Ryan Peters  
Css 301  
Final Exam  
November 11, 2017

**Question #1:**

**Memorandum**  
To: Amy Doerzbacher  
CC: Bill Gonzalez  
From: Ryan Peters  
Date: November 11, 2017  
Subject: Ryan Peters’ experiences in technical writing

Introduction  
As a student at the University of Washington, Bothell, I undertook the technical writing course CSS 301 in Autumn of 2017 as part of my core course requirements.

My Experience  
In CSS 301 we were taught, from the start of the course on, how to organize and present information in such a way as to provide a clean and clear description for our target readers. Emphasis should be placed upon target readers as this was a key point in the courses instruction; in conjunction with a heavy emphasis on planning your document out across three stages: pre-writing, drafting, and revision.

Having started the course with a focus on how to analyze and plan our documents, we were subsequently taught how to apply that approach to many different technical writing patterns. All of which depend upon proper use of pattern formation tools and keyword that act as pattern-signifiers which would help guide us on choosing the best template for a given document’s purpose. This process produced a mental ingraining for how to approach a problem starting with the formation of an outline structure that helps to build a mapped list of key-points to write about.

Unfortunately, I struggled with this approach throughout the first half of the course, as I had a propensity to just dive into the drafting stage. This would often result in a rambling, unconcise document that earned me a poor grade on my first assignment. I later learned to properly utilize this pre-writing stage of the process and even apply it to activities outside of the scope of technical writing.

After I came to terms with my disappointing performance on the first assignment, I reassessed the status of my other assignments and decided to reinvent each of them. This allowed me to clear the slate and take a proper look at what I was attempting to demonstrate in the course. As a matter of proof it seemed, I was able to redesign my approach to the second assignment with much less effort and frustration than I had experienced before properly utilizing the pre-writing stage of the process.

Subsequently, the rest of the course proved to be much less of a challenge and more of a learning opportunity than it had appeared in the beginning. Though I had to play catch with the remaining assignments, my new acceptance of the full process made the task doable, if not personally satisfying to accomplish.

# Conclusion

Though I had my difficulties adopting the full process at the start of the course, I adapted quickly once I saw the reality of the results it produced. I was frustrated and jaded at the initial reveal of my poor grade on assignment 1, but I understood that it represented the fruits of my own bullheaded attitude towards the course. The short story of this experience is that I learned what it means to adapt to a seemingly adverse situation. I stepped outside of my comfort zone and learned to think according to my instructors expectations; allowing me to gain insight into alternative perspectives of how information is processed and understood beyond what my own limited opinion would allow at first.

Question #2:

11300 3rd AVE NE #215  
Seattle, WA 98125  
November 11, 2017

Jane Doe  
Future UW Bothell Student  
410 43rd St. NW  
Seattle 98107

Dear Jane Doe:

This letter is in response to your request for information on the CSS 301 course offered at UW Bothell.

# Introduction

As a student in CSS 301 you will come to learn many things that directly apply to how you interact with the professional world. So be ready, CSS 301 provides significantly different experiences from that of English 101.

## English 101 only had students write in a narrative to the instructor.

## CSS 301 assumes you already have a firm grasp on effectively researching a topic. English 101 only critiqued the coherence of student writing, not the cogence.

English 101 only expected students to write with enough coherence as to demonstrate a sufficient grasp of English syntax and grammar.

CSS 301 evaluates the cogence of a statement in addition to proper syntax, and grammatical usage -- notice the parallelism between the blue H2 subsections and these support statements.

English 101 generally does not uphold syllabus expectations like CSS 301 does, as this course strives to mirror the professional expectations of industry.

# Conclusion

CSS 301 not only provides a greater level of technical challenge than English 101, but also grants a set of skills that are more generally applicable to everyday life. The conclusion of this course, whatever the students grade, will be an individual with a greater level of confidence in approaching professional discourse and the formalities of conduction a real world business exchange.

If you have any further questions on this matter, please don’t hesitate to write to me at [peters.ryan84@gmail.com](mailto:peters.ryan84@gmail.com), I will be happy to follow up with any further information you require.

Sincerely,

*Assume this is a signature* ;)

Ryan peters  
Former CSS 301 Student

Question #3:

I’ve chosen to use the C/C pattern:

# Introduction

Students majoring in Computer Science at UW Bothell will need to prepare themselves for the stark contrasts between their previous experiences in English 101 and CSS 301. This memo will aid in the process of evaluating the distinct differences between the two courses by evaluating these criteria: expectations of the audience, expected proficiency in researching a topic, and expectations for cogence.

Question #4:

Again, this is for a memo, so here’s the subject line.

Subject: Evaluating the distinct differences between English 101 and CSS 301

Question #5:

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