

Technical Writing Annotated Bibliography

Rude, Carolyn D., et al. "Chapter 1: Definition of Editing." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Technical editors have two basic functions: to prepare documents for publication and to make documents effective for readers. Managing is an important part of being an editor as well including project definition, selection, scheduling and coordinating graphic design, and text editing. Technical editors work on documents with technical subjects generally in fields of computer science and engineering. They are the last people in the line of production to ensure quality control.

Rude, Carolyn D., et al. "Chapter 2: Readers and Documents." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

There are a few purposes for reading technical documents. Readers use the document in order to act, solve a problem, make a decision, operate equipment, or to get information. In order to act, readers have to know something, and technical editors must ensure the level of detail is right for readers. Readers often read selectively, so technical editors should make the information of primary importance first and place key concepts in prominent places to ensure the document will be appropriate for the community. This included checking the information for accuracy, Completeness, and Conciseness. Visual or verbal noise distracts readers, making information more difficult to comprehend.

Rude, Carolyn D., et al. "Chapter 3: Copyediting." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Technical editors must focus on ensuring correct, consistent, accurate, and complete information including copyediting. Copyeditors check quality control for the style of the document. This process includes gathering information and preparing a style sheet and parts checklist, surveying the document, and editing for Correctness, Consistency, and Accuracy. The copyeditor must also edit the visuals and non-prose, preparing the typescript for the printer

Rude, Carolyn D., et al. "Chapter 4: Copy Marking." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Copy marking is the process in which an editor marks the document with instructions in symbolic form is known as markup or copy marking. Each symbol has its own meaning. A question to a writer is a query, which is usually placed on a Post-it note. Usually, such questions are requests for information or explanation.

Rude, Carolyn D., et al. "Chapter 5: Spelling, Caps and Abbreviations." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Correct spelling, caps, and abbreviations increase accuracy and clarity of writing. Good editors rely on style manuals as a guide to common mistakes. Additionally, it is recommended to make a list of common mistakes for reference.

Rude, Carolyn D., et al. "Chapter 6: Grammar and Usage." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Editors are expected to be an expert in understanding Grammar and Usage. Understand basic sentence patterns and corresponding punctuation rules.

Rude, Carolyn D., et al. "Chapter 8: Quantitative and Technical Material." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

When a document is mathematical, statistical or technical, you must be aware of the implications of changing symbols or capitalization. There are usually style guides available for this sort of editing.

Rude, Carolyn D., et al. "Chapter 9: Proofreading." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Copyediting prepares text for printing while proofreading is done to verify that a text has been printed correctly. Proofreaders do not change choices but verify that they have been incorporated. Proofreaders only change text when a copyeditor has overlooked errors. Proofreaders much reviews alignment, spacing, and clarity of letters to ensure print quality.

Rude, Carolyn D., et al. "Chapter 10: Substantive Editing." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Usefulness depends on a document's concept that matches the needs of the readers. Substantive editing is the process of evaluating a document's concept. The substantive editor will suggest ways to improve. While copyediting with increase the credibility, substantive editing looks beyond words, making the document more functional and appropriate for readers. It is never acceptable to arbitrarily change things as an editor, a change must have informed judgment. While substantive editing will take more time than copyediting, the writer will also be consulted to ensure that editing has not introduced new errors. The process of substantive editing is not line by line rather, getting a sense of

the whole document in its context and a concept of what the document seeks to achieve.

Substantive editing requires analyzing the document's reader's purpose and uses, and evaluating the document on content, organization, format, style, and illustrations and then evaluating the outcome.

Rude, Carolyn D., et al. "Chapter 11: Style." *Technical Editing*. Belmont, California:

Wadsworth, 1991. Print.

When you edit for style you influence a reader's response to the document. Style is about choices of words, forms, and arrangement in sentences. Technical documents will not use excessively formal tones. Editing for style is really editing for meaning. Editing for style means ensuring the style serves readers and purpose, the structure reinforces meaning, the words convey action in the sentence accurately and understandably. Nondiscriminatory language can also be a concern so ensure choices that show respect for all readers.

Shorten Sentences and emphasize the sentence core by placing it early in the sentence
Make terms concrete delete unnecessary repetitions to leave the readers with a good impression of the document.

Rude, Carolyn D., et al. "Chapter 12: Organization." *Technical Editing*. Belmont, California:

Wadsworth, 1991. Print.

Purpose of tech document is to give information. People store information in long term memory by creating structures for concepts and facts. Technical documents must organize info in order to ensure readers remember it. Make components that remain constant, and templates help readers learn information including major and subordinate components. These components should be developed early to help readers locate the

appropriately stored schema in memory. The beginning of the document should presents concept by identifying the topic and placing it in context. The middle should include the whole analyzed into its component parts. The end should reassemble the material as a whole. Follow pre-established document structures of the given field, arranging information from general to specific. The structure can clarify relations.

Rude, Carolyn D., et al. "Chapter 13: Format." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

The format is the primary visual signal about how a document is organized. The format is closely related to graphic design and document design. The decisions must be made to include prose or visual, lists, headings, numbers, letters, bullets. The decisions can be easily made if the editor is able to use the conventions of the field. In that case, meet readers expectations of the convention. Documents of this type must motivate readers to facilitate ongoing use. Ensure that format enhances content rather than distracting from it, and match the level of formatting to the demands of the text.

Rude, Carolyn D., et al. "Chapter 14: Visuals." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Documents without visuals are rare and most documents rely on icons rather than words. Visuals require copyediting and substantive editing to check for accuracy, correctness, consistency, and completeness. Visuals need to be in line with readers expectations, and often readers expect information in visuals. Verbal instructions must be translated to allow less competent readers to understand. Visuals must be integrated into the text and

must enable action. Readers can also use visuals to find the text. As with document style, the whole should come before the part in visuals.

Rude, Carolyn D., et al. "Chapter 15: Collaborating with Writers." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Good relationships with writers follow from good editing and good management. Good editing must make a document better, not simply different. Management involves establishing expectations easy, good communication, and promptness in completing work. Interpersonal skills and tactful communication encourage cooperation. The focus must be on the document and the reader rather than the writer or the editor.

Rude, Carolyn D., et al. "Chapter 17: Type and Production." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Knowing the specialized vocabulary of graphic designers and printers enables communication and informed decisions about printing. Choose a 10 or 12pt type, in the Times New Roman or Helvetica face and set it on a line length of about 2 ½ alphabets or about 27 pica wide. For a book, use 50- or 60- pound paper. Schedule enough time for printing to allow for all the steps of preparation, printing, proofreading, and finishing.

Rude, Carolyn D., et al. "Chapter 18: Management." *Technical Editing*. Belmont, California: Wadsworth, 1991. Print.

Good management means communicating clearly with others in establishing expectations for editing, scheduling, and keeping projects on schedule. As managers, editors also set policy and may negotiate business of production. They guard the legal and ethical integrity of documents. All substantial editing projects require good management.

Flanagan, Suzan. "The Current State of Technical Editing Research and the Open Questions."

The term technical editing does not have a well-established definition. Editing means different things to different people. Students may mistakenly conclude that proofreading is copyediting which is editing. Fewer than 20 empirical studies on technical editing have been published in peer-reviewed technical communication journals since 2000. Most of the empirical research on technical editing focuses on editorial comments, electronic editing, editing tests, and quality control. Electronic editing tools are well established in the workplace, but editing work is just shifting to computer collaboration. Editorial skill sets must evolve with changing technologies.

Popham, Susan. "Editing through a Feminist Theoretical Lens."

Popham explores and applies feminist theory broadly to editing practices in the classroom and the editing workplace as an example of how theory can help to improve work as editors and teachers. According to Popham, feminist theory is well suited to support the work of editing and the teaching of editing because feminist theory encourages a more conscious attitude of respect for authors and their manuscripts, a more conscious analysis of female-based metaphors often used in describing editorial work, and a more realistic exploration of the placement of women in editing and publishing workplaces. Feminist theory when taught as a theoretical foundation in the editing classroom may help editing students acknowledge other theoretical principles underlying the work of editing.