

OER Guide for WR227 Instructors

Resources for Open Technical Communication Courses

*Created by and for the faculty of technical and professional writing
with support from the Portland State University Library 'Open Education Initiative'*

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See also the [PSU WR227 website](#).

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In Memoriam: After the original publication of this document, our team suffered the tragic loss of our beloved coauthor, Jordana Bowen, whose research drive and documentation wizardry during the creation of this document played an outsized role, and she will be missed dearly.

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Introduction

PSU is part of a state-wide initiative to develop and encourage the adoption of free or low-cost teaching materials in courses where applicable, including open educational resources (OERs). Funded in part by a grant from the Millar Library, this guide aims to reduce the labor for instructors in finding quality, relevant OERs for WR227 and comparable introductory courses in technical communication.¹ Content in this guide is separated into the following sections:

1. **Getting Started with OERs:** Overview of OERs with references to more resources
2. **Adapting and/or Adopting OERs:** Approaches for adapting/adopting OER content for WR227
3. **Choosing OERs:** Descriptions and links for commonly used, PSU-vetted WR227 OERs
4. **Comparing OERs:** Comparative content analysis of the PSU-vetted WR227 OERs
5. **Finding OER Support Materials:** List of open WR227 resources, including syllabi and more
6. **Grouping OERs by Topic:** Descriptions and links to topic-based OER content for WR227
7. **Going Further:** Appendixes of sample course calendars and more links to related OER materials

1: Getting Started with OERs

OERs are teaching, learning, and research materials in any medium that reside in the public domain or have been released under an open license that permits free use and repurposing by others. By using OERs, you can make educational materials like textbooks and modules available at a lower cost. For a comprehensive OER guide, see the Millar Library OER webpage: <http://guides.library.pdx.edu/oers>. Most WR227-based OERs allow instructors full legal right to customize and contextualize material to fit different pedagogical needs. Fair use falls into 5 categories/rights (aka, the 5Rs):

1. **Reuse:** Use the entirety or portions of the content for any purpose
2. **Remix:** Mashup content with other material
3. **Revise:** Adapt, adjust, modify, or alter the content
4. **Retain:** Make, own, and control copies of the content
5. **Redistribute:** Share original and altered versions of the content

While this guide focuses specifically on *adapting and adopting* OERs, there is also *creating OERs and contributing other open materials* at PSU and elsewhere, see below:

- **Adopt:** *Choose a WR227 OER and start using it as a course text.* This guide provides details for, and a comparative list of, common WR227 OER textbooks to choose from below.
- **Adapt:** *Of the OERs you have, modify them as your own.* Parts of OERs can be customized for different instructional needs/approaches, see the topic-based sections below.
- **Contribute:** *Add to other OERs.* Contribute to PSU's WR227 OER repository via [this online OER survey form](#) and submit one or more OERs useful to you, or [upload your WR227 syllabus](#).
- **Create:** *Start an OER from scratch.* Write and publish your own OER textbook; the Millar Library, Office of Academic Innovation, and other programs have many tools and resources to help you.

¹ This guide was sponsored by an [Open Education Initiative 'Adapt OER' Grant](#) from the Millar Library (#D99281).

2: Adapting and Adopting OERs for WR227

An existing WR227 course can adopt and adapt an OER as a base text parts/elements of OERs and as supplementary course material. This guide recommends a combination of both, please see the 60/40% approximation below, but variations to this approach are also supported in this guide.

- **Base texts:** This guide is structured to encourage the adoption and adaptation of a base text (or texts) to serve as the primary course resource for students. Base texts can be adopted and adapted to suit the instructor's requirements and syllabus.
- **Supplemental texts:** Given the base text or texts chosen, instructors can then adopt and adapt supplementary OER materials, either to augment the base texts with more material and specialized material, or to fill the gaps in the complete OER textbooks (gaps are common).
- **Variations/hybrid approaches:** The recommended "base text/supplementary material" method may not be appropriate for all WR227 pedagogies, and variations to this approach are common.

In choosing OERs, consider a 60/40% rule as an approximate guideline, then customize to your needs:

- **Base text:** If the main text can support approximately 60% of your course assignments and lessons, then it is worth adapting/adopting as a base text.
- **Supplementary texts:** The remaining 40% can be supplemented with other OERs or other similar free resources.

Note that available OER content for WR227 and similar courses can be wide ranging and diverse:

- *Sources are a plurality, not a singularity.* There is no single open educational governing body for WR227 or authoritative source text consolidated in a central location. Rather, there are many open educational organizations and other diffuse sources hosted on numerous servers.
- *Platforms and formats vary.* OERs come in different media, and WR227 content is hosted on several different software platforms (e.g., WordPress and PressBook webpages, Google Docs, XHTML/XML websites, downloadable PDF documents, video/audio clips, ePub, and more).
- *Topics focus on different technical aspects/subjects.* Sources focus on different aspects of scientific, technical, and professional writing, some anchored with professional examples.
- *Content ranges widely, from redundant to lacking.* Materials can include short readings, examples, exercises, quizzes/tests, videos, and/or other content. While some WR227 OERs have unique sections, content in sources can overlap with other sources (sometimes verbatim), and, in some cases, whole topics can be found lacking in content in some resources.
- *Quality is a concern.* Stable funding for OER publishing varies and can be difficult to find, thus the overall quality of content can suffer (e.g., broken links, low-quality content, ads on page). Research suggests that quality and efficacy of learning outcomes are not necessarily correlated.

In general, when assembling your OER texts, keep in mind how you will *keep it as simple as possible for students* to find and use quality open educational resources.²

² For more information on who OERs work for, and why access is important, see this [ODU Digital Commons article](#) for more details on the different student requirements and capabilities to consider when designing WR227 coursework.

3. Choosing OER Textbooks for WR227

Below are links and descriptions for suggested WR227 OERs, either to use as your base text for the course or in concert with another textbook/resource. Note that this list is not comprehensive (see appendix for further reading). When choosing a base resource for your class, consider the following:

- Which OER textbooks(s) should I use? What are the major sections of each textbook, and do they serve my syllabus? What kind of class was the book written for (e.g., engineering writing, business writing, professional writing, general technical writing)?
- For answers on these questions and more, please see the list below, [table 1](#), a [list of OERs by WR227 topic](#), and an appendix with [even more references and resources for further reading](#).

Technical Writing by A Gross, A Hamlin, B Merck, C Rubio, J Naas, M Savage & M DeSilva

Open Oregon Educational Resources sponsored this 2017 OER technical writing compilation, which is widely used among local Oregon community colleges (see below, the Canvas course companion).

<https://openoregon.pressbooks.pub/technicalwriting/>

Below is a Canvas course containing materials to go along with the Open Oregon text above.

<https://lor.instructure.com/resources/355626b1a0194d1782df3e605d089a5f>

Open Technical Communication by Tamara Powell, Tiffani Reardon & Jonathan Arnett

Currently in its 3rd edition (updated fall 2019), this is Kennesaw State University's online textbook for technical communication, technical writing, workplace writing, and other related courses.

<https://alg.manifoldapp.org/projects/open-tc> (formerly [open-tc.com](#), see also

<https://softchalkcloud.com/lesson/serve/PySpCEBQodADFZ/html>)

Free Online Textbook for Technical Writing by David McMurrey

The Open Oregon Educational Resource technical writing textbook and OTC above heavily reference David McMurrey's longtime online OER textbook (circa 1997), which includes many example texts.

<https://www.prismnet.com/~hcexres/textbook/acctoc.html>

Technical Writing by Lumen Learning and SUNY Open Textbook Resources

This is a public-facing OER edition of a SUNY / Lumen Learning's technical writing course content, categorized under "professional communication."

<https://courses.lumenlearning.com/suny-professionalcommunication/>

Technical Writing Essentials: Intro to Profess. Comm. in the Technical Fields by Suzan Last

A single PDF source was developed at the University of Victoria in BC by Last and contributors.

<https://pressbooks.bccampus.ca/technicalwriting/>

Introduction to Professional Communications by Melissa Ashman

A University of Victoria in BC online textbook for a general professional communications course that includes intercultural communication, team work, professional writing, audience analysis and adapting messages, document formatting, oral communication, and other TC topics.

<https://pressbooks.bccampus.ca/professionalcomms/>

4. Comparing OER Textbooks for WR227

Table 1 below is a content comparison of the OER comprehensive textbooks from [the previous section](#), expanding on the primary topics covered in each textbook, as well as the type of target course.

- As a rough guideline, follow the 60/40% rule: If the main text can support 60% of your course assignments and lessons, then it is worth adopting as a base text and supplementing the remainder with OER or other specialized free resources.
- An “X” indicates that the section is included; shaded cells indicate that a section is excluded).

Table 1: OER Comprehensive Textbook Contents Comparison

Book Title	Technical Writing (Open Oregon)	Open Technical Communication (Kennesaw State)	Free Online Textbook for Technical Writing (McMurrey)	Technical Writing (SUNY)	Technical Writing Essentials (BC, Last)	Intro to Professional Communications (BC, Ashman)
Target Course	<i>General Tech Writing</i>	<i>Tech Writing (engineer-focused)</i>	<i>Tech Writing</i>	<i>Tech Writing</i>	<i>Tech Writing (engineer-focused)</i>	<i>Prof Writing</i>
Major Book Sections						
Defining Technical/Professional writing	X	X	X	X	X	X
Correspondence (memos, letters, email)	X	X	X	X	X	X
Audience Analysis	X	X	X	X	X	X
Proposals	X	X	X	X	X	X
Technical Reports	X	X	X	X	X	
Lab reports					X	
Progress/Summary Reports	X	X	X	X	X	X
Standard Operational Policies & Procedures		X	X	X		
Recommendation and Feasibility Reports		X	X	X	X	X
Definition & Description		X	X		X	
Handbooks		X	X			

Instructions		X	X	X		
User Guide		X	X			
Resumes/Cover Letters	X	X	X			X
Business Plans		X	X			
Graphics/Visuals	X	X	X	X		X
Ethics	X	X				
Document Design	X	X	X	X	X	
Technical Editing		X				
Writing Process/Outlines	X	X	X	X	X	X
HTML/CSS/Web Development		X		X		
Collaborative/Team Writing		X	X		X	X
Usability		X				
Intercultural Communication	X					X
Citation and Plagiarism	X			X	X	X
Information literacy	X	X	X			
Genre Analysis	X					
Oral Presentation		X	X	X	X	X
Grammar		X	X	X	X	
Style				X	X	X
Research	X			X	X	X
	OpenOR	Kennesaw	McMurrey	SUNY	BC-Last	BC-Ash

More Technical & Professional Communication Textbooks

Below are also valuable OERs, but not included above because they vary in focus or resource type.

IEEE Guide to Writing in the Engineering and Technical Fields

This textbook from the Institute of Electrical and Electronics Engineers (IEEE) is not technically an open-educational resource. In fact, it is normally a \$50 textbook. However, PSU students can log in to their PSU accounts and use the Millar Library link below to bypass the paywall and download a free digital copy/PDF. This textbook provides a realistic, holistic rhetorical view of writing in STEM fields.

<https://search.library.pdx.edu/permalink/f/p82vj0/CP5130564460001451>

Technical Writing Textbook OER by Canvas

Canvas-based WR227 OER textbook on concepts, collaborative writing, proposals, ethics, audience, cultural issues, professional communication, and instructions.

<https://canvas.instructure.com/courses/1617064>

Professional Communications OER Modules 1-4 by Olds College

This Open Educational Resource (OER), developed by Olds College in collaboration with the Government of Alberta, is a series of modules intended for use in Higher Education courses or by independent learners, including introductory communication skills, workplace communication, technical communication, or business writing. It contains four modules, each with its own lesson plans, assessments, and supporting materials.

<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=0382aa4c-e64e-469a-b64b-36fd38ccd81b&contributor=&keyword=&subject=>

Communication for Business Professionals by eCampusOntario

Published on the Open Library publishing platform for Ontario's Postsecondary Educators (printed version released in May 2018).

<https://ecampusontario.pressbooks.pub/commbusprofcdn/>

Business Communication for Success by University of Minnesota Libraries

University of Minnesota Libraries approach to the study and application of written and oral business communication, first published in 2015.

<https://open.lib.umn.edu/businesscommunication/>

A Guide to Technical Communications: Strategies & Applications by Lynn Hall & Leah Wahlin

A textbook focused on developing both technical and professional communication skills, Hall and Wahlin focus on rhetorical foundations, job search communication, engaging with research, and collaboration and team projects.

<https://ohiostate.pressbooks.pub/engrtechcomm/>

Effective Technical Writing in the Information Age by John A. Dutton, Penn State

General grammar and style, chapter 6 looks most useful

<https://www.e-education.psu.edu/styleforstudents/c2.html>

Open Technical Writing: An Open-Access Text for Instruction in Technical & Profess. Writing

From University of Arkansas

<https://scholarworks.uark.edu/oer/4/>

5. OER Syllabi and Ancillary Materials for WR227

Some OERs provide not just the textbook but also the coursework materials and ancillary resources, such as course syllabi, writing assignments, class exercises, and other instructional documentation. Below are some resources for technical communication.

Technical Writing WR227 OER Open Oregon

This is a Canvas course containing materials to go along with the Open Oregon text.

<https://lor.instructure.com/resources/355626b1a0194d1782df3e605d089a5f>

ENGL 235 Technical Writing

Designed by Marcia Woodard, Amanda Laughtland, Sandy Linsin, this is a comprehensive collection of WR235 course resources and course modules managed by the [Washington State Board for Community and Technical Colleges](#). The course explores techniques for gathering, organizing, and presenting technical information in written reports for technical and non-technical readers by studying the purpose and design of reports commonly used in business and technical industries. Includes writing reports, memoranda, and other business and technical documents with an emphasis on layout, tone, and clear and concise communication. Instruction focuses on research techniques, research paper formatting, and academic documentation, culminating in a formal report on a technical topic. Discussions and assignments introduce methods for developing the writing skills and techniques needed to communicate effectively, efficiently, and persuasively in professional workplaces, technical industries, and academic environments.

<http://opencourselibrary.org/engl-235-technical-writing/>

<https://drive.google.com/drive/folders/0B9nrmpuRmC4EbmMwdUppZEdtZ0U>

FRCC ENG115 Overview Materials by James Hutchinson

An online “Technical English” course with many adaptable OER materials for WR227 instructors.

<https://contentbuilder.merlot.org/toolkit/html/stitch.php?s=38836406952549>

Professional and Technical Writing from OER Commons

OER Commons is a public digital library of open educational resources. This textbook for professional and technical communication is a compilation of several Open Resource materials. It was designed to provide a variety of materials on subjects in professional and technical communication, and to offer several different perspectives and delivery modes of those materials.

<https://www.oercommons.org/authoring/54645-professional-and-technical-writing/view>

Introduction to Technical Communication: Explorations in Scientific and Technical Writing

This 2006 course provides the syllabus, calendar, readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). Overall, the course focuses on basic principles of writing well in the scientific and technical fields and

the types of documents common to disciplines and organizations. Emphasis is put on writing, but oral communication of scientific and technical information also form an important course component.
<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-732-5-introduction-to-technical-communication-explorations-in-scientific-and-technical-writing-fall-2006/index.htm>

Communicating in Technical Organizations

<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-780-communicating-in-technical-organizations-spring-2005/index.htm>

This 2005 course provides the syllabus, calendar, readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). Overall, this course has two parallel aims: (1) to improve student writing about technical subject matters, including forms of writing commonly employed in technical organizations, and (2) to critically examine the nature of technologically-assisted communication, focusing somewhat on professional communication among scientists and engineers. Goals are often combined.

Intro to Tech Communication

This 2002 course provides the syllabus, calendar, readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). Overall, this course is designed to serve as a basic introduction to the practice of technical writing for those who work as scientists and technical researchers. Intercultural communication issues are also considered at some length.

<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-732-2-intro-to-tech-communication-fall-2002/>

Introduction to Technical Communication: Ethics in Science and Technology

This 2006 course provides the syllabus, calendar, readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). This course deals specifically with ethical issues associated with the design, use, and propagation of technology. At virtually all stages of development and use, any technology can carry with it ethical dilemmas for both creators and users. Of particular interest is how such dilemmas are resolved (or complicated) according to how effectively they are communicated to stakeholders.

<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-732-2-introduction-to-technical-communication-ethics-in-science-and-technology-fall-2006/>

Graduate Technical Writing Workshop

This 2002 course provides the syllabus, calendar, readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). This course is designed to improve the ability to communicate technical information. It covers the basics of working with sources, including summarizing and paraphrasing, synthesizing source materials, citing, quoting, and avoiding plagiarism. It also covers how to write an abstract and a literature review. In

addition, it covers communication concepts, tools, and strategies that can help you understand how engineering texts work, and how you can make your texts work more effectively.

Note, this course is limited to MIT graduate engineering students based on the results of the [Graduate Writing Exam](#).

<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-794-graduate-technical-writing-workshop-january-iap-2019/>

Science Writing and New Media: Perspectives on Medicine and Public Health

This 2016 course provides the syllabus, calendar (semester), readings, assignments, and related resources. Instructors and students can download course materials from a public facing website. Be advised, the course readings have links to purchase a textbook, see “Readings” via the link below for details). Overall, this course is designed for medical researchers and clinicians, who like other scientists, must be capable of presenting their work to an audience of professional peers. Unlike many scientists, however, physicians must routinely translate their sophisticated knowledge into lay terms for their own patients and for the education of the public at large. A surprising number of physicians write for less utilitarian reasons as well, choosing the narrative essay as a means of exploring the non-technical issues that emerge in their clinical practice. This course explores the full range of writings by physicians and other health practitioners.

<https://ocw.mit.edu/courses/comparative-media-studies-writing/21w-034-science-writing-and-new-media-perspectives-on-medicine-and-public-health-fall-2016/>

6. Finding OER Content by WR227 Topic

The section below organizes OER content topically, so that instructors can locate resources to supplement their comprehensive textbooks or to plan specific lessons and assignments around a specific topic. Note: the OER content below focuses specifically on WR227 / technical communication topics; while the main topics are sorted alphabetically, the list starts with “Defining technical and professional writing,” since introductory overviews are often the first subject of most course textbooks.

Hyperlinked List of OER Content by WR227 Topic

[Defining technical and professional writing](#)

[Audience/user analysis and research](#)

[Collaborative writing and project management for documentation](#)

[Content management systems \(websites, social media, programming, etc.\)](#)

[Correspondence \(business memos and letters, emails, netiquette, etc.\)](#)

[Document design \(layout, formatting, composition, typography, etc.\)](#)

[Editing, revising, and proofreading documentation](#)

[Ethics \(social, econ., and environ. justice, diversity statements/policy, etc.\)](#)

[Instructions \(user manuals, how-tos, handbooks, guides, training, etc.\)](#)

[Presentations for meetings and other social technical events](#)

[Proposals \(projects, grants, RFP/RFI, and other persuasive documentation\)](#)

[Reports \(formal/scientific, recommendations/feasibility, progress, etc.\)](#)

[Research methods and articles](#)

[Resumes/CVs, applications, cover letters, and other job-related documents](#)

[Rhetorical concepts \(theories, heuristics, and other applications\)](#)

[Specifications \(needs/requirements, definitions, descriptions, etc.\)](#)

[Style \(style guides, plain language guidance, etc.\)](#)

[Translation \(globalization, localization, and other intercultural contexts\)](#)

[Usability testing for documentation and other deliverables](#)

[Video production for technical communication topics](#)

[Visuals \(figures/graphics, photographs, icons, symbols, other semiotics\)](#)

[Writing process \(writing on writing, development strategies, reflection, etc.\)](#)

Defining technical and professional writing

Below are links to OER on defining technical and professional writing, see below for details:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Intro chapters to Technical Writing	Includes text on overview, definitions, contexts, assumptions, complications, legal issues, and cultural differences, as well as introductory videos on technical communication types, audiences, cross-cultural communication, and ethics.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/message-from-the-instructor-26/
2	Introduction to technical communications	Definition of technical communications concepts (Warning: Steven Pinker sourced)	https://ohiostate.pressbooks.pub/engrtechcomm/chapter/what-is-technical-communications/
3	Summary intro to "What is technical writing?"	4 screens of definition, characteristics, standards, accessibility and exercises for introducing students to TW. Includes video of technical professionals talking about how important writing is to their work.	https://softchalkcloud.com/lesson/serve/HwmuCkxaDvcA5Z/html
4	Technical Communication Body of Knowledge (TCBOK)	A combination of articles and links, the Society for Technical Communication (STC) Technical Communication Body of Knowledge (TCBOK) is a source for TC-related info from by practitioners, academic researchers, and teachers, and a central location for STC content, including STC community content (e.g., Special Interest Groups) and STC periodicals (Intercom, Technical Communication, and Summit Proceedings).	https://www.tcbok.org/
5	Video: What is Technical Communication?	An 8-minute video on what technical communication can be. This is also a YouTube video, posted at the following URL, see https://www.youtube.com/watch?v=Fi5eZ2XLj4&feature=youtu.be .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-what-is-technical-communication/
6	Webpage overview of technical and professional writing	Overview of what technical writing and professional writing are and the importance of audience. Includes embedded video about difference between academic and technical writing, as well as introductory concepts on workplace writing, meaning of "technical." Focused on writing about technical info for non-specialist audience.	https://openoregon.pressbooks.pub/technicalwriting/front-matter/introduction-2/

7	What is technical communication?	Sections 1-1.5 cover an introductory problem-solving, rhetorical approach to technical writing alongside case studies.	https://pressbooks.bccampus.ca/technicalwriting/part/techcomm/
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Audience/user analysis and research

Below are links to OER material related to audience, reader, and user analysis research methods:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Reader-Centered Writing	How to phrase constructively rather than negatively and write reader-centric prose with a professional tone.	https://pressbooks.bccampus.ca/technicalwriting/chapter/readercentred/
2	Short chapter on audience analysis	Short 3-screen chapter on introducing the basic concepts of audience analysis and its importance. Includes types of audiences, audience analysis, adapting writing to audience needs.	https://openoregon.pressbooks.pub/technicalwriting/part/2-audience-analysis/
3	Task & Audience Analysis to Determine Rhetorical Situation	Explanation of the rhetorical situation and why it matters when writing in the workplace. Covers how to conduct a task and audience analysis. Includes exercises and templates.	https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingrhetorical situation/
4	TEDx talk about the myth of the average user	The first 5.5 mins of this TEDx talk are about how the US Air Force learned to design cockpits to accommodate pilots of all shapes and sizes, none of whom were "average" size. This message resonates strongly with TC values for user research and participation. The whole video is about education.	https://www.youtube.com/watch?v=4eBmyttcfU4
5	Video: "You Attitude" Tutorial	7-minute video on the "You Attitude," writing in second-person voice focused on the audience/reader rather than the writer. Class project for technical writing but has good written examples. https://youtu.be/DQaE5fFWd0 .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-you-attitude-tutorial/
6	Quantum Computing Expert Explains One Concept in 5 Levels of Difficulty WIRED	WIRED challenged IBM's Dr. Talia Gershon (Senior Manager, Quantum Research) to explain quantum computing to 5 different people; a child, teen, a college student, a grad student and a professional.	https://www.youtube.com/watch?v=OWJCfOvochA

7	If You Want to Explain Your Science to the Public, Here's Some Advice	Tap into the ample resources that can get you started, according to author Esther Ngumbi in this Scientific American article.	https://blogs.scientificamerican.com/observations/if-you-want-to-explain-your-science-to-the-public-heres-some-advice/
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Collaborative writing and project management for documentation

Below are links to OER material related to professional writing collaboration and the communications of project management:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Collaborative Writing	Collaborative writing's importance in the workplace, collaborative writing strategies, document control methods, and team roles.	https://pressbooks.bccampus.ca/technicalwriting/chapter/collaborativewriting/
2	Collaborative Writing and Teamwork	9-page chapter explaining benefits of collaborative writing, ways to collaborate, effective/ineffective collaboration and scenarios the class can discuss.	https://softchalkcloud.com/lesson/serve/O93QpyLbZ1mWT6/html
3	Models for Understanding Team Dynamics	Explanation of five different models of team dynamics often used in the workplace. Includes graphical representations.	https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingteamdynamics/
4	Stakeholder Engagement and Consultation in Project Planning	Explains why stakeholder involvement is vital to the planning phase of large-scale/community-based projects. Lists public engagement tools; links several examples and resources.	https://pressbooks.bccampus.ca/technicalwriting/chapter/stakeholderengagement/
5	Team Formation, Team Management and Project Leadership	Content about building, working in and leading teams that could be adapted/simplified for teaching about collaborative work.	https://wisc.pb.unizin.org/technicalpm/chapter/team-formation-team-management-and-project-leadership/
6	Team Project Management Tools and Strategies	Project management and team building tips, along with example team meeting and work log documents	https://pressbooks.bccampus.ca/technicalwriting/chapter/teampmtools/
7	Video: How To Create a Basic Gantt Chart in Excel	A 6-minute video demonstrating the basic concepts behind Gantt charts using Microsoft Excel 2010 and basic project scheduling data. Also on YouTube: https://youtu.be/sA67g6zaKOE .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-how-to-

			create-a-basic-gantt-chart-in-excel/
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Content management systems (websites, social media, programming, etc.)

Below are links to OER material related to content management systems, including websites, programming languages (XHTML, JavaScript, etc.), topic-based authoring (DITA/XML, etc.), social media platforms, user-generated content/crowdsourcing, and other electronic (and analog) content management systems:

#	Descriptive Title	Short Description	Link
1	DITA Open Toolkit website	DITA Open Toolkit is open-source publishing engine for content authored in the Darwin Information Typing Architecture (from OASIS).	https://www.dita-ot.org/
2	Stack Overflow tag [dita-ot]	Stack Overflow questions tagged "[dita-ot]" (without quotation marks)	https://stackoverflow.com/questions/tagged/dita-ot
3	Websites	Includes a brief overview, considerations for website writing, website design, page design, pictures and photographs, typography; however, the video section is to be avoided (many broken links and out-of-date material).	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/information-and-instruction-for-module-3-lecture-2/
4	XML Validator	Use this XML validator to syntax-check XML.	https://www.w3schools.com/xml/xml_validator.asp
5	XML Validator	Validate an XML file.	https://www.xmlvalidation.com/
6	Open-source repository for computer science and coding literacy	Open Fuego is an open-source repository dedicated to helping educators integrate computer science and coding literacy into our everyday rhetoric and composition classroom. Students use tools to compose webtexts, presentations, and portfolios. All content can be forked, adapted, and modified to suit institution or specific classroom needs. Pitt Fuego is an example of how to customize the user experience.	https://open-fuego.github.io/Open-Fuego-Coding-Tools/

Correspondence (business memos and letters, emails, netiquette, etc.)

Below are links to OER material related to professional and technical correspondence, including memos, letters, and other communication genres and conventions:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Business Correspondence and Resumes	This webpage from McMurrey links to 5 webpages on business correspondence: an overview of business correspondence, inquiry letters, complaint letters, application letters, and resumes. To quote McMurrey's subtitle for this page: "Get the job; write like a professional."	https://www.prismnet.com/~hcexres/textbook/lettov.html
2	Sample business email	A sample email that demonstrates best practices for effective business emails in professional scenes and settings	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-2-e-mail/
3	Short chapter on professional "netiquette"	A short article on best practices for professional "netiquette," i.e., etiquette on the Intranet (derived by faculty from Oregon Community College from the UBC Centre for Teaching, Learning and Technology)	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-3-netiquette/
4	Short chapter on professional business emails	TEDx Athens talk on how to write professional business emails by a senior editor at WIRED UK	https://www.ted.com/talks/victoria_turk_how_to_write_an_email_no_really
5	Short chapter on professional business letters	Includes an overview, example letters (transmittal, complaint, inquiry, adjustment, thank you), formatting for business and other professional letters. The videos are to be avoided.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-3_letters_lecture-2/
6	Short chapter on professional business letters	A short article on best practices for business letters	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-5-letters/
7	Short chapter on professional business memos	Includes an overview, purpose, formatting, organization, tone/style, examples, and somewhat out-of-date videos (be advised of the latter).	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-2_memos_lecture-2/
8	Short chapter on professional memos	A short article on best practices for business memorandums	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-4-memorandums/
9	Technical Memo Checklist	A short 1-page memo checklist from the MIT OpenCourseware (OCW) website	https://ocw.mit.edu/course/global-studies-and-languages/21g-225-

			advanced-workshop-in-writing-for-science-and-engineering-els-spring-2016/study-materials/technical-memo-checklist/
10	Text Messages, Emails, Memos and Letters	Explanation of netiquette, with guidelines for online communication. Covers several types of correspondence, with examples and graphics to illustrate.	https://pressbooks.bccampus.ca/technicalwriting/chapter/correspondence/
11	Web article on professional business emails	A short article on how to write professional business emails hosted on Ideas.TED.com that summarizes a TEDx Athens talk by Victoria Turk, the video of which is also embedded video on the web page.	https://ideas.ted.com/yes-there-is-a-right-way-to-write-an-email-here-are-some-simple-rules/
12	Webpage on Professional Business Texting	A short article on best practices for effective business texting as correspondence in professional scenes and settings	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-1-texting/
13	Webpage on writing business emails	A short article on best practices for effective business emails as correspondence in professional scenes and settings	https://openoregon.pressbooks.pub/technicalwriting/chapter/1-2-e-mail/

Document design (layout, formatting, composition, typography, etc.)

Below are links to OER material related to document design:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Basic Design and Readability in Publications	Includes tips for technical writers on style conventions, knowing your audience, knowing your purpose, making your publication more inviting, basic principles of readability (CRAP, contrast, repetition, alignment, and proximity).	https://openoregon.pressbooks.pub/technicalwriting/part/x-basic-design-and-readability-in-publications/

2	Document Design as Usability/Readability	Introduction to document design as focused on making documents usable based on their purpose, genre and conventions. Includes brief information about style guides.	https://pressbooks.bccampus.ca/technicalwriting/chapter/readability/
3	Document Design: Headings	How to write effective headings, and when to use them. Covers hierarchy and styling. Includes quick-reference lists.	https://pressbooks.bccampus.ca/technicalwriting/chapter/headings/
4	Document Design: Lists	Detailed coverage of different types of lists along with guidelines on how to use them effectively.	https://pressbooks.bccampus.ca/technicalwriting/chapter/lists/
5	Format	Includes overview, general design concepts and additional sources for formatting, but be forewarned: the video on document design, which may be a dead link.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-2-format-heading-subheadings-markers-and-white-space-lecture-2/
6	Web page on how to format technical communication	Web page on best practices for formatting technical communication, mainly headings and related elements.	https://www.prismnet.com/~hcxres/textbook/headings.html
7	Webpage on common page design	Standards and best practices for common page design, including headings, lists, notices, figures, tables, highlighting, margins, indentation, alignment, fonts, and color.	https://www.prismnet.com/~hcxres/textbook/page_design.html

Editing, revising, and proofreading documentation

Below are links to OER material related to editing and writing for technical communication:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Commonly misspelled technical terms	As list of terms that are commonly misspelled in technical communication	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/terms-that-are-commonly-misspelled-in-technical-writing/

2	Google Doc example practice sheet for reviewing punctuation	This Google Doc is an example assignment sheet for an exercise that reviews common punctuation in technical communication (note needs to be adapted).	https://docs.google.com/document/d/1qvU2--c_eEgovzF5a4Xi368vO9EsQ2gBCcORScRN2Q/edit
3	Revision Process and Checklist	Describes a four-step revision process moving from global to local concerns, with a checklist for each.	https://pressbooks.bccampus.ca/technicalwriting/chapter/styletipsreadability/
4	Short chapter on language and tone	Includes articles on avoiding confusing terms, legal issues, using language sensitive to audience, thinking of reader response to tone, using concrete/sensory language, using active voice, reading material aloud to check for cohesiveness, using parallel structure, ordering your wording, economizing words, and a "You Attitude" video.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-3-using-appropriate-language-and-tone-avoiding-confusing-terms-lecture-2/
5	Short chapter on rules of writing	Includes overview, basics of punctuation/mechanics, editing for economy, spelling and other tips, including some videos on editing.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/language-usage-word-usage-sentence-structure-lecture-2/
6	Using Strong Verbs	Useful table of verb tenses and modes, from strong to weak, as well as bland vs. descriptive verbs. Includes exercises.	https://pressbooks.bccampus.ca/technicalwriting/chapter/importanceverbs/
7	Writing for Clarity and Professional Style	Heuristic for the qualities of solid professional communication, plus an excellent discussion of revision for clarity.	https://pressbooks.bccampus.ca/technicalwriting/chapter/communicatingprecision/

Ethics (social, econ., and environ. justice, diversity statements/policy, etc.)

Below are links to OER material related to ethics in technical communication:

#	Descriptive Title	Short Description	Link
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1	Blog article on methods of misleading data visualizations	Short, 4-minute blog article on how to lie with data visualizations	https://heap.io/blog/data-stories/how-to-lie-with-data-visualization
2	Example ethics violations in technical communication	New evidence indicates that Boeing pilots knew about "egregious" problems with the 737 Max airplane three years ago, but federal regulators were not told about them. See also: https://www.npr.org/2019/10/29/774345348/boeing-chief-to-families-of-crash-victims-we-are-sorry-deeply-and-truly	https://www.npr.org/2019/10/18/771451904/boeing-pilots-detected-737-max-flight-control-glitch-two-years-before-deadly-cra
3	New York Times article on organizational ethics	New York Times retrospective/'Retro' Report" on the organizational ethics issues behind the Challenger and Columbia disasters	https://www.nytimes.com/2014/06/02/us/challenger-columbia-and-the-nature-of-calamity.html
4	Report of the Presidential Commission on the Space Shuttle challenger accident	Comprehensive report not just of the history lesson on organizational and bureaucratic ethics violation in full, completed by the Presidential Commission	https://history.nasa.gov/rogersrep/genindex.htm
5	Video of Richard Feynman publicly debunking NASA's infamous O-ring	Public display of Richard Feynman during 1996 Rogers Commission investigation of Space Shuttle Challenger disaster. See also, http://www.feynman.com/science/the-challenger-disaster/ .	https://www.youtube.com/watch?v=8qAi_9quzUY
6	Video of Space Shuttle Challenger disaster	20-minute video of the ethics investigations behind the technical malfunctions created by overpowering organizational bureaucracy, see also complementary New York Times article: https://www.nytimes.com/2014/06/02/us/challenger-columbia-and-the-nature-of-calamity.html	https://www.youtube.com/watch?v=-ODMyHdq_M
7	Video: Ethics and Writing	A 2:30-minute video in which Professor Gerik discusses "ethical issues in technical communication" and "the importance of giving credit for materials that are not the sole creation of the writer." (Mentions unrelated chapters 6 and 7 of the text are discussed." Also a YouTube video: https://youtu.be/2-61hp5sx1Y .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-ethics-and-writing/

8	Webpage on ethics in technical writing	Includes general principles, presentation of information, typical ethical issues (conflicts of interest, info suppression, visual ethics, limited info, other concerns), documenting sources, plagiarism and sources, and ethics in professional organizations.	https://openoregon.pressbooks.pub/technicalwriting/part/9-ethics-in-technical-writing/
9	Article narrating PR fiasco complicated by United CEO's failures in communication	This is a news article with a lot of useful links to the original material, including video of the original incident and both internal and external communication, which are fun to compare.	https://www.npr.org/sections/thetwo-way/2017/04/11/523451560/after-unsatisfying-answers-united-offers-deepest-apology-for-violent-video

Instructions (user manuals, how-tos, handbooks, guides, training, etc.)

Below are links to OER material related to how-to and other types of instrumental and instructional technical communication:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Best practices for visual instructions	Best practices for how to include visual instructions	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/the-value-of-visual-instructions/
2	Collection of instructions/videos	Popular maker website with a wide range of projects featuring step-by-step instructions. Some projects also include videos.	https://www.instructables.com/
3	Instructional Video Collection	YouTube eHow channel for examples of how-to/instructional videos.	https://www.youtube.com/user/eHow
4	Process Descriptions and Instructions	Analysis exercise with links to a variety of multidisciplinary examples of instructions and process descriptions. Introductory content is OK, but has formatting issues.	https://writingcommons.org/chapters/professional-technical-communication/instructions-definitions-descriptions/23-instructions-a-process-reports
5	Ready-made projects for teaching how-to guide writing	IFixitEDU offers ready-to-teach projects that support students through creating or revising how-to guides for fixing technologies and common household items. Published guides are	https://edu.ifixit.com/

		hosted on IFixit's website. IFixit offers instructors support and an opportunity for students to write how-to documents for a real audience.	
6	Rubric for Technical Manual	Rubric for technical manual for instructors in need of grading materials.	https://drive.google.com/file/d/1VK-Y5Fpl8EFcYbzMnxDoZVrY2pQ1dqsA/view
7	Sample unit lesson for technical instructions (Google Drive folder with Docs)	Unit lesson surrounding technical instructions, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc. Needs to be customized and lacks base text; otherwise, materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing).	https://drive.google.com/open?id=0B9HLBJSmC6v2cIMwNGxRbldmeEU
8	Short chapter on writing instructions	Detailed explanation of how to write instructions with examples and revision checklist. Website and examples are somewhat dated.	https://www.prismnet.com/~hcxres/textbook/instrux.html
9	Video on how to write instructions	A video on how (hard it is) to write instructions for a computer program that makes peanut butter and jelly sandwiches	https://www.youtube.com/watch?v=wEdvGqxafq8&t=481s
10	Wikibook page on writing instructions	Intro to writing procedural documents with an audience focus. Includes style tips and a section on usability testing. Lacking examples; no treatment of multicultural issues.	https://en.wikibooks.org/wiki/Professional_and_Technical_Writing/Instructions
11	Writing Instructions	Preparing to write instructions, common sections, writing style, illustration and formatting. Adapted from David McMurrey's text.	https://pressbooks.bccampus.ca/technicalwriting/chapter/writinginstructions/
12	Writing Instructions	Updated and redesigned 5-part chapter on writing instructions based on David McMurrey's content. Includes exercises, discussion questions, and user manual assignment.	https://softchalkcloud.com/lesson/serve/Ds4qR8ZHANKM7E/html

Presentations for meetings and other social technical events

Below are links to OER material related to presentations, meetings, and other social gatherings:

#	Descriptive Title	Short Description	Link
1	10 Rules for Presenting as a Team	Succinct coverage of 10 key points for better team presentations.	http://publicwords.com/2010/06/30/10-rules-for-presenting-as-a-team/
2	Building Confidence as a Presenter	Brief, persuasive chapter explaining the benefits of being an effective public speaker along with how to overcome concerns about presenting.	https://pressbooks.bccampus.ca/technicalwriting/chapter/buildingconfidence/
3	Building Presentation Skills and Preparing Your Presentation	Covers strategies for learning how to be a better presenter along with use of visual aids. Includes links to example PowerPoint presentations.	https://pressbooks.bccampus.ca/technicalwriting/chapter/developingpresentation skills/
4	Questions to Ask Before Preparing a Team Presentation	Brief introduction to team presentations along with a list of 20 questions teams can ask themselves to better prepare for their collaborative presentation.	https://www.inc.com/deborah-grayson-riegel/presenting-as-a-team-requires-more-work-not-less-h.html
5	Short chapter on informative presentations	Includes an overview, functions and types of presentations, and preparing and creating informative presentations.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-3-instructional-presentation-lecture-2/
6	Short chapter on persuasive presentations	Includes overview, functions and principles of persuasion, audience needs, and assessment/checklist. Avoid videos.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-5-persuasive-presentation-lecture-2/
7	Short chapter on slide presentations	Discusses merits and cons of PowerPoint and tips for professional slide decks.	https://openoregon.pressbooks.pub/technicalwriting/chapter/x-5-slides-and-powerpoint-presentations/
8	Video: How to Coordinate a Team Presentation	Brief (4:45) lecture on how to present as a team. Coursera allows up to 3 trial videos; after that, students must create a free account to watch for free.	https://www.coursera.org/lecture/oral-communication/how-to-coordinate-a-team-presentation-2EpPO

9	How to Create a Better Research Poster in Less Time (video)	Video (length-19:31) describing the problem of difficult-to-read science posters, and a solution.	https://www.youtube.com/watch?v=1RwJbhkCA58
10	Super example of a dynamic speaker	Pausch talks about his lessons learned and gave advice to students on how to achieve their own career and personal goals. More important, it's a great example of how to present and engage an audience.	https://www.youtube.com/watch?v=ji5_MqicxSo
11	How to give a dynamic scientific presentation: Convey your ideas and enthusiasm – and avoid the pitfalls that put audiences to sleep	Giving presentations is an important part of sharing work and achieving recognition in STEM communities. This web text gives tips for developing effective content for a presentation.	https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation
12	How to give a great scientific talk: Expert presenters share advice on how to capture and hold the attention of a conference crowd.	Ramona J. Smith, a high-school teacher from Houston, Texas, was crowned Toastmasters 2018 World Champion of Public Speaking. These are her top 10 tips.	https://www.nature.com/articles/d41586-018-07780-5

Proposals (projects, grants, RFP/RFI, and other persuasive documentation)

Below are links to OER material related to proposals and grant writing:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Short chapter on writing proposals	Includes an overview, preparation, organization, and ethics, but beware the videos.	https://courses.lumenlearning.com/suny-

			professionalcommunication/chapter/unit-4-the-proposal lecture-2/
2	Short chapter on writing proposals	Preliminary definitions and elements, basic types, typical scenarios, common and specialized sections, audiences, and revision checklist.	https://openoregon.pressbooks.pub/technicalwriting/part/3-proposals/
3	Writing Proposals	Defines types of proposals, explains proposals typically written in Technical Writing classes, offers sample proposal organization, and covers the life cycle of a project idea.	https://pressbooks.bccampus.ca/technicalwriting/chapter/proposals/

Reports (formal/scientific, recommendations/feasibility, progress, etc.)

Below are OER materials related to reports and other types of informational and scientific technical reporting, including feasibility/recommendations reports, information reports, white papers, etc.

#	Descriptive Title	Short Description	Link
1	Brief intro to short reports for reporting lab or other data	Basic outline of parts of memo and letter short reports for industry and government. Basic guidelines and stylistic reminders.	https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/reports_and_memos.html
2	Descriptive and Prescriptive Reports	Includes an overview of report genres in workplaces: instructional descriptive reports, instructional prescriptive reports, classification and partition reports, business reports, informative/instructional presentations, and procedure and process reports (as well as examples of instructional and process reports).	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/message-from-the-instructor-28/
3	Feasibility Report Overview	This feasibility report overview includes sections on: cover page, transmittal letter, table of contents, executive summary, introduction, background, purpose, research, alternative solutions, recommendations, conclusion, reference page, and appendices. Includes an overview, preparation, organization, and ethics, but beware videos.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-4-b-feasibility-report-lecture-2/

4	Formal Technical Reports (Annotated PDF)	Annotated PDF for formal technical reports include hyperlinks to: DVD Technology and Applications, Cerebral Palsy and Its Treatments, Effects of Increased Atmospheric Carbon Dioxide, and Report on Light Water Nuclear Reactors	https://www.prismnet.com/~hcxres/textbook/models.html#technical_reports
5	Homepage for OWL Handbook on Report Formats	The Handbook on Report Formats includes an introduction, purposes and types, reports and memos, reports checklist, reports sections, the report body, abstracts and executive summaries and mechanical elements.	https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/index.html
6	How to Write a Business Case — 4 Steps to a Perfect Business Case Template	Article on Workfront.com that and shows how to write a business case for a project or business change initiative. An outline for the business case template is provided, as well as the examination of a weak business case.	https://www.workfront.com/blog/how-to-write-a-business-case-4-steps-to-a-perfect-business-case-template
7	Planning Reports (Annotated)	Planning reports (annotated) includes sections on: introduction, methods of obtaining information, results, discussion, conclusions, recommendations, reader's six basic questions, and a revision checklist.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/problem-analysis_readings-2/
8	Progress Reports	Includes functions and contents, timing and formatting, organizational patterns and sections, additional/other parts, and revision checklist.	https://openoregon.pressbooks.pub/technicalwriting/part/6-progress-reports/
9	Recommendation & Feasibility Reports	Example recommendation & feasibility reports include hyperlinks to: Neighborhood Safety, Sport Utility Vehicles, Laptop Computers (annotated PDF), Fire Ant Control, Blood Glucose Monitoring Systems, Uninterruptible Power Supply (UPS) Systems, First Telescope Purchase, and Voice Recognition Software.	https://www.prismnet.com/~hcxres/textbook/models.html#recommendation_reports
10	Sample unit lesson for feasibility report (Google Drive folder with Docs)	Unit lesson surrounding feasibility/recommendations report, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc.). Needs to be customized and lacks base text; otherwise, it's materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing)	https://drive.google.com/open?id=0B9HLBJSmC6v2SHRXY2wyZ3d6S1k

11	Sample unit lesson for formal report (Google Drive folder with Docs)	Unit lesson surrounding formal report, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc. Needs to be customized and lacks base text; otherwise, materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing).	https://drive.google.com/open?id=0B9HLBJSmC6v2eWs1RI9uYmxSZUk
12	Sample unit lesson for progress report (Google Drive folder with Docs)	Unit lesson surrounding progress report, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc. Needs to be customized and lacks base text; otherwise, materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing).	https://drive.google.com/open?id=0B9HLBJSmC6v2MTA1aGgyWmpHYzg
13	Technical report design	Best practices and standards for technical report design.	https://www.prismnet.com/~hcexres/textbook/report_design.html
14	Technical report tutorial / assignment	Brief 8-page tutorial from MIT Open Courseware (OCW) for an assignment on writing a technical report.	https://ocw.mit.edu/course/s/mechanical-engineering/2-000-how-and-why-machines-work-spring-2002/tools/technicalwriting_fixed.pdf
15	Technical reports: components and design	Best standards and practices on the design of components when writing technical reports. Includes cover page, cover letter, abstract, executive summary, table of contents, introduction, body, conclusions.	https://openoregon.pressbooks.pub/technicalwriting/part/10-document-design/
16	Writing Progress Reports	Defines progress reports and explains their purpose along with a structural overview of a typical report.	https://pressbooks.bccampus.ca/technicalwriting/chapter/progressreports/

17	Writing Recommendation Reports and Feasibility Reports	Defines and covers the purpose and typical contents of each type of report. Also includes a revision checklist. Adapted from David McMurrey's text.	https://pressbooks.bccampus.ca/technicalwriting/chapter/longreports/
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Research methods and articles

Below are links to OER material related to research methods, articles, and other associated topics:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Best practices from SurveyMonkey about creating a survey	Article about best practices for creating surveys. Includes all major topics for short survey design in a writing course.	https://www.surveymonkey.com/mp/survey-guidelines/
2	Example of a research article	Example of a recently published research article by Google on quantum supremacy in the journal Nature	https://www.nature.com/articles/s41586-019-1666-5.pdf
3	Finding and Evaluating Sources	Brief descriptions of various source types; how to evaluate source authors, contents and purposes; overview of logical fallacies	https://pressbooks.bccampus.ca/technicalwriting/chapter/findingevaluating/
4	Guide to writing good interview questions	Brief article about asking open, closed, hypothetical, and mirror questions	https://writingcommons.org/chapters/research-methods-methodologies/primary-research/interviews-surveys/213-types-of-interview-questions
5	Guide to writing good survey questions	Brief article about different survey question types: open, closed, rank order and demographic. By Joe Moxley.	https://writingcommons.org/chapters/research-methods-methodologies/primary-research/interviews-surveys/756-create-a-survey-instrument

6	Guidelines for creating Good Interview and Survey Questions	Brief article about how to avoid bias, assumptions, double-barreled questions, confusing or wordy, or irrelevant survey or interview questions.	https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/interview_and_survey_questions.html
7	Help topic about how to Create, Edit and Format Google Forms	Google's how-to for building a survey in Google Forms	https://support.google.com/docs/topic/6063584
8	Information Literacy	Provides basic overview and standards for information literacy, including information formats, information timeline, research cycle, research tools, search strategies, source evaluation, citations, and plagiarism.	https://openoregon.pressbooks.pub/technicalwriting/part/4-information-literacy/
9	Problem analysis, summaries, and responses	Guidelines for writing summaries and responses. Includes problem analysis procedure, format, organization, and planning used to write a problem analysis report. Includes example: https://s3-us-west-2.amazonaws.com/oerfiles/technical+writing/Problem+Analysis+Report+for+Teldon+Facilities.doc	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/problem-analysis_lecture-2/
10	Research	Includes research overview, textual research, APA documentation overview, basic guidelines for citing resources, questions for evaluating authorities, demystifying research methods, and analytic theory.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/information-and-instruction-for-module-5_lecture-2/
11	Research Methods and Terminology	Overview of primary, secondary and tertiary sources plus qualitative and quantitative data.	https://pressbooks.bccampus.ca/technicalwriting/chapter/researchterms/
12	Very brief primer on key concepts of analyzing data	Very brief primer on key concepts of analyzing data for interviews, surveys and observations. Introduces concepts of over-generalization and triangulation.	https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/analyzing_primary_data.html
13	Video on how to do a [qualitative] research	This video covers what makes for a good interviewer and shows a good and a bad example of a qualitative interview with commentary on	https://www.youtube.com/watch?v=9t-hYiAKww

	interview	what went right or wrong.	
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Resumes/CVs, applications, cover letters, and other job-related documents

Below are links to OER material related to resumes, CVs, cover letters, etc.:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Employment materials	Includes overview; preparation (finding job/career databases and websites, conducting self inventory); resume formats, sections, and guidelines; cover letters (backgrounds, outlines, sample cover letters); and submitting materials and next steps.	https://openoregon.pressbooks.pub/technicalwriting/part/y-employment-materials/
2	Web page on how to write resumes	This resume web page from McMurrey provides a resume definition, design overview, section overview, types, formatting, layout, special sections, notes on early-career resumes, a checklist of elements, and resume published research and advice.	https://www.prismnet.com/~hcxres/textbook/resume.html
3	Webpage on job application letters	This webpage focuses on common types of application letters, common sections in application letters, background details to include, early-career application letters, and checklist of common problems in application letters.	https://www.prismnet.com/~hcxres/textbook/applic.html

Rhetorical concepts (theories, heuristics, and other applications)

Below are links to OER material related to rhetorical concepts in technical communication:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Audience Analysis	Ebook chapter on audience in technical communication, including types of audience, audience analysis, and adapting writing to audience needs.	https://openoregon.pressbooks.pub/technicalwriting/part/2-audience-analysis/
2	Audience-Centered Communication	Includes discussion of appreciating technical communication audiences, the rhetorical nature of technical and professional writing, and two	https://courses.lumenlearning.com/suny-professionalcommunication

		videos on "accessibility, relevance, and audience" and "definition rules."	/chapter/message-from-the-instructor-27/
3	How to do genre analysis and diagram genre sets	How to do genre analysis and diagram genre sets, including what features of a text to look for, a case study that connects features to rhetorical purpose, info on doing interviews and observation for collecting data about genres and genre maps.	https://openoregon.pressbooks.pub/technicalwriting/chapter/14-3-methods-for-studying-genres/
4	Intro to genre, genre sets, genre systems	Good explanatory text about genre, genre sets and genre systems. No guidance on how to do genre analysis	https://openenglishatslcc.pressbooks.com/chapter/genre-in-the-wild-understanding-genre-within-rhetorical-ecosystems/
5	Short chapter on genre topics	Includes genre, genre sets, genre systems, and methods for analysis.	https://openoregon.pressbooks.pub/technicalwriting/chapter/14-2-genre-genre-sets-genre-systems/
6	Understanding the writing situation (audience, purpose)	A 12-minute video that discusses the basics of the writing situation (audience, purpose) and the differences between academic writing versus technical writing.	https://www.screencast.com/t/vOp1ql1NoUw
7	Video: "You Attitude" Tutorial	7-minute video on the "You Attitude," writing in second-person voice focused on the audience/reader rather than the writer. Class project for technical writing but has good written examples. https://youtu.be/DQaE5fFWd0 .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-you-attitude-tutorial/
8	Writing to Persuade in Technical Communication	Explains rhetorical appeals within the framework of technical writing; compares/contrasts writing for marketing to technical writing and explores the overlap. Briefly covers ethics.	https://pressbooks.bccampus.ca/technicalwriting/chapter/writingpersuade/
9	Video: Introduction to Rhetoric	A 14-minute video that explains rhetoric as an approach to communication, dispelling popular misconceptions and demonstrating its usefulness as a framework for both expressing and assessing knowledge.	https://www.youtube.com/watch?v=BYMUCz9bHAs

Specifications (needs/requirements, definitions, descriptions, etc.)

Below are links to OER material related to specifications, definitions, descriptions, etc.:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Example specifications	Example specifications of the design and construction of a single-story birdhouse	https://www.prismnet.com/~hcxres/textbook/examples/specs1.html
2	Example specifications	Example specifications of the design and construction of a single-story birdhouse	https://www.prismnet.com/~hcxres/textbook/examples/specs1.html
3	Introduction to Professional Communications in the Technical Fields	Includes overview of technical communication, professional style, document design, collaborative writing, research methods, citing IEEE style, and common document types, oral and verbal presentations, and academic writing basics.	http://solr.bccampus.ca:8001/bcc/file/836b5a53-291d-4236-9821-15aca6bae4f5/1/Technical-Writing-Essentials-1563391724.pdf
4	Sample unit lesson for technical description (Google Drive folder with Docs)	Unit lesson surrounding progress report, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc. Needs to be customized and lacks base text; otherwise, materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing).	https://drive.google.com/open?id=0B9HLBJSmC6v2ZEt rMXdWNkpQRW8
5	Technical specification examples	Technical specification examples of metal doors and cassette deck	https://www.prismnet.com/~hcxres/textbook/examples/specs2.html
6	Video: Definition Rules	A 5-minute video on making definitions and reducing ambiguity. Also a YouTube video: https://youtu.be/bws5BMVPjY4 .	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/video-definition-rules/

7	Writing Technical Descriptions and Definitions	Covers mechanism and process descriptions along with definitions. Offers templates and links to several examples.	https://pressbooks.bccampus.ca/technicalwriting/chapter/technicaldescriptions/
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Style (style guides, plain language guidance, etc.)

Below are links to OER material related to styles guides, plain language, and other elements of style:

#	Descriptive Title	Short Description	Link
1	Examples of Federal Plain Language Documents	Before and after examples of plain language revision as well as examples of effective plain language reports, brochures, handbooks, manuals, letters and notices.	https://www.plainlanguage.gov/examples/
2	Federal government guidelines for plain language	Simple guide including rhetorical reminders and strategies for choosing words, conciseness, designing for reading, web standards. PDF also available on site.	https://www.plainlanguage.gov/guidelines/
3	Fun text editor for writing with 10,000 most common English words	Fun text editor for students to try explaining a hard idea by using the 10,000 most common words in English.	https://splasho.com/upgoer5/
4	Fun web comic about plain language in a technical context	Web comic that is a description of parts of the Saturn 5 rocket with labels written using on the 10,000 most common words in English.	https://xkcd.com/1133/
5	Link to ASD Simplified Technical English (STE) Specification ASD-STE100	Download pdf doc. ASD-STE100 (STE) is a controlled language developed in the early Eighties (as AECMA Simplified English) to help the users of English-language maintenance documentation understand what they read. It was initially applicable to commercial aviation. Then, it	http://www.asd-ste100.org/index.html

		became also a requirement for Defence projects, including Land and Sea vehicles. As a consequence, today, primary texts of maintenance manuals are mostly written in STE.	
6	Old, but short, video about using plain language on a website	A short, but old (2010) video about using plain language on a government website. Good as rapid review of main points of plain language.	https://www.youtube.com/watch?v=QtXSCwphuzg
7	Plain Language revisions examples (revised mortgage disclosures)	Great examples of revisions of consumer facing forms (mortgage disclosures) to make information accessible and understandable.	https://www.consumerfinance.gov/know-before-you-owe/compare/
8	Research and citation resources	The Purdue OWL provides style guidelines, best practices and standards, and sample texts for many of the common styles used by various disciplines, including the IEEE, AMA, CMS, APA, MLA, and others.	https://owl.purdue.edu/owl/research_and_citation/resources.html
9	Strategies and examples for editing for conciseness	Strategies and examples for editing for conciseness, including excessive detail, unnecessary determiners or modifiers, repetitive wording, redundant pairs and categories.	https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/eliminating_words.html

Translation (globalization, localization, and other intercultural contexts)

Below are links to OER material related to translation, globalization/internationalization, localization, and intercultural contexts:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Short chapter on communicating across cultures	Overview of cultural awareness in technical communication, including basics on understanding cultures, cultural contexts, deepening cultural contexts, and defining intercultural communication.	https://openoregon.pressbooks.pub/technicalwriting/part/communicating-across-cultures/

Usability testing for documentation and other deliverables

Below are links to OER material related to usability testing:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	How to conduct a usability test	One-page chapter with steps to conduct a usability test	https://softchalkcloud.com/lesson/serve/B9nxjJFd1sy6kg/html
2	Usability Report Example	Example of a highly detailed (57 page) usability report evaluating the Purdue OWL website.	https://owl.purdue.edu/research/usability/documents/OWLreport.pdf
3	Usability.gov Index page with links to informational pages about usability testing	Index page with links to informational pages about usability testing, including articles on User Experience basics, project management basics, user research basics, usability evaluation basics, user-centered design basics, benefits of user-centered design, creating a user-centered approach	https://www.usability.gov/what-and-why/index.html
4	Usability.gov overview of Usability Testing	Overview of Usability Testing including definition, benefits, factors and links to other resources, such as how to run a usability test	https://www.usability.gov/how-to-and-tools/methods/usability-testing.html
5	Usability.gov sample usability testing report (.docx)	Link to sample usability testing report (.docx) that can be modified for student use.	https://www.usability.gov/how-to-and-tools/resources/templates/report-template-usability-test.html

Video production for technical communication topics

Below are links to OER material related to video-related content:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Adding Closed Captions for Accessibility in YouTube	This help article from YouTube explains various ways to add closed captioning or subtitles to your video.	https://support.google.com/youtube/answer/2734796?hl=en

2	Basic Video Editing Principles	While geared towards filmmakers, this has mostly good advice on how to cut shots together.	https://learnaboutfilm.com/film-language/editing/
3	Basic Video Shooting and Editing	Short video and image explanations of various shot types, tripod use composition, lighting, audio, and transitions.	https://mediacommons.psu.edu/2017/02/01/video-production-tips/
4	Camera Angle and Three-Point Lighting Basics	Explains eye level, high and low angle camera placement along with basics of three point lighting. Includes videos.	https://tubularinsights.com/video-production-lighting-camera-angles/
5	Forum post: Text articles vs. video tutorials	Includes a brief overview of multimedia learning theory along with a heuristic to determine if video should be used.	https://ux.stackexchange.com/questions/66552/text-articles-vs-video-tutorials
6	How To Make a Storyboard for Video	Tutorial explaining why to make storyboards, storyboard types, shots and cuts. Includes examples and a template.	https://photography.tutsplu.com/tutorials/how-to-make-a-storyboard-for-video--cms-26374
7	How to Write a Training Video Script	Well-developed tips on writing a solid video script. Training videos are similar enough to instructions that these can be adapted.	https://learningsolutionsmag.com/articles/video-clinic-how-to-write-an-awesome-training-video-script
8	How to Write A Two-Column Script	Explanation of a two-column script format with audio on the right and visuals on the left for each shot. Can be used instead of separate script/storyboard.	https://itstillworks.com/two-column-script-12214069.html
9	List of Free Video Editing Software	Provides a variety of software and platform options for video editing depending on students' needs.	https://www.oberlo.com/blog/best-free-video-editing-software
10	Making Instructional Videos and Screencasts	Guide from the makers of Camtasia software with an overview of video types as well as steps to plan and make a video (mostly focused on screencast tutorials).	https://www.techsmith.com/blog/instructional-videos/
11	Outlining and Fleshing Out Video Scripts	A video explaining how to develop from outline to fully detailed script. Not directly related to how-to videos, but could be adapted.	https://learningsolutionsmag.com/articles/video-clinic-how-to-write-an-awesome-training-video-script
12	Post-Production and Video Editing Process	Generic steps to prepare and edit your video in the editing program of your choice.	https://learnaboutfilm.com/making-a-film/organising-filmmaking-process/editing/

13	Steps to writing a video script	Audience analysis, goal setting, choosing a central character, and other useful tips to calculate words per minute, etc.	https://biteable.com/blog/tips/video-script/
14	Structure and Conventions of Effective YouTube Videos	10 minute video covering the basic structure of a YouTube video script from a popular YouTube marketer.	https://youtu.be/cCpvVDc0Glw
15	Table Reads for Workshopping Scripts, and other scriptwriting tips	Basic tips on scriptwriting and revising. Section on table reads is especially helpful for workshopping scripts.	https://www.techsmith.com/blog/how-to-write-script-for-video/
16	Tips for Better Tutorial Videos	In-depth article from a documentation firm covers many useful tutorial video tips with example videos. Focus on software documentation, but largely relevant for any tutorial.	https://instrktiv.com/en/tutorial-video/
17	Video Lighting Tutorial for Beginners	Basic tips, including just using a window to get good lighting.	https://www.youtube.com/watch?v=fIc5iP0KwTg&feature=youtu.be
18	Video vs. written instructions: who uses them when?	Based on usability tests, new users prefer videos while intermediate users prefer text. Brief discussion of limitations of video as well as the impact of usability testing.	https://idratherebwriting.com/2011/07/22/a-few-notes-from-usability-testing-video-tutorials-get-watched-text-gets-skipped/
19	Video: Basic Camera Shots	This gives a quick overview of most of the basic types of camera shots students could employ in their videos.	https://www.youtube.com/watch?v=ICcE72RwEyc&feature=youtu.be
20	Video: Better Audio - 5 Budget Tips	This video gives a rundown of microphone types and shows ways to inexpensively get good audio (although it offers some mic buying tips as well)	https://www.youtube.com/watch?v=vc46lG8EC7E
21	Video: Getting Good Audio Outdoors	An explanation of potential problems with audio outside and how to avoid them with the right mic and placement	https://www.youtube.com/watch?v=5kAoE_Spm_0
22	What's best for instructions — words or videos?	Article from a plain-language consultant firm on when to use text vs. video for instructions. Slanted towards text possibly due to the organization's own work, but still useful.	https://write.co.nz/whats-best-for-instructions-words-or-videos/
23	Writing Video Production Briefs	Explains the process of writing a creative brief for a marketing video. Some content is not relevant, but instructors could adapt for a tutorial video.	https://dmakproductions.com/blog/how-do-i-write-a-video-production-creative-

			brief/
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Visuals (figures/graphics, photographs, icons, symbols, other semiotics)

Below are links to OER material related to data visualizations, graphics, photographs, symbols, icons, and other symbology on the semiotic spectrum:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	A slide presentation introduction to to visuals	A slide presentation that is an introduction to basic components to visual thinking (via LinkedIn SlideShare: https://www.slideshare.net/rycoleman/an-introduction-to-visual-thinking/28-Friends_Experiences_Free_Premium_Experiences)	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/slideshare-an-introduction-to-visual-thinking/
2	Best practices for photos and illustrations	Best practices for how to include photos and Illustrations in technical communication	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/photos-and-illustrations/
3	Blog article on methods of misleading data visualizations	Short, 4-minute blog article on how to lie with data visualizations	https://heap.io/blog/data-stories/how-to-lie-with-data-visualization
4	Chapter on visuals	Explanation of visuals used to write NASA technical reports: presentation, figures, graphs, and tables.	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-4-visuals-readings-2/
5	Choosing and Using Figures and Tables	Covers conventions for including visuals in documents as well as a table explaining types of visuals along with their purposes. Includes link to a Powerpoint presentation with more examples of visuals.	https://pressbooks.bccampus.ca/technicalwriting/chapter/figurestable/
6	Creating and Integrating Graphics	Includes tips on graphics for technical communication, including deciding which graphics to use, audiences, placement and contrast, samples, and guidelines for final reviews.	https://openoregon.pressbooks.pub/technicalwriting/part/8-creating-and-integrating-graphics/

7	Misleading Graphs	Marketing piece that breaks down and visualizes 5 common don'ts for visualizing data: omission, manipulation, selectivity, misleading visual types, and failure to recognize conventions.	https://venngage.com/blog/misleading-graphs/
8	Outlines misleading graph methods	Wikipedia page on common methods that lead to misleading data visualizations	https://en.wikipedia.org/wiki/Misleading_graph
9	Overview of basic visual types	Overview of basic visual types in technical communication	https://courses.lumenlearning.com/suny-professionalcommunication/chapter/unit-4_visuals_lecture-2/
10	Style guide for APA Tables and Figures	Info on purpose and format of data tables in APA style.	https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_1.html
11	Style guide on creating data figures in APA style	Info on types of figures in APA style, including bar graphs, pie graphs, drawing and photographs and info on captions and legends	https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_2.html
12	Video of Edward Tufte lecture	5-minute video of clips of Edward Tufte lecturing on document design concepts from Beautiful Evidence and his other titles	https://www.youtube.com/watch?v=Th_1azZA2OY&feature=youtu.be

Writing process (writing on writing, development strategies, reflection, etc.)

Below are links to OER material related to the writing process, writing about writing, and related topics:

#	<i>Descriptive Title</i>	<i>Short Description</i>	<i>Link</i>
1	Defining the Scope of Your Project	Covers the invention phase of a project with a focus on discovering audience and constraints,	https://pressbooks.bccampus.ca/technicalwriting/chapter/definingscope/

		then narrowing scope appropriately. Good lead-in to project proposals.	
2	Examples technical communication artifacts	Examples technical communication artifacts: letters (application, complaint, adjustment, inquiry); resumes; proposals; instructions, user guides, handbooks; policies, procedures, SOPs; reports (progress, recommendations / feasibility, formal, annotated, research); oral-report scripts; technical specifications (descriptions, comparisons, classifications, causal discussion, definitions), process discussion, and persuasion.	https://www.prismnet.com/~hcexres/textbook/models.html
3	Outlines	Includes tips on creating and using outlines, and developing rough outlines.	https://openoregon.pressbooks.pub/technicalwriting/part/7-outlines/
4	Sample unit lesson for a reading response (reflective) essay (Google Drive folder with Docs)	Unit lesson surrounding a reading response / reflective essay / critique, including overview, lesson plan and schedule, assignment sheets, quizzes, examples, outcomes, rubric, etc. Needs to be customized and lacks base text; otherwise, materials are comprehensive. Stored on Google Drive folder hosted by the Washington State Board for Community and Technical Colleges (ENGL 235 – Technical Writing).	https://drive.google.com/open?id=0B0X_xc0KLYncaJTjRnZ2a2ZZem8
5	Video: Write a comparative analysis	A short 1-minute video on how to write a comparative analysis for report writing.	https://youtu.be/eVhhTOAzHXc
6	Writing Process	Strategies for team writing, audience analysis, topic ideas, brainstorming and invention, narrowing, outlining, note-taking, libraries, documentation, cross-referencing, strategies for peer-reviewing, and revision techniques.	https://www.prismnet.com/~hcexres/textbook/process-over.html
7	Writing tool tutorials	Tutorials for writing tools used by mechanical engineers	https://ocw.mit.edu/courses/mechanical-engineering/2-000-how-and-why-machines-work-spring-2002/tools/

Appendix A. Example OER-Based Course Calendars for WR227

In addition to the sample syllabi in the previous section, below are example workflows to give some idea of how an OER-based WR227 might look in practice.

Example 1: Short WR227 Syllabus

Below is a basic application of [Open Technical Communication](#) (OTC) OER over an 11-week term. In this course design, the main text could be supplemented with other OER reading and instruction materials.

Course overview

Course focused on the practical experience of technical and professional communication (TPC) while emphasizing basic organization and presentation of technical information, including strategies for analyzing audience and information needs. Recommended, not required: introductory college writing (WR121 or Freshman Inquiry at PSU).

Course projects

Built around the readings and class discussions outlined below were three primary projects, designed to elicit OWEAC course outcomes. Students worked on projects both inside class (subject of lectures and workshops) and outside of class (interviews and collaborative writing).

- “Writing about writing” technical report (individual, primary research interviews and surveys)
- “Knowledge base” technical wiki (group writing project)
- “User guide” technical instructions (individual) or manual (group)

Weekly workflow

First week (10%):

1. Syllabus and intro to technical communication, read [“Letter from the Project Manager”](#) and [“Chapter 1 - Introduction to Technical Writing”](#)

Unit 1: Technical report (30%):

2. Proposal, read [“2.4 - Proposals”](#)
3. Surveys rough drafts, read
4. Final drafts, read [“5.1 - Writing Process”](#); [“4.1 - Report Design”](#); and [“4.7 - Tables, Graphs, and Charts”](#)

Unit 2: Technical wiki (30%):

5. Group proposal with project plan, read [“Chapter 7 - Collaborative Writing”](#)
6. Drafts, read [“2.14 - Technical Definitions and Descriptions”](#)
7. Peer review, read [“5.10 - Strategies for Peer-Reviewing and Team Writing”](#)

Unit 3: Technical instructions (30%):

8. Proposals w/ audience & task analysis, read [“5.2 - Audience Analysis”](#) and [“5.3 - Task Analysis”](#)
9. Instructions, [“2.6 - Instructions”](#) (individual) and user guides, [“2.7 - User Guides”](#) (group)
10. Usability tests, read [“Chapter 6 - Usability Testing”](#)

Finals week (10%):

11. Final technical portfolio presentation, read [“2.12 - Oral Presentations”](#)

Example 2: Expanded WR227 Syllabus by Henry Covey

Slightly different from example 1 above in assignments, below is an expanded application of how selected OER textbooks discussed in this instructor's guide could apply across an 11-week term.

Course overview

This course focuses on the practical experience of professional and technical communication while emphasizing basic organization and presentation of technical information, including strategies for analyzing audience and information needs.

Course projects

Built around the readings and class discussions (outlined below) are three primary projects designed to elicit learning outcomes. Students can work on projects both inside class (subject of short lectures and workshops) and outside of class (interviews and collaborative writing work). See the projects below:

1. Technical report (goals: individual, primary research interviews and surveys)
2. User's guide (goals: group work, project management methods/tools, and collaborative writing)
3. Lessons learned report or a letter to a subject matter expert inquiring about the technical communication of their field/s (goals: personal narrative, reflective/metacognitive writing).

The course used common OER texts combined with other instructor readings/material, see below:

Course texts

Abbr.	Title (publication date)	Author	Link
Example base/main/primary online text with low-cost print-on-demand copy (~60%)			
OTC	<i>Open Technical Communication</i> (circa 2019, but this online textbook is a remixed version of Online Technical Writing, which has been around since 1997.)	By Tiffani Tijerina, Tamara Powell, Jonathan Arnett, Monique Logan, Cassandra Race, Contributors:David McMurrey, Steve Miller, Cherie Miller, Megan Gibbs, Jennifer Nguyen, James Monroe, Lance Linimon	https://alg.manifoldapp.org/projects/open-tc (a remix of https://www.prismnet.com/~hcexres/textbook/)
Example supplementary/supporting online texts (~40%)			
OO	<i>Technical Writing</i> (2017)	Open Oregon Educational Resources	https://openoregon.pressbooks.pub/technicalwriting/
SUNY	<i>Technical Writing</i> (2018)	State University of New York (SUNY) / Lumen	https://courses.lumenlearning.com/suny-professionalcommunication/
OWL	<i>Research and Citation Resources</i> (accessed 2019)	Purdue Online Writing Lab	https://owl.purdue.edu/owl/research_and_citation/resources.html
TWE	<i>Technical Writing Essentials</i> (2019)	Suzan Last, University of Victoria	https://pressbooks.bccampus.ca/technicalwriting/

Course calendar

Week-Class	Reading assignment	Topics and activities to be covered in class	Documentation developed
Introduction: Syllabus			
1-1	<p><i>Primary reading:</i></p> <ul style="list-style-type: none"> -OTC: Introduction to Technical Writing -OTC: Types of Technical Documents <p><i>Supplementary readings options:</i></p> <ul style="list-style-type: none"> -OO: Introduction -TWE: What is Technical Communication? -SUNY: Introduction -McMurrey: Types of Technical Documents -OWL: Professional, Technical Writing 	<ul style="list-style-type: none"> -Topic: Course introduction -Discussion: Class introductions and course overview: syllabus, projects, schedule, texts, tools, etc. -Exercise: Document and share your relationship to technical communication, what brought you to this course, and what you expect out of this course. 	Compiled biographies of course members for reference and use throughout the course
Project 1: Technical reports³			
1-2	<p><i>Primary reading:</i></p> <ul style="list-style-type: none"> -OTC: Report Design -OTC: Recommendation and Feasibility Reports -OTC: Writing Process <p><i>Supplementary reading/alternative options:</i></p> <ul style="list-style-type: none"> -OO: Technical Reports: Components and Design -TWE: Long Reports - Recommendation Reports and Feasibility Studies -TWE: Lab Reports -SUNY: Feasibility Reports -SUNY: Descriptive and Prescriptive Reports -SUNY: Classification Reports and Partition Reports -McMurrey: Report Design -McMurrey: Recommendation and Feasibility Reports -McMurrey: Formal Technical Reports 	<ul style="list-style-type: none"> -Topic: Intro to technical communication -Discussion: Formal technical communication and workplace publications, like a technical report, and to some degree informal tech writing, is a process of creating documentation during stages of invention, research, drafting, reviewing, revising, editing, proofreading, publishing, and archiving.⁴ With this in mind review the project 1 coursework and writing assignment schedule over the term to get a feeling for the overall project, its supporting documentation, and the end product. -Exercise: Document some brainstorming for the project 1 topic writing activity to get the ideas flowing (e.g., come up with 3–5 potential ideas, topics, or approaches for your report and then prioritize them in some way, from favorite to least favorite, for example, or by feasibility). 	Brainstorm/ideation documentation that identifies and then prioritizes different ideas, topics, and/or approaches to the report
2-3	<p><i>Primary reading:</i></p> <ul style="list-style-type: none"> -OTC: Audience Analysis -OTC: Libraries, Documentation, and Cross-References <p><i>Supplementary reading/alternative options:</i></p> <ul style="list-style-type: none"> -OO: Audience Analysis -OO: Thinking About Writing 	<ul style="list-style-type: none"> -Topic: Writing process, audience analysis, and research resources -Discussion: After coming up with a main idea for the report, the next stage is to start researching. Research can come in different forms and focuses. Research of audience (reader groups) is just as important as research on the topic, including primary and secondary research of resources and 	Audience analysis and research documentation of reader groups and initial / potential references,

³ Please note that this table uses color to convey information (blue is project 1, green is project 2, and red is project 3).

⁴ See M. Palmquist & B. Wallraff. *In Conversation: A Writer's Guidebook*. Bedford/St. Martin's. 2018. 11–12.

	<p>-OO: Methods for Studying Genre</p> <p>-OO: Information Literacy</p> <p>-TWE: Conducting Research</p> <p>-SUNY: Audience-Centered Communication</p> <p>-SUNY: Demystifying Research Methods</p> <p>-SUNY: Textual Research</p> <p>-McMurrey: Writing Process</p> <p>-McMurrey: Audience Analysis</p>	<p>references, as well as reaching out to subject matter experts with inquiries for more information on the report topic. The goal is to start identifying the people, places, things, and ideas that will inform the report</p> <p>-Exercise: Documenting research activities can take many forms, including listing out possible resources, performing a short bibliography, precis, memo, literature review, or genre analysis of an example technical report, speaking with a research librarian, and other forms of research.</p>	<p>resources, and subject matter experts to help inform the report</p>
2-4	<p><i>Primary reading:</i></p> <p>-OTC: Proposals</p> <p>-OTC: Task Analysis</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-OWL: Reports, Proposals, and Technical Papers</p> <p>-OO: Proposals</p> <p>-SUNY: Planning Reports</p> <p>-SUNY: Proposals</p> <p>-TWE: Proposals</p> <p>-McMurrey - Proposals</p>	<p>-Topic: Proposals</p> <p>-Discussion: After ideation and research, planning the report is the next stage of document development. The elements that go into proposals for documents (reports, etc.) cover the <i>who</i> (reader groups), <i>what</i> (topic/s), <i>when</i> (schedule), <i>where</i> (context), <i>why</i> (goals), and <i>how</i> (tools and process) of the report document and supporting documentation. Proposals also typically come with a rough draft table of contents, which is a simple or expanded outline of the report.</p> <p>-Exercise: Create a rough draft proposal and review it with a peer or in a peer group to get another/other perspective/s of the proposal.</p>	<p>Report proposal</p>
3-5	<p><i>Primary reading:</i></p> <p>-OTC: Information Structures</p> <p>-OTC: Organizing Information</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-OO: Outlines</p> <p>-McMurrey: Information Infrastructures</p>	<p>-Topic: Early content development</p> <p>-Discussion: The first “outline” draft of the technical report (sometimes called a “shell” draft) is started earlier in the process, either individually or in a group. This gets the individual and coauthors centered around the basic “skeletal” structure of the starter document in anticipation of “fleshing it out” in the rough draft phase.</p> <p>-Exercise: Copy the outline of sections from the proposal document, paste it into the outline draft, and start building the “shell” document with headings and subheadings according to the outline.</p>	<p>Outline draft</p>
3-6	<p><i>Primary reading:</i></p> <p>-OTC: Articulating Technical Information</p> <p>-OTC: Technical Definitions and Descriptions</p> <p>-OTC: Basic Patterns and Elements of the Sentence</p> <p>-OTC: Tables, Charts, and Graphs</p> <p>-OTC: Graphics</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-TWE: Academic Writing Basics</p>	<p>-Topic: Report genres and common prose structures and patterns</p> <p>-Discussion: To articulate technical information means translating technical information and data into report text and terminology based on the information known from the audience analysis, the conventions of the genre, organizational structures, and the content from references and resources to help shape the overall idea or, in some cases argument, and the specific language chosen.</p>	<p>Rough draft</p>

	<p>-McMurrey: Translating Technical Discussions</p> <p>-McMurrey: Basic Patterns and Elements of the Sentence</p> <p>-McMurrey: Titles, Abstracts, Introductions, Conclusions</p> <p>-SUNY: Visuals</p>	<p>-Exercise: Rough drafts are not perfect drafts, but they are the perfect opportunity to get your ideas out of your head and the ideas of others onto the page so that you and others on the project can have a look at them objectively and see where information connects and where there might be gaps where information might need to be filled in for readers. Sometimes, the words don't come to mind immediately, and freewriting exercises can help with "writing block" and get the "creative juices" flowing. Introducing first-draft visuals is also important in this phase and can help say thousands of words in single images, as the cliché rightly goes.</p>	
4-7	<p><i>Primary reading:</i></p> <p>OTC: Strategies for Peer Reviewing and Team Writing</p> <p>OTC: Technical Editing</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-TWE: Teamwork and Communication</p> <p>-TWE: Peer Review Essentials</p> <p>-OTC: Common Fallacies</p> <p>-McMurrey: Strategies for Peer Reviewing and Team Writing</p>	<p>-Topic: Peer review</p> <p>-Discussion: Peer review is an important informant of the revision process.</p> <p>-Exercise: Workshop the report by swapping reports with at least one peer to trade editorial feedback on reports. Peer-reviewed journals will often have a minimum of two blind peer reviews to get a second opinion.</p>	Peer review
4-8	<p><i>Primary reading:</i></p> <p>OTC: Power-Revision Techniques</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-OWL: Revision in Business Writing</p> <p>-OO: Basic Design and Readability in Publications</p> <p>-OO: Progress Reports</p> <p>-SUNY: Format</p> <p>-McMurrey: Power-Revision Techniques</p> <p>-McMurrey: Progress Reports</p>	<p>-Topic: Revisions</p> <p>-Discussion: Communicating through visuals</p> <p>-Exercise: Provide a progress report with a partner or group about the report that identifies any remaining tasks and/or red flags needed to be addressed to complete the final draft.</p>	Revised draft
5-9	<p><i>Primary reading:</i></p> <p>OTC: Power-Revision Techniques</p> <p>OTC: Common Spelling Problems</p> <p><i>Supplementary reading/alternative options:</i></p> <p>-SUNY: Rules of Writing</p> <p>-TWE: Citing and Documenting Sources in IEEE Style</p> <p>-OO: Citations and Plagiarism</p>	<p>-Topic: Report finalization</p> <p>-Discussion: Finalizing the document is near the end of the writing process, including late-state revisions and proofreading the output file/s (e.g., proofreading a PDF that has been created from a native application).</p> <p>-Exercise: Use a proofreader's checklist that covers all of the document specifications and requirements for your report, or give it to a partner to proofread with the checklist. A common practice is to read the text aloud, either to oneself or another.</p>	Final draft
5-10	<p><i>Primary reading:</i></p> <p>OTC: Oral Presentations</p>	<p>-Topic: Presentations of report results</p> <p>-Discussion: Presentations of some type are often</p>	Slide presentation of talking points

	<p><i>Supplementary reading/alternative options:</i> TWE: Oral and Visual Presentations -SUNY: Informative Presentations -SUNY: Persuasive Presentations</p>	<p>the final stage of the report before it is archived. Presentations of reports can be as informal as a meeting with project managers and as formal as a scheduled conference with participants and attendees.</p> <p>-Exercise: Create a pre-recorded presentation that conference attendees can watch in advance and/or include a live/synchronous question-and-answer session.</p>	
Project 2: User Guides			
6-11	<p><i>Primary reading:</i> OTC: Instructions</p> <p><i>Supplementary reading/alternative options:</i> -TWE: Writing Instructions -McMurrey: Instructions</p>	<p>-Topic: Instructions</p> <p>-Discussion: Building on what was learned in project 1, project 2 focuses on “enabling documents,” that instruct, guide, and help “users” to complete a main task using a set of steps.</p> <p>-Exercise: Brainstorm and research ideas on a short, original user guide. Another way to help is to think of the <i>who, what, when, where, why, and how</i> of your guide: <i>who</i> (user groups and their image of the author/s identity/ies), <i>what</i> (the objects involved, including tools and materials, but also the ideas and topics being covered by the subject matter), <i>when</i> (the timing of the document, its length of use time, but also its time of need), <i>where</i> (identify user contexts, including situations and settings), <i>why</i> (what is the goal of the document), and <i>how</i> (how the document shapes the user experience, what it does to help/enable readers). To help you come up with ideas, analyze a short set of instructions.</p>	Brainstorm documentation
6-12	<p><i>Primary reading:</i> OTC: User Guides</p> <p><i>Supplementary reading/alternative options:</i> -McMurrey: User Guides</p>	<p>-Topic: User guides</p> <p>-Discussion: User guides take into consideration the user’s identity, persona, characteristics, which includes anything that needs to be considered given the main goal that they’ve been tasked to accomplish with your guide, and this can include elements of their behaviors, values, tools, technologies, education, etc. This understanding of the user informs the <i>macro, meso, and micro</i> writing layers of the document itself: <i>macro</i> (sectioning, headings, navigation, etc.), <i>meso</i> (paragraphs), and <i>micro</i> (sentence structure, word use, and punctuation).</p> <p>-Exercise: Based on your understanding of the user and the user’s goals, create a proposal for the user guide. Use the proposal to start planning and documenting the <i>who, what, when, where, why, and how</i> of your guide. Include a rough draft outline of</p>	Proposal

		your guide. To help inform and inspire your guide, analyze another or other user guides.	
7-13	<p><i>Primary reading:</i> OTC: Standard Operating Policies and Procedures</p> <p><i>Supplementary reading/alternative options:</i> -McMurrey: Standard Operating Policies and Procedures</p>	<p>-Topic: Standard operating policies and procedures</p> <p>-Discussion: Structuring content is an important part of enabling documents that help, instruct, direct, etc. Mapping out these “tree trunks” (context statements) and “tree branches” (numbered or unnumbered lists of tasks).</p> <p>-Exercise: Create a first-draft of the document with an outline of sections and, if applicable, subsections. To help inspire and inform your guide, analyze some standard operating policies and procedures documentation.</p>	Outline draft
7-14	<p><i>Primary reading:</i> OTC: Handbooks</p> <p><i>Supplementary reading/alternative options:</i> -McMurrey: Handbooks</p>	<p>-Topic: Handbooks</p> <p>-Discussion: After the final product is forecast at the beginning, and a list of tools and materials is provided, oftentimes, guides break into phases/stages that are composed of a main set of actions that complete that phase/stage, which build up to the final product/output. In each section, the core concept is introduced with a contextualizing sentence or more, and then a list of steps to complete the main task, which could include special notices before, during, and after.</p> <p>-Exercise: Writing rough draft context statements and lists of tasks. For more elements of user-friendly instructions, analyze how handbooks and other similar documents enable their users.</p>	Rough draft
8-15	<p><i>Primary reading:</i> OTC: Special Notices</p> <p><i>Supplementary reading/alternative options:</i> -TBD</p>	<p>-Topic: Special notices</p> <p>-Discussion: Where and when to introduce special notices and visuals is important in enabling document types.</p> <p>-Exercise: Analyze an enabling document or more to help inform how you might refine special notices in your guide.</p>	Insert special notices
8-16	<p><i>Primary reading:</i> OTC: Usability</p> <p><i>Supplementary reading/alternative options:</i> -OO: Ethics in Technical Writing</p>	<p>-Topic: Usability testing</p> <p>-Discussion: Usability testing is a way to make sure that any user issues are identified before the publication of the instructions.</p> <p>-Exercise: Develop some goals and related criteria for a usability test of your document (time needed, clarity), looking for plain language, grammar, mechanics, etc., related to what the user will need to accomplish or benchmarks to be met and that can be used to measure the efficacy of your current draft</p>	Usability tests

		and needed modifications.	
9-17	<p><i>Primary reading:</i> -OTC: Ethics in Technical Communication</p> <p><i>Supplementary reading/alternative options:</i> -OO: Ethics in Technical Writing -OO: Communicating Across Cultures</p>	<p>-Topic: Ethics</p> <p>-Discussion: Ethics in technical communication are important in every document's context, and it is important that user guides are thinking of the ethics surrounding them.</p> <p>-Exercise: In your guide, either individually, with a partner, or in a group, identify any ethical issues that could be related to your guide. For example, you can check to see if the guide follows accessibility best practices and standards, including, but not limited to the use of colors, alternative, text, etc. Another example is checking the language of your guide against federal plain language guidance.</p>	Revised user guides
9-18	<p><i>Primary reading:</i> -TBD</p> <p><i>Supplementary reading/alternative options:</i> -TBD</p>	<p>-Topic: Final drafts</p> <p>-Discussion: Present the final drafts to the class/target reader in the community.</p> <p>-Exercise: Use the final guides.</p>	Final drafts
10-19	<p><i>Primary reading:</i> -TBD</p> <p><i>Supplementary reading/alternative options:</i> -TBD</p>	<p>-Topic: Presentations of user guides</p> <p>-Discussion: Go over criteria for the final</p> <p>-Exercise: Use the final guides.</p>	Presentations
10-20	-Holiday placeholder	-Holiday placeholder	-Holiday placeholder
Project 3: Lessons Learned or, alternatively, Letter to Subject Matter Expert			
11-21	<p>-OO: Professional Communications -SUNY: Letters</p>	<p>-Topic: Finals week and final assignments</p> <p>-Discussion: The last part of the writing process is a reflection on how the writing process went considering the final product, from conception to execution. This reflection, also called "metacognition" is then assimilated into the next writing processes to come in the future.</p> <p>-Exercise: While there might not be class in the last week, this is an opportunity to complete the last part of the writing process by developing a reflective document that helps look back and look forward, like lessons-learned reports or after-action reports.</p>	Reflections
11-22	N/A	<p>-Alternative exercises: As another option, you could write a letter to a subject matter expert that asks them what you need to know about writing in their (your future) profession (grade not subject to a reply, of course).</p> <p>-An additional idea is creating a portfolio of all your work in the academic term and writing a cover letter</p>	Correspondence / letters/ requests for more info, portfolio, etc.

		that describes, interprets, and evaluates the individual work and the work as a whole.	
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Example 3: Jordana Bowen’s Winter 2020 WR227 Syllabus

This version of the course presents writing as a researchable activity and expands the boundaries of technical writing to include collaborative video production. Course readings lean heavily on three OER textbooks, with supplementation to support the how-to video assignment.

Course Description

Technical writing: another ho-hum class you take to check a box on the way to graduation. Or, so the story seems to go.

What if I told you a different story: one where technical writing is much more than writing as clearly and accurately as possible? A story where doing your job well -- and getting raises and promotions along the way -- is likely dependent on your ability to identify your audience and communicate effectively with them?

Surprise: it’s not just a story. Welcome to the world of technical communication. Our primary goal in this course is to learn strategies for successfully navigating technical writing situations. A strategy is the thinking aspect of planning to write in a technical context: it is the framework that you adopt as you make a series of choices about how you will respond to a technical writing situation. Strategies are fully portable across any technical writing context. You can take them with you no matter what company, industry or profession you end up in.

During this course, you'll apply these strategies to a few specific technical writing situations that are common in many technical professions and industries. These will provide you with a strong foundation of practice to build on in the future, along with a strategic toolbox for technical communication to help set you apart from the crowd.

Learning Outcomes

If you take advantage of these learning opportunities, this course will help you to:

- Recognize and understand technical communication situations in the workplace.
- Read, interpret, analyze, and evaluate complex technical and professional documents and visuals.
- Design and produce communications through the ethical and accurate use of a variety of sources, including graphics.
- Collaborate effectively with peers throughout the document cycle.
- Gather information using a variety of methods, including surveying subject matter experts, reading online journal articles, and observing users.
- Apply effective technical communication strategies to create user-driven rather than document-driven solutions across a variety of formats and media.

- Explain the rationale behind specific rhetorical choices, including content, format, language, and tone.

Course Structure and Deliverables

This is a course consisting of four major projects (deliverables). All of this work is broken into smaller, more manageable chunks (milestones) with frequent due dates to keep you on track and moving forward. See the Course Calendar for milestones and due dates.

- **D1: What I Need To Know about Technical Writing**
To get a better picture of technical writing in your career field, you will propose a survey project to gather information from subject matter experts, develop survey questions, and summarize your findings in a short memo report.
- **D2: Midterm Exam**
You'll answer a few short essay questions to demonstrate your ability to apply our class discussions and readings to a specific technical writing scenario.
- **D3: How-To Video**
You'll draft written instructions to access or use a specific student service here at PSU. You'll then group up and select one set of instructions from which to collaboratively create a how-to video. Along the way to producing your video, you'll create user profiles, team task schedules, scripts and storyboards. You'll then conduct a usability test on your final product.
- **D4: Letter of Reflection**
You'll write a final 500 (+/- 100) word essay to reflect upon and solidify what you have learned in this course. This assignment is meant to help you think through ways you could apply what you have learned across many contexts.

Grades

In addition to major assignments, this course involves considerable work. Since it is all important, you get credit for it. This includes practice exercises, in-class writing, workshops and more. Your final grade will represent your work across five categories, as shown below:

- D1: What I Need to Know about TW, 20%
 - Proposal Email, 5%
 - Survey Questions, 3%
 - Short Memo Draft, 2%
 - Revised Short Memo.10%
- D2: Midterm, 10%
- D3: How-To Video, 35%
 - User profile draft, 1%
 - Written instructions draft, 3%
 - How-to video proposal with revised user profile, 4%
 - Team Task Schedule, 3%
 - Script and storyboard draft, 2%
 - Revised script and storyboard, 5%
 - How-To Video, 10%

- Usability test, 2%
- Usability report, 5%
- D4: Letter of Reflection, 15%
 - Presence Grade, 20%
 - In-Class Work & Class Prep Assignments, 10%
 - Workshop, Conference & Presentation Participation, 10%

Course Calendar with Links to OER Resources

Week	Date	Class Topics & Action Items: Read before class (to prepare for class discussion) There are three main digital texts in this class, abbreviated as follows: <ul style="list-style-type: none"> • OpenOregon Technical Writing (OOTW) • Open Technical Communication (OTC) • Technical Writing Essentials (TWE) Bring to class (Assignment for class prep) Milestones/Deliverables: D1 D2 D3 D4 ⁵
Week 1	M - 1/6	Class Topics: Defining Technical Writing, Syllabus, Introduce D1
	W - 1/8	Class Topics: Defining Genre; the Professional Email Genre Read before class: Open English: Genre in the Wild OOTW: Methods for Studying Genre OOTW: Writing Effective Business Email Bring to class: One artifact from a genre important in your field Calendars and schedules from all your classes (digital or print)
Due Saturday 1/11 11:59 PM: Proposal Email		
Week 2	M - 1/13	Class Topics: Research; Authoring Survey Questions Read before class: TWE: Research Terminology TWE: Finding and Evaluating Research Sources OOTW: The Information Timeline SurveyMonkey: 10 best practices for creating a survey Google Forms How-to
	W - 1/15	Class Topics: Ethics in TC; Survey Question Workshop Read before class: OOTW: Ethics in Technical Communication NPR: Boeing Pilots Detected 737 Max Flight Control Glitch 2 Years Before Deadly Crash Due for class: Survey Qs in Google Form Email survey to participants after class
Nothing due this weekend, just stay on top of survey results		
Week 3	M - 1/20	NO CLASS - MLK Jr. Day

⁵ Please note that this table uses color to convey information (green is D1, purple is D2, blue is D3, and orange is D4).

	W - 1/22	<p>Class Topics: Discuss Short Memo Report. Intro D3: How-To Video Project</p> <p>Read before class: Purdue OWL: Analyzing Primary Data Purdue OWL: Writing Short Letter and Memo Reports Purdue OWL: Tables and Figures 1 Tables and Figures 2 Purdue OWL Handbook on Report Formats</p> <p>Due in class: Completed survey results</p>
Due Saturday 1/25 11:59 PM: Google Form survey for D3 groups		
Week 4	M - 1/27	<p>Class Topics: Intro midterm exam; Plain language, revision, workshop</p> <p>Read before class: TWE: Communicating with Precision TWE: The Importance of Verbs Plain Language Guidelines Purdue Owl: Eliminating Words</p> <p>Due in class: Draft of short memo report</p>
	W - 1/29	<p>Class Topics: Writing/composing for users, user profiles</p> <p>Read before class: TWE: Reader-Centered Writing OOTW: Audience Analysis (2, 2.1, 2.2)</p> <p>Bring to class: Instructions idea; example of good/bad written instructions</p>
Due Saturday 2/1 11:59 PM: Revised Short Memo Report		
Week 5	M - 2/3	<p>Class Topics: Written instructions, written vs video instructions</p> <p>Read before class: OTC: Writing Instructions (sections 1-5) What's best for instructions: words or video? Video Tutorials Get Watched, Videos Get Skipped</p> <p>Due in class: User profile draft</p>
	W - 2/5	<p>Class Topics: Collaboration, project management, group meeting</p> <p>Read before class: TWE: Teamwork and Communication 4.1, 4.2, and 4.3 OTC: Successful Collaborative Writing OTC: Ineffective Collaborative Writing</p> <p>Due in class: Draft of written instructions</p>
Due Saturday 2/8 11:59 PM: Midterm Exam How-To Video Proposal (production brief) with User Profile and Team Task Planning Sign up for Wednesday group conference times		
Week 6	M - 2/10	<p>Class Topics: How To Videos genre analysis: structure/conventions. Basic principles of video production, storyboarding and scripting.</p> <p>Read before class: How to Easily Make Instructional Videos How to make a storyboard for a video How to Write A Training Video Script</p> <p>Bring to class: a how-to video you like and a how-to video you hate (check the eHow instructional video collection)</p>

	W - 2/12	Group Conferences: no regular class meeting
Work on scripts/storyboards		
Week 7	M - 2/17	<p>Class Topics: Present storyboards/table readings for workshop. Discuss video shooting basics.</p> <p>Read/Watch before class: How to Write Scripts (section on Table Reads)</p> <p>Basic Video Production Tips</p> <p>Camera Angle Basics</p> <p>Bring to class (groups 1-4): Script and storyboard draft</p>
	W - 2/19	<p>Class Topics: Present storyboards/table readings for workshop. Discuss video editing basics.</p> <p>Read before class: Video Editing Basics</p> <p>Post-Production and Editing Process</p> <p>Free Video Editing Software Options</p> <p>Bring to class (groups 5-8): Script and storyboard draft</p>
Continue shooting and editing video		
Week 8	M - 2/24	<p>Class Topics: Usability testing</p> <p>Read before class: Usability.gov: Usability Testing</p> <p>Usability.gov: Planning a Usability Test</p> <p>Usability.gov: Running a Usability Test</p> <p>Usability.gov: Recruiting Test Participants</p>
	W - 2/26	<p>Class Topics: Accessibility considerations, group work time</p> <p>Read before class: Add subtitles and closed captions in YouTube</p> <p>Usability.gov: Accessibility basics</p>
Due Saturday 2/29 11:59 PM: How-To Video		
Week 9	M - 3/2	<p>Class Topics: Discuss presentations and usability test report; workshop usability test plan</p> <p>Read before class: Usability.gov: Usability Report Template</p> <p>Bring to class: usability test plan draft</p>
	W - 3/4	<p>Class Topics: Conduct in-class usability testing</p> <p>Bring to class: revised usability test</p>
Due Saturday 3/7 11:59 PM: Usability test report		
Week 10	M - 3/9	Class Topics: Group Presentations, Discuss Letter of Reflection
	W - 3/11	Class Topics: Group Presentations, Course Conclusion
Nothing due this weekend		
Finals Week	W - 3/18	NO CLASS Due at 11:59 PM on D2L: Letter of Reflection; optional How-To Video revisions

Example 4: Expanded Technical Report Writing (WR 327) by Julie Kares

[Note: WR 327 is not sequential with WR 227 (which is general rhetorical strategies and compositional techniques for professional and technical writing). Instead, WR 327 is focused on longer technical reports, including emphasis on writing in engineering and other STEM fields. However, this sample workflow demonstrates for technical writing instructors how common OERs for technical communication could apply in a class that focuses on a single, expanded technical report project. This syllabus was created by Julie Kares in the summer of 2021 and applies to both synchronous and asynchronous instruction.]

Course Description

Course prepares students for writing as professionals in engineering, scientific and other technical disciplines. Topics covered include technical and workplace genres of writing, such as proposals and reports, oral presentation, writing about and with data, effective language practices, writing collaboratively and ethics.

Course Learning Outcomes

Technical and Workplace Genres

- Research and author disciplinary technical proposal and reporting documents for multiple audience types.
- Author and deliver oral presentations, including supporting slideware, for multiple audience types.
- Research and author conventional workplace communications for multiple audience types, such as email, office chat platforms, wikis, memos, business letters and meeting minutes.

Writing About and With Data

- Integrate knowledge from student primary and secondary research to write persuasive documents for multiple audience types, such as grant proposals, memos and reports.
- Explain and practice the research and citation practices of a discipline or technical field.
- Write about and visually display data with accuracy and precision for defined audiences. For example, write easy-to-follow information-rich figure captions and integrate figures into the text of a research report.

Language Practices

- Make effective language choices at the sentence, paragraph and document levels as determined by the writing context. For example, using active/passive voice to create cohesion, given/new information progression, level of technicality and level of detail.
- Write with effective stylistic conventions of a technical or professional discipline.
- Write and edit to promote universal accessibility and to minimize bias, for example, considering font choice and contrast for vision impairments and using inclusive language.

Professional Practices

- Collaborate effectively with various stakeholders (e.g., peer group members, instructor, users, clients, subject matter experts) to develop and apply flexible and effective strategies for project management, including planning, research, composing, design, and revision.
- Articulate lawful and ethical practices for the delivery of technical information to avoid harmful outcomes for intended and unintended audiences. For example, legal and contractual obligations, avoiding misleading information and social justice implications.

Required Materials

The reading materials for this course will be provided for you through Open Educational Resources as well as articles, websites, and blogs collected from various vetted sources.

I've provided a key for you in our Course Calendar to identify the different textbooks that we will be using, but the publication information for each source is included within the selection if you would like to access further information and/or cite the material.

Major Assignments

To encourage online communication, especially in remote courses but also in person, for Week 1, the Discussion Board will help you explore the writing process, including your assessment of the differences between technical and expository (academic essay) writing. You may also be asked to explore key terms like the rhetorical triangle, audience, purpose, writer, and content. The original response to the Discussion Board will be due on Thursday of each week, and the responses to classmates will be due on Sunday.

We will spend the first part of the course engaged in investigating the use of technical report writing in your field, exploring the practical application of writing skills in positions you might hold, whether as a technical writer or in a technical position that requires writing. To that end, you will create several documents that encourage you to assess and research your understanding of the applications of technical writing in your field. The first two assignments, the **Self-Assessment Email** and **Technical Resources Memo**, will involve your considering and evaluating what you already know about technical writing and its importance to your career goals as well as identifying resources that can help you better understand and prepare for the technical writing that you will do.

This discussion will lead to the work that you will do on the other writing projects for the course. The central project for the course will be a Formal Technical Report, but before you complete this major project, it will be necessary to complete the steps that go into the prewriting stage of this process. First, you will select one of the five options that I will provide as the focus for the report. Next, you will explore several potential directions that you might take using the chosen prompt as a starting point, eventually identifying a more narrowed focus for the report. Having made that determination, you will construct a **Technical Report Topic Proposal** that will indicate how you would like to approach the

report. This will be a chance for you to present your plan, receive feedback, and make necessary adjustments before you begin the research phase of the project.

To conduct the research for the Final Technical Report, you will identify a point-of-contact for information about the topic. This can be a professor, a person employed by a company in the field, a person employed in a similar position, an expert in the field, etc. Having identified that person, you will create a **Request for information Email** to help gather primary research for the report.

The second part of gathering research for the project will be to find secondary sources. You will collect source materials for the report and provide a **Technical Summary** of these sources. This will likely be a familiar process for all of you who have created annotated bibliographies in the past, although the format and presentation will differ slightly; however, at the heart of the **Technical Summary** is a description of the main ideas within the source.

Having collected relevant source materials, you will move on to the **Technical Report Proposal** for the Formal Technical Report. This report proposal is not intended to be the report, which may seem obvious, but it is sometimes confusing. This document will present your plans for writing the report. That being said, then, it will be focused on what you would like to do in the report rather than on the project itself. The discussion of the profile, project or problem will be left for the report. This is your chance to consider how you would like to develop the report and what the best strategy for doing so will be. You will provide an explanation of what you would like to do in the report, your research strategy for completing that work, a working outline, and a schedule that indicates when you will complete the work.

One of the components of the report that will enable your readers to understand the concepts that you are presenting even more effectively is the visual information or data sources that you include. To help facilitate your use of this material in the report, you will create a **Data Sources Memo**, which will explain both how data is presented through graphical form in your field and how you will incorporate visual information in your actual report.

The **Technical Report** represents the major document that you will construct for the course. This report will include all of the aspects of a formal report, including the front-end documents, the body of the report, and any necessary back matter, such as the References page or appendices. We will, of course, discuss the format for this document as we are moving through the class. The format for the report will be dependent on your field of study; for example, Mechanical Engineering majors will use ASME format, while Environmental Studies and Science majors will use APA format. At this point, you will have done a great deal of work for this project, and you should all be well-prepared to jump into the drafting stage, which you may already have done even before you complete the Data Sources Memo. This Final Technical Report will exhibit your exploration of the option that you have selected. You will be “living with” this project for the majority of the term, so I would encourage you to find a topic that can work for the long-term.

Finally, you will each share your findings in a presentation that will either incorporate speaker notes or audio (video is a plus but not required). If you have audio recording capabilities, you can work those

directly into the presentation tool so that your classmates will be able to access that information. If you do not have audio recording capabilities, you can simply include speaker notes that explains the material being provided through the slides of the presentation tool.

Please remember that visuals can provide additional information to aid the reader’s comprehension and ensure that the information is being conveyed effectively. In order to provide another opportunity for you to incorporate visuals into your project, your presentation tool should provide both textually and visually based information.

All assignments that you submit to the Assignments folder must be typed, spaced appropriately, in a serif 12-point font, and with 1-inch margins at each edge. Please keep your audience in mind when considering appropriateness for the material of your document.

Grading Criteria:

Weekly Discussions	10%	<p>All major assignments will be graded on the standard PSU letter-grade scale:</p> <p>A = 100-93% B = 86.99-83% C = 76.99-73%</p> <p>A- = 92.99-90% B- = 82.99-80% C- = 72.99-70%</p> <p>B+ = 89.99-87% C+ = 79.99-77% D = 69.99-60%</p> <p>F = 59.99%↓</p>
Emails, Memos, and Letters	15%	
Technical Summaries	10%	
Report Proposal	10%	
Final Technical Report	35%	
Presentation for Final Technical Report	10%	

Course Calendar/Schedule:

Week ⁶	Focus	OER Reading and Resources	Assignments/Due Dates
Each week will run from Monday to Sunday	Topic for Discussion/Major Theme for the Assignments	<p>Key to Online Textbooks:</p> <p><i>Guide – A Guide to Technical Communications: Strategies and Applications</i></p> <p><i>OTC – Open Technical Communication</i></p> <p><i>TPWG - Technical and Professional Writing Genres</i></p> <p><i>TWE – Technical Writing Essentials</i></p> <p><i>TW – Technical Writing</i></p>	<p>Discussion Boards</p> <p>and</p> <p>Project Assignments</p>

⁶ Please note that this table uses color (blue shades), but this is decorative and is not meant to convey meaning.

<p>Week 1 March 29 – April 4</p>	<p>Introducing Technical Report Writing</p>	<p>TPWG – Michael Beilfuss - Chapter 1.1 What is Technical Writing?</p> <p>OTC – Cassandra Race - Introduction to Technical Communication</p> <p>Guide - - Lynn Hall & Leah Wahlin - What Is Technical Communications?</p> <p>Purdue Owl: Effective Workplace Writing</p>	<p>"Technical vs. Expository Writing" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 4/1 ● Responses to Classmates: Sunday, 4/4
<p>Week 2 April 5-11</p>	<p>Identifying Audience, Purpose, and Form</p>	<p>TPWG - Staci Bettes - Chapter 2: Audience</p> <p>Guide - What is Rhetoric?</p> <p>TWE – Suzan Last and Candice Neveu – Understanding the Rhetorical Situation</p> <p>TPWG – Katrina Peterson - Chapter 6: Emails, Memos, and Texting</p> <p>Access and read the article related to your field of study. I've provided the specific links for Environmental Science, Technical Writing, and Engineering, but you can use the first link to find your field (if you can't find the relevant article, let me know and we'll figure out a solution together ☺).</p> <p>Why Writing Works: Disciplinary Approaches to Composing Texts</p> <p>Why Writing Works – Dr. Emily Deaver - Writing in Environmental Science"</p> <p>Why Writing Works – Dr. Teresa Henning - "Writing in Professional Writing & Communication"</p> <p>Why should engineers write? Do words matter to an engineer? – Gordon Grob</p>	<p>"Assessing the Rhetorical Situation" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 4/8 ● Responses to Classmates: Sunday, 4/11 <p>Self-Assessment Memo - Due Sunday, April 11</p>
<p>Week 3 April 12-18</p>	<p>Appealing to Audience and Avoiding Negative Techniques</p>	<p>TPWG – Chapter 4: Ethics</p> <p>TW – Annemarie Hamlin, et al - Ethics in Technical Writing</p> <p>National Center for Biotechnology Information – Jane Carver, et al - "Ethical Considerations in Scientific Writing"</p>	<p>"Analyzing Ethical Situations" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 4/15 ● Responses to Classmates: Sunday, 4/18

		<p><i>Clinical Journal for Oncology Nursing</i> – Cynthia R. King - "Ethical Issues in Writing and Publishing"</p> <p><i>Huffington Post</i> – Ravi Parikh - "How to Lie with Data Visualization"</p> <p>NPR – David Schaper - "Boeing Pilots Detected 737 Max Flight Control Glitch 2 Years Before Deadly Crash"</p>	<p>Technical Resources Memo - Due Sunday, April 18</p>
<p>Week 4 April 19-25</p>	<p>Constructing, Revising, and Editing Documents</p>	<p>OTC – David McMurrey, et al - Articulating Technical Information</p> <p>TPWG – Katrina Peterson - Chapter 5: Document Design</p> <p>OTC – David McMurrey - Common Grammar, Usage, and Punctuation Problems</p> <p>Purdue Owl - Conciseness</p> <p>Oxford University Press - Conciseness Exercises</p> <p>Sterling College - Conciseness</p>	<p>"Writing Concisely" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 4/22 ● Responses to Classmates: Sunday, 4/25 <p>Technical Report Topic Proposal - Due Sunday, April 25</p>
<p>Week 5 April 26 – May 2</p>	<p>Evaluating and Incorporating Material from Sources</p>	<p>OTC – David McMurrey and Cassandra Race - Libraries, Documentation, and Cross-Referencing</p> <p>TPWG – Staci Bettes - Chapter 10 - Research</p> <p>TWE – Suzan Last and Candice Neveu – Appendix C: Integrating Source Evidence into Your Writing</p> <p>Jessup Library at Piedmont Virginia Community College - Research Minute: Primary vs. Secondary Sources (video)</p> <p>University of Victoria - Primary or Secondary Sources?</p> <p>UMass Boston – Primary vs. Secondary Sources - Primary vs. Secondary Sources</p> <p>Kibin - Primary Source vs. Secondary Source: How to Tell the Difference</p> <p>Syracuse University Libraries - Scholarly vs. Non-Scholarly Sources</p>	<p>"Incorporating Primary and Secondary Sources" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 4/29 ● Responses to Classmates: Sunday, 5/2 <p>Request for Information Email – Due Sunday, May 2</p>
<p>Week 6 May 3-9</p>	<p>Presenting Ideas and Possibilities for Development</p>	<p>TPWG – Staci Bettes - Chapter 9: Proposals</p> <p>TWE – Suzan Last - 7.2 Proposals</p>	<p>"Sharing Ideas for the Report" Discussion</p>

		<p>University of Nevada Las Vegas – Julie Longo - Technical Writing for Papers and Proposals (PowerPoint presentation)</p> <p>Professional Proposal Examples:</p> <ul style="list-style-type: none"> • National Science Foundation - A Guide for Proposal Writing • Edith Cowan University - Research Proposal • Penn State University - Mechanical Project Proposal • <i>Undergraduate Engineering Review</i> – Penn State University - Sample Article Proposals <p>Student Examples (made available by David McMurrey):</p> <ul style="list-style-type: none"> • Example Proposal 1 • Example Proposal 2 • Example Proposal 3 • Example Proposal 4 	<ul style="list-style-type: none"> • Original Response: Thursday, 5/6 • Responses to Classmates: Sunday, 5/9 <p>Technical Summaries – Due Sunday, May 9</p>
<p>Week 7 May 10-16</p>	<p>Preparing for the Formal Technical Report</p>	<p>OTC – David McMurrey - Types of Technical Reports</p> <p>TPWG - Staci Bettes - Chapter 11: Analytical Reports</p> <p>TWE — Suzan Last - Chapter 3 - Document Design</p> <p>TW – Michele DeSilva, et al - Chapter 10: Technical Reports: Components and Design</p> <p>Robert Koch, Jr. – Merrimack College – Technical Report Basics: A Guide for the Sciences</p> <p>Technical Report Examples by Field (Just for Reference – you’ll use the standard format presented in <i>TW</i> Chapter 10 for your Final Technical Report):</p> <ul style="list-style-type: none"> • Environmental Science/Studies • Civil Engineering • Mechanical Engineering • Aeronautical and Aerospace Engineering • Computer Science • Healthcare • Anthropology • Marketing • Accounting 	<p>"Applying the Report Format" Discussion</p> <ul style="list-style-type: none"> • Original Response: Thursday, 5/13 • Responses to Classmates: Sunday, 5/16 <p>Technical Report Proposal – Due Sunday, May 16</p>
<p>Week 8</p>	<p>Developing Effective Visual Information</p>	<p>TW – Michele DeSilva, et al – Creating and Integrating Graphics - Creating and Integrating Graphics</p>	<p>"Incorporating Visual Information" Discussion</p>

<p>May 17-23</p>		<p>David McMurrey – Tables, Charts and Graphs: Show Me the Data</p> <p>TWE – Suzan Last - 3.4 Figures and Tables</p> <p>Technical Writing – Lumen Learning – Photos and Illustrations</p> <p>Edward Tufte – Beautiful Evidence (video)</p> <p>Ravi Parikh – <i>Huffington Post</i> - How to Lie with Data Visualization</p> <p>Ryan McCready – 5 Ways Writers Use Misleading Graphs to Manipulate You</p>	<ul style="list-style-type: none"> ● Original Response: Thursday, 5/20 ● Responses to Classmates: Sunday, 5/23 <p>Data Sources Memo – Due Sunday, May 23</p>
<p>Week 9 May 24-30</p>	<p>Finalizing the Formal Technical Report</p>	<p>Purdue OWL – Reports, Proposals, and Technical Documents</p> <p>TWE – Suzan Last – 3.5 Style Tips: Revising to Enhance Readability</p> <p>TWE – Suzan Last – 2.4 The Importance of Verbs</p> <p>The Writing Process: Revision Strategies (video)</p> <p>Patricia Desrosiers – Western Kentucky University - Writing Process Revising and Editing (video)</p>	<p>"Technical Report Peer Review" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 5/27 ● Responses to Classmates: Sunday, 5/30
<p>Week 10 May 31 – June 6</p>	<p>Sharing the Findings, Evaluations and Conclusions</p>	<p>TWE - Suzan Last - 7.3 Progress Reports</p> <p>OTC – Katrina Peterson - Chapter 12: Oral Reports</p> <p>TWE – Suzan Last and Monika Smith - 8.2 Developing Presentation Skills</p> <p>Presentation Tools, Tips and Techniques – Wilmington University</p> <p>Jeff Blaylock – The Best Presentation Tools for Students in 2020</p>	<p>"Revision Strategy – Progress Report" Discussion</p> <ul style="list-style-type: none"> ● Original Response: Thursday, 6/3 ● Responses to Classmates: Sunday, 6/6 <p>Presentation – Due Sunday, June 6</p>
<p>Week 11 June 7-10</p>	<p>Final Draft of Formal Technical Report</p>		<p>Formal Technical Report – Due Thursday, June 10 by 11:59 p.m.</p>

Appendix B. Further References and Resources

In addition to the textbooks compared above, there are additional OER comprehensive texts, repositories, and other tools with free WR227 content. The material below provides further information on additional resources for WR227 and similar courses.

Activity/Genre-Based WR227 OERs

Some OER content is specialized/focused on a TC activity/genre either instructional/instrumental, informational/scientific, persuasive/affective, and/or expressive/reflective.

Creating Rhetorically Effective Instruction Manuals

A rhetorical guide to writing manuals by Madelyn Pawlowski & Antonnet Johnson

<https://writingcommons.org/open-text/genres/stem-technical-writing/1277-creating-rhetorically-effective-instruction-manuals>)

Technical Writing for Software Documentation Writers

Kennesaw State University (pp. 52-59 focus on user manuals) by Elizabeth Warnke's

<https://digitalcommons.kennesaw.edu/etd/50>

Technical Project Management in Living and Geometric Order

This textbook focuses on project planning and management from the University of Wisconsin-Madison, by Jeffrey Russell, Wayne Pferdehirt, and John Nelson

<https://wisc.pb.unizin.org/technicalpm/>

Open English @ SLCC: Texts on Writing, Language, and Literacy

This online textbook on rhetorical principles is one part of the Open English project at the Salt Lake Community College English Department.

<https://openenglishatslcc.pressbooks.com/>

<https://openenglishatslcc.pressbooks.com/chapter/genre-in-the-wild-understanding-genre-within-rhetorical-ecosystems/>

Bay College Technical and Report Writing

https://docs.google.com/document/d/1Zmt-NPk-0IEHNde_gJrzjk8ao2K4W1ksL1HBpDpaP9s/edit

Online Ethics Center for Engineering and Science

Website that maybe has some relevant ethics info.

<https://www.onlineethics.org/>

Dozuki.com Tech Writing Handbook

A well-done online manual by the iFixIt folks.

https://www.dozuki.com/tech_writing

iFixIt.com Technical Writing Project Resources

Not technically OER but probably some good actionable tips here.

<https://edu.ifixit.com/student-resources>

OER Writing in the WR227 Disciplines

There are some OER that are focused on writing in the disciplines.

Writing in Knowledge Societies

Edited by Doreen Starke-Meyerring, Anthony Paré, Natasha Artemeva, Miriam Horne, and Larissa Yousoubova. Essays on the roles rhetoric and writing play as knowledge-making practices in diverse knowledge-intensive settings (creating, shaping, sharing, and contesting knowledge in a range of human activities in workplaces, civic settings, and higher education).

<https://wac.colostate.edu/books/perspectives/winks/>

Technical Communication

By Chelsea Milbourne, Anne Regan, Morgan Livingston, Sadie Johann

<https://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=7025068250508111>

(description and how instructors are using)

https://contentbuilder.merlot.org/toolkit/html/getUpload.php?ud=65327&fn=oer_june7.pdf

Direct link to content

Writing Lessons for Engineering and Science

By Michael Alley, Penn State

technically about science writing, but some may be applicable?

<https://www.craftofscientificwriting.com/>

Written Communication for Engineers

<https://newprairiepress.org/textbooks/2/>

Technical Writing for Technicians

Discipline-specific for welders, automotive, and other technicians

<https://openoregon.pressbooks.pub/ctetechwriting/>

Technical Communication Style Guides and Other Resources

Some OER content is geared at the specialized conventions, styles, formatting, and so on, among technical disciplines, as well as providing example documents and annotations to demonstrate communication principles.

Purdue Online Writing Lab (OWL)

The Purdue OWL provides style guidelines, best practices and standards, and sample texts for many of the common styles used by various disciplines, including the IEEE, AMA, CMS, APA, MLA, and others:

https://owl.purdue.edu/owl/research_and_citation/resources.html

Professional and Technical Writing Wikibook

Student-created; looks like most of the work was done in 2012, but many pages have been updated within the last few years.

https://en.wikibooks.org/wiki/Professional_and_Technical_Writing

OER Search Engines

Interested in searching yourself? Below are links to sites that specialize in searching for OER content.

PSU Millar Library OER Guide

PSU OER homepage, where you can find many tools to search by.

<http://guides.library.pdx.edu/oers>

PSU Millar Library Writing Guide

Links to free textbooks and resources for teaching writing.

<http://guides.library.pdx.edu/c.php?g=700613&p=6086271>

Mason OER Metafinder (MOM):

Search all the major 15 OER repositories in one search.

<https://mason.deepwebaccess.com/mason/desktop/en/search.html>

MERLOT.org Project

Heavily used website started by California State University that provides links and other data on a variety of OERs in an assortment of types and topics. Search for “technical writing/communication,” “professional writing,” “business writing,” and other synonyms.

<https://www.merlot.org/merlot/>

Open Oregon Educational Resources

Relative treasure trove of OERs in use by courses around Oregon, with lots of tech writing represented, including full syllabi and course shells that use various OER. Worth a deeper dive.

<https://openoregon.org/resources/>

OpenCourseLibrary.org:

<http://opencourselibrary.org/engl-235-technical-writing/>

OER Websites

Below are OER websites from PSU and other sources.

BC Campus

<https://open.bccampus.ca/>

OERs at PSU

<http://guides.library.pdx.edu/oers>

OER Commons (OER repository)

<https://www.oercommons.org/>

Open Oregon Education Resources

<https://openoregon.org/>

OpenStax (open textbooks)

<http://openstax.org>

Open Textbook Library (OER repository)

<https://open.umn.edu/opentextbooks/>

PDXOpen

<https://pdxscholar.library.pdx.edu/pdxopen/>

WAC Clearinghouse

<https://wac.colostate.edu/>

Writing Commons

<https://writingcommons.org/>

Writing Spaces

<https://writingspaces.org>

OER Titles for Technical Communication Instructors

There are some OER titles that focus on the profession of technical communication and TC programs.

Design Discourse: Composing and Revising Programs in Professional and Technical Writing

Edited by David Franke, Alex Reid, and Anthony Di Renzo. Designed and copy edited by David Doran.

This OER focuses on technical communication faculty at education institutions. Essays in the collection

address complexities of developing professional and technical writing programs and offer reflections and insights into the high-stakes decisions made by program designers.

<https://wac.colostate.edu/books/perspectives/designdiscourse/>

Designing Authentic and Engaging Personas for Open Education Resources Designers

As a WR227 instructor, consider your student's needs as well as your pedagogical needs. Accessibility is one consideration, and OERs offer a wide variety of different formats for varying accessibility needs of your students, including ability, aptitude, attitude, assistive technology, format preference, and other accessibility needs. But this is just the tip of the iceberg. Below are sample personas based on case studies that demonstrate how OER can be used to help address these personas' learning needs, goals, objectives, constraints, etc.

https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1087&context=stemps_fac_pubs

Open Pedagogy Resources for Instructors

The following are links to open education pedagogy websites:

Open Education Group

Examples:

<https://openedgroup.org/oer-enabled-pedagogy>

Open Pedagogy Notebook

Description and examples:

<http://openpedagogy.org>

See also "Open Pedagogy As Social Justice," [the collaborative google doc](#) from that workshop

Robin DeRosa's website

Description and examples:

<http://robinderosa.net/higher-ed/extreme-makeover-pedagogy-edition/>

Wiki Edu

Edit Wikipedia in your classroom:

<https://wikiedu.org/>

Appendix C. Research Methodology

This instructor’s guide was built for an “Adopting” instructor, an “Adapting” instructor, and “Hybrids.”

- *Adopters*: New to semi-experienced WR227 instructors adopting OER content to help support their own course. Experienced instructors replacing or augmenting expensive texts with OERs.
- *Adaptors*: Experienced WR227 instructors adapting OER content to preexisting syllabi (mixing, integrating, embedding, experimenting). New to semi-experienced instructors adapting OER content to fill gaps in OER base texts.
- *Hybrids*: Experienced technical communicators with some or no instruction experience, who may or may not have examples from the field and/or other supplementary materials. Etc.

Needs

- Movement to OER based on multiple factors, including legislative, pedagogical, economical, and technological shifts are breaking down the normal publishing channels in education. Faculty need to be aware of and adapt to these paradigm shifts.
- Student pocketbooks are shrinking. Textbooks are a low-priority to food and other amenities, and are costly.
- Students have different levels of accessibility, abilities, and may require assistive tech, preferred formats, etc.

Problems

- There is no overarching OER guide on Technical and Professional Communication. OER is a broad collection of different sources at different levels of educational, governmental, and industry levels, from computer science to drama and theater, from layperson texts to highly technical documentation, from local to regional, state, and federal levels. Instructors are often confronted with an ocean of choices, especially when it comes to WR227 courses (technical communication genres are sometimes more apt to be online and free, given that technologists are part of the writing groups.).

Goals and Objectives

- PSU wants to:
 - Make it easier on students⁷
 - Make it easier on instructors
 - Adhere to the highest standards of content and pedagogical excellence

Constraints:

- OER content is more often low to medium quality. High-quality is rarer.
- Courses that have been built over time on one text are hard to let go. Creating new content based on free materials takes more effort.

Rewards:

- Providing OER content saves students money.
- OERs are digital, and served from a shared location.
- OERs can be used in ad hoc instruction planning and remote teaching (e.g., snow days)

⁷ For student data in Oregon, see also, [Oregon Higher Education Snapshot](#) of tuition, costs, affordability and [PSU Snapshot](#) for costs for PSU.

This guide was sponsored by an [Open Education Initiative 'Adapt OER' Grant](#) from the PSU Millar Library.

- **Fall 2019:** Part of the grant was allocated to the development of a first draft in the fall term.
- **Winter and Spring 2020:** Part of the grant was allocated to paid professional development workshops for WR227 instructors, specifically contracts for two professional development sessions.

Fall 2019

Below are phases from fall 2019 term development sessions:

- **Initial outlining:** An outline draft was created during brainstorming sessions and then and fleshed-out afterward.
- **Meeting-notes copyediting:** Document text was revised based on bi-weekly meetings.
- **Programmatic review:** Iterative editorial passes through the document to make sure that messaging is targeted correctly, reading consistently throughout, etc. (including copyediting as well as substantive editing and line editing when needed).
- **Data entry:** Used survey entries to input topic-based content from OER textbooks, both PSU-sanctioned (i.e., OpenOR, SUNY, McMurrey, and others), but also other curated OERs.
- **Course syllabus and calendars:** WR227 also uploaded their course syllabi and calendars to a collaboration folder for entry in a new section in the guide.
- **Style guide:** A preliminary template guide for styling and formatting was created for the married document and data table.
- **Data cleanup and migration:** Survey entries were edited in the data table and input into the draft guide, then revised and edited.
- **Doc finalization and delivery:** Documentation was finalized winter break and delivered for document review the first of the year.
- **Final programmatic QA/QC review:** The white glove review of the final documentation at the administrative/programmatic level.
- **PDF delivery to instructors:** The PDF document was sent the first week of the term for feedback in February workshops.
- **Plan/create workshop materials:** During January, materials were developed for February workshops, including but not limited to the following:

- *Presentation*: Develop presentation for workshop. Initial ideas to have at least 3 parts where guide contributors all spoke to aspects:
 - Why/Who: High-level focus/rationale from the programmatic/admin level
 - What: The content/structure of the guide
 - How/When/Where: Real-world classroom/experience applications
- *Usability test/review*: Instructors completed usability tests during/after workshops in Feb (usability test the document via surveying users on sections/elements like/disliked/missed/etc.)

Winter/Spring 2020

The winter and spring workshops included a total of 8 hours paid professional development time. Workshops were held in the winter and spring quarters.

- Sessions introduced and piloted elements of this guide as a resource manual for WR227 instructors that will support a smooth and incremental transition to teaching WR227 using OER resources.
- Sessions added to and developed the manual based on experience, as well as shared ideas about and support for instructors in adapting an existing course to use more OER resources. Keeping textbook costs down (\$40 or less) is a commitment that we will work towards for sections of WR227 at PSU.

Winter/Spring 2021

Version 1.1 published with updated accessibility guidelines and augments via faculty usability research.

Summer/Fall 2021

The second full edition, version 2.0, received substantive edits and was published with updated accessibility guidelines and augments via faculty usability research.