that may arise in a computing context, and suggest and defend ethically acceptable solutions.
- Apply computing skills and work effectively in groups.
- Demonstrate knowledge of an advanced area within computer science.
- Prepare technical documents and make oral presentations.
- Comprehend and analyze both legal and ethical issues involving the use of computing in society.



## ***Academic Honesty and the Use of AI***

For the record:

You may help each other with assignments, within limits, as it can be a good way for each participant to learn. Examples of acceptable help are:

- proofreading drafts
- helping to organize or outline a document
- brainstorming ideas for a topic for an assignment
- helping do research on some software/hardware product

It is not appropriate for you to have someone or something write all or part of an assignment for you or to plagiarize from some other source. The use of Artificial Intelligence (AI) is also not appropriate. D08.8 Student Academic Integrity Policy states: “As members of an academic community, both students and faculty share responsibility for maintaining high standards of personal and professional integrity.”

I am interested in hearing your own thoughts. Going through this mental process on your own will enhance your learning experience. Those who behave in a dishonest or unethical manner in computer science courses, or in their dealings with the Computer Science Department, are subject to disciplinary action. In particular, dishonest or unethical behavior in the execution of assigned work in a computer science course will be treated as follows:

- (1) For a first offense, the student involved will receive a grade of zero on the assignment. [A stronger penalty may be exacted, if, in the judgment of the instructor, the offense involves a flagrant violation of basic ethical standards.]
- (2) For a second offense, in the same or a different course, the student will receive a failing grade for that course.
- (3) A third offense will be referred to judicial affairs.
- (4) Furthermore, the following action will be taken for each person involved in the incident, whether currently enrolled in the course or not:
- (5) If the student is a computer science major, a letter recording the incident will be placed in the student's departmental file; otherwise, the letter will be forwarded to the student's department chair or program coordinator.
- (6) Violations of the Code of Conduct... can also result in suspension, expulsion and even criminal charges.
- (7) For most of you, such warnings are unnecessary. We have to mention this because otherwise some students would say, “but you never said I couldn't just copy Johnny's work and turn it in as my own.”

## ***Attendance – RIT Policy***

Policy Name: Attendance

For information about student leaves of absence, see policy [D02.1 - Student Leave of Absence](#).

### **I. Student Responsibilities**

- A.** It is the responsibility of all students to attend their scheduled classes regularly and punctually in order to promote their progress and to maintain conditions conducive to effective learning.
- B.** Absences, for whatever reason, do not relieve students of their responsibility for fulfilling normal requirements in any course. In particular, it is the student's responsibility to make individual arrangements in advance of missing class due to personal obligations such as religious holidays, job interviews, athletic contests, etc., in order that he or she may meet his or her obligations without penalty for missing class.
- C.** Non-attendance does not constitute an official withdrawal and may result in a failing grade.
- D.** A student is not required to file excuses for absences unless expected to do so by the instructor.
- E.** In those sponsored programs which require class attendance of students, it is the student's responsibility to request weekly verification of attendance. In such programs, the faculty are expected to honor such requests.

### **II. Instructor Responsibilities**

- A.** Instructors are not required to maintain formal attendance records of students in their classes. As cases of serious absences become known, the student's advisor or department should be notified.
- B.** Each instructor is required to review their class lists every term and report non-attending students to the Office of the Registrar.
- C.** In those sponsored programs which require class attendance of students, it is the student's responsibility to request weekly verification of attendance. In such programs, the faculty are expected to honor such requests.

**If you are not attending class, do not submit assignments or presentations either.**

### ***Tentative Schedule***

We will cover much of text and various class handouts on materials not covered in the text. Detailed reading assignments will be given in class.

We cannot stress strongly enough that you are expected to have read assigned portions of the texts before class, as some of the material will not be covered in class unless questions arise. You are responsible for everything in the assigned readings whether covered in class or not, as well as lecture material whether covered in the readings or not. Pertinent questions are always welcome.

### ***Getting Help***

In addition to your instructor, there are resources on campus to help you with your communication skills. The myCourses.rit.edu site has the course-related material for Pro-Comm. The Learning Development Center has a Writing Lab that will provide individual help on writing problems. The Writing Lab is located in Eastman Room 2358; the hours are (but, check ahead of time in case times have changed; it's likely that hours of operation are reduced during the summer):

Monday 9:30 - 12, 1 - 4 Tuesday 9:30 - 12, 1 - 7 Wednesday 9:30 - 12.

You do not make an appointment, just show up.

There are many resources on the World Wide Web; check the course homepage for links. RIT's University Publications produces a Grammar & Style Guide that contains both recommendations and reference information (see [http://www.rit.edu/programs/style\\_guide/](http://www.rit.edu/programs/style_guide/)).

You are to do the individual assignments on your own. Do the group assignments with your assigned partner(s). You are also able to get some help from your fellow students; have them review your work and provide suggestions.

## **General Conduct**

Student conduct will be evaluated in accordance with the Policy on Academic Dishonesty and Code of Conduct for Computer Use found in RIT's *Educational Policies and Procedures Manual*. You should also have two related documents, the *Code of Conduct for the Use of Department of Computer Science Facilities* and the *Policy on the Use of Computer Games on Department of Computer Science Facilities*, which are refinements of the general Institute policies.

## **Late Policy for Assignments**

Assignments are due on the Final Due Date. You may submit assignments, no .ZIP files, please, early into the Drop Boxes, but the Drop Boxes close at 11:59 p.m. on the Final Due Dates. **If you are not attending class, do not turn in assignments either.**

## **Policy on W and I Grades**

RIT policy allows you to withdraw from a course with a grade of W on or before the Friday of the sixth week in the quarter. After this date, your instructor cannot give you a W, but must assign you a grade based on your work.

This course has been designed so that you can complete all the work in one semester. Thus, incomplete grades will be given only in the most exceptional circumstances, and then only by prior arrangement with your lecture instructor. Your lecture instructor has the final say in this matter.

## **Disclaimer**

Every effort has been made to provide accurate information in this document. We reserve the right, however, to make changes to any facet of the course should circumstances warrant it.

## **APPENDIX B: WRITING INTENSIVE**

### **Preliminary Notes:**

*The Course Outline itself must include a student learning outcome related to writing (6.0) and a topic related to the discussion and teaching of writing (4.0) to illustrate that the teaching and learning of writing is part of the design of the course. Course outlines that do not already explicitly and clearly include a writing related-outcome in Section 6 and a writing-related teaching topic in Section 4 will need to be revised for approval as a writing intensive course.*

This appendix is meant to highlight the facets of a course directly relevant to Writing Intensive (WI) status. The information in the appendix should clearly reflect and elaborate on the writing-related content expressed in sections 4.0 (Topics) and 6.0 (Course-Level Student Learning Outcomes) in the Course Outline above.

Writing Intensive courses must go through Department and College Curriculum Committees before they are submitted to the IWC.

Information provided here will also be used to identify appropriate courses for inclusion in RIT's Learning Outcomes assessment cycle.

**I. Course Category:** *Check at least one*

|                           |   |
|---------------------------|---|
| First-Year Writing        |   |
| General Education (WI-GE) |   |
| Program (WI-PR)           | X |

A course can be both WI-GE and WI-PR.

**II. Nature of the Course:**

Criteria that define Writing Intensive courses at RIT can be found at the Institute Writing Committee web site ([click HERE](#)).

a. **Writing-Related Course Learning Outcomes.**

Each of the following course learning outcomes is at least in part assessed by written assignments:

- Students will be able to communicate with team members, conduct effective team meetings, provide useful feedback to team members, and develop and deliver a team presentation
- Students will be able to recognize and use common formats and required elements of typical computer science documents
- Students will comprehend and analyze the global issues and ethical dilemmas that may arise in a computing context, and will be able to suggest and defend ethically acceptable solutions

b. **Writing-Related Course Discussion Topics**

Various writing strategies are covered by the following class topics:

- Writing style, punctuation, and grammar
  - Emphasis on clear, concise writing
- Documents for career readiness (resumes, cover letters, etc.)
  - Emphasis on conventions relevant for career search documentation
- Experimentation
  - Emphasis includes effective description of experiments
- Documenting mathematics and algorithms
  - Emphasis on effective communication of mathematical information

c. **Informal and Formal Writing Assignments**

1. Informal writing (commonly described as “writing to learn”) is distributed throughout the course as appropriate to its learning outcomes. Use the space below to describe briefly the informal writing assignments in the course and the distribution of those activities throughout the course. Informal writing includes activities such as free/quick-writing, lab notebooks, response/reading journals, and online discussions. For other examples, ([click HERE](#)).

Informal writing may vary according to instructor, but will include at least one of short reading responses; prewriting, drafting, and reflecting on the writing process; outlining and drafting of presentation scripts; brainstorming/quick response activities incorporated throughout the term. Informal writing assignments will be components of the major assignments. Each instructor will articulate their specific expectations and approach to informal writing assignments in their syllabus and other course documents.

2. Formal writing assignments (commonly described as “writing in the discipline”) engage students in the work of the discipline/s represented by the course. Use the space below to describe briefly the formal writing assignments in the course, and what students will learn by completing the assignment(s).

Formal writing assignments include genres such as a research/project report, case study, and clinical observation. For more examples, ([click HERE](#)).

Students will communicate with team members, conduct team meetings, provide useful feedback to team members, and develop and deliver a team presentation on a technical subject. Team documents and presentations will involve explanations, reviews, and demonstrations of software, and may also involve conducting user surveys of software products.

Students will develop, review and revise job application letters and resumes for practice in proper business writing. They will serve as peer reviewers for each other's work, and the instructor will provide written or verbal feedback.

Individually students will investigate and write a paper on a computer science topic found in refereed literature or conduct a detailed analysis of a computing algorithm or system. Student writing will describe the subject of the papers and critique findings of those papers with regard to both the science and the writing quality.

Students will serve each other as peer reviewers of student papers, and they will serve as an audience that evaluates short presentations by each student on their research

area. The instructor will also contribute written and/or verbal feedback suggesting improvements and changes.

For the ethics portions of the course, students will write short formal arguments assessing problem situations as preparations for debates on the situations. They will take turns arguing different sides as well as serving as judges and juries.

d. **Revision Policy**

Students must receive feedback from instructors and have an opportunity to incorporate that feedback into a revision of the written work. Use the space below to describe briefly the kinds of feedback students are provided, and what opportunities students have to improve their writing based on that feedback. Feedback can be given in many forms, including margin comments, summative end-comments, a 1-on-1 conference, scoring guides, and rubrics. For more information, ([click HERE](#)).

Writing and revision includes drafting, giving/receiving feedback, re-writing, editing, and reflection. Students will receive a combination of verbal and written feedback on the team documentation project and the research critique project. Students will have the opportunity to incorporate revisions based on that feedback into their final work products. Feedback will center on higher-order items (e.g. organization, argument, use of evidence). Feedback will also include lower-order issues (e.g. spelling, grammar, sentence structure) in the debate essays.

Students will serve each other as peer reviewers of student papers, and they will serve as an audience that evaluates short presentations by each student on their research area. These peer review sessions will be at different stages of the course using both writing and discussion. The feedback will be provided by a combination of both the student's peers and the instructor. The form of feedback will vary according to different instructor's priorities and preferences. Each instructor will articulate their specific revision policy and approach in the assignments and/or the syllabus.

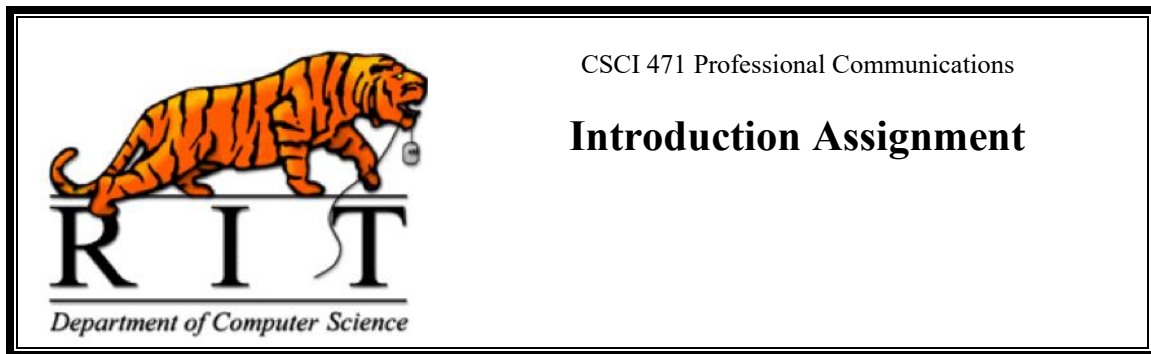
e. **Writing Portion of Grade**

At least 20% of the overall course grade must be based on writing assignments that demonstrate the student's ability to display writing competency in the revision and editing process of formal writing. What percentage of the overall course grade is based on formal writing?

|   |             |
|---|-------------|
|   | <20%        |
| X | 20% or more |







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## Introduction Assignment

### ***Objective***

Given: Page 98, 'Audience and Writing Style' in the Twelfth Edition of our text book, and this description, write a one-page introduction of yourself from the aspect of your writing background and how writing will impact your career.

Part 2: Using specific examples from the text book or from 'Questions on Audience', cite the ways you can use a knowledge of your audience to improve your writing in this assignment. See page 98 in the text book. [10 points]

### ***Assignment - Introduction of Yourself***

Write a one-page (25-line minimum) introduction of yourself. The Part 2 is in addition to these 25 lines. Focus primarily on your academic and career interests and centered on your writing history and how writing will impact your career. The assignment must be turned in on the myCourses Dropbox on or before the due date.

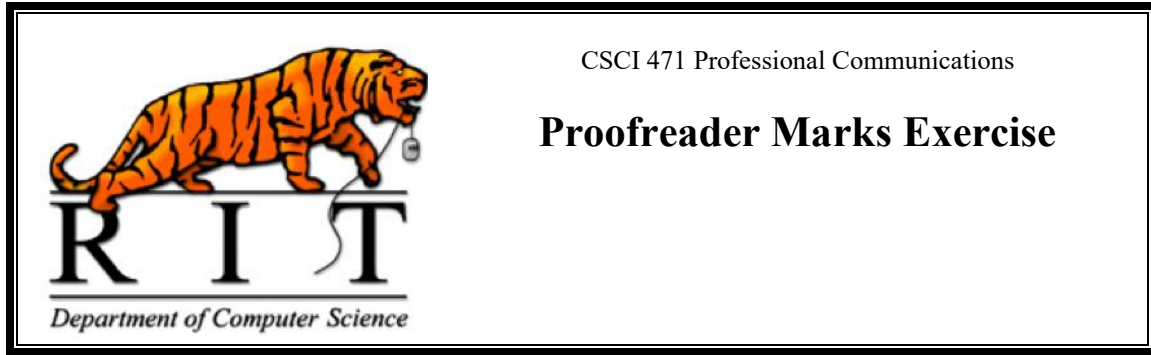
Use any word-processing program you prefer. In the working world, the tools available to the professional writer make the final look and feel of a publication a practical and realistically attainable goal. For this assignment, please concentrate on the grammar and organization of your ideas and use the MLA Research Paper format:

(Header on all pages) Doe 1

John/Jane Doe  
Professor Childs  
Professional Communications  
February 18, 2025

### Introduction Assignment

This assignment provides credit for 'Introduction' in the Grading Policy, which is ten percent of the course grade.



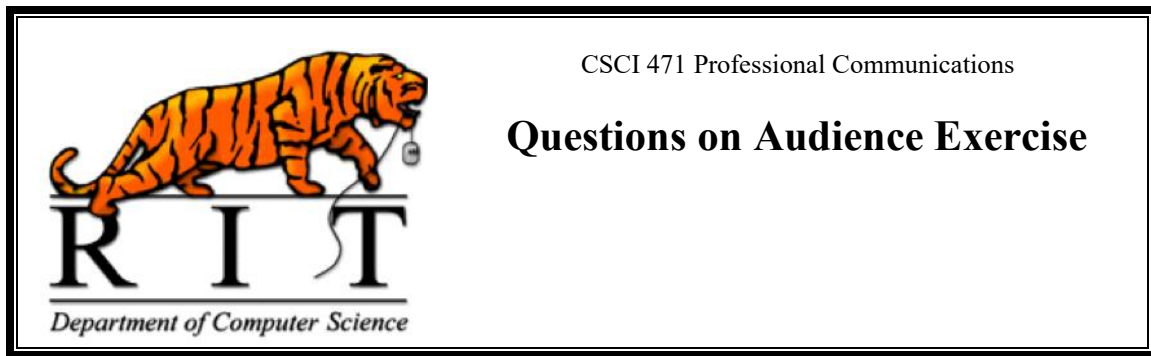
## Proofreader Marks Exercise

### ***Objective:***

Given: The 'Proofreader Marks' listing in this *Class Handout* and the 'Proofreader Marks Exercise' in myCourses > Content > Resources N – Z, indicate your changes by marking up the copy using your approach to using the proofreader marks.

### ***Assignment***

Place your completed 'Proofreading Worksheet' into the Drop Box.



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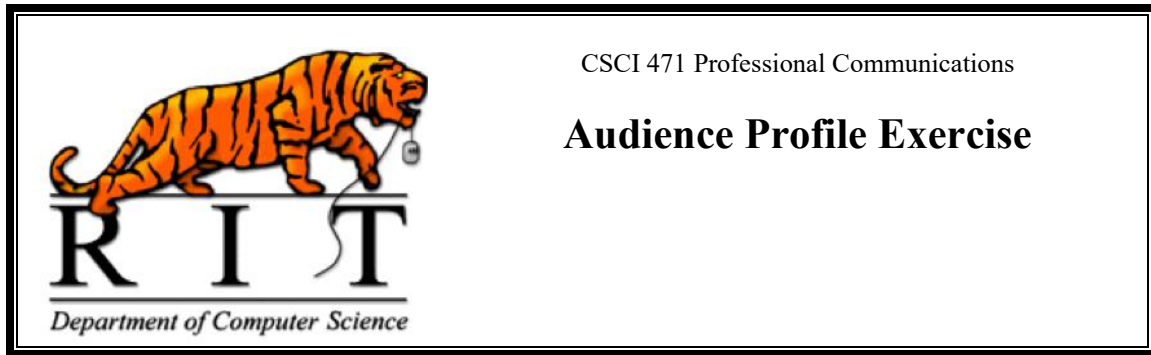
## Questions on Audience Exercise

### ***Objective:***

Given: The 'Questions on Audience' worksheet in myCourses > Content > Resources N - Z, complete the worksheet as it applies to the audience for documents you would write as part of your full-time occupation.

### ***Assignment***

Place your completed 'Questions on Audience Worksheet' and submit it into the 'Questions on Audience' Drop Box.



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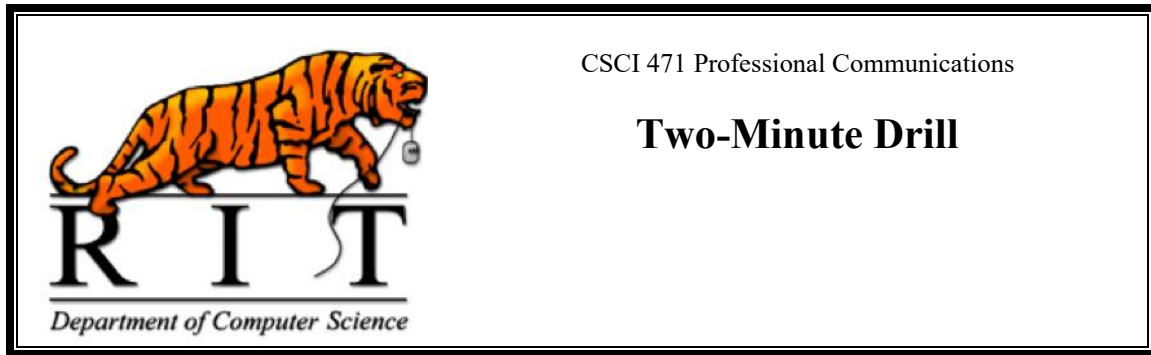
## Audience Profile Exercise

### ***Objective:***

Given: The ‘Audience Profile Sheet – Resume’ in this *Class Handout* in myCourses > Content > Resources A – M, complete the worksheet as it applies to the audience for your Résumé.

### ***Assignment***

Place your completed ‘Audience Profile Sheet – Resume’ into the ‘Audience Profile’ Drop Box.



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## Two-Minute Drill

### ***Objective:***

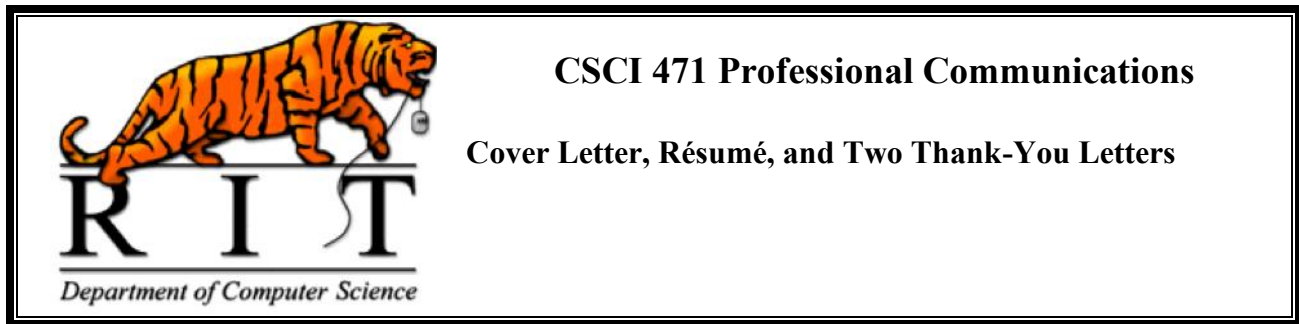
Given: Your favorite grammar book and the following sample sentence, analyze the sentence by listing each word, its part of speech, and its function in the sentence.

### ***Assignment***

Sample: **Servers usually offer us free coffee at Joe's Café.**

List each word in a 3-column table and tell its part of speech and function in this sentence.

| <u>Word</u> | <u>Part of Speech</u> | <u>Function</u> |
|-------------|-----------------------|-----------------|
| Servers     | Noun                  | Subject         |



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## Cover Letter, Résumé, and Two Thank-You Letters

### **Objective:**

Given: This write-up and the text book, write:

- Cover Letter
- Résumé
- Two Thank-You Letters (One to the HR Dept; one to the programming group.)
- The following lists the values for each component:

Part 2: What were the principles in the text book that were important to you in doing this assignment. Cite specific examples from the text.

**Note:** No .ZIP files, please.

|  |                            |
|--|----------------------------|
| Your job announcement                      | For Review                 |
|  |                            |
| Your draft cover letter                    | For Review                 |
|  |                            |
| Your draft résumé and thank-you letters    | For Review                 |
|  |                            |
| <b>Use the Dropbox for These</b>           | <b>Value</b>               |
| Your completed Thank-You Letters           | 20 points (10 points each) |
|  |                            |
| Part 2 - Answer from the Objective, above. | 10 points                  |
|  |                            |
| Your final Cover Letter and Résumé         | 70 points                  |

## ***Goals and Objectives***

This assignment pair will give you practice at writing a job application letter and a résumé. It will also keep you moving toward a co-op or full-time job.

The motivation for this assignment is that all professionals need to be able to find and assess potential jobs. In addition, they need to be able to revise letters of application, as well as their résumés, to fit the particular requirements of a specific job announcement.

You are to find a job announcement for a co-op position (if you are graduating this year, find an announcement for a permanent position) in any of the following locations: Co-op Job Connection, co-op and placement office job announcements, newspaper ads (ones that give some moderate list of qualifications), corporate web pages, or other standard places in which jobs are listed.

## ***The Cover Letter***

Write a standard job application cover letter for the job you've selected, using a block, semi-block, or indented format, p. 36 and 306 in the text book. Use this outline:

- Identify the job
- State your interest and experience
- Specifically request an interview.

## ***The Résumé***

You are to write your résumé using any of the formats in the text book or any discussed in class. The résumé must be printed on a computer or typed and be approximately one page, space-and-a-half.

## ***The Thank-You Letters***

You are to include a thank-you letter to the Human Resources Recruiter and the Department Manager. These are not copies of the same letter. Include the business letter heading from the Cover Letter and mention different reasons for thanking each of them for conducting your interview.

## ***Peer Review Date***

You need to bring three items to class on the Peer Review Date:

- (1) One copy of your Job Announcement
- (2) One copy of your space-and-a-half Cover Letter,
- (3) One copy of your Résumé
- (4) One copy of your two Thank-You Letters

These materials are all needed to give to your peer reviewer.

## ***Reviewing***

A classmate will review your letters and Résumé. The purpose of the review is to give constructive criticism of the documents to help make the final result more effective and professional. A checklist to assist you in this review is attached. If you miss class on the day the draft is due or the day of the peer review, please have the assignment reviewed and signed by an individual outside of class. Turn the review copy in as part of this assignment.

## ***Final Due Date***

The final versions of the:

1. Cover Letter
2. Résumé
3. Two Thank You Letters are due in the Dropbox on the Final Due Date.

Incorporate as many of the comments made by your peer reviewer as you see as appropriate, as well as other ideas you have had since the initial draft

## ***Feedback on the Results of This Project***

I am especially interested in how this assignment has helped you obtain a job interview. If you feel that a new résumé or revisions you make to an existing résumé during this course helped you secure an interview, I would be interested in knowing about that.



## ***Sample Résumé***

### ***John Doe***

**Permanent Address:**

123 Main Street

Hometown, NY 12345

**Address after June 1, 2025:**

456 Dorm Apartment

Henrietta, NY 14623

**Education**

Rochester Institute of Technology

Major:

Expected Graduation Date

**Related Courses**

CS1 – Computer Science 1. Java programming for

- 
- 
- 
- 

CS2 - Computer Science 2. Java programming for

- 
- 

CS4 - Computer Science 4 - C++ programming for:

- 
- 

**Labs and Projects**

- Completed programming projects in the following labs:

- 
- 

**Skills**

- Javascript – Use Javascript to display selected html information, depending on the user's choice
- PERL - Used PERL for networking applications
- Assembly language
- Photoshop – use this program to incorporate needed graphic illustrations into written procedures

**References**

Supplied upon request.

**John Doe**

 [jdoe@mail.rit.edu](mailto:jdoe@mail.rit.edu)  123-456-7890  [linkedin.com/in/jdoe](https://www.linkedin.com/in/jdoe)  [GitHub github.com/jdoe](https://github.com/jdoe)

**Education**

Rochester Institute of Technology  
Major:  
Expected Graduation Date

**Related Courses**

Eng 101 – Applied the concepts in *Ideas and Details* to:

- Writing draft material
- Revising drafts
- Writing a narrative essay
- Writing a research essay

**Professional Communication**

- Prepared a Cover Letter and Resume
- Analyzed a User Manual with respect to the requirements in IEEE-Std. 1063
- Prepared and delivered two verbal presentations

**Technical Writing**

- Applied describing principles to writing a functional description
- Wrote operating procedures that complied with IEEE specifications
- Made a verbal presentation on applying writing principles to practical situations

**Labs and Projects**

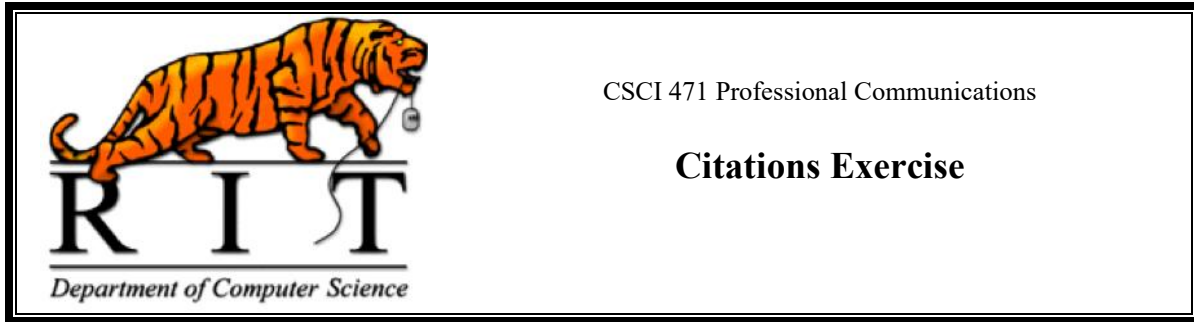
- Worked in a group to develop a proposal and to present on the results of the proposal

**Skills**

- Javascript – Use Javascript to display selected html information, depending on the user's choice
- Microsoft Word – use this program for all word processing assignments
- Microsoft Excel – use this program for all spreadsheet tasks
- Photoshop – use this program to incorporate needed graphic illustrations into written procedures

**References**

Supplied upon request.



## Citations Exercise

**Definition:** A citation is an accurate and complete reference to your sources of information.

**Objective:** **Given:** the ‘*Documenting Sources*’ in the text book, write an in-text citation and a Works Cited reference from any paragraph on page 138.

**Reference:** *Documenting Sources* in our text book. See the following for Report Samples:

[MLA Sample Report](#)

[APA Sample Report](#)

**Action:** **Print Version - Using the text on ‘*Documenting Sources*, p.138 of our text book.**

- Read the paragraphs.
- Create an in-text citation in your own words for this text book sample.
- State the citation correctly in text, either using the author’s name or not.
- Do a Works Cited entry using MLA style from the publisher’s information from our text book.

**Action (Optional): Web Version – Using the text on ‘*Documenting Sources*’, of the electronic version of our text book.**

- Read the paragraphs.
- Create an in-text citation in your own words for this text sample.
- State the citation correctly in text, either using the author’s name or not.
- Do a Works Cited entry using MLA style from the publisher’s information from our text book.

## Fair Use

1. Purpose and character of the use - commercial or educational
2. Nature - creative or factual
3. Amount and substantiality - portion used
4. Effect of the Use - on potential market

□

□

### Text References:

**MLA:** One authority noted that “Yet another characteristic that artificial neural networks share with biological neural systems is fault tolerance.”  
(Fausett 6).

**APA:** According to Fausett (1994), “Yet another characteristic that artificial neural networks share with biological neural systems is fault tolerance.”

### Bibliography References:

**MLA:** Fausett, Laurene. *Fundamentals of Neural Networks*. Prentice Hall, 1994.

Kay, Beverly and Julie Winkle Giulioni. *Help Them Grow or Watch Them Go: Career Conversations Employees Want*. Bennet. 2012.

For **three or more authors**, cite the first author followed by: ‘et al’.

**APA:** Fausett, L. (1994). *Fundamentals of Neural Networks*. Upper Saddle River, New Jersey: Prentice Hall.

**For up to 20 authors**, the authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including 20 authors. If the work has more than 20 authors, list the first 19 authors and then use ellipses before the 20th author's name. After the ellipses, list the last author's name of the work (Purdue OWL).

Follow this link for more [MLA examples](#). See especially the ‘MLA Sample Paper’.

A typical in-text citation is comprised of the element that carries the first element stated in the Works Cited list (usually the author's name) and the page number on which the reference appears.

According to Naoimi Baron, reading is "only half of literacy. The other half is writing" (194).


Or

Reading is "only half of literacy. The other half is writing" (Baron 194).

There are circumstances in which a citation like "(Baron 194)" doesn't provide enough information to lead unambiguously to a specific entry. If you borrow from works by more than one author with the same last name (e.g., Naomi Baron and Sabrina Alcorn Baron), eliminate ambiguity in the citation by adding the author's first initial (or, if the initial is shared too, the full first name).

Reading is "just half of literacy. The other half is writing" (N. Baron 194). One might even suggest that reading is never complete without writing.

Even if you cite only one author named Baron in your text, "(Baron 194)" is insufficient if more than one work appears under that author's name in the works-cited list. In that case, include a short form of the source's title.

—  see sec. 3.2.1

Reading is "just half of literacy. The other half is writing" (Baron, "Redefining" 194). One might even suggest that reading is never complete without writing.

#### Bibliography References:

MLA: Fausett, Laurene. Fundamentals of Neural Networks. Upper Saddle River, New Jersey: Prentice Hall, 1994

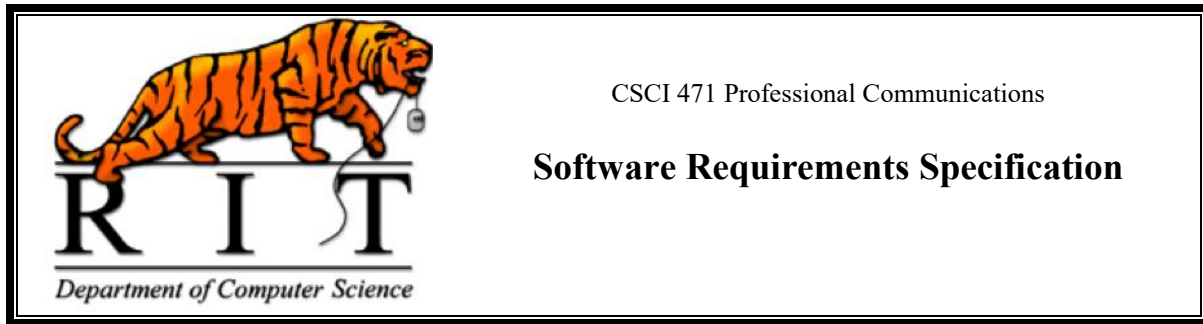
APA: Fausett, L. (1994). Fundamentals of Neural Networks. Upper Saddle River, New Jersey: Prentice Hall

[Annotated Bibliography Guide.](#)

[Wallace Library Bibliography Guide.](#)

[Purdue OWL Annotated Bibliography.](#)





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## Software Requirements Specification (SRS)

### **Objective:**

Given this write-up, IEEE Std. - 830, and the *SRS Template* from myCourses > Syllabus, write an SRS that conforms to this specification on an appropriate software topic.

Part 2: The Difference. Do you think the programmers used an SRS to write their software and how would you adopt this into your programs? [5 points]

Part 3: How does IEEE-Std. 830 define the following:

- Maintainability
  - Functions in Section 2
  - Functions in Section 3
  - Apportioning
  - Availability
- [10 points]

**Note:** No .ZIP files, please.

**Important:** Use **only** the *IEEE Std. - 830* and the *SRS Template* provided on our myCourses site for this assignment. Use the *IEEE Style Guide*, page 36, to format your entries in 1.4 References.

On the Title Page: Include:

Title

Name:

Date:

I verify that this is my original document and that no AI or Generative AI was used in its production.

### **Goals and Objectives**

This assignment will give you practice in writing a Software Requirements Specification (SRS) and in using an IEEE Specification. The motivation for this assignment is that all professionals plan to complete a job on time and within cost constraints. When a job is

delayed by misunderstandings or by last-minute changes, the efficiency is lost.

### ***The SRS Assignment***

You will be using the software product or utility that you used for your Individual Presentation. Use the description in Section 5 of the IEEE-830 Specification exactly line by line. **For categories where you are not sure of the answer, tell me how you would obtain that information within your company.**

### ***The Difference – Part 2***

For this second section of your assignment, I want you to tell me how this program would have been better through a strict use of the Software Requirements Specification. What would work better; what would appear clearer; easier to use; more effective if the development group had only used IEEE-830 more effectively? This is worth 5 points.

### ***Definitions – Part 3***

How does IEEE-Std. 830 define the following:

- Maintainability
  - Functions in Section 2
  - Functions in Section 3
  - Apportioning
  - Availability
- [10 points]

### ***SRS Basics***

Overview in the SRS Standard, the Section 1 provides an overview of the software product that includes:

- (1) Purpose
- (2) Scope
- (3) Definitions, acronyms, and abbreviations
- (4) References
- (5) Overview. Section 2 puts the product in perspective and defines the audience.

Part 3 contains requirements to a level that will enable designers to design and testers to test this product adequately.

### ***Peer Review***

Because of the number and importance of peer reviews in the workplace, this is an important part of the assignment. Please do not allow the writer to drift from the requirements for the project as you perform the peer review.

On the peer review draft version, please put the following somewhere on the page:

Reviewed By: \_\_\_\_\_



***The Software Requirements Specification***

You are to write your SRS using the formats in IEEE-830 Specification or using formats discussed in class.

One other classmate will review each person's Software Requirements Specification. The purpose of the review is to give constructive criticism of the documents to help make the final result more effective and professional.

## ***Final Due Date***

The final versions of the:

- SRS and
- Part 2 - How An SRS Would Have Improved This Program
- Part 3 – IEEE-Std. 830 definitions.

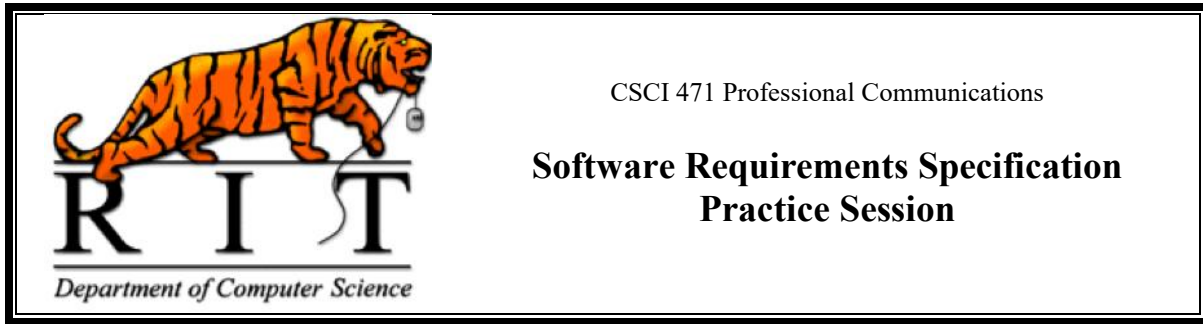
are due in the Dropbox on the Final Due Date. Incorporate as many of the comments made by your peer reviewer as you see as appropriate, as well as other ideas you have had since the initial draft. Note: Very often the reviewer suggests excellent changes that will improve your SRS. Don't hesitate to include these changes.

## ***Grading***

The products you produce will influence your grade and the process you follow. Your products will be judged on the thoroughness of the SRS, and your ability to follow IEEE-830 Specification. In addition, I am interested in your evaluation of how the proper application of an SRS would have improved this product.

## ***Topics***

In order to reduce the number of software titles you are dealing with in this course, use the same software title for both your Individual Presentation and this SRS. It is not necessary to cover the same features in both—certain program features may lend themselves to a presentation; others to the SRS.



## Software Requirements Specification (SRS) Practice Session

### ***Objective:***

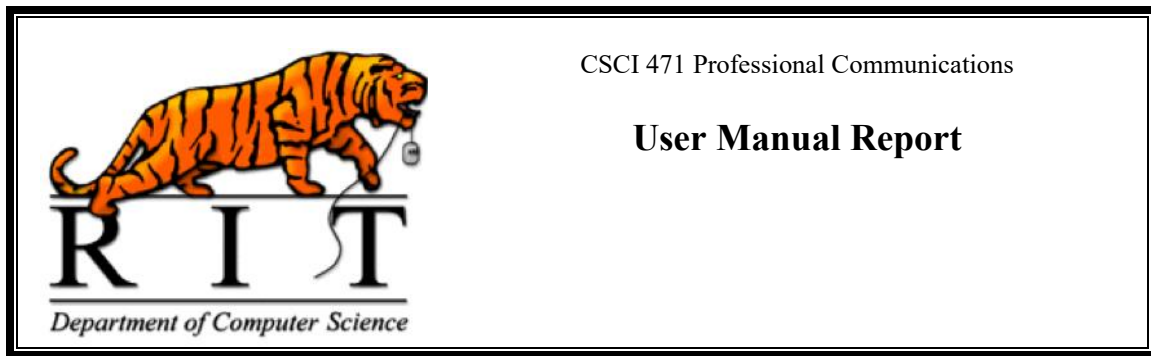
Given this writeup and IEEE Std. 830, complete the following entries:

2.1 Product Perspective.

2.1.1 System Interfaces.

2.1.2 User Interfaces.

2.1.4 Software Interfaces.



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## User Manual Report

### ***Objective:***

Given: This write-up, the text book, and IEEE Std.-1063, write a report on how well a selected User Manual conforms with IEEE Std.-1063. [15 points]

### ***User Manual Details***

Use the IEEE Specification 1063 for the format of your document. Read the text book to get some very useful guidelines on writing sets of instructions, which is essentially what the content considerations for the manual are. A User Manual should follow a logical series of steps to get the user through the prescribed task and have appropriate visual aids. The content of the User Manual would be something that you would have liked to have had when you first approached these tasks yourself for the first time.

Consider the following for effective communication:

- A title page with the tutorial name, the author's name, date and document version number
- Page numbers in either the header or the footer on all but the title page
- Reasonable margins of 0.75 to 1.00 inch
- The liberal use of section and subsection headings.

All these items make it easier for readers to identify topics and subtopics that are covered and to reference your document.

The formal report provides those in the sciences with background information and details of processes and procedures used to arrive at a particular conclusion.

For this assignment:

- (1) Read the description of the Formal Report starting on page 357 (355).

- (2) Use the outline of the Traditional Report on page 357 (356) to write a report on how well your chosen User Manual conforms with IEEE Std.-1063.
  - a. Title Page
  - b. Table of Contents
  - c. Summary or Abstract
  - d. Introduction
  - e. Discussion.
- (3) Include your opinion as to whether the parts that conform with 1063 were effective; whether omitted requirements detracted from the manual's utility; and what your suggestions would be for improving that User Manual, based on your knowledge of 1063. In the Results section, include each of the required items from "Table 2—Inclusion Requirements", below.

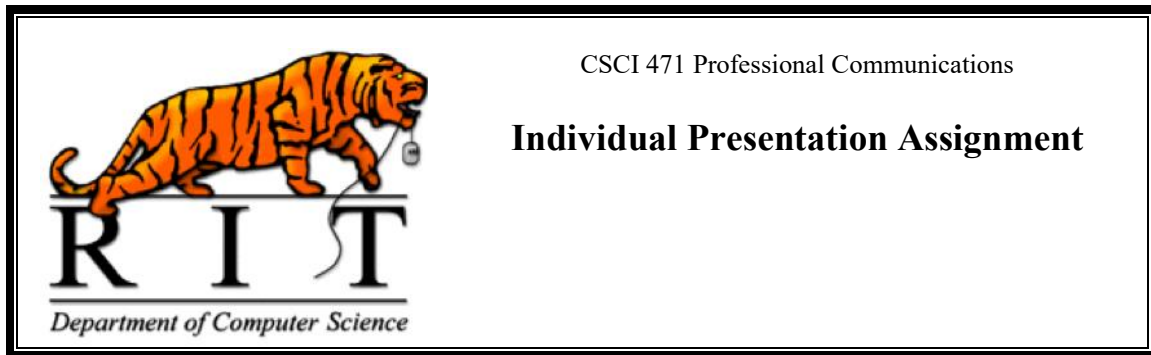
### Mandatory Requirements

The following Table is from page 6 in the IEEE Std 1063-1987, IEEE Standard for Software User Documentation.

Table 2—Inclusion Requirements

| <i><b>Component</b></i>              | User<br>Manual 8<br>Pages<br>or Less |
|--------------------------------------|--------------------------------------|
| Title page                           | M                                    |
| Restrictions                         | M                                    |
| Warranties                           | O                                    |
| Table of contents                    | M                                    |
| List of illustrations                | O                                    |
| Introduction                         | M                                    |
| Audience description                 | M                                    |
| Applicability                        | M                                    |
| Purpose                              | M                                    |
| Document usage                       | O                                    |
| Related documents                    | O                                    |
| Conventions                          | M                                    |
| Problem reporting                    | R                                    |
| Body                                 |                                      |
| Instruction mode –<br>Numbered steps | M                                    |
| Reference mode                       | R                                    |
| Error conditions                     | O                                    |
| Appendixes                           | O                                    |
| Bibliography                         | M                                    |
| Glossary                             | M                                    |
| Index                                | O                                    |

**M = Mandatory; O = Optional; R = Reference Mode**



CSCI 471 Professional Communications

## Individual Presentation Assignment

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## Individual Presentation Assignment

### **Objective:**

Given: This write-up and the text book, make a six-to-eight-minute presentation on the software topic of your SRS. Cover the same or different features—your choice.

### **Purpose**

This assignment will give you some experience preparing, presenting, and critiquing a technical talk in a friendly setting.

### **Topic**

Your task is to make a presentation on a software product to the class. You should choose a product with which others may not be familiar, but which is applicable to the work we do as professionals. You need not describe an entire program; little known but useful features of editors, shells, and other utilities are also appropriate. In selecting your topic, put yourself in other students' shoes and choose something you'd like to hear about.

NOTE: You will also be writing your SRS on this topic.

**Use your imagination and your personal set of skills to find something that will interest the class.**

Use the sign-up sheet to set the schedule and to list your topic.

### **Format**

Your presentation should last six to eight minutes, allowing one or two additional minutes for questions from the audience. Include whatever visual aids you think are desirable (outlines, diagrams, screen dumps, examples, etc.).

You have access to all the resources in the room, including the ceiling-mounted projector that can be connected to a computer. You can bring your own computer.

## ***Make Your Point***

The focus of your presentation will be some point that is important to you. Keep this point in mind as you prepare the presentation and be sure to:

- state the point in the Introduction
- prove the point in the Body of the presentation
- review the proof of the point in the Conclusion.
- consider the SRS topic items such as User Interface, Software Interfaces, Apportionment, and Site Preparation, where possible.

## ***Resources***

Places to look for ideas include: on-line UNIX®1 manual pages, various tutorial and reference documents in the CSL (ask the lab assistant on duty for access if necessary), Unix books, VMS manuals, etc. There are some UNIX books in the graduate CS lab library that may be useful, and there are numerous books in the Wallace library. You can use any reasonable resource to research your topic.

## ***What to Bring to Your Presentation***

Please tell me how you organized your talk - storyboard, outline, etc. prior to the talk.

1 UNIX® is a trademark of The Open Group.

## ***Grading***

A detailed grading sheet can be found on the course home page; the components considered are:

- Content
- Organization of topics
- Effective use of visuals (as appropriate)
- Presentation style

Keep eye contact throughout the presentation and use a volume loud enough to be heard in the last row.

| Description                     | Deduction |
|---------------------------------|-----------|
| Time Limit                      | -6        |
| Stating and proving your point  | -6        |
| How you organized your talk     | -6        |
| Preparation - Use of facilities | -6        |

The following grading policy applies:

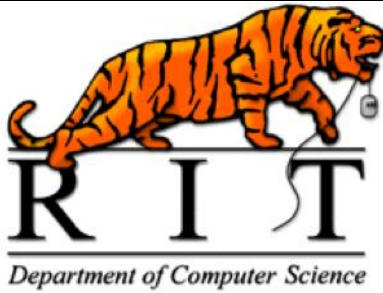
| Description               | Deduction |
|---------------------------|-----------|
| Prepared; made point      | A         |
| Moderately prepared       | B         |
| Missing some requirements | C         |
| Missing requirements      | D         |

***Tips***

The best thing you can do for yourself is to be well prepared and to practice your presentation. If you are confident you know the material, that will help set you at ease so you can focus on the finer points of the presentation. Students in earlier offerings of this course vigorously concurred with this assessment.

If you are doing a computer-based presentation, be sure you test the computer with the ceiling-mounted display well in advance of your presentation. It is advisable to have backup transparencies in case something happens to the computer.





## CSCI 471 Professional Communications

### Writing Exercise

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## Writing Exercise

### ***Background***

Daniel Riordan says that it is important to keep the following concepts in mind when writing:

- Write in the active voice
- Use parallelism
- Use the *there are* construction sparingly
- Avoid “nominalizations”
- Put the main idea first, if possible
- Try to keep the sentence length between 12 and 25 words
- Use *you* correctly
- Eliminate clarity errors.

### ***Directions***

Use the text book as a guide for changing the following examples.

### ***Passive Sentences***

Make the following passive sentences active.

- (1) The computer was destroyed by the power surge.
- (2) The worm is caught by the early bird.

**Parallel Structure**

Revise the following sentences to make all the elements parallel.

- (1) Two reasons to work at M<sup>c</sup>Donald's are to earn more money and eating a lot of Big Macs.
- (2) The six steps to selling are: opening, present the merchandise, handling the product correctly, suggesting a product, record the sale, finalize the sale.

**Use of There Are**

Eliminate 'there are' from the following:

- (1) There are six basic requirements that a text editor must fulfill.
- (2) With more users of the Internet, there should be more traffic generated.

**Nominalization**

Correct the nominalizations in the following sentences.

- (1) For a successful business, the satisfaction of the customer's needs at a profit must be accomplished by the company.
- (2) The two workers accomplished the division of the material into two piles.

**Choppiness**

Eliminate the choppiness in the following sentences.

- (1) The mouse is optical. It needs a special mouse pad. The pads scratch. When the pad is scratched, the mouse doesn't work.
- (2) The computer is an Intel 8080. It is 18 years old. It does not have sufficient RAM. No new programs will run on it. I want a new computer.

**Wordiness**

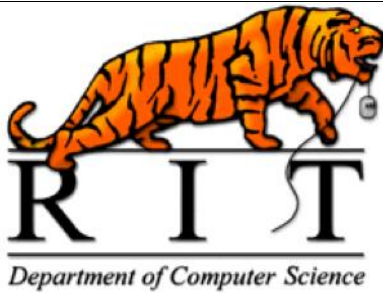
Revise the following sentences, removing unnecessary words.

- (1) The seven-segment, backlit, LCD PHONE DISPLAY is conveniently located below the company logo and above the multifunction, programmable, soft-plastic KEYPAD.
- (2) Due to the fact that my dog ate my THUMB DRIVE, I was not able to turn in my work on time.

***Use of You***

Correct the use of you in the following sentences.

- (1) The Docu Data is also an integrated program controlled by menus and commands. However, your flow control is poor.
- (2) This completes your discussion of correct usage.



## CSCI 471 Professional Communications

### Issue Task Exercise

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## Issue Task Exercise

### Objective

Given: The Issue Task Assignment write-up in this *Class Handout* and the GRE Issue Task description, analyze a scholarly article according to the GRE requirements.

### Assignment

With all that we are constantly learning, there are certain articles that we feel have a great deal of influence on directions we take and decisions we make. The main purpose of this assignment is to give you a chance to review an article that you think is important to you and to present your perspective on this article, supporting your view with reasons and examples from the article.

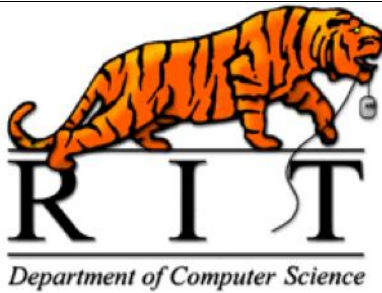
Use scientific, engineering, reference, or technical journals. Use reports from conferences, theses, or books.

Read this article. This might be something that you have wanted to read for some time now and just needed a little motivation to complete it. This assignment is just that motivation. It might be an opportunity for you to discover something new going on in your field.

The Graduate Record Exam (GRE) site: <http://www.ets.org/portal/site/ets> defines the Issue Task as a way to: “assess your ability to articulate and support complex ideas, analyze an argument, and sustain a focused and coherent discussion.”

#### Do the following:

- ❑ Present a compelling case for your own position on this article in about a page or so. The GRE allows 30 minutes for this exercise.
- ❑ Also include a citation for the article and a complete bibliographical entry for this article.



## CSCI 471 Professional Communications,

### Argument Task Exercise

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## Argument Task Exercise

Given: This Argument Task Assignment description and the GRE Argument Task write-up in PDF on our myCourses site, analyze the article as according to the principles presented in the write-up.

In ‘Resources A – M’, use the PDF version of the Argument Water Level or the Argument Tim McCarver article to analyze how well written this essay is.

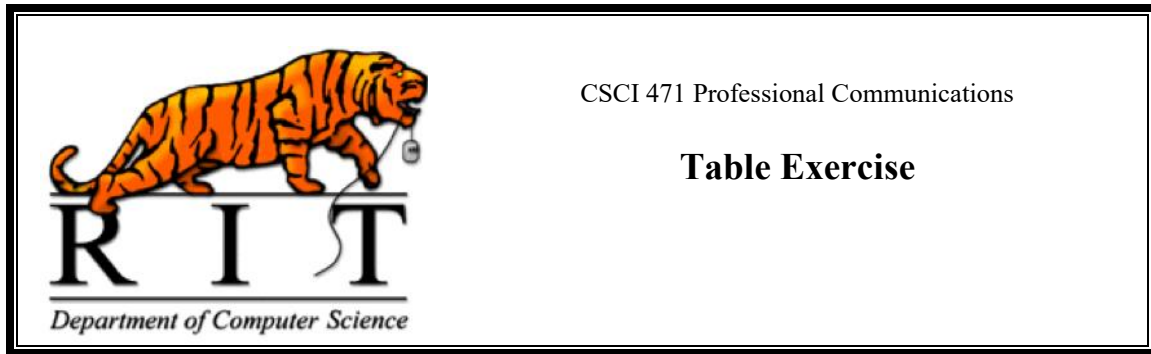
The objectives stated in the GRE write-up are that the writers of the Argument Task do the following:

- Analyze and evaluate written material and synthesize information obtained from it
- Analyze relationships among component parts of the sentences
- Recognize the relationships between words and concepts.

In reading the argument, you should pay special attention to

- what is offered as evidence, support, or proof
- what is explicitly stated, claimed, or concluded
- what is assumed or supposed, perhaps without justification or proof
- what is not stated, but necessarily follows from what is stated

- ❑ The GRE allows you to spend 30 minutes on this task. Present your analysis of this article in a page or so of discussion of how well reasoned you feel this article is. Does the progression of facts logically lead to the stated conclusion? The GRE allows 30 minutes for this exercise.



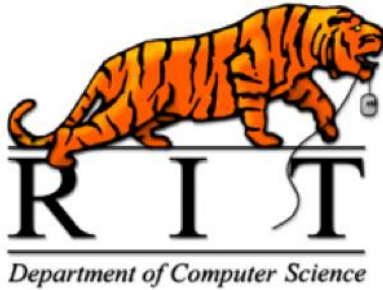
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## Table Exercise – A Comparison of Two Vehicles

### **Objective:**

Convert the following paragraph into a table:

In a comparison of Ford conventional vehicles and hybrid electric vehicles (HEV), the HEV proved to have a greater range (450–550 miles) than did the conventional vehicle (350 miles). And, as might be expected, these numbers were the same for gasoline range. In terms of fuel economy, the HEV was 30–50% better than the conventional vehicle. This, in turn, meant less frequent fill-ups for the HEV. Burning less gasoline causes the HEV to be 95% cleaner—far friendlier to the environment. And finally, this study found that the HEV performed more like a V-6 (more powerfully) than the conventional vehicle, whose performance was considered more like that of a 4-cylinder engine.



## CSCI 471 Professional Communications

### Keirsey Exercise

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## Keirsey Exercise

### **Objective**

Given: This write-up and the PDF version of the Keirsey Sorter file on our myCourses site, write your four-letter temperament code on a sheet of paper. Include your name.

### **Introduction**

Part of being an effective communicator is being able to adapt to different audiences. In addition to factors we've discussed such as position in organization and level of technical understanding, there are personality factors that influence how people look at and respond to different situations. This assignment is the first step in gaining some understanding of different personality temperaments, and will be followed up by a discussion on the temperaments in class.

### **What to Do**

Use the Keirsey Temperament Sorter II to determine your temperament. Write the four-letter designation on a sheet of paper and hand it in to me on the date assigned. Answer the questions based on your first reaction; don't take a lot of time weighing the options. It should take about 10 minutes or less to take the test.

### **What to Turn in**

Your objective here is to turn in your four-letter temperament test results (e.g. Your variant temperament is Inspector: ISTJ).

Your results will remain confidential. You should remember your four-letter code; it will be useful for the class discussion.

***A Bit on What It Means***

The four-letter code is the test's estimation of your temperament style at the time you took the test. The choices are:

E (extrovert) or I (introvert); N (intuitive) or S (sensing)  
F (feeling) or T (thinking); J (judging) or P (perceptive)

These are expressed as results on the Keirsey Web Site as:

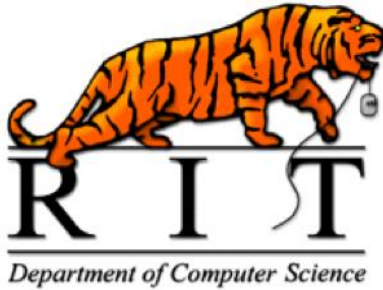
|                         |                         |
|-------------------------|-------------------------|
| SP – Sensory Perceiving | SJ – Sensory Judging    |
| NF – Intuitive Feeling  | NT – Intuitive Thinking |

You can find out more about what your combination means by following the link. The line with the four-letter code interspersed with numbers indicates the relative strength of each of the traits; a higher number means you are more comfortable in that side of the scale than the other. There will be a presentation and discussion on the temperaments during a future class.

***Due Date***

The assignment is due by class time on the Final Due Date.





## CSCI 471 Professional Communications

### Ethics Reflection Essay Assignment

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## Ethics Reflection Essay Assignment

### Objective

Given this write-up and the text book, select a topic from the *Ethics Reflection Essay* folder in *Content* of myCourses and compose an essay based on your individual research into this topic. Please include personal notes to show your connection to this topic. Submit your final copy in the Dropbox before midnight of the due date.

### Background

Due to the academic interest in ethics and the need for the Computer Scientist to be prepared to deal with the real-life situations, this assignment allows us to apply ethical principles to writing-related situations.

### What to Do

1. Select a topic from the *Ethics Reflection Essay* folder in *Content* of myCourses.
2. Use the [Wallace Library databases](#) to your topic:
  - Search the database for a reference that supports your point of view.
  - If you are following the Google v Oracle litigation, this is a link to the Supreme Court [oral arguments](#).
3. Write a **six-page** report on your position:
  - **Three pages** of text {Abstract, Introduction, and Description}.
  - Title Page, Table of Contents, and Annotated Bibliography **on additional pages**.
4. Using pages 6 and 7 in our text book, in your Abstract, tell which style of Abstract you are using and why.
5. Cite a principle from your database reference. Use the APA or MLA citation style with parenthesis.
6. Cite your references correctly in text and in your bibliography.

‘Your position’ could be for (Pro), against (Con), or presenting arguments on both sides (Jury).

Use the text book. Focus on:

Title page

Including: Title  
Name:  
Date:  
I verify that this is my original document and that no AI or  
Generative AI was used in its production.

Table of Contents

Abstract

The American Psychological Association (APA) defines an Abstract as “a brief, comprehensive summary”, such that by reading just the Abstract, you could tell whether that reference would be useful to you for your current project.

Pages 6 and 7 in our text book define both the *descriptive* and *informative* styles of Abstract. Using pages 6 and 7, in your Abstract, tell which style of Abstract you are using and why.

Introduction

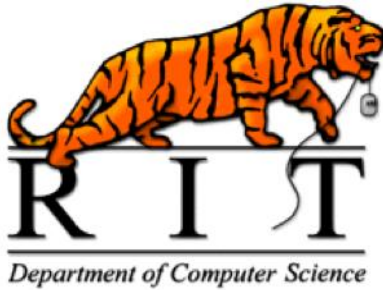
Tell me something I wouldn't otherwise know about why you selected this topic.

Discussion

Add subsections, as needed here. In your conclusion, please state why your resource was important in your choice of outcomes (Pro or Con).

Annotated Bibliography (5 points for your annotated portion). Please mention what was important to you when you were using that resource.

See the [MLA Style](#).



## CSCI 471 Professional Communications

### Ethics Reflection Group Presentation Assignment

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## Ethics Reflection Group Presentation Assignment

### **Objective**

Given this write-up and the *Ethics Reflection Essay* folder in myCourses work as a group to research and present the results of this topic in a Group Presentation format.

### **Purpose**

This assignment will give you some experience preparing and presenting a technical talk as a member of a group.

### **Selecting a Group**

The students will select their teams. The optimum team size is three, except when the class size doesn't divide evenly and some teams of two or four are allowed.

### **Topic**

Choose your topic from the *Ethics Reflection Essay* folder. Use the Group Presentation sign-up sheet in the Presentations folder to form your groups.

### **Schedule**

We will use the Group Presentation sign-up sheet in the myCourses *Presentations* folder to schedule the presentations and have some modest amount class time reserved for the teams to meet and discuss topics and strategies.

### **Format**

The presentation should last be approximately 18 minutes long, with each member presenting for approximately equal time. This amounts to approximately six minutes for each member of the group. There will then be an additional two to four minutes for questions that the audience can direct to the group as a whole or to a specific individual.

**Note:** For Zoom Sessions, place the speaker's name in the lower-left corner of the slide.

## ***Make Your Point***

The focus of your presentation will be some point that is important to you. Keep this point in mind as you prepare the presentation and be sure to:

- state the point in the Introduction
- prove the point in the Body of the presentation
- review the proof of the point in the Conclusion.

## ***Grading***

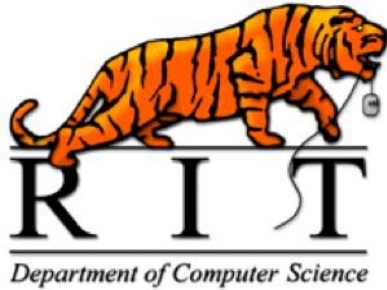
Grading will be based on the same criteria as the individual presentations.

There will be a group grade assigned, and then individual grades will be derived from this grade, based on individual contribution to the group effort. That contribution will be determined from an evaluation that each team member prepares using the CS Group Appraisal Form and from observations of the audience. The evaluation from the teammates will have the greater weight.

| <b>Description</b>              | <b>Deduction</b> |
|---------------------------------|------------------|
| Time Limit                      | -6               |
| Stated and proven your point    | -6               |
| Group Evaluations               | As indicated     |
| Preparation - Use of facilities | -6               |

The following grading policy applies:

| <b>Description</b>        | <b>Deduction</b> |
|---------------------------|------------------|
| Prepared; made point      | A                |
| Moderately prepared       | B                |
| Missing some requirements | C                |
| Missing requirements      | D                |



## Defining Exercise

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### Defining Exercise

For Webster, *defining* is “determining the essential qualities or meaning<sup>5</sup>” of a word. For the Tech Writer, a definition consists of three parts:

- The word, itself
- The classification of the word
- The qualities that differentiate this word from all the others in this class.

As an example, a book is “a set of printed sheets bound together into a volume”.

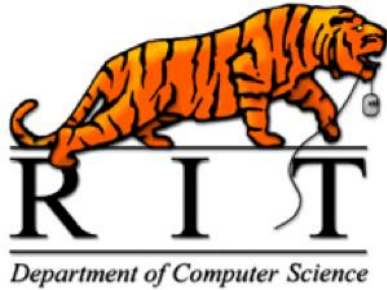
References are an important tool for the modern writer. Words are coming into the language far faster than they are being removed. Meanings change from time to time, and the writer will keep the latest references (dictionary, usage dictionary, thesaurus, technical dictionary for a particular topic) at their fingertips.

### Objective

Given: a dictionary and our defining rules, define six of the following:

|                     |                 |                  |                                 |                 |
|---------------------|-----------------|------------------|---------------------------------|-----------------|
| IEEE 1394           | USB             | IEEE 802.1       | IEEE 802.3                      | IEEE 802.11     |
| ATSC 3.0            | SATA III        | FPGA             | PCI                             | SAS             |
| CMOS                | DRAM            | Flash Memory     | Resistive RAM                   | 3-D XPoint      |
| NAND Flash Memory   | SWIFT Language  | OCaml Language   | L <sup>A</sup> T <sub>E</sub> X | GO Language     |
| Typescript Language | Erlang Language | Kotlin Language  | Crystal Language                | Elixir Language |
| Apache MXNet        | GLUON for MXNet | Duplex by Google | Objective-C w/Xcode             | Apple Pencil    |
| SSD Storage         | Thunderbolt 3   | VGA              | Bluetooth 4.2                   | HDMI            |
| Mini Display Port   | DVI             | SDXC Card        | Siri                            | Alexa           |

<sup>5</sup> Merriam-Webster’s Dictionary, Eleventh Edition, Merriam-Webster, Inc., 2003.



## Describing Exercise

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### Describing Exercise

For Webster, description is “giving an account in words”, or “to represent by figure, model, or pictures”. The Technical Writer will use all of these approaches to convey the needed information to the audience. Where words are sufficient to describe an object, the writer will provide an accurate profile that leaves no question of exactly what the object is.

Where illustrations are required, the description takes on a new level of communication. If a picture is worth 1,000 words, how much is one minute of video at 20 frames/second worth: 1.2 million words! Graphic illustrations, pictures, and video are now all easy choices for the writer to use. The product and the audience will drive the writer’s decision of which combination to use.

### Objective

**Given:** This write-up, Describing004.pdf, Describing General006.pdf from myCourses > Content > Resources A – M, and the list on the following page, select the item associated with your birthday. Prepare a written description of that selected item using words only and not mentioning it or anything closely associated with it. Another student will then use this description to draw that object.

### Assignment

Using the selected from Describing List on the next page, write a description of that object using words only. Be careful to be extremely accurate in your description, so that the audience will not confuse this object with any other object.

Give this verbal description to another student, who will read this description and draw that exact object from your description.

Place your final drawing into the ‘Describing’ Drop Box.

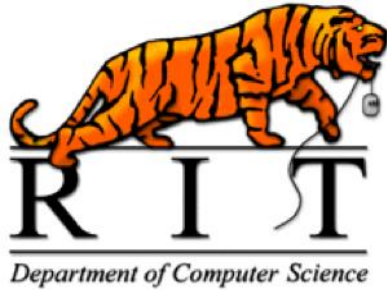
Use the Describing List on the next page:



## Describing List

| <b>Birthday</b> | <b>Item</b>         | <b>Birthday</b> | <b>Item</b>         |
|-----------------|---------------------|-----------------|---------------------|
| 1               | iPad                | 17              | iPad                |
| 2               | Whiteboard Marker   | 18              | Whiteboard Marker   |
| 3               | Whiteboard          | 19              | Whiteboard          |
| 4               | Coffee Mug          | 20              | Coffee Mug          |
| 5               | Mouse (Computer)    | 21              | Mouse (Computer)    |
| 6               | Pencil              | 22              | Pencil              |
| 7               | Ice Scraper         | 23              | Ice Scraper         |
| 8               | Whiteboard Eraser   | 24              | Whiteboard Eraser   |
| 9               | 16 Oz. Pop Bottle   | 25              | 16 Oz. Pop Bottle   |
| 10              | Pencil Sharpener    | 26              | Pencil Sharpener    |
| 11              | Flat screen Monitor | 27              | Flat screen Monitor |
| 12              | Snow Brush          | 28              | Snow Brush          |
| 13              | Hockey Puck         | 29              | Hockey Puck         |
| 14              | Tower Computer      | 30              | Tower Computer      |
| 15              | Tablet Computer     | 31              | Tablet Computer     |
| 16              | Laptop Computer     |                 |                     |





## Mini Manual Assignment

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### Mini Manual and Training

For the Technical Writer, the ability to produce training programs can lead to opportunities for career advancement. Understanding objectives and performing a task analysis are important in the creation of training programs. Remember what it was like when you were first learning a topic and include the facts that *turned the light on* to enable you to understand this topic.

#### Objective

**Given:** This write-up and the text book, write a training manual on part of your SRS software project. Include:

- A description of some software described in your SRS or related to that software
- A human process description that includes an introduction giving some background for the reader (indicative mode) and a 200 – 300-word description of what the user will be doing to use this software.
- Include three graphics, preferably your own photo or screen capture to support the text, along with copyright statements somewhere in the document for these graphics.
- A Training Module on one aspect of using this software.
  - State what they know already (from completing any previous modules)
  - State what they will learn in this module.
- Cite all references correctly in text, using the APA or MLA style with parenthesis, and in the Annotated Bibliography section. Be sure to state what was important to you when using this resource.

#### Assignment

This assignment involves writing a software training manual. Include a human process description as well as a Training Module on some aspect of the software.

Include:

Title Page

Including: Title

Name:

Date:

I verify that this is my original document and that no AI or Generative AI was used in its production.

Table of Contents

Software Description, including:

**Introduction** containing some means of orienting the reader to this software.

(A paragraph or so.)

**Background.** This may contain specifics of this particular software and how it differs from other similar items. (A paragraph or so.)

**Human Process Description** (200-300 words)

**Training Module**

## ***Training Module***

Using the Task Analysis and Objective(s) you prepared from reviewing your software, write a training module that will enable your target population to perform these new tasks. This is the essential part of this assignment – using your Task Listing to develop your objectives.

### ***Outline for the Training Module***

- A Training Module on one aspect of using this software.
  - **Target Population:** State what they know already (from completing any previous modules)
  - **Objective:** State the Objective (what they will learn in this module.) See this for more information on [Performance Objectives](#).
  - **Criteria:** How well the objective is to be performed.
  - **Task Listing:** A complete list of the tasks.
  - **Module:** Provide the step-by-step instructions for accomplishing the objective based on the Task Listing. This is where you guide your audience through your exact, detailed description of how they are to start and precisely what you want them to do in order to achieve your objective(s). Use a method you feel would be effective for you to learn this new material and to demonstrate successful completion of the objectives.

### ***Target Population Assumptions***

A description (perhaps in bullets) of what you think the Target Population should know before beginning this section of the training module.

## ***Task Listing***

The reason this exercise includes a training module is to stress the connection between the Task Listing and the Objective we are trying to meet with the training effort, itself. A task is the smallest unit of effort taken to complete a project. Grouping tasks together allows the designer to determine specific objectives the target population needs to accomplish.

The analysis allows the designer to see a hierarchy of tasks sorted by chronology, importance, prerequisites, etc. Although the task analysis documents show all the effort an expert uses to accomplish an objective, seeing the needs of the target population, the training designer meets those needs with a program of information and hands-on reinforcement to train the audience in the new skill set.

Let's take the objective of someone writing an SRS. The CS students are the target population, and the beginning level is the skill set of writing CS-1, CS-2, and CS-3 software. They are grounded in computer technology and in object-oriented programming. How do we proceed?

Let's look at the tasks involved here. Having a background in writing software is essential. Knowing the IEEE-Std. 830 requirements and how to apply them are the main focus here.

Paragraph 1.1 is 'Purpose'. The purpose of the SRS is to state the requirements to the software developers for the software project we are undertaking. Using 'shall' or 'will' keeps us focused on just the requirements without actually writing the software. The 30 IEEE Std.-830 topics, one by one, become the 30 tasks the author faces, accomplishing the objective of writing the SRS. For those tasks, the developer's experience and knowledge, combined with the 30 sequential topics, become the Task Listing. The experience and knowledge of the CS student are primary here in applying that experience and knowledge to each requirement.

The learning experience occurs as the student applies programming principles to defining requirements for the software. The learning outcome is the final product and the confidence the student has that this is a practical definition of what the new software will do.

The objectives we will write are:

- Task-oriented
- Criterion-referenced
- Performance-based.

To ensure we are within the performance-based realm, always use active-voice verbs that convey exactly what you want the audience to do. Complete the form on the next page.



Name:

Date:

### **Instructions for Training Module Practice**

Replace the italic type below with your own description.

#### **Objective** (*Stated in active-voice, performance-based terms*)

*Given this Training Manual and all the software-related materials, the trainee will demonstrate the skills necessary to do something specific with the software.*

#### **Criterion**

*The trainees will perform the tasks to the level specified within this document.*

#### **Target Population Description**

*Describe who will be learning these tasks.*

#### **Task Listing** (*This is where the active-voice verbs are important*)

*Using the software:*

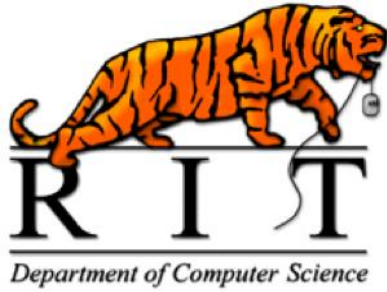
- *Step 1*
- *Step 2*
- *Step 3*

#### **Human Process Description**

*This is the 200 – 300 word description of what you are instructing the Target Population to do.*

#### **Training Module**

*(Use this area to describe how you will train this Target Population on using your software. Write directly to your Target Population in the second person. For example: “You will use this Training Module to learn to write code to produce “Hello world.” in the Swift Programming Language”.) It is important to **be specific** with what you want your audience to do. Don’t hesitate **to repeat the exact words** you used in your Objective.*



## Claims Letter Exercise

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### Claims Letter Exercise

In the following examples, Diane Martinez<sup>6</sup> shows an effective claims letter and provides us with the guidance to pursue similar results (pp. 41-44).

#### **Objective**

Given the following examples, write a claims letter to reconcile a similar situation, real or imagined, from your own experience.

See the next page.

---

<sup>6</sup> Martinez, Diane et al. *Technical Writing*. New York, Kaplan Publishing, 2011. Print.

A complaint letter has an expected format, just like all business letters. When the conventions for a complaint letter are not followed, the end result may be an ignored or “misplaced” letter; thus, there is no resolution to the problem, because no one wants to wade through a poorly written letter that is full of emotion and not enough facts. The best way to ensure a complaint is heard and desired compensation received is to follow some simple guidelines. Most importantly, compose the letter after the initial anger or emotion about the situation has settled.

The following is a general structure for a complaint letter, which is illustrated in figure 3.6:

- 1. Introduction.** In the opening paragraph of a complaint letter, give the bottom line—say what is desired and briefly state why.
- 2. Body paragraph(s).** These should provide the background information and pertinent details that led up to the decision about the desired compensation or action as stated in the opening paragraph. Background information can include relevant dates, associated costs, shipping details, history of phone conversations, or a concise narrative of what happened.
- 3. Conclusion.** This paragraph restates the desired outcome of the letter and provides the sender’s contact information.

A complaint letter should be short—usually no more than one-page long—and contain only relevant and important details that directly relate to the decision about the desired compensation or action as stated in the opening sentences. Anything longer may not be read in its entirety or result in confusion and erroneous compensation.

While it is understandable that the context for a complaint letter is that a customer is displeased or angry, the language of a complaint letter should be professional and formal, and the tone should convey a sense of dissatisfaction, not anger or sarcasm. To word a letter using anger, sarcasm, or slang, may result in immediate rejection of compensation or the customer simply being ignored. It is important to keep in mind that there is a person at the other end receiving the letter and determining what action should be taken.

## TECHNICAL WRITING

**FIGURE 3.6** *Complaint Letter*

**A** Alice Hoffman  
3245 Westwood Lane  
Iowa City, IO 05445

September 3, 2007

Coffee Cups

**B** Attention: Mr. Daniels, Director of Customer Service  
P.O. Box 32209  
San Francisco, CA 80998

Dear Mr. Daniels:

**C** I would like to cancel my membership with Coffee Cups. I believe the decaffeinated coffee that has been sent to me for the past three months is mislabeled and is really regular coffee. Furthermore, I would like to be reimbursed \$65.85 for the past three months of my membership when I first started receiving the mislabeled coffee.

**D** In June, I received my usual order of Breakfast Blend decaf coffee, which includes three half-pound packages. Immediately upon opening the first half pound from the June shipment, I noticed that I was jittery upon finishing my first cup of coffee. I checked the labels of the other two boxes, which were clearly labeled decaffeinated. The next morning, I fixed another pot of coffee from the first box and noticed the same thing. The following two mornings, I fixed a pot of coffee from each of the other two boxes only to experience jitters with each one.

I decided that the boxes must have been mislabeled and went to the store to buy some decaf while waiting for next month's shipment. When July's shipment came in, I went through the same routine as the previous month because I once again experienced the jitters. Please note that I did not experience this reaction with the store-bought decaf. On July 7, I called Customer Service and was told I would be shipped a new order immediately. That replacement order arrived about the same time my August order arrived, and I went through six days of trying each box only to have the same reaction each time.

**E** I no longer trust that any future coffee I receive from this club is truly decaf and I don't want to take any more chances. You may send my reimbursement for the \$65.85 (\$21.95 each month) at my address shown above, and please cancel my subscription to Coffee Cups. This is very sad to me, because I really enjoyed the quality of your coffee the whole time I've been a member.

Sincerely,

*Alice Hoffman*

Alice Hoffman

**A:** When a letter is from an individual, an address block such as this one is acceptable.

**B:** This shows she did some research and called to find out who to address this to. She is a serious customer.

**C:** The introduction clearly states the problem and the desired outcome.

**D:** The two body paragraphs tell what happened and a history of the problem.

**E:** The desired outcome is restated and puts the reimbursement in clear numbers.

A company is not necessarily being addressed, but a person who works for that company certainly is.

**Adjustment Letters**

An adjustment letter is a response to a complaint letter. There are two types of adjustment letters: those with good news and those with bad news. A good news letter is when the message of the letter gives the complainant exactly, or comparatively close to, what he or she wants. A bad news letter is when there is some discrepancy and the compensation requested in the complaint letter is not going to be given for one reason or another; thus, the writer has to break the bad news to the reader.

As with other types of business letters, the same standard conventions apply. Even if the complaint letter did not follow the standards as previously outlined and instead ended up being rude, sarcastic, and maybe even confusing, the adjustment letter still should be professional. As mentioned earlier, whenever a business letter leaves the office, that piece of correspondence is representative of the company; therefore, no personal bias, no matter the situation, should creep into the business letter.

The letter from Alice Hoffman in figure 3.6 is easy to respond to because she was courteous, clear, and provided most of the background information needed to make a decision on whether to give her the compensation she requested. A good news letter, such as the one in response to Alice's letter, may look like the one in figure 3.7.

There are times, however, when a company has to give bad news. This can involve denying an employee a raise or telling a customer there will be no compensation for a complaint. Bad news is never easy to relay, nor is it easy to receive. Therefore, writers must organize bad news letters in a certain way. The purpose is not to conceal the bad news, but to prepare the reader to receive the bad news, to break the news gently but clearly, and to immediately follow up with further explanation or evidence.

To break bad news, writers have to set up the reader to receive the news by providing the relevant factual details that led up to the decision. Bad news should not be stated in the opening paragraph. Instead, place the bad news in the body of the letter, and not at the beginning or end of a paragraph, but in the middle.



## TECHNICAL WRITING

**FIGURE 3.7** *Adjustment Letter***Coffee Cups**

9987 Espresso Way, P.O. Box 32209, San Francisco, CA 80998  
415-555-5555, [www.coffeecups.com](http://www.coffeecups.com)

September 10, 2007

Alice Hoffman  
3245 Westwood Lane  
Iowa City, IO 05445  
304-445-5555

Dear Ms. Hoffman:

- A** I was distressed to read about the discomfort you experienced these past three months with the coffee you ordered from Coffee Cups as mentioned in your letter dated September 3, 2007.
- B** This is of great concern to us and I have launched a full investigation into the labeling of our coffees all the way from the processing plants to our shipping warehouse. Enclosed is a check for \$65.85 for the past three months. We also would like to keep you as a customer.
- C** When one customer experiences adverse effects due to our coffees, we take that information seriously, and consequently, we have delegated personnel to monitor the decaffeination and labeling processes carefully so that there are no mistakes.
- D** I personally have taken an interest in your case and have spoken with the president regarding this incident. We want to keep you as a customer and have included two packages of your regular Breakfast Blend decaffeinated coffees for you to try. If you once again experience the same problems as before, I ask that you please call me personally. We will then, in turn, gladly honor your request to end your subscription with our company. If you do not have the same reaction, I also welcome a phone call from you and will be happy to reinstate your regular monthly order.
- E** If at any time you experience dissatisfaction with our coffees, you are welcome to call me personally and I will do what I can to resolve the issue. I can be reached at 415-555-5555, extension 345. We sincerely apologize for the inconvenience you experienced these past three months, and if you will please try the coffees included in this package, we hope to keep you as a customer so that you can once again enjoy the quality coffees our company provides.

Sincerely,

*Jeff Daniels*

Jeff Daniels, Director of Customer Service

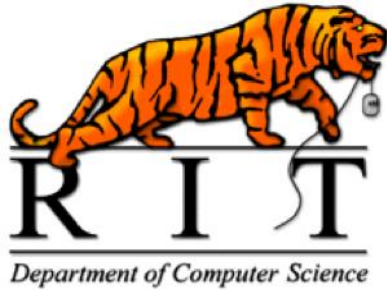
**A:** Begins the letter with acknowledgment of the customer's complaint on a personal level. Also mentions her letter.

**B:** States what action will be taken—and what the company wants.

**C:** Actions the company has taken as a result of her letter. This is a goodwill message that tells the reader her complaint is valid and taken seriously.

**D:** The company has gone over and above the compensation she requested and gave her a way to continue in the coffee club without feeling like she's giving in. She also has a personal contact now.

**E:** This paragraph restates the personal contact she has access to and also restates their goal, which is to keep her as a customer.



## IEEE Editorial Style Manual

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## IEEE Editorial Style Manual

Many CS students are IEEE members. The *IEEE Editorial Style Manual* presents the guidelines for editing the IEEE Transactions, Journals, and Letters. It describes their fully and moderately edited levels of editorial involvement and references the *Chicago Manual of Style* and to:

[http://www.ieee.org/publications\\_standards/publications/authors/authors\\_journals.html](http://www.ieee.org/publications_standards/publications/authors/authors_journals.html).

### Objective

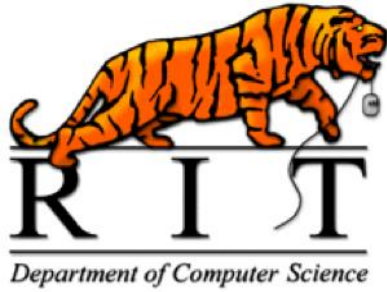
Given: this information and the IEEE Editorial Style Manual, you will use the style guide to:

- Apply IEEE's definitions of publication types for your personal application
- Locate the instructions for submitting your own articles to IEEE
- Apply the Editing Principles from page 6 to your own work
- Format your pages and running heads according to their specification
  - Format Appendix Headings according to page 15
- Use the IEEE Copyright Line correctly, page 8
- Write an Abstract according to the rules on page 13
- Cite Figures and Tables according to page 17
- Apply the Grammar Rules (en, em, data) correctly from page 23
- Apply the Math Guidelines correctly from page 24
- Apply the Grammar and Usage Rules from page 27
- Enter equations correctly from page 29
- Use small caps correctly from page 32.

### Assignment

Create a short article for submittal to IEEE that conforms to the IEEE Editorial Manual. The appearance and formatting are important here. A template is available at:

[http://www.ieee.org/publications\\_standards/publications/authors/author\\_templates.html](http://www.ieee.org/publications_standards/publications/authors/author_templates.html)



## Product Evaluation Exercise

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### Product Evaluation Exercise

CS students are constantly evaluation software and hardware products, comparing one product against another to determine which is best suited for a particular application. This exercise is an opportunity for creating product comparisons.

#### **Objective**

Given: Chapters 6 and 7 in our text book and information available to us today, create a comparison of two processors, computers, operating systems, or programs.

#### **Assignment**

Do the following:

- Discuss the class's preference for the type of products they would like to evaluate.
- Form groups according to the product mix.
- Research the specifications of the products.
- Prepare a comparison method.
- Present the results to the class.



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## Publication Title Page

This exercise gives you an opportunity to apply the Style Guide concepts we discuss in this course.

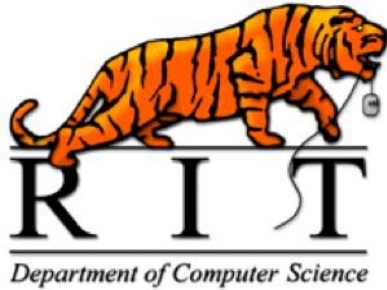
### Objective

Given: This page and the RIT style conventions, compose a publication title page of your own that conforms with the RIT style.

### Assignment

Do the following:

- Go to the RIT Style Guide site: <https://www.rit.edu/marketing/grammar-style-guide>. Use these standards in this exercise
- Go to the Logo and PowerPoint Downloads site: <https://www.rit.edu/marketing/logo-and-powerpoint-template-downloads>. Use them in compliance with RIT style.
- Go to the RIT Graphics Standards site: <https://www.rit.edu/marketing/graphic-standards>. Use the color specifications stated here for this exercise.
- Go to the RIT Publications Archive site: <https://www.rit.edu/marketing/publications-archive>.
- Compose a title page about an item relating to this course that conforms with a sample from this Publications Archive site.



## News Release

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## News Release

This exercise gives you an opportunity to apply the Style Guide concepts we discuss in this course.

### Objective

Given: This page and the RIT style conventions, compose a News Release page of your own that conforms with the RIT style.

### Assignment

Do the following:

- Use the RIT Graphic Standards and Logo and PowerPoint Template Downloads pages on the RIT Style Guide web site, <https://www.rit.edu/marketing/brandportal/> as your guide.
  - Brand Portal
    - Overview
      - What is a brand?
      - Why is a brand important?
    - Brand Elements
      - Our Identity and Logos
      - Colors
      - Typography
        - Overview
        - Font families (Use a Pica Ruler as necessary.)
        - Alternate Font Systems
        - Leading
        - Tracking
      - Photography
    - Toolkit
      - Logos
      - Iconography
- Use a topic appropriate for current RIT events. See the samples on: <https://www.rit.edu/news>.
- Each individual student will compose a draft copy of your own News Release that conforms with the RIT Style Guide and use the Drop Box.

**Sample**

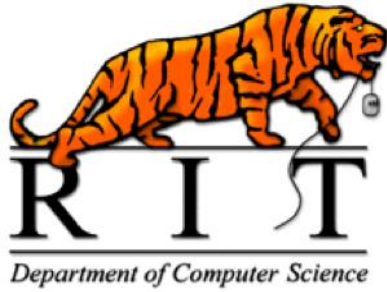


## News and Events

October 18, 2021



### Thousands enjoy Brick City Weekend



## Extra Assignment No. 1 – Tech Writing Reference Card

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## Extra Assignment No. 1 – Tech Writing Reference Card

This assignment allows us to apply the principles of limited text and tabular listing to produce a document that captures the essentials of this Professional Communications course. IEEE Std.-1063 discusses the ‘Reference Mode’. Because the Reference Card is a document written in the Reference Mode, we can use this specification as a guide.

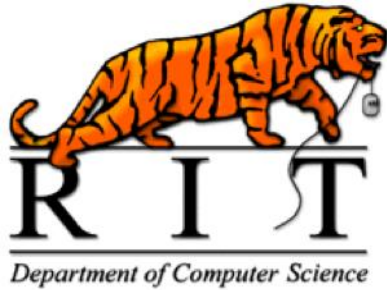
### ***Objective***

Given: this write-up, IEEE Std.-1063, and the text book, write a draft of a Reference Card that captures what you consider important in this course.

### ***Assignment***

This assignment asks you to prepare a draft of a Reference Card containing the principles that you consider important in this Pro-Comm course. Be sure to include:

- Title area
- Course Title
- Material for 2 sides of a sheet
- Instructions for what size your card is to be and how to fold it.



## Extra Assignment No. 2 –Reference Card for Your Area of Interest

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## Extra Assignment No. 2 – Reference Card

### ***Objective***

This assignment allows us to apply the principles of limited text and tabular listing to produce a document that captures the essentials of a topic in your academic major. IEEE Std.-1063 discusses the ‘Reference Mode’. Because the Reference Card is a document written in the Reference Mode, we can use this specification as a guide.

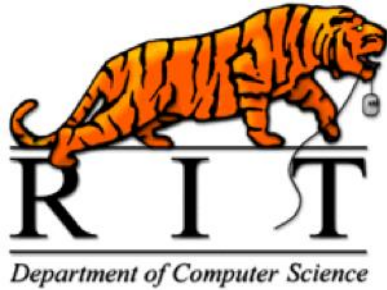
Given: this write-up, IEEE Std.-1063, and the text book, write a draft of a Reference Card that captures what you consider important in this area of interest relating to your academic major.

### ***Assignment***

This assignment asks you to prepare a draft of a Reference Card containing the principles that you consider important in a topic relating to your academic major. Be sure to include:

- Title area
- Course Title
- Material for 2 sides of a sheet
- Instructions for what size your card is to be and how to fold it.





## Extra Assignment No. 3 – Headers That Follow Text Headings

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## Extra Assignment No. 3 – Headings That Follow Text Headings

This assignment allows us to apply the principles of adding headers that follow the progression of text headings through a text document .

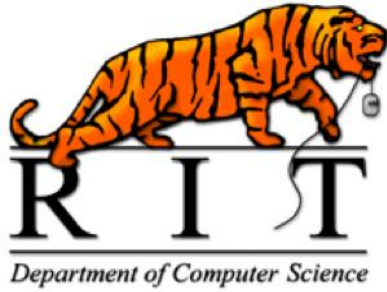
### ***Objective***

Given: this write-up, the video file ‘Headers\_That\_Follow\_Text’ in our course folder on the myCourses site, and the text book, write a draft that contains a text file with at least two levels of text headings. Allow a portion of the header to follow the styleref (style reference for the first or second-order paragraph heading) that you choose.

### ***Assignment***

Our text book references the chapter number in each right-hand page header. Microsoft Word allows us to set this up once so that it will follow any changes in chapter title as the new chapters appear throughout the book. This is especially useful in showing the progression of second-order heads throughout a long chapter.

Using our text book as a guide, review the video and prepare a draft document that shows the headers in that document changing with as new first or second-order paragraph heads appear on the text pages.



## Extra Assignment No. 4 – Performance Objectives

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## Extra Assignment No. 4 – Performance Objectives

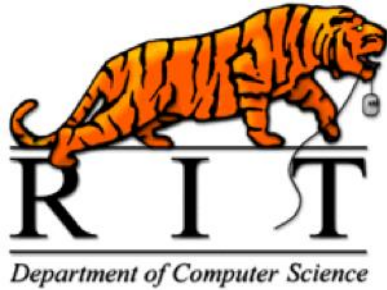
A performance objective describes specifically what we expect our audience to do in the performance of a task. We can summarize the method for determining the objective by asking: ‘For any particular learning circumstance, what is the intended outcome?’ This assignment allows us to apply the principles to writing an objective for some critical task in your field of study.

### ***Objective***

Given: this write-up, the Pro\_Comm.ppt file on our myCourses site, and the text book, write a performance objective for what you expect your trainee to do in performing some critical task in your field of study.

### ***Assignment***

- Review the Power Point presentation for ‘Objectives’.
- Jot down the tasks you expect the trainee to perform.
- Write the performance objective based on: ‘For any particular learning circumstance, what is the intended outcome?’



## Extra Assignment No. 5 – Learning Reports

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## Extra Assignment No. 5 – Learning Reports

A Learning Report is your analysis of the learning process for a particular assignment. As Daniel Riordan said, this is an “ongoing self-reflection”<sup>7</sup> of your learning process. It is your account of what you thought you were going to learn, how the learning materials assisted this learning, and how you feel about the results (xxii).

Think about the concept of performance objectives. How did this learning experience prepare you to perform the actual tasks?

### **Objective**

Given: this write-up, the text book, and your knowledge of the performance objectives for the given assignment, write your Learning Report.

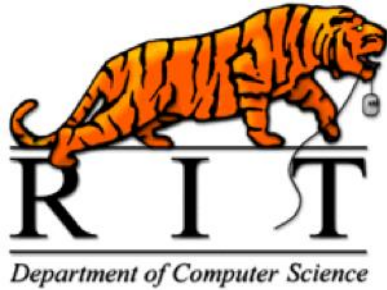
### **Assignment**

Use the text book as a guide for your outline and include the following components:

- Title Page
- Table of Contents
- Abstract
- Discussion (including what you will take away from this experience)

---

<sup>7</sup> Riordan, Daniel. *Technical Report Writing Today, Tenth Edition*. Boston: Wadsworth Cengage Learning, 2014. Print.



## Extra Assignment No. 6 – GRE Analysis Report

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## Extra Assignment No. 6 – GRE Analysis Report

The *Analytical Writing (GRE)*.pdf document on our myCourses site shows how the readers of the Issue and Argument Tasks rate the student results for these two tasks. The grading is rated on a scale of ‘6’, for the highest quality, through ‘1’.

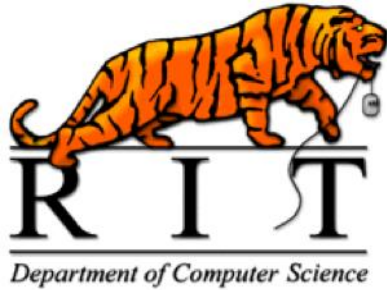
### **Objective**

Given: This write-up and the *Analytical Writing (GRE)*.pdf material posted on our myCourses site, write a report on accounting for the quality differences in the 6 through 1 scoring.

### **Assignment**

Do the following for either the Issue Task or the Argument Task:

1. Read the ‘*Essay Responses and Reader Commentary*’ for the ‘6’ through ‘1’ score range.
2. Write a report on what characterizes the difference in scoring levels.
3. Use this outline:
  - Title Page
  - Table of Contents
  - Abstract
  - Discussion (including what you will take away from this exercise)



## Extra Assignment No. 7 – Watch Exercise

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## Extra Assignment No. 7 – Watch Exercise

This exercise allows us to integrate text and graphics on the same page. We will use a procedure you are familiar with, something as easy as setting a watch, to compose a short procedure that is illustrated sufficiently to allow the reader perform the procedure correctly.

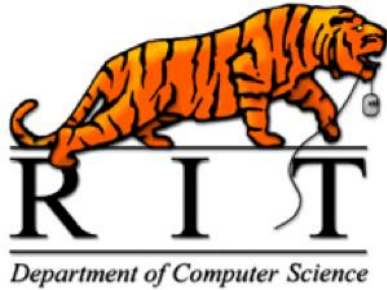
### **Objective**

Given: This write-up and the layout formats on page 155 of our text book *Technical Report Writing Today*, write a one-page (or so) procedure that involves text and graphics.

### **Assignment**

Use the following style-guide rules:

- Read *Instructions* in our text book and apply the principles.
- Include an appropriate title.
- Plan your procedure to include all necessary Notes and Cautions.
- Use the examples on pages 254 and 255 in our text book.
- Illustrate all parts mentioned in the procedure.
- Ensure your procedure is complete enough that anyone in the class could obtain the desired result.



## Extra Assignment No. 8 – L<sup>A</sup>T<sub>E</sub>X Documents

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## Extra Assignment No. 8 – L<sup>A</sup>T<sub>E</sub>X Documents

LaTeX is ‘open-source, high-quality typesetting software that produces professional prints and PDF files.’<sup>8</sup> For us in Technical Writing, this is an optional application that might prove useful in the future, especially for formatting math-intensive documents. There is no formal support site for L<sup>A</sup>T<sub>E</sub>X, but there are a number of excellent references and help web sites.

In L<sup>A</sup>T<sub>E</sub>X, each command begins with a ‘\’. For example:

```
\documentclass{article}
\begin{document}
Professional Communications, Section 1
\end{document}
```

Produces: **Professional Communications, Section 1.**

### Objective

Given: This write-up and any L<sup>A</sup>T<sub>E</sub>X resource you use, the following describes some of the first commands and terms used in the *Teaching Plan* document in the order they appear in that document:

| Command or Term | Purpose  |
|-----------------|--|
| pdftex          | Outputs .pdf files directly.   |
| graphic         | Fills a blank rectangle.   |
| babel           | Used for hyphenation and language-specific characters.                               |
| hyperref        | Provides style options not available in the default arrangement.                     |
| utf8            | Provides variable-length Unicode Transformation Formatting (UTC) character encoding. |
| \blindtext      | Generates dummy text.  |
| \fancyhf{}      | Clears headers and footers   |

<sup>8</sup> Kottwitz, Stefan. *Latex Beginner’s Guide*. Birmingham: PACKT Publishing, 2011. ISBN 978-1-847199-86-7. Print.

| Command or Term         | Purpose   |
|-------------------------|---|
| <code>\fancyhdr</code>  | Provides formatting for the header of the document. |
| <code>\leftmark</code>  | Used in book class to store the chapter title.      |
| <code>\rightmark</code> | Used in book class to store the section title.      |

### ***Teaching Plan.tex***

```

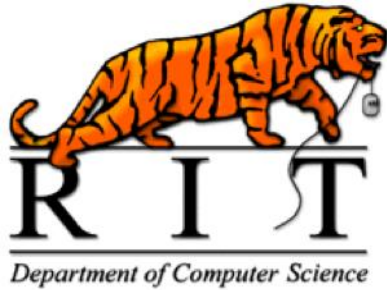
\documentclass[letterpaper,12pt,twoside,openany]{book}

% Uncomment the following line to allow the usage of graphics (.jpg, .png, etc.)
\usepackage[pdftex]{graphicx}
\usepackage[english]{babel}
% Comment the following line to deny the usage of umlauts and other non-ASCII
characters
\usepackage[letterpaper, inner=0.75in, outer=0.75in, top=0.75in, bottom=0.75in,
bindingoffset=0.5in]{geometry}
%\usepackage{hyperref}
\usepackage[colorlinks=true,linkcolor=blue]{hyperref}
\usepackage[utf8]{inputenc}
\usepackage{blindtext}
\usepackage{fancyhdr}
\pagestyle{fancy}
\fancyhf{}
%\lhead{\thesection}
%\rhead{\thesubsection}

\fancyhead[LE]{\leftmark}
\fancyhead[RO]{\rightmark}
\fancyfoot[LE,RO]{\thepage}
\fancyfoot[LO,RE]{\today}
\fancyfoot[C]{\LaTeX}

\renewcommand{\sectionmark}[1]{\leftmark{\thesection~~~#1}}
\renewcommand{\subsectionmark}[1]{\rightmark{\thesubsection~~~#1}}

```



## Extra Assignment No. 9 – Publication Plan

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### Extra Assignment No. 9 – Publication Plan

For the Technical Writer, a Publication Plan is a mechanism for planning and organizing publication tasks that may span months or years of effort.

#### **Objective**

Given: This write-up and the specific technical manual samples, reverse-engineer the Publication Plan for that manual.

#### **Assignment**

Using the ‘Traditional’ reports format on p. 357 of Chapter 12 in the text book, write a Publication Plan that gives consideration to:

- The skill level of those preparing the content
- The actual content of the manual
- Obtaining the illustrations
- The actual writing time
- The Peer Review cycle time
- The actual schedule
  - What can be started first
  - What efforts can be done together
  - Which factors may impact the outcome





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## **Extra Assignment No. 10 – Software Usability Report**

This topic is of special interest for those taking this course. Documenting the specifications, telling how the software is to be used, analyzing the usability, and suggesting a plan of action promote an understanding between you and the software user.

### ***Objective***

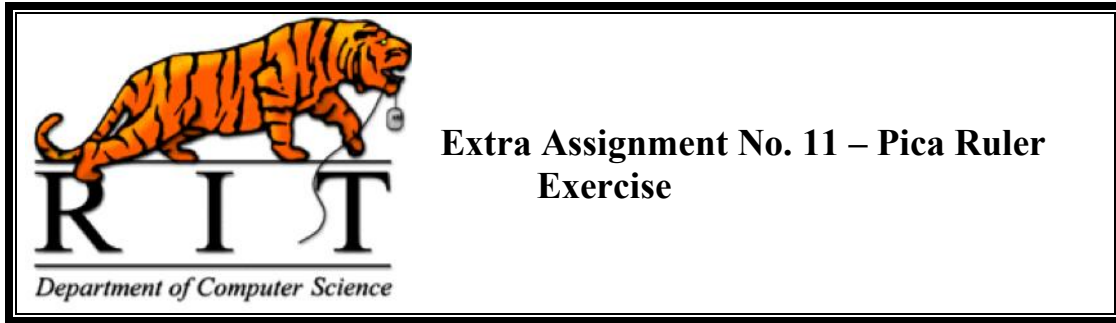
Given: This write-up and the specifications for a selected piece of software, write a report to the following outline:

Software Description and Specification

Statement of Use

Analysis of Usability

Course of Action.



## Extra Assignment No. 11 – Pica Ruler Exercise

This topic is of special interest for those taking this course. The writer is constantly concerned with considerations such as typeface and type size. This exercise allows us to examine a sample and observe how sizes vary and how much white space is allowed in the designation as type sizes increase.

### **Objective**

Given: This write-up and the [printable Pica Ruler from this web site](#), download the 'Layout Ruler – 6 Points' and measure the samples on pages 300 and 301 in the Twelfth Edition of our text book.

- Each mark is a 6-point designation.
- There are 12 points to one pica;
- There are 6 picas to one inch.

Using the illustration below, measure the font in Figures L-2 and L-3.

This is an example of font size dimensions. Notice how the point size is measured.<sup>9</sup>

**Typeface and Type Size.** For most on-the-job writing, select a typeface primarily for its legibility. Avoid typefaces that make text difficult to read or that may distract readers. Instead, choose popular typefaces with which readers are familiar, such as Times New Roman or Arial. Avoid using more than two typefaces in the text of a document. For documents like brochures and newsletters, however, you may wish to use

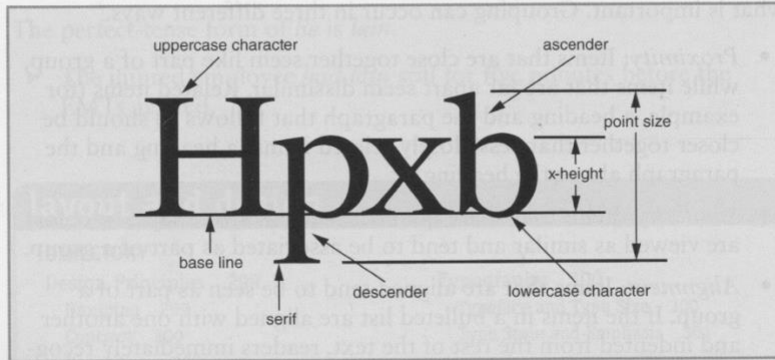


FIGURE L-2. Primary Components of Letter Characters

From this exercise and using the text book and the internet, define:

1. Uppercase character \_\_\_\_\_
2. Lowercase character \_\_\_\_\_
3. Serif \_\_\_\_\_
4. Ascender \_\_\_\_\_
5. Descender \_\_\_\_\_
6. Leading \_\_\_\_\_
7. Kerning \_\_\_\_\_
8. Pica \_\_\_\_\_

### **For Career Fair Day**

How to best use this class

Baseline Test

[Learning Reports](#)

[Pro-Comm and the Lexicon](#)

Favorite Grammar Book - Purpose

<sup>9</sup> Illustration from: Alfred, Gerald, et al. *Handbook of Technical Writing*. Bedford St. Martins. 2019, pp 300-301.



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## Extra Assignment No. 12 – Wrap-up Session

It is important to be able to apply the different skills we acquired throughout the semester in this course to practical situations.

### Abstract

We can look at Professional Communications as:

- Writing technical documents
- The communication one would do as part of their full-time job
- Helping our readers get their work done.

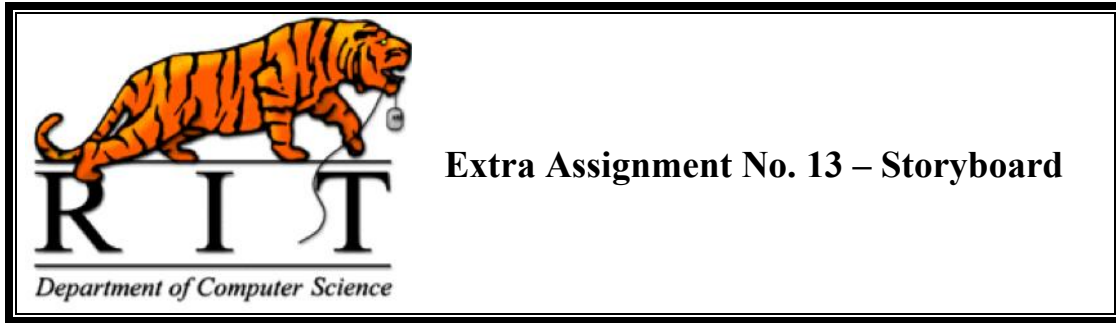
These are the Learning Outcomes I hope we master in this course:

- Proofreading
- Writing Resources
- Standards
  - MLA
  - APA
  - IEEE
  - Other
- How do you know what to include in a document?
- Given any particular circumstance, what is the intended outcome?

### Objective

Given: Material and assignments from this course, discuss one of the following:

- Your Group Topic from the Ethics Group Presentation and your topic from the Ethics Reflection Essay, apply ethical principles to any topic covered in this course or contained in our text book.
- Your input for a Learning Report for a class assignment.
- Your ideas on how ethics affects the CS world.
- Which computer languages you feel are useful and what level of software documentation do you require?
- Your own wrap-up topic.



## Extra Assignment No. 13 – Storyboard

The Storyboard is a tool we writers can use to plan our presentations. There are a number of forms a storyboard can take. This is [Walt Disney's](#) approach. The approach I am showing here is a tabular version that is intended to be as adaptable as you want it to be.

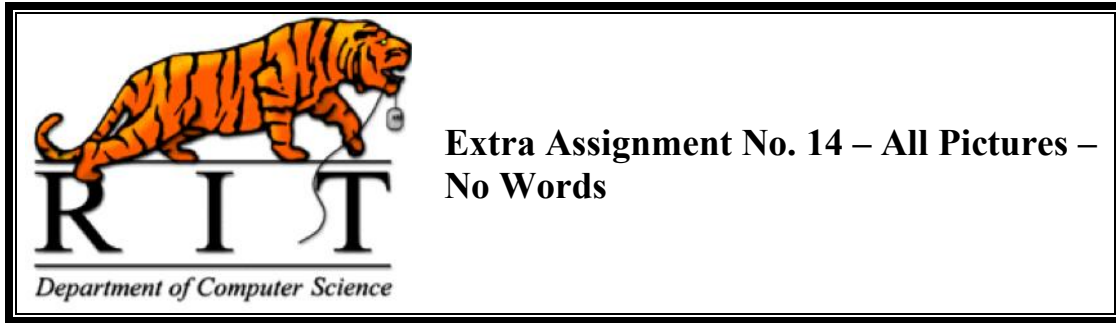
### Objective

Given: This writeup and the presentation material in our text book, prepare a storyboard for a presentation in this course. Use as many rows and columns as you feel necessary. There is a Drop Box for this.

### Example

Base your storyboard on this example, and make any changes you feel necessary to suit your needs.

| Portion      | Point                      | Visual               | Time   | Presenter                 |
|--------------|----------------------------|----------------------|--------|---------------------------|
| Introduction | What point will you make?  | Opening graphic      | 1 min. | (For Group Presentations) |
|              |                            |                      |        |                           |
| Body         | Show the point of interest | Details and graphics | 3 min  |                           |
|              | A demo                     |                      | 2 min  |                           |
|              |                            |                      |        |                           |
| Conclusion   | Point complete             | End result           | 1 min  |                           |



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## Extra Assignment No. 14 – All Pictures – No Words

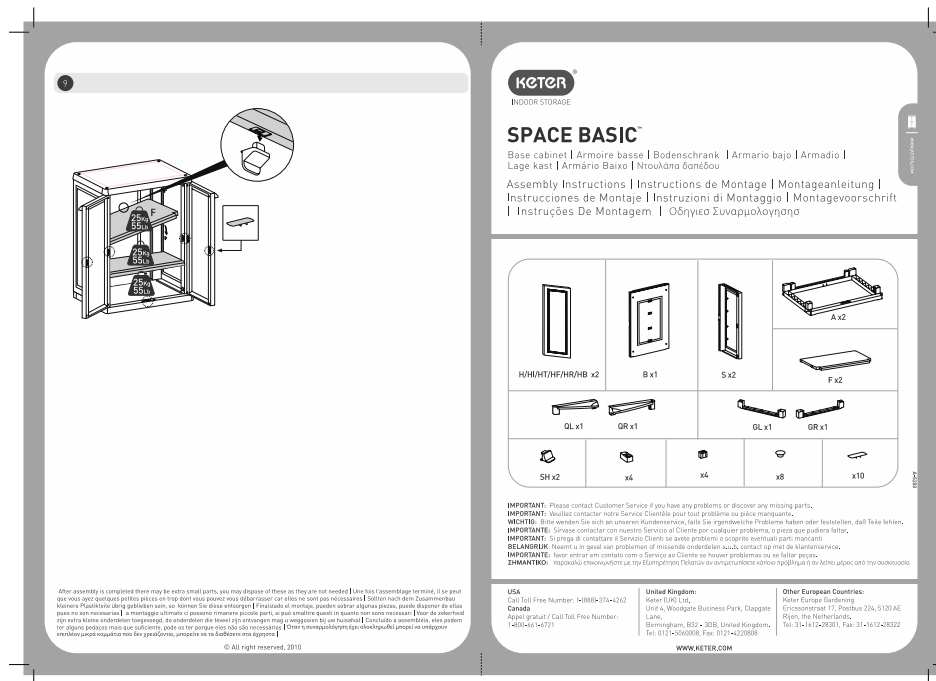
There are always discussions in publications groups regarding what the limits are to using graphics exclusively. Every company has a style guide that might provide that answer.

### Objective

Given: This writeup and the linked files, produce your own short instruction using graphics as extensively as possible. Use the following examples as your guide and place your document into the Drop Box.

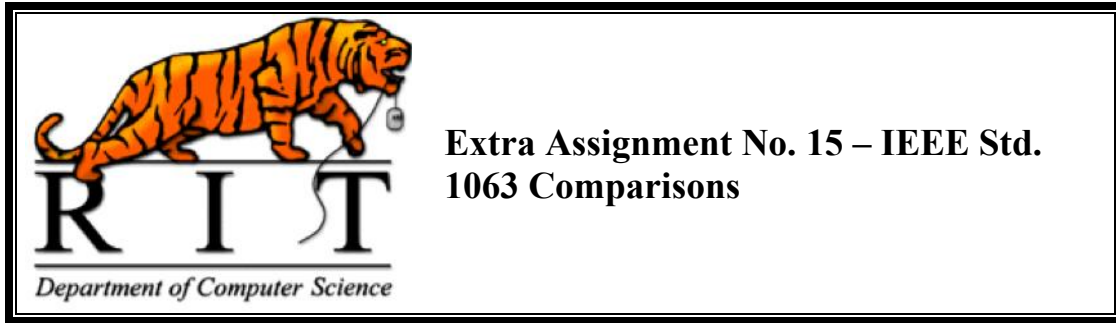
### Examples

View the following examples of extensive use of graphics—but not all words are eliminated.



This link shows [the Keter cabinet Installation Instructions](#).

Lego has some excellent examples of [instructions](#) with all pictures.



## Extra Assignment No. 15 – IEEE Std. 1063 Comparisons

There are similarities and differences with the two IEEE specifications 830 and 1063. The open approach the Software User Manual specification IEEE Std. 1063 states the recommended practice for writing a software user manual, and this specification can also be applied to other types of user manuals.

### Objective

Given: This writeup and the linked files below, evaluate the listed manuals against the recommended procedure stated in IEEE Std. 1063.

Gorilla [Playset Installation](#) Instructions

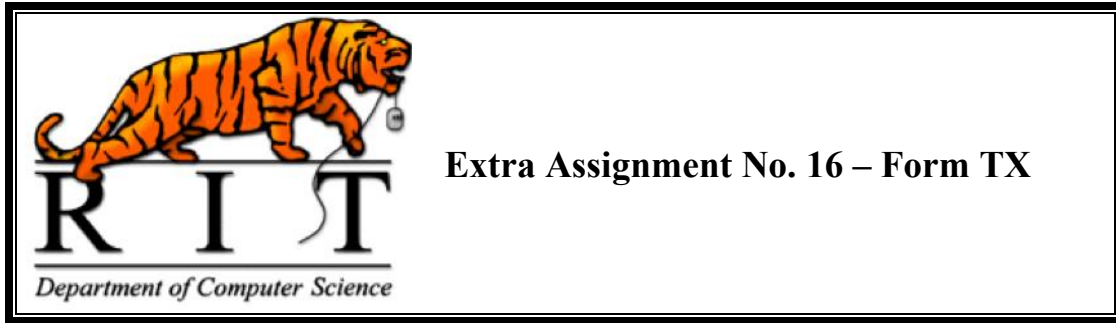
[MacBook](#) Air

[Epson](#) Printer

[Java User](#) Manual

[Charbroil Masterflame](#) Manual

[Brinkman Series 2400](#) Manual



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## Extra Assignment No. 16 – Form TX

The purpose of this Exercise is for you to become familiar with copyrighting your software. I received a number of requests from CS students for how to do this. The answer is Form TX.

1. Consider the exact circumstances for a software program you wrote or will write.
2. Please go to: myCourses > Resources A – M > Form TX.
3. Open the form file.
4. Fill out the form using the instructions included for cases specific to this program (multiple authors, someone began the effort before you, etc.)
5. Use the “Form TX” Drop Box for this Exercise.



## Works Cited

Alred, Gerald J, Charles T. Brusaw, and Walter E. Oliu. *Handbook of Technical Writing*. New York: St. Martin's Press, 2009. ISBN 13: 978-0-312-57512-0.

This is a very complete, thorough, and well written guide with excellent, current examples. Consider this for use in any technical writing situation.

Cappon Rene J. *The Associated Press Guide to Punctuation*. New York: Basic Books, 2003. ISBN-13 978-0-7382-0785-8. Print.

This is a concise, descriptive work with excellent examples that leave no question for the author about how AP punctuates their publications.

Beer, David F. ed. *Writing and Speaking in the Technology Professions – A Practical Guide*. Piscataway, NJ: IEEE Press, 2003. ISBN: 0-471-44473-1. Print.

This is a credible collection of IEEE articles that pertain to documenting technical topics, many written by people not directly connected with the publication business, but whose opinions are candid and direct.

Beer, David F. and David A. McMurray. *A Guide to Writing As An Engineer*. New York: John Wiley & Sons, 2009. ISBN: 978-9-470-41701-0. Print.

This work is directed to the specific needs of engineering writing. See especially the section on Tables, which I incorporate into this Pro-Comm course. I also like the presentation of printing and typesetting details, along with the forest sustainability information presented in this book.

Hacker, Diana. *Rules for Writers, Fifth Edition*. Boston: Bedford/St. Martin's, 2004.

This is excellent for us to use as writers because of the complete coverage and the exactness of the examples. I recommend the use of this or an equivalent work as a grammar resource.

Martinez, Diane et al. *Technical Writing, Updated Edition*. New York: Kaplan Publishing, 2011. ISBN-13 978-1-60714-709-1.

This is an excellent text with exercises and full descriptions of many topics related to technical writing today. See especially Chapter 13 – Writing and Designing Training Materials, a topic of interest for writers to carry forward into the realm of training design.

*MLA Handbook for Writers of Research Papers, Seventh Edition*. New York: Modern Language Association of America, 2009. ISBN: 978-1-60329-024-1. Print.

This is a complete reference for content and format appropriate for college writing application. Yes, it has citation reference examples, but see also the other five chapters on format and content.

*Publication Manual of the American Psychological Association, Sixth Edition.*

Washington, DC: American Psychological Association, 2010.

ISBN-13 978-1-4338-0561-5. Print.

This is a complete description of the content and format required when submitting articles to the APA. See especially the definition of Abstract on page 25.

Riordan, Daniel G. *Technical Report Writing Today, Tenth Edition*. Boston: Houghton Mifflin Company, 2014. ISBN: 0-618-43389-9. Print.

This is a complete text that incorporates descriptions of writing objectives for the Computer Science and other technical majors. See especially Appendices A and B – Style and Documenting Sources. The chapters on defining and describing are excellent, also.

Zobel, Justin. *Writing for Computer Science*. London: Springer-Verlag London Limited, 2004. ISBN: 978-1-85233-802-2. Print.

This text book is written specifically for some of the needs of the Computer Science writer. See especially the chapters on Mathematics and Algorithms.

## Reference Links

The following links apply to Pro-Comm course material.

[Annotated Bibliography Guide](#)

[IEEE Standards Site](#)

[Lego Instructions](#)

[Purdue OWL Annotated Bibliography](#)

[Purdue OWL Grammar Review](#)

[RIT Style Guide Pages](#)

[Rocky Mountain Chapter of the STC](#)

[Wallace Library Bibliography Guide](#)

[Wallace Library IEEE \*Xplore\*](#)

