

FOCUS	READING ASSIGNMENTS	WRITING ASSIGNMENTS
<p><b>August 31 - Sept. 6</b></p> <p><b>Professional Letters, Ethical Concerns &amp; Concision</b></p>	<p><b>In D2L:</b></p> <ul style="list-style-type: none"> <li>Review <a href="#">Assignment Sheet #1</a> and <b>past</b> student examples <a href="#">Etsy</a> (R.A. memo + letter) &amp; <a href="#">Yumbutter</a> (letter only)</li> <li><a href="#">Concision</a> via Purdue University OWL (Online Writing Lab)</li> <li><a href="#">PowerPoint: Reading Review Week 1-3</a></li> </ul> <p><b>In Textbooks:</b></p> <ul style="list-style-type: none"> <li>Gurak and Lannon, chpt. 4, "Recognizing Ethical Issues in Technical Communication"</li> <li>Gurak and Lannon, chapter 6, "Writing with a Readable Style"</li> </ul>	<ol style="list-style-type: none"> <li><b><a href="#">Writing Workshop #1:</a></b> Respond to at least one student's MEMO (Assignment #1) from last week <i>by midnight Wednesday, Sept. 2. Worth up to 5 points.</i></li> <li><b><a href="#">Writing Workshop #1:</a></b> Post a draft of complete Assignment #1 no later than <i>midnight Sunday, Sept. 6.</i></li> </ol>

**Welcome to our third week of Technical Writing.** Most of you have the hang of course structure: work is being completed on time; peer responses are helpful and thoughtful. Well done! As always, I will check in Wednesday with some additional tips and reminders regarding this week’s deadlines.

**FOR THIS WEEK:**

- FIRST, complete the required readings above.** Take time with this material—as not only is it relevant for this week, but will continue to be implemented all term (and likely most of your academic and professional career).
- SECOND, respond to at least one peer's MEMO in Writing Workshop #1.** To do this effectively, review [Straub's article](#) about providing helpful feedback to peers, which is specific, constructive and thorough. If the writer has posted questions with his or her draft (which is recommended), please start by responding to those. If not, please use the Checklist for Memos (Chapter 10, p. 189) in Gurak and Lannon to guide your response.
- THIRD, based on last week's MEMO, write a formal complaint letter stating a specific grievance and requesting a specific action to remedy that grievance.** Please post both your revised MEMO and letter draft in Writing Workshop #1 for peer review. Please copy and paste them into one document, which will make reading easier for workshop members; start your letter (part 2) on a new page to retain proper work-place formatting. Specific assignment requirements and details are spelled out in [Assignment Sheet #1](#).
- FINALLY**, visit [OWL's discussion of concision](#) to support Chapter 6 concepts.
- For writing to be clear and effective, it must be **CONCISE**—which essentially requires the writer to use **strong verbs, accurate word choices** and to **omit words/phrases/sentences that don't add content**. No longer do we try to sound smart with long-winded and elevated language. We make it easy for our readers by writing as actively, directly and specifically as possible.
  - To support your understanding and practice of this concept, I recommend thinking about [George Orwell's Rules About Good Writing](#).
  - If you find that being concise is difficult, then practice it. Play with your sentences. Read them aloud. Figure out how to say something in 2-3 less words than you are accustomed to without sacrificing meaning or essential content. Here, [OWL offers great exercises so you can practice eliminating wordiness--and then apply this to your own writing](#).

**PLEASE NOTE: This week's reading notes (Gurak and Lannon chapter 1, 3, 4, 5, 6 and 10 reviews) are provided via the PowerPoint upload to Week #3 material.**