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Process Packet: Instructions and Process Descriptions

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| ASSIGNMENT OVERVIEW  Students will analyze professionally written instructions and process descriptions, examining the rhetorical strategy, structure, and content of the documents. The process description and instructions relate to concepts that an Environmental, Civil, Chemical, or Waste Management Engineer might write about as part of his or her job.  Point value:  This assignment consists of a packet of 30 analysis questions. This assignment is worth **100 points**. Students earn points by clearly demonstrating an understanding of two genres (instructions and process descriptions) and the application of writing principles from the course textbook, quizzes, and lectures. **To earn full points, provide thoughtful, carefully considered responses to the analysis questions.**  Background:  **Instructions** are written to help an audience perform or carryout a task. Some characteristics of instructions include the use of second person, the imperative mood, and logical sequences of steps. Most instructions are supported with visuals to help the reader understand each part of the process.  **Process descriptions** describe objects, mechanisms, and processes and are in a narrative form. Process descriptions are not written for someone to carry out the tasks or processes described, but to show how something works. Some characteristics of process descriptions include the use of third person, the indicative mood, and narrative paragraphs (rather than steps). Most process descriptions are supported with visuals to help a reader understand each part of the process.  Support Resources:   * **Process Introduction to Instructions and Process Descriptions** * **Process Descriptions Vs. Instructions presentation** * **The Key Forms of Business Writing: Instructions** (https://www.youtube.com/watch?v=Nkeot2j5pNI instructions )   Due Date: **by 11:59 pm, November 16 (end of Week 7). Submit in the Project 5 folder.** |

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| TO PREPARE: Read/View the first three **Support Resources** listed in the Assignment Overview above. |

PART 1: ANALYZING NYC WORM BIN INSTRUCTION MANNUALS (30 POINTS = 10 per document)

The three documents listed below provide step-by-step instructions for creating an indoor worm bin. The indoor bin uses red wriggler worms to compost food scraps and produce a plant fertilizer known as **vermicompost**.

Please use the NYC.gov links below to read and analyze the instructions. Then answer the questions below for each document (A, B, and C).

1. **NYC Recycles:**

**http://www.seattletilth.org/learn/resources-1/compost/otsbinplans/at\_download/file**

1. **NYC Indoor Composting with a Worm Bin: http://www1.nyc.gov/assets/dsny/downloads/pdf/promotional-materials/indoor-worm-bin-composting-brochure-06340-f.pdf**
2. **Cheap and Easy Worm Bin:**

<http://whatcom.wsu.edu/ag/compost/easywormbin.htm>

1. **Author information**:
   1. Who wrote these documents (organizations, city departments, etc.)?

Document A – An employee of “The Garden Hotline”.

Document B – An employee of The New York City department of Sanitation.

Document C – It is unclear who the writer is by reading the document alone. However, by going to the url [*http://whatcom.wsu.edu/*](http://whatcom.wsu.edu/), it can be seen that the document has originated from within the Washington State University Whatcom County Extension.

* 1. What makes the writers of each of these documents **credible**?

Document A - At the bottom of the first page, *The Garden Hotline* is listed as being managed by Seattle Tilth and sponsored by Seattle Public Utilities. Associating the document with a government entity gives it more credibility. In addition, at the end of the document, contact information for the Garden Hotline is listed further legitimizing the document.

Document B - The logo of the NYC department of Sanitation is present on the first page of the document. Linking the document to a government agency gives the writer more credibility.

Document C – There is nothing in the document which gives an credibility to the author because the author/organization is not specified in the document.

1. **Purpose:** Write one sentence that **clearly and** **specifically** describes the primary purpose of each document (Note: not the purpose of just any set of instructions, but these ones in particular). Direct quotations and/or paraphrasing are acceptable for this answer.

Document A – The document provides a set of instructions that allow the reader to obtaine the knowledge necessary to “make an easy to use indoor worm bin”.

Document B – The document gives the user the necessary information to build a worm bin, get worms and produce/harvest compost. In addition, it details tips on maintenance of the worm bin.

Document C – The document gives the user some general information that can be used to build and maintain a worm bin for composting.

1. **Genre: Instructions**:
   1. What components of the document help you identify it as **instructions**?

Document A - The first section has a header titled “Assembling the Worm Bin”. This is followed by a numerical list of steps. In addition, the document tells the reader to “follow these instructions...” in the first sentence which provides a clue as to the document's purpose.

Document B - At the beginning of most pages of the document, there is a number detailing which step (in the process of creating/maintaining a worm bin) the information on the page corresponds to. This allows the reader to identify information in the document as instructions.

Document C – At the end of the introduction for the document, it says “This is the cheapest and easiest to manage worm bin system that I've seen: ...“. By using the keywords 'this' and ending the sentence with a colon, the author is implying that what follows will be an explanation of a worm bin system (or in this case, instructions on how to make one).

* 1. How **effective** are these instructions? Does the document list the required materials? Are the instructions organized clearly? Are the instructions broken into manageable sets of steps? Are any steps confusing, missing, out of order, or overly complicated? Do the visuals adequately support the instructions?

Document A - The required materials are listed clearly in their own box on the first page. Instructions are listed in the order that they should logically be performed. The steps are manageable and are accompanied by several detailed visuals that help to guide the reader.

Document B – The instructions are listed clearly and in detail. The document provides clear and in-depth information about the materials needed and even gives some background information on certain topics to help give the user a better understanding of what they are doing and the reason behind their actions. Visuals are not as detailed as they should be and are used rather sparingly.

Document C – The instructions are complete if brief. In addition, the haphazard embedding of related images in throughout the instruction text makes it hard to concentrate on reading the instructions. The instructions can be somewhat vague at certain points. For example, in step 7 of the document, it says to “feed your worms a vegetarian diet. Most things that would normally go down the garbage disposal can go into your worm bin. You will notice some foods will be eaten faster than others”. While this is a decent amount of information, it doesn't specifically detail a diet that worms need and leaves it to the reader to figure out what works best through trial and error.

1. **Audience:**
   1. Who is the **primary audience** for each of these documents (Who will read it and how do you know)?

Document A - The document is aimed at an audience looking to build a worm bin in order to compost food remnants that are uneaten or unused. There is a high likelihood that the audience has an interest in gardening because the site hosting the document is dedicated to gardening.

Document B - The document is targeted towards a reader that doesn't have much background knowledge about composting. In addition, the reader is not expected to have access to personal outdoor space.

Document C – The primary audience of the document is a reader who is interested in building a worm compost bin and may or may not have access to outside personal land.

* 1. What information does the primary audience **need/want/expect** to find in these documents? Go beyond just the obvious.

Document A - The audience expects to find detailed information which would allow them to build a worm bin in order to make compost. In addition, the audience is probably looking for tips for the maintenance of their worm-bin and best practices with regards to making compost

Document B – The reader wants to learn more about composting using worms. In addition, they may be interested in building a worm bin. The reader is also possibly interested in learning about common problems that can occur in the use of worm bins for composting.

Document C – The user is expecting to find detailed information about building and using their own worm compost bin.

* 1. What assumptions did the writer make about the readers’ understanding of the **documents’** **context** and **technical background**?

Document A - The audience is not expected to have any background working with soil/worms as evidenced by the multitude of tips telling the reader exactly how to maintain the worm bin once it is built.

Document B - The document assumes that the reader doesn't know much/anything about composting. In addition, the document makes the assumption that the reader could live in a crowded city and not have access to personal outdoor areas for gardening.

Document C – The author makes the assumption that the reader is interested in composting using worm bins. In addition, the author assumes that the reader may or may not have

* 1. What will the audience **do** with the information in these documents?

Document A - The audience will learn about how to construct and maintain worm bins. Then, if they decide that they want to put in the effort/money to build and maintain a worm bin, they will do so.

Document B - The audience can use the information to build a worm bin and begin composting their food. If the reader is not interested in building a worm bin, the document will give them a better overall understanding of the process of creating and maintaining a worm bin for composting food.

Document C – The audience will build a worm compost bin.

1. **Introduction:** Analyze the content provided in the **“Introduction” paragraphs** of the documents. Remember that for the “NYC Recycles” document, you will need to click and explore additional links on the main page.
   1. **Background**: What background is included in the introduction to provide **context**?

Document A - The document lacks a detailed introduction. Instead, in a single sentence, the purpose of the document is clearly and concisely laid out.

Document B – The document does not have an introduction past the first two sentences on the first page. These two sentences indicate that the reader can “compost food scraps indoors using a worm bin” which serves as context for the the beginning of the document.

Document C – The document says that worm bins are a good choice for people who don't have yard space. In addition, it says that a compost bin can produce “one of the best soil amendments available – worm castings.” This information provides context for the body of the document.

* 1. **Gap revealed:** How does the introduction present the **problem/gap** that the document addresses?

Document A - **The document doesn't introduce a problem/gap.**

Document B – The first sentence of the document asks the user if they “don't have access to outdoor space.” **This reveals the problem as enabling the reader to compost in an indoor space which is addressed by the rest of the document.**

Document C – **The first sentence of the document mentions that composting using a worm bin is great for people without access to outdoor space.**

* 1. **Gap solution/purpose:** What **solution** to the problem/gap is proposed in the introduction?

Document A - The solution proposed is to build a worm bin.

Document B – The document proposes the use of a worm bin in order to compost indoors.

Document C – The document proposes that readers build and use a worm bin.

* 1. **Overview**: How does the introduction provide an **overview** of the document's organization?

Document A - **There is no overview of the document's organization.**

Document B - **By assuming the audience has no knowledge of worm bins as well as implying that the solution to the document's problem is to build a worm bin,** the document's introduction implies that the organization of the document will be a series of steps and related information detailing how to build and use a worm bin.

Document C – By ending the introduction with “This is the cheapest and easiest to manage worm bin system that I've seen: “, the document hints that its organization will revolve around the explanation of a worm bin system.

1. **Body and Conclusion Content:** Analyze the content provided in the **bodies** of the documents. Remember that for the “NYC Recycles” document, you might need to click and explore additional links on the main page.
   1. Is the level of detail provided appropriate for the intended audience of each document? Explain. What are the differences in how information is presented in each document?

Document A -

Document B – The level of detail in the document is perfectly appropriate for the target audience. The document frames information using language that is low-level and easy for any reader to understand. In addition, the document provides information that gives the reader context to what they are doing (e.g. the information section on Red Wiggler worms).

Document C – The level of detail presented in the document is appropriate for a reader without prior knowledge of worm bin composting. Most of the information is presented in the format of a chronological series of steps for the reader to follow.

* 1. **Conclusion:** Find the **conclusion sections** of each document. Do the documents have follow-up advice, troubleshooting information, and helpful hints?

Document A - The 'conclusion' of the document is a long list of tips for how to maintain a healthy environment for worms as well as preventing pests from living in the bin. The document provides reasons as to why certain problems could be present in the worm bins.

Document B - Advice and troubleshooting information is presented in the body of the document in color delineated sections such as “Troubleshooting Guide”. The conclusion section briefly describes the uses of compost.

Document C – The document has a troubleshooting section at the conclusion that briefly describes common problems and their solutions.

* 1. Are there any safety information, tips, notes, etc. in either document that the reader needed to understand? Describe.

Document A - The document provides a detailed set of tips for readers/owners of worm bins. At the end of the document, there is a bullet-point list of tips that help the user to combat worm death in the bins.

Document B – The document provides information about common problems and their solutions under the section titled “Troubleshooting Guide”. The section uses a clever color scheme to guide the user to exactly the information that they want to see. It does this by placing text detailing the type of problem in a dark brown font. Detailed solutions to each problem are in lighter green font. This allows the user to read over the section and isolate the text of each problem. When they find the problem that they want to read about, then they can read the light green text that corresponds with their chosen question.

Document C – The document presents tips and troubleshooting information in the form of tables that are cleanly organized in tables. However, the information they contain is often brief and vague. For example, the solution to “Not enough air” is to “Drill more ventilation holes”. The location of where the ventilation holes should be is not specified leaving the reader to guess.

1. **Moving from Known to New:** Locate one place in each document where the author applies the concept of Moving from Known to New. In other words, where in the document does the writer states a simple, familiar fact and then build on that familiar fact to introduce information that is new and more complex.

Document A - On the second page of the document, it says to not “overload your bin”, which is fairly obvious advice. After this, it gives a formula to allow the reader to calculate how much food can be handled by a worm bin (of a given size) per week

Document B - Under the fifth step, the document says that “Monitoring your worm bin regularly lets you ensure you are providing healthy living conditions for your worms...”. This is relatively obvious information to a decently intelligent reader. The document follows by saying that a good bin “should have small quantities of other decomposer organisms, such as mites or little white worms.” This is very specific information and is unlikely to be known by a reader without prior knowledge of composting using worms.

Document C – There is not anywhere in the document where the author applies the concept of Moving from Known to New.

1. **Framing knowledge:** Analyze the framing used to orient the reader in the introductions to **each new section**. Does the framing provide insight into what the new section will contain?
   1. **Document intro:**

Document A - In the introduction sentence, the document says to “follow these instructions to make an easy to use indoor worm bin...”. This implies that the following section will be a set of instructions telling the user exactly how to build a worm bin.

Document B - By telling the audience that they can “compost food scraps indoors using a worm bin”, the introduction forecasts that the document will be a set of instructions on how to compost food indoors using worm bins.

Document C – The document

The entire document can be treated as one section. While there is framing in the beginning which implies that the document will contain a set of instructions (as described previously), there is no framing in the body of the document. Instead, information is presented in an imperative form and without much introduction or transition.

* 1. **New web page or section heading:**

Document A - In general, the document is straight to the point and avoids any extended introductions for new sections. **Instead, each new section starts by going directly into the topic it contains.** For example, under the “Harvesting” section, there is no introduction. Instead, the document immediately goes into when/how to harvest the worm bin.

Document B – Sections often begin by telling a reader an exact requirement or fact such as “You will need a specific worm species...” and “Bedding provides a place for the worms to live, absorbs moisture, …”. After that, the sections will go into detail about what was described in the first sentence.

Document C – There is no framing for new sections, The only section other than the instructions for building the box is a brief section on how to feed the worms. The section doesn't have much of an introduction. Instead, the author goes straight into when/how to feed the worms.

* 1. **New list:**

Document A - New lists are headed by a sentence describing the purpose of instructions or tips contained in the list.

Document B – Before each list, the document will often say something along the lines of “follow these instructions” or “Here are ...”. **By doing this, the document tells the user that a list of information is coming and the purpose for that information.**

Document C - There is only one list in the entire document.

1. **Imposing Visible Structure:** Analyze the design, layout, organization, and formatting of the document.
   1. Are the instructions in each document designed effectively? How do design, layout, and formatting enhance the reader’s ability to follow the instructions (or not)? **Note**: “NYC Recycles” has a different format than the “NYC Indoor Composting with a Worm Bin.” Is there adequate white space between sections of chunks of text? Clear relationships between the text and visuals?

Document A - The instructions are clear and in chronological order. The document's format enhances readability by separating out certain processes in sub-lists of steps delineated by a title describing what each list is doing. In addition, some important sections are delineated by using a solid line border.

Document B - The instructions are formatted and worded intuitively for the user. The document uses a color scheme that allows the author to emphasize key information for the user. Important text is colored dark brown. Less important and/or supporting text is light green colored. This guides the users eyes to important text by emphasizing its darker color. In addition, the use of supporting sentences helps effectively transition the document into new sections in a continuous manner.

Visuals are a weaker element of this document. They generally lack captions and seem to serve as more of an artistic addition to the paper than as visual assistance to the steps described.

Document C - The formatting of the document is not very good. Different steps in the in the section describing how to make a worm bin are not aligned. In addition, visuals are thrown in around the text which are related to the steps. However, it is not clear which visual is related to which step without closely reading the steps and looking at the visuals. There are a lot of random spaces in the document which are not visually appealing and could easily be removed if the document were reformatted in a more logical way.

* 1. How are the steps **organized** (lists, bullet points, numbers, etc.)? Are the instructions easy to follow and written in the imperative? Do the writers **frame** the information in the lists?

Document A - Steps which need to be performed in chronological order are structured in numerical lists. Other list information is structured in bullet-point lists. The entire document is written in the imperative. The writers do not frame the information presented in the lists. Instead, they present only information that is necessary to help the reader build worm bins.

Document B - The paper is organized as a chronological series of sections which have a number at the top next to their title. Lists of instructions are presented as bullet-point lists. Instructions are emphasized in a bold brown color and written in the imperative. Information is framed in the bold text in the lists.

Document C – Steps are organized in a numerical list with the beginning of each step denoted by bold text. They are written in the imperative.

The framing of the steps is not very good. Related information is often mixed in with imperative instructions without any clear pattern. This could be remedied by removing information which is not strictly necessary to build the box and putting it in its own section.

* 1. How are visuals used in each document? Describe what you see. Are the visuals appropriate for the context? Do they aid in reader comprehension? Which document's visuals do you find more useful? Why? Explain.

Document A - There are hand drawn visuals at the end of the document which help to clarify instructions presented earlier. Visuals are referenced in the document and help clarify steps presented to the reader.

Document B - Visuals are used somewhat sparingly and are not well-emphasized. In several instances (such as in the fly trap section), they help the user to understand what is being described in text.

Document C – The author uses visuals when describing the steps involved in building the box. However, the visuals have no clear relation with the steps that they pertain to and only serve to confuse the reader.

PART 2: RHETORICAL ANALYSIS: INSTRUCTIONS COMPARISON AND (20 POINTS)

Now that you’ve read three instructions documents on the same topic (worm bins), you’re ready to delve into deeper analysis of the content, layout, organization, and effectiveness of each document.

Demonstrate your **critical thinking skills** and use **rhetorical analysis** (i.e., an analysis of how language is used to accomplish a specific goal for a specific audience) to respond to the following questions.

1. Of the three documents, which seems to have the most useful information for its audience? Which has the clearest? In other words, if you were to build a worm bin, which set of instructions seems, based on your analysis, the easiest to correctly follow? Why?

The first document is the easiest to correctly follow. This is because the instructions are incredibly detailed and more elaborate than the other documents. In addition, its visuals contain the most useful information to build a worm box by detailing the most minute parts.

1. Which document had the most useful visuals or ones that best supported the audience’s understanding for each step? Which had the least useful visuals? Why? What would need to be changed to improve these visuals?

The first document had the most useful visuals because they were the most directly related to the process of building a worm bin. While the second document had more visuals, they were not as detailed and did not aid in understanding the steps of building a worm bin as much as the first document's visuals did.

The third document had the least useful visuals. Although its visuals were related to the steps involved in building a worm bin, they were placed in a way that made it hard for the user to correlate any given visual with its corresponding step. To make matters worse, their placement detracted from the information presented in the steps and made the process harder to understand for the reader.

1. How did organization, layout, and document design enhance (or impair) your ability to understand each set of instructions?

The second document's generous use of space between text and a visually appealing color scheme made it easiest to understand the information in that document even though it contained the most information of the three documents.

The first document made good use of larger and bolder text to help delineate different sections as well as putting distinct borders around certain information to allow me to see it better. However, the lack of spacing between paragraphs often made the information overwhelming.

The third document had by far the worst organization of the three. The haphazard layout of images within the text of the steps made it hard to understand what the author was trying to convey. In addition, the lack of alignment between process steps made it harder to read the information about processes.

1. Choose one of the three documents and explain how you could revise it to make it a more effective set of instructions. Consider what you know about genre and how writing principles impact document reception.

There are several things that could be done to revise the third document. First of all, the placement of images could be changed to better correspond with the steps of the process that they reference. In addition, there are some parts of the process description where extra information is added that is not strictly necessary for a user that is trying to build a bin. This information should be put into its own section(s). The last change that I would make to the document is to better format information that is provided in tables. I dislike the border that the author chose for tables and would change it to be a solid black line instead of its current style which makes it look like it is from an outdated web page.

PART 3: COMPOSTING PROCESS DESCRIPTION (15 POINTS)

The document below is a process description on composting in the dairy industry. Please use the link below to read, analyze the process description. Then answer the questions below.

**Dairy Composting:**

<http://www.cals.uidaho.edu/edcomm/pdf/CIS/CIS1179.pdf>

1. **Author information**:
   1. Who wrote this document (writers’ names, organizations, academic institutions, etc.)?

Lide Chen: Extension Waste Management Engineer at the University of Idaho Twin Falls Research and Extension Center.

Mario E. de Haro Marti: Extension Educator at the University of Idaho Extension in Gooding County.

Amber Moore: Extension Soils Specialist at University of Idaho Twin Falls Research Center and Extension Center.

Christine Falen: Extension Educator at the University of Idaho Extension in Lincoln County.

* 1. What makes the writers of this document credible?

Their association with academic institutions and the fact that this article appears to be in the format of a published academic paper give credibility to the authors.

1. **Purpose:** Write one sentence that **clearly and** **specifically** describes the primary purpose of this document (Note: not the purpose of just any process description, but this one in particular). Direct quotation and/or paraphrasing are acceptable for this answer.

The document “explains what composting is, how it happens, and how it is affected by various factors”.

1. **Genre: Process Descriptions**: What components of the document help you identify it as a process description?

The word 'process' is in the document title.

1. **Audience:**
   1. Who is the **primary audience** for this document (Who will read it and how do you know)? Who are the “people” mentioned in the introduction?

People who may have a basic understanding of the composting process but don't understand its underlying complexity.

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* 1. What information does the primary audience **need/want/expect** to find in these documents?

The audience expects to find a detailed description of the process of composting at a level of complexity appropriate for an individual at University level.

* 1. What assumptions did the writer make about the readers’ understanding of the **document’s** **context** and **technical background**?
  2. What will the audience **do** with the information in this document?

The audience will

1. **Introduction:** Analyze the content provided in the **“Introduction” paragraphs** of the document.
   1. **Background**: What background is included in the introduction to provide context?
   2. **Gap revealed:** How does the introduction present the problem/gap that the document addresses?
   3. **Gap solution/purpose:** What solution to the problem/gap is proposed in the introduction?
   4. **Overview**: How does the introduction provide an overview of the document's organization?
2. **Body Content:** Analyze the content provided in the **body** of the document.
   1. How are **definitions** used in the process description? What types of definitions are used? Give examples from the document (you can paraphrase or provide direct quotes for this question). How do definitions expand and support this process description?
   2. Is the level of **detail** provided appropriate for the intended audience of the document? Explain.
3. **Moving from Known to New:** Locate one place in each document where the author applies the concept of Moving from Known to New. In other words, where in the document does the writer states a simple, familiar fact and then build on that familiar fact to introduce information that is new and more complex.
4. **Framing knowledge:** Analyze the framing used to orient the reader in the introductions to **each new section**. Does the framing provide insight into what the new section will contain?
   1. **Document intro:**
   2. **New section heading:**
   3. **New list:**
5. **Imposing Visible Structure:** Analyze the design, layout, organization, and formatting of the “Dairy Composting” document.
   1. Are the steps of the process effectively organized? Are the steps logical? How does design, layout, and formatting enhance the reader’s ability to understand the process of diary composting (or not)? Is there adequate “white space” between chunks or sections of text? Clear relationships between the text and visuals? Explain.

* 1. How does narrative form, part of genre expectations in process descriptions, work with the structure of this document? Where in the process does the writers start? Why?
  2. How are visuals used in the document? Describe what you see. Are they appropriate for the context and aid in reader comprehension? How do the visuals in this document clarify the process of composting? What do they show and why?

1. **Conclusion:** Find the **conclusion sections** of the document.
   1. Does the process description have a clear conclusion? What information is in the last paragraphs? Why does the process description end where it does? How does it signal to the reader that the process and document has concluded?
   2. What types of information are found on page 5 of the document? What does this information do for the audience?

PART 4: RHETORICAL ANALYSIS: PROCESS DESCRIPTION (15 POINTS)

Now that you’ve analyzed a process description, you’re ready to delve into deeper analysis of the content, layout, organization, and effectiveness of the document.

Demonstrate your **critical thinking** skills and use **rhetorical analysis** (i.e., an analysis of how language is used to accomplish a specific goal for a specific audience) to respond to the following questions.

1. Did the “Dairy Composting” process description clearly specify the **scope** of the description? Explain.
2. Did the **graphics and visuals** in the “Dairy Composting” process description adequately identify the important steps in the sequence? Could other visuals have been more helpful in clarifying how the process of dairy composting works? What other types of visuals would have strengthened this process description for this audience?
3. If you were a waste management engineer, how would you revise this process description for dairy composting? What might you change, add, or perfect? Why?

PART 5: INSTRUCTIONS VS. PROCESS DESCRIPTION ANALYSIS (20 POINTS)

Demonstrate your **critical thinking skills** and use **rhetorical analysis** (i.e., an analysis of how language is used to accomplish a specific goal for a specific audience) to respond to the following questions about **instructions and process descriptions**.

1. What do you now know about writing **instructions** that you did not know before?
2. What do you now know about writing **process descriptions** that you did not know before?
3. Describe the **differences** between writing instructions and writing process descriptions. As part of your response, you can list the typical parts or requirements of each genre, keeping mind that you’ll need to expand on these lists and compare and contrast. You might want to review the documents provided in this process packet for clues.
4. **Compare** the use of visuals in instructions and process descriptions.
   1. Why are visuals important in **instructions**? What are they used for? What do visuals need to show in instructions? What kinds or types of visuals seem most useful for an audience?
   2. Why are visuals used in **process descriptions**? What are they used for? What should visuals in process descriptions show?
   3. How do the kinds of visuals in instructions differ from those in process descriptions?