Work Packet 2

# **Chapter 5 Response:**

TO: Professor Maddox

FROM: Samantha Schock, Technical Writing for Engineers Student

DATE: October 5th, 2014

SUBJECT: Industry of Medical Devices in the U.S. with regards to Chapter 5 (Analyzing Your Audience and Purpose)

When it comes to the medical device industry, there are multiple discourse communities that are involved. The consumer is the main audience that you have to deal with. After all, the medical devices are made specifically for the people that are in need of them. Another main discourse community is the workforce. The information required for manufacturing and assembling the parts is completely separate from marketing the actual device.

An audience’s education is extremely variable. For example, coworkers will most likely be college educated, have a degree in medicine or engineering, and much professional experience, while the audience understanding the device will probably not have any prior knowledge of the device mechanism with very little professional experience, ranging from There are high levels of responsibility. If the product doesn’t work correctly, lives may be in danger. It’s also no surprise that younger people tend to be more capable with technology than the older generation, however, both seem to be apt at following directions, which is the key point in this industry. The personal preferences shouldn’t matter as long as the directions and instructions are clear. Cultural backgrounds aren’t as relevant, because there doesn’t seem to be much room for offense. Science and mathematics tend to be universal subjects.

Secondary audiences may include the group that applies for the FDA regulations. The device cannot become fully operational without approval from the government agency. A tertiary audience may be a group that supports devices being made because of a specific disability.

The audience will most likely have high expectations because of the variance in nature of the device, but have a positive attitude, since the purpose is to have a positive effect on as many people as possible.

The products and documents should be carefully examined, as the information contains highly useful data.

A professional with a college education and extensive “hands-on” skills would be absolutely necessary for a job listing in the medical device industry. However, an education cannot be the only skill; an employee must have communication skills to thrive in the workplace.

# **Chapter 8 Response:**

TO: Professor Maddox

FROM: Samantha Schock, Technical Writing for Engineers Student

DATE: October 5th, 2014

SUBJECT: Industry of Medical Devices in the U.S. with regards to Chapter 8 (Communicating Persuasively)

# Disease, injury, and sickness have always been plaguing the human race since the beginning of time. However, a relatively new industry is now creating devices to help treat, or maybe even cure these ailments. Medicine has amazing potential that hasn’t been fully harvested. Imagine having the ability to treat Alzheimer’s, or fix a heart problem in a newborn before it affects the rest of their life. Now, we have the opportunity to cultivate these amazing possibilities, and how can we not put them to good use?

# Many people are unaware of how many diseases actually affect people in not just the U.S. population, but in the entire world. For example, cancer is the second leading cause of death in the U.S., exceeded only by heart disease. Cancer kills more than 1,500 people each day. The more that people are aware of these types of statistics, the more support the medical device industry can receive.

# To fully gain support from a wide variety of people, the industry can use multiple types of arguments. Logos seems to be one of the most prominent choices, since all of the devices have to be proved before fully operational, meaning that facts of their functionality exist and can be shared with the public on their success. This specific industry can also be controversial, so appealing to the audience’s Ethos will be most effective.

**Sequence 1: Job Listings**

UNDERGRADUATE STUDENT APPRENTICE

Recruiter: Medtronic, Inc.

Job Type: Part-Time R&D Engineer Summer Associate

Location: Santa Rosa, CA

Salary: $50 / hour

Posted: October 2nd, 2013

Job Description: Undergrad engineer will apply advanced technical principles, theories, and concepts in working on complex technical problems and developing innovative solutions using computational models.

JOB CHARACTERISTICS

Employment in this position is designed to give students experience in the medical device industry. The candidate must be competent in the research and development field, creating ideas for medical devices, applying them to real-life situations, and become familiar with the government FDA regulations on all medical devices. On a day-to-day basis, the Engineer will use Finite Element Analysis (FEA) as the primary design optimization tool for the development of innovative products. The employee will also prepare reports and presentation to communicate completed technical assessments and analysis results.

This position may be used for students to gain experience in the medical field who are working towards a graduate or professional degree.

NECESSARY QUALIFICATIONS

Candidates must show proof of enrollment in a credible college or university with a minimum GPA of 2.5 with an undergraduate in engineering (preferably Mechanical, Electrical, Computer, or Biomedical Engineering),

KNOWLEDGE & ABILITIES

The undergrad must demonstrate proficiency in Engineering, have basic computer skills, especially Finite Element Analysis, and knowledge of regulations governing medical devices. The candidate must also have excellent written and oral communication skills and be confident in cross-functional development teams. Additionally, the engineer must provide technical input, perform competitive product analysis, and help bring products to the market.

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| Contract Clauses | |
| Met Requirements: |  |
| On Time: |  |
| Total: |  |

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| Learning Outcomes | |
| Summary/Conversation: |  |
| Rhetoricality: |  |
| Reflection: |  |
| Language Coherence: |  |
| Total: |  |

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| Packet Total |
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