

Annotated Bibliography

Dauterman, J. (2005). Teaching business and technical writing in china: confronting assumptions and practices at home and abroad. *Technical Communication Quarterly*, 14:2, 141- 159, DOI: 10.1207/s15427625tcq1402_2

Written in 2005, this article describes the importance of teaching Business and Technical Writing and how the growth of economics, marketing and organizational communication make it more and more important around the world. The author explains the importance of advanced computer classrooms needed for writing instruction. Today, we don't see much of this problem any longer. This was interesting to see how the shift has moved away from paper to computer and how this was relevant and moving at a fast pace around the world. Now we don't even need to think about such things such as shared files, saving documents, and cloud-based programs. Its just the way our world works today. But this article, at the time, was during the pivotal shift of technology and the way things were changing.

Dusenberry, L., Hutter, L., Robinson, J. (2015). Filer.make: cultivating adaptability through multimodality. *Journal of Technical Writing and Communication*, Vol. 45(3) 299–322. DOI: 10.1177/0047281615578851

This article establishes characteristics of the communicators in the 21st century and explains why adaptability should be the goal of technical communication educators. Multimodal pedagogy supports adaptability. Examples of this are scalable, and

multimodal assignments (infographics, research interviews, and software demonstrations). Communicating multimodally compels students to effectively filter information, remix modes, and remake practices that are core characteristics of adaptable communicators. This article has good information regarding multimodal writing and how important it is to be able to adapt as a writer. The world is no longer a stagnant place, it is constantly evolving and changing. As a writer and a professional, we must be able to collect data and convey to other individuals. We have to be able to function in many different roles to accomplish these goals.

Harris, H., Greer, M. (2022). Using multimedia for instructor presence in purposeful pedagogy-driven online technical writing courses. *Journal of Technical Writing and Communication*, Vol. 52(1) 110–131. doi/10.1177/0047281620978360

Essentially, this article explains how teaching online technical writing courses composed with multimedia helps to humanize the courses. Multimedia strengthens the elements that are taught and helps students to retain and learn how, what and why they are learning important objectives. I agree with the article and the author's argument that multimedia helps students to engage with the course and put a face to a name when taking online courses. Being that I am a visual learner, seeing a video or being able to visualize concepts helps me to retain and learn better. Based on the article, the overwhelming majority of students learn better when using multimedia for instruction online. I also learn well with slide decks with PowerPoint or Google slides when recorded as a video. They can help students walk through the instruction versus reading lengthy material.

Johnson, C. (2006). A decade of research: assessing change in the technical communication

classroom using online portfolios. *Journal of Technical Writing and Communication*, Vol. 36(4) 413-431.

This article shows that there is a correlation between good grades and quality work of portfolios. The New Jersey Institute of Technology has a program that has developed process for online portfolio that demonstrates writing, content, audience awareness and document design. I found this article to be very useful as I want to learn how to create a writer portfolio myself. This article explains that they have a program that scores writers portfolios. Five common modules required in the portfolio are **1. Manual**: Task: Write a technical procedure, or set of steps, for a specific action, such as how to use a specific function in Excel, Photoshop, or AutoCAD, how to use a machine, how to modify an automobile, etc. **2. Proposal** Task: Write a proposal including the following sections (if necessary): cover letter, executive summary, table of contents, background, objectives, plan, personnel, budget, timeline, conclusion, supporting materials. **3. Technical Task**: Use graphic and text programs to create an attractive Marketing brochure for the topic in your proposal. **4. Oral Task**: Prepare an individual presentation that will be judged Presentation by other class members for clarity, interest, etc. on a presentation report. **5. Website** Task: Create a Website with links to the manual, proposal, and brochure. The documents can be in Word, PDF, or HTML. It was interesting to read this article and how they deem the scores high or low.

Kain, D., Wardle, E. (2005). Building context: using activity theory to teach about genre in multi-major professional communication courses. *Technical Communication Journal*, 14:2, 113-139, DOI: 10.1207/s15427625tcq1402_1

In a nutshell, this article argues that teaching genres apart from their contexts does not result in transfer of knowledge from school to work. The authors propose teaching students to research genre through activity theory that promotes transfer. Activity theory is a conceptual framework driven from the socio-cultural tradition of Russian psychology aiming interaction between subjects and the world. I agree with this article's argument in that knowledge of writing and rhetoric is not enough in order to be able to communicate about diverse subjects. Writers need to be able to submerge in the field they are writing about. An excellent writer will still have a hard time being able to construct a specific type of scientific model or manual that they are unknowledgeable about. Knowledge of subject matter is key. It's very difficult for students coming from school to be able to adapt in a fast-paced work environment without knowing about their field.

Kimball, M. (2006). Cars, culture, and tactical technical communication. *Technical Communication Quarterly*, 15:1, 67-86, DOI: 10.1207/s15427625tcq1501_6

Before reading this article, I did not know the definition of "tactical technical communication", but I have learned that it means unpacking complex information and radically sharing it in extra-institutional settings. One of the many well-known examples is you tube. Today we see an explosion of this type of communication and so the author was very intelligent and aware of this movement. Not only do we have to documentation to build things, but we now have videos that show how to build things while actually doing it. This is the beauty of videos on you tube. We are able to actualize the possibilities. In the article he analyzes car manuals and how they engage users. He analyzes how we can improve technical communication and what it means culturally.

Markel, M. (2005) The rhetoric of misdirection in corporate privacy-policy statements. *Technical Communication Journal*, 14:2, 197-214, DOI: 10.1207/ s15427625tcq1402_5

“In a tiny typeface at the bottom of the home page of almost every corporate website is a link to the company’s privacy-policy statement, a document that ranges from a handful of sentences to dozens of paragraphs. This statement explains what information the company gathers about people who visit the site, what the company does with that information, and how it justifies its policy” (Markel, 2005). The author argues that these privacy -policy statements are deceptive and attempt to exploit personal information. I thought this article relates to technical writing in that we, as writer, need to adhere to ethical standards. When working as a technical writer, we need to be able to infer the meaning of what we are relaying to people and make sure that its is clear and understandable to the reader. Many companies out there are seeking for ways to make a quick dollar by tricking people into something. It is important to be able to not cross a threshold of what is ethical and what isn’t.

Kimball, M. (2017). The Golden age of technical communication. *Journal of Technical Writing and Communication*, Vol. 47(3) 330–358. DOI: 10.1177/00472816166641927

“Today, communicating about and through technology has become such a central part of human life that we can confidently say, the future of technical communication is immense—as long as we recognize “technical communication” as a human activity practiced by many, many people every day” (Kimball, 2017). This article summarized how technical communication has evolved all the way through he describes as the

“Golden Age”. We are at the supreme point of technical writing and mass communication and this expansion has marked an explosion in information age writing.

Lawrence, H., Lussos, R& Clark, J. (2019). Rhetoric’s of proposal writing: lessons for pedagogy in research and real-world practice. *Journal of Technical Writing and Communication*, Vol. 49(1) 33–50.

This article discusses the complexity of Proposal writing including the writing itself, project management, strategic development, and research. This article argues for a shift in how proposals are taught and conceptualized. Students need rhetorical practices that proposals require versus how to write a proposal. “In this article, we argue for a shift in how teachers and researchers in technical and professional communication conceptualize proposals, offering strategies for moving away from form-based discussions toward more productive rhetorical ones. Our research finds that the majority of textbooks and scholarly publications in technical and professional communication conceptualize the proposal as a distinct document—that “proposal writing” is a part of a tangible, material practice of producing text, often compliant with a solicitation or Request for Proposals (RFP)” (Lawrence et al., 2019).

Matei, S. (2005). A sounding board for the self: virtual community as ideology. *Journal of Technical Writing and Communication*, Vol. 35(4) 345-365.

This article attempts to discuss computer communication and online communities and how they are disruptive to modern society. I thought this article was interesting and

considering how it was written in 2005, they were already seeing the affects from the technology dominating society. This article adds to my knowledge based upon the ways in which we reflect upon writing and communication in our society.

Murphy, A. (2015). In pursuit of a rewarding career. *Journal of Technical Writing and Communication*, Vol. 45(4) 354–365. DOI: 10.1177/0047281615585749

This article tells the story of how the author worked in many different jobs only to become the technical writer that he is today. From all the way through training, workshops, self-paced instructional videos, technical offerings, computer software, video production, magazine writing, mystery writing, copyright and indexing, he has worked his way up to a college professor and serves as a role model for others today. This article is interesting and shows that the path to a technical writer is not always straightforward. There are many avenues and many different branches that are important to learn. To be a good technical writer, it involves lots of computer knowledge, not just writing. As technical communicators we have to be able to compile computer programs and utilize them. Writing is not only the basic skill involved. It involves learning extra courses in different areas such as computer software, and many different web-based platforms.

Palmeri, J. (2006). Disability studies, cultural analysis, and the critical practice of technical communication pedagogy. *Technical Communication Quarterly*, 15:1, 49-65, DOI: 10.1207/s15427625tcq1501_5

People with disabilities can have a hard time comprehending technical communication and this article examines ways to improve usability and communication. The author argues the need to intervene on behalf of people with disabilities and work to reduce

social inequities. With disability studies, increase material access, using disability images, understanding safety challenges, and serve needs of blind and sight impaired are just some of the topics discussed in this article. I think this was a good article and related to my track of Technical Writing simply because this is a great way to expand on the need to learn different ways of communicating. This would be a discipline within itself. With increased safety audits I assume workplaces have a greater need for different ways of communication important things across all levels of society. We assume that everyone might understand something we write, but in fact, there is a whole different group of people with disabilities with special needs of understanding the same things that we do. The article mentions that this, in turn, changes the way we teach. “In addition to critically interrogating assistive technology discourses in which people with disabilities are highly present (albeit in problematic ways), we technical communication scholars must also critically intervene in broader usability discourses in which people with disabilities are often absent or marginalized” (Palmeri, 2006).

Rose, E., Schreiber, J. (2021). User experience and technical communication: beyond intertwining. *Journal of Technical Writing and Communication*, Vol. 51(4) 343–349
DOI: 10.1177/00472816211044497

This article discusses the relationship between the two fields of TC (technical Writing) and UX (User Experience). Workplace opportunities and pedagogy continue to overlap these two fields. The authors continue to question about the future of these and how they will be intertwined together. “Now that UX has matured and grown into its own field with methods, trajectories, and communities, it is helpful for technical communication scholars and practitioners to ask: how would we like to build this relationship into the

future? Shall we acquiesce to the other fields who also overlap with UX, or does technical communication – with its unique focus and concerns on advocacy, people, communication, and social justice – need to re-position ourselves moving forward” (Rose et al., 2021). I have done extensive research and see that UX writers are making a substantial salaries in the writing fields today. UX writers are highly needed and can help push forward a lot of big corporate ideas into the web space.

Verhulsdonck, G., Shalamova, N. (2020). Creating content that influences people: considering user experience and behavioral design in technical communication. *Journal of Technical Writing and Communication*, Vol. 50(4) 376–400. doi/10.1177/0047281619880286

This article discusses how user experience design uses behavioral principals that often steer users in a desired direction. In the article, they use CHOICES (Context, habits, Other people, Incentives, Congruence, Emotions, and Salience) as a framework by McKinsey’s Behavioral Lab to show students about behavioral design. “Behavioral design uses cognitive biases in order to influence the user’s behavior. Cognitive biases are systematic distortions of thinking that influence human behavior which are studied by behavioral economics”(Verhulsdonck et al., 2020). We see this today in many technical websites with retail and consumer purchasing. Websites can track what the user likes or dislikes something as well as purchasing patterns of the past. Technology is able to detect patterns of user behavior and build upon that. Behavioral design is a subset of emotional design, which seeks to connect human behavior and it has been studied that users do not return to websites if they don’t have a positive experience.

Zachary, M. (2005). An interview with donald a. norman. *Technical Communication Quarterly*,

14:4, 469-487, DOI: 10.1207/s15427625tcq1404_5.

This article was very interesting as it interviewed a professor at Northwestern University and encapsulated his opinions about technical communication. He spent his early career as an academic researcher in cognitive science and psychology. He has written books about Emotional Design and why we love or hate everyday things. He has also advocated that technical communicator should be at the core central focus when designing work. Rather than editing documents at the end, technical writers should be at the forefront of all design work. He has also worked at Hewlett Packard and Apple Computer where he served as Vice President of Research and Technology. He made some very notable points explaining that user manuals need massive improvements. It is very hard to understand how to work a product based on certain user manuals, and he discussed the importance of bringing simplicity and understanding to the reader. Zachary (2005) said “Look at this piano I have. It’s a wonderful piano. I love it. It feels good, but yuck! This is a Roland piano. A Roland HP–107. It has a truly excellent feel. Excellent sound. Wonderful keyboard. Wonderful sampling. But whoever designed this [manual] has no understanding of people. The manual is almost impossible to read. Their website is one of the worst websites in the world.”

