

# **Technical Writing English 466 At Grand Canyon University: A Technology Aware Course Revision**

**Proposal Designed By**

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**PROJECT TITLE:** Technical Writing English 466 At Grand Canyon University: A Technology Aware Course Revision

**TOPICS:**

Usability  
Explainer Style Videos  
Using Digital Design Tools  
Clarifying Major Assignments through Vyond Videos

**TARGET POPULATION:**

**Target Population Basics-**Adult college student learners who have less than 5 classes left in their undergraduate careers as English (education and professional writing) majors.

**3 Population Characteristics:**

1. Limited (or no) knowledge of the field of technical writing
2. Some resistance to classroom technology because they have yet to experience it in their GCU experience
3. Experience with taking courses using an LMS and familiarity with the format of the courses, 16 questions with 2 questions per week.

**Instructional Groupings-**The course is designed so that all assignments are assessed on an individual level, by individual students, but all of the assignments are made on a class-wide level. This means that everything that is done for one student is done for every student.

**CURRICULUM LINKS:**

**Before-**They have taken 15 credit hours of literature, at least one grammar course, grant writing, science writing (possibly), and a few other related courses such as public speaking. My hope is to connect this class with their experience with the grammar class and their public speaking experience because of the role of audience in the two previous classes. I did this via the use of a public speaking video embedded in the Vyond video on the technical presentation, and also in the video on the audience analysis. I also do this by my own weekly posting in the discussion forums, I bring the discussion back to audience and how this is important to aspect of both the content and the form of the documents that they create.

**After-**The vast majority of students just have the capstone class after this one for their major classes, there are additional non-major requirements, but this is the last proper English class that students take in their undergraduate careers. Some still have to take science writing, but this is a toss up as far as their courses go. I hope with this class to prepare them for their portfolio assignment in their capstone course, they can submit the final documents and presentation for this course as one of the five sets of assignments for their final portfolio.

**OBJECTIVES:**

1. Students will understand the importance of audience in the creation of technical documents.
2. Students will be able to create a basic technical document.
3. Students will be able to create a basic video to explain their technical document.
4. Students will have experience with and at least one example of a document that they created using a digital design tool.

**MATERIALS / TIME:** To complete this entire class it will take the students 8 weeks.

**SCOPE & SEQUENCE:**

**Usability-**

1. Students will read the post
2. Students will watch the video, read the article
3. Students will preform their own usability testing on at least 3 different people
4. Students will post their results to the discussion board
5. Students will summarize the results in their technical concept video

**Explainer Style Videos-**

1. Students will watch the Vyond video, read the assignment description
2. Students will watch the how-to videos
3. Students will select a program to create their own videos
4. Students will create their own videos
5. Students will turn these videos in via the LMS

**Using Digital Design Tools-**

1. Students will read the post
2. Students will watch the how-to videos
3. Students will create their own technical writing job ad where they use a digital design tool
4. Students will post their results to the discussion board

**Clarifying Major Assignments through Vyond Videos-**

1. Students will watch the videos
2. Students will reflect on the videos and how they relate to the each of the assignments
3. Students will complete the assignments turning them into the LMS

**SUPPLEMENTARY MATERIALS:** See the documents/materials for each of the following lessons:

**Usability-** See Discussion Question Revision Document DQ 7.1 (located below) for the specific instructions for the assignment/post.

The following video is a part of this assignment: <https://www.youtube.com/watch?v=bYVrmCjVHFA>

I will also include the following article to help them learn the basics of usability: Postava-Davignon, Christi-Anne, Kamachi, Candice, Clarke, Cory, Kushmerek, Gregory, Rettger, Mary Beth, Monchamp, Pete, & Ellis, Rich. (2004). Incorporating Usability Testing into the Documentation Process. *Technical Communication (Washington)*, 51(1), 36-44.

### **Explainer Style Videos-**

See the rubric labeled “Rubric for Technical Concept Presentation”

See the document labeled “New Technical Presentation Document”

Vyond video for the technical presentation: <https://youtu.be/DAWIs0IyZoo>

Additional how-to videos are a part of this assignment:

**Canva:** [https://www.youtube.com/watch?v=9mMidy\\_oC5o](https://www.youtube.com/watch?v=9mMidy_oC5o)

**Powtoon:** <https://www.youtube.com/watch?v=FY4L7D-FoLA>

**Bitable:** <https://www.youtube.com/watch?v=0b84d44X4Vw>

**Vyond:** <https://www.youtube.com/watch?v=MoquCSmmric&t=7s>

**Using Digital Design Tools-**See Discussion Question Revision Document DQ 5.2 (located below) for the specific instructions for the assignment/post. The following videos are a part of this assignment:

**Piktochart:** <https://youtu.be/wg1mxo3Mo5I>

**Canva:** <https://www.youtube.com/watch?v=hPhN5UXmry0>

### **Additional Vyond Videos: They are for the purposes described to the left of the URL**

**Intro to the Course:** <https://youtu.be/Rj1JltoKK5M>

**Audience Analysis:** [https://youtu.be/cTJ\\_Yjoffhk](https://youtu.be/cTJ_Yjoffhk)

**Project Proposal Video:** <https://youtu.be/LwozmDyUAWk>

**Final Project Video:** <https://youtu.be/JDe1BQ8PrBs>

### **EVALUATION OF LEARNERS:**

**Using Digital Design Tools and Usability-**Learners will be evaluated on the usability and the design tools on a 5-point scale. Basically, I will give them credit for it if they do it. I want to reward them for participating in both aspects of this course. Particularly, because they are being asked to learn a design tool that is new to them (Digital Design Tools) and a process that is new to them (usability).

**Explainer Style Videos-** I will grade the explainer style videos from the technical concept presentation based on the rubric labeled “Rubric for Technical Concept Presentation.”

**EVALUATION OF THE INSTRUCTION:**I will judge if the instruction was a success based on these criteria.

90% participation in the usability posting

90% participation in the digital design tools posting

90% participation in the technical concept presentations, meaning 90% of the students didn’t do a PowerPoint

80% or higher on each of the student’s technical concept videos

I will also gain information the effectiveness of these updates to the class through the following survey:

<https://www.surveymonkey.com/r/CV3PLWC>

<b>Technical Writing English 466 at Grand Canyon University</b>	
<b>SUBSTITUTION</b> (no functional change)	<p>The addition of usability video provides a substitution for the fact that the textbook does a less than stellar job of covering this material. There is no change to how this will be covered because of the existence or use of the video.</p> <p>The usability video: <a href="https://www.youtube.com/watch?v=bYVrmCjVHFA">https://www.youtube.com/watch?v=bYVrmCjVHFA</a>  Also, the following article: Postava-Davignon, Christi-Anne, Kamachi, Candice, Clarke, Cory, Kushmerek, Gregory, Rettger, Mary Beth, Monchamp, Pete, &amp; Ellis, Rich. (2004). Incorporating Usability Testing into the Documentation Process. <i>Technical Communication</i> (Washington), 51(1), 36-44.</p>
<b>AUGMENTATION</b> (functional improvement)	<p>The addition of Vyond videos provides a functional improvement in the overall assignment information. Students currently have a hard to understand document that they can refer to for specifics on each of these assignments. This will provide much needed instructional improvement.</p> <p>The addition of the 5 Vyond videos:  <b>Intro to the Course:</b> <a href="https://youtu.be/Rj1JItoKK5M">https://youtu.be/Rj1JItoKK5M</a>  <b>Audience Analysis:</b> <a href="https://youtu.be/cTJ_Yjoffhk">https://youtu.be/cTJ_Yjoffhk</a>  <b>Project Proposal Video:</b> <a href="https://youtu.be/LwozmDyUAWk">https://youtu.be/LwozmDyUAWk</a>  <b>Final Project Video:</b> <a href="https://youtu.be/JDe1BQ8PrBs">https://youtu.be/JDe1BQ8PrBs</a>  <b>Technical Presentation:</b> <a href="https://youtu.be/3qbNPEHuz7g">https://youtu.be/3qbNPEHuz7g</a></p>
<b>MODIFICATION</b> (significant task redesign)	<p>The addition of student created videos is a significant task redesign because it calls for students to stop making PowerPoints that lack imagination and challenge and calls on them to do something that might just help their overall portfolio, an explainer video is much more in tune with both 21<sup>st</sup> century technology and educational pedagogy.</p> <p>The modification of the assignment from a PowerPoint presentation to an explainer style video. This is a video on the requirements for making a video for this course: <a href="https://youtu.be/DAWIs0IyZoo">https://youtu.be/DAWIs0IyZoo</a>. The following videos will be made available to students so that they will have some idea as to how to make one:  Canva: <a href="https://www.youtube.com/watch?v=9mMidy_oC5o">https://www.youtube.com/watch?v=9mMidy_oC5o</a>  Prezi: <a href="https://www.youtube.com/watch?v=a-yOjHUG_E&amp;t=787s">https://www.youtube.com/watch?v=a-yOjHUG_E&amp;t=787s</a>  Powtoon: <a href="https://www.youtube.com/watch?v=FY4L7D-FoLA">https://www.youtube.com/watch?v=FY4L7D-FoLA</a>  Bitable: <a href="https://www.youtube.com/watch?v=0b84d44X4Vw">https://www.youtube.com/watch?v=0b84d44X4Vw</a>  Vyond: <a href="https://www.youtube.com/watch?v=MoquCSmmric&amp;t=7s">https://www.youtube.com/watch?v=MoquCSmmric&amp;t=7s</a></p>

<b>REDEFINITION</b> (new tasks, previously inconceivable)	<p>The addition of student created job advertisement using a digital design tool would not have been conceivable without the use of technology, both the online design tool and the use of the videos to explain how to use the technology.</p> <p>In DQ 5.2 I asked the learners to do the following to: Create a job add for a technical writing position at a major company. Do this using an online design tool such as Piktochart or Canva. While doing this demonstrate at least 2 criteria for effective document design. Be sure to upload your document as a PDF or a JPEG to the board and tell us what the two criteria you used. Please see the following videos on Piktochart: <a href="https://youtu.be/wg1mxo3Mo5I">https://youtu.be/wg1mxo3Mo5I</a> and Canva: <a href="https://www.youtube.com/watch?v=hPhN5UXmry0">https://www.youtube.com/watch?v=hPhN5UXmry0</a></p>
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### **REFLECTION:** How I Worked to Help Transform the Educational Process Via Technology

I added technology to solve problems with this class, not for the sake of adding technology. I specifically added the Vyond videos because students currently have a less than stellar worded document that they can refer to for specifics on each of these assignments. These videos will provide much needed instructional improvement. I added the student created job advertisement using a digital design tool because it will do two things, it will give them experience prior to the final project with a design tool and it will also give them something that they can add to their professional portfolio. The problem that I am trying to solve is laziness/tech fear. Most of my students while being told that they will lose 10% off their total grade on the final assignment for not using a design tool in the production of their final document, still don't do it. I am hoping that these steps are helpful in helping them to gain confidence in their abilities before formatting their final project using a digital design tool. Having the students create videos is important step to solving the problem of them using an obsolete technology for this purpose. Students will no longer be creating boring PowerPoints that lack imagination and challenge. By creating an explainer video, they will be much more in tune with both 21<sup>st</sup> century technology and educational pedagogy.

Prensky said in his piece that "Education is far less about 'learning subjects' or even acquiring specific skills like mathematical thinking, and far more about people BECOMING: becoming good, capable, flexible people who can maximize their talents and reach their goal" (Prensky, 25). I was inspired by this reading, specifically that this redesign would help students to learn more about how to learn, granted about technology, but again I wanted to students to become flexible and become capable to deal with the technology. I did this through the creation of the explainer style videos and the creation of a job advertisement using digital design tools. My hope is that this will help students to learn how to learn online technology and that trains students to be capable and flexible. I was also hoping that these additions would be adding to the "authentic learning" that students will experience, this is important because students will be able to learn through the process of authentic learning (Herrington, Reeves & Oliver, 404). Lastly, I wanted to reflect on the fact that I took the recommendations of Hamilton, Rosenberg & Akcaoglu, and decided to grade the process over the product when it came to both the usability and the design tool assignment (438). As I put in my explainer video for another class "when it comes to design tools one of the few ways that you can go wrong is by overanalyzing students work, scaring them from ever trying to do anything creative in the future."

## Rubric for Technical Concept Presentation

### Summary of Purpose (10.0%)

- ☐ **Unsatisfactory**  
There is no summary of purpose.
- ☐ **Less than Satisfactory**  
The purpose is general or vaguely described.
- ☐ **Satisfactory**  
The purpose is clear and concise.
- ☐ **Good**  
The purpose is clear and concise. It focuses on an intended audience.
- ☐ **Excellent**  
The purpose is clear and concise. It focuses on an intended audience in an insightful way.

### Media Conversion (20.0%)

- ☐ **Unsatisfactory**  
The conversion from the final draft to a presentation is ineffective for a live audience.
- ☐ **Less than Satisfactory**  
The conversion from the final draft to a presentation is somewhat effective but lacks emphasis on the use of a live presenter.
- ☐ **Satisfactory**  
The conversion from the final draft to a presentation is effective for a live audience.
- ☐ **Good**  
The conversion from the final draft to a presentation is effective for a live audience and emphasizes the use of a live presenter.
- ☐ **Excellent**  
The conversion from the final draft to a presentation is effective for a live audience and emphasizes the use of a live presenter in an insightful way.

### Effective Use of Video Platform(5.0%)

- ☐ **Unsatisfactory**  
The conversion from the final draft to a presentation is not a video.

- ☐ **Less than Satisfactory**  
The conversion from the final draft to is a video but lacks both an animation and audio.
- ☐ **Satisfactory**  
The conversion from the final draft to is a video but lacks either an animation or audio
- ☐ **Good**  
The conversion from the final draft to a presentation is effective video and includes both an animation and audio.
- ☐ **Excellent**  
The conversion from the final draft to a presentation is effective video and includes both an animation and audio in an insightful way.

#### Additional Resource Recommendations (5.0%)

- ☐ **Unsatisfactory**  
There are not additional resource recommendations.
- ☐ **Less than Satisfactory**  
There are additional resource recommendations somewhat pertinent to the intended audience and purpose.
- ☐ **Satisfactory**  
There are additional resource recommendations pertinent to the intended audience and purpose.
- ☐ **Good**  
There are additional resource recommendations pertinent to the intended audience and purpose. They may extend knowledge or enhance results.
- ☐ **Excellent**  
There are additional resource recommendations pertinent to the intended audience and purpose. They extend knowledge and enhance results.

#### Presentation of Content (30.0%)

- ☐ **Unsatisfactory**  
The content lacks a clear point of view and logical sequence of information. Includes little persuasive information. Sequencing of ideas is unclear.
- ☐ **Less than Satisfactory**  
The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information.
- ☐ **Satisfactory**  
The presentation slides are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other.
- ☐ **Good**  
The content is written with a logical progression of ideas and supporting information exhibiting a unity, coherence, and cohesiveness. Includes persuasive information from reliable sources.
- ☐ **Excellent**  
The content is written clearly and concisely. Ideas universally progress and relate to each other. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.



### Layout (10.0%)

- ☐ **Unsatisfactory**  
The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability. The text is extremely difficult to read with long blocks of text, small point size for fonts, and inappropriate contrasting colors. Poor use of headings, subheadings, indentations, or bold formatting is evident.
- ☐ **Less than Satisfactory**  
The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or a distracting background. Overall readability is difficult due to lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold, or lack of appropriate indentations of text.
- ☐ **Satisfactory**  
The layout uses horizontal and vertical white space appropriately. Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs, color, or busy background detracts and does not enhance readability.
- ☐ **Good**  
The layout background and text complement each other and enable the content to be easily read. The fonts are easy to read and point size varies appropriately for headings and text.
- ☐ **Excellent**  
The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, and white space. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of the text.

### Language Use and Audience Awareness (includes sentence construction, word choice, etc.) (10.0%)

- ☐ **Unsatisfactory**  
Inappropriate word choice and lack of variety in language use are evident. Writer appears to be unaware of audience. Use of primer prose indicates writer either does not apply figures of speech or uses them inappropriately.
- ☐ **Less than Satisfactory**  
Some distracting inconsistencies in language choice (register) or word choice are present. The writer exhibits some lack of control in using figures of speech appropriately.
- ☐ **Satisfactory**  
Language is appropriate to the targeted audience for the most part.
- ☐ **Good**  
The writer is clearly aware of audience, uses a variety of appropriate vocabulary for the targeted audience, and uses figures of speech to communicate clearly.
- ☐ **Excellent**  
The writer uses a variety of sentence constructions, figures of speech, and word choice in distinctive and creative ways that are appropriate to purpose, discipline, and scope.

### Mechanics of Writing (includes spelling, punctuation, grammar, language use) (5.0%)

- ☒ **Unsatisfactory**  
Slide errors are pervasive enough that they impede communication of meaning.
- ☐ **Less than Satisfactory**

Frequent and repetitive mechanical errors distract the reader.

- ☐ **Satisfactory**  
Some mechanical errors or typos are present, but they are not overly distracting to the reader.
- ☐ **Good**  
Slides are largely free of mechanical errors, although a few may be present.
- ☐ **Excellent**  
Writer is clearly in control of standard, written, academic English.

#### Documentation of Sources (citations, footnotes, references, bibliography, etc., as appropriate to assignment and style) (5.0%)

- ☐ **Unsatisfactory**  
Sources are not documented.
- ☐ **Less than Satisfactory**  
Documentation of sources is inconsistent or incorrect, as appropriate to assignment and style, with numerous formatting errors.
- ☐ **Satisfactory**  
Sources are documented, as appropriate to assignment and style, although some formatting errors may be present.
- ☐ **Good**  
Sources are documented, as appropriate to assignment and style, and format is mostly correct.
- ☐ **Excellent**  
Sources are completely and correctly documented, as appropriate to assignment and style, and format is free of error.

### Technical Concept Presentation

You have been asked to give a video presentation in which you explain the technical document you produced in the previous topic to a group of people who make up your intended audience. The purpose is to help those who will be using the document understand it so they can fully use it.

In 12-14 scenes or slides, do the following:

1. Summarize the purpose of your Technical Writing Project you previously submitted.
2. Summarize who your intended audience of your document is.
3. Convert the textual and visual components into a video designed to be delivered to a live audience.
4. Information from your usability study that you completed as a part of week 7.
5. Either a voice over or stock music in the background.
6. At least one animation, whether it is a word or an image of some kind.

7. Highlight any additional resources the audience may find useful.
8. A Works Cited page.

You may be wondering how do I do this? Here are a few how to videos on just that.

**Canva:** [https://www.youtube.com/watch?v=9mMidy\\_oC5o](https://www.youtube.com/watch?v=9mMidy_oC5o)

**Powtoon:** <https://www.youtube.com/watch?v=FY4L7D-FoLA>

**Bitable:** <https://www.youtube.com/watch?v=0b84d44X4Vw>

**Vyond:** <https://www.youtube.com/watch?v=MoquCSmmric&t=7s>

Documentation of sources should be presented using MLA formatting guidelines, which can be found in the MLA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. Refer to the [LopesWrite Technical Support articles](#) for assistance.

All B.A. in English with an Emphasis in Professional Writing majors should save the final version of this assignment with edits that incorporate faculty feedback after grading. ENG-477: Professional Writing Capstone will require students to prepare a portfolio that encourages their reflective assessment and that showcases their work in the program. The portfolio is also meant to provide material to aid the student in preparing application materials for various professional goals.

Please save this assignment in multiple locations, including cloud storage (such as Google Drive or e-mail) and a dedicated USB drive; you may be required to provide a writing sample from this course as part of your senior portfolio.

See the “Professional Writing Portfolio Guide” under course materials for further instructions.

# DISCUSSION QUESTIONS

**BEFORE  
REVISION**

**AFTER  
REVISION**

**REASONS FOR REVISION  
OF ORIGINAL DQ**

## INTRO TO THE COURSE

DQ 1.1	How does technical writing differ from other types of writing? List at least three characteristics of technical writing. Identify another common type of writing and explain how technical writing and this other commonplace form of writing differ.	How does technical writing differ from other types of writing? List at least three characteristics of technical writing. Identify another common type of writing and explain how technical writing and this other commonplace form of writing differ.	There was no revision to this question, it gets students involved in the idea of technical writing and it challenges them to think about it in terms of other forms of writing.
DQ 1.2	Consider the differences between something that is “subjective” and something that is “personal” and discuss which arena is more useful for the technical writer.	Name at least three stylistic characteristics of technical writing, please focus on the words, and their form. Which of the three is the most important, why? Also, give an example of each.	This question is horrible, it doesn’t address issues that actually matter in the field. Replaced with a question about style that is lacking.

## INSTRUCTIONS

DQ 2.1	Think of a time when you had to look up instructions for accomplishing a task. Explain the task. Where did you find instructions: on the product’s website? A YouTube video? Were the instructions helpful, or did they confuse you further? Explain why.	Name at least three characteristics of formatting often found in technical documents, please focus on the format of the document itself and not the words. Which of the three is the most important, why? Also, give an example of each, do this by providing a link to the document.	This question is too much like the one below it, for this reason I replaced with a question about format that is lacking.
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DQ 2.2	Find a process description OR a set of instructions online. Provide a link. Identify three criteria for evaluating the effectiveness process descriptions or instructions. Using your criteria, explain whether the example you chose is effective or ineffective. Why or why not?	Find a process description OR a set of instructions online. Provide a link. Identify three criteria for evaluating the effectiveness process descriptions or instructions. Using your criteria, explain whether the example you chose is effective or ineffective. Why or why not?	There was no revision to this question, it gets students involved in thinking about instructions, something that is an important part of this course.
<b>AUDIENCE ANALYSIS</b>			
DQ 3.1	Find a piece of technical writing online and post it to the forum. Analyze the audience for this piece of writing and explain how effective it is at appealing to that audience. Describe how effective it is at fulfilling its intended purpose for its intended audience. Read other student's examples and assess their conclusions.	Find a set of instructions or a process description online and post it to the forum. Analyze the audience for this piece of writing and explain how effective it is at appealing to that audience. Describe how effective it is at fulfilling its intended purpose for its intended audience. Read other student's examples and assess their conclusions.	I changed this to focus on instructions because this is the focus of this class. Also, I have gotten some really weird stuff when I have said, "a piece of technical writing." Let's be more specific here!
DQ 3.2	Look at these two descriptions of how to become President of the United States: Do you find the two process descriptions effective for their intended audiences? How do the two descriptions differ to appeal to their intended audiences?	Look at these two videos of Jesus' parable of the sheep and the goats: <a href="https://www.youtube.com/watch?v=O3ZCSn6HtFg">https://www.youtube.com/watch?v=O3ZCSn6HtFg</a> & <a href="https://www.youtube.com/watch?v=RggIIZCcWRU">https://www.youtube.com/watch?v=RggIIZCcWRU</a> Do you find the two process descriptions effective for their intended audiences? How do the two descriptions differ to appeal to their intended audiences?	This question is out of date the website doesn't exist anymore. Replaced with a similar question with websites that do exist.
<b>WEBSITES &amp; TECH COMM</b>			
DQ 4.1	Find two websites. Provide links to the sites. One of the sites you select should be a highly credible resource for research. The other should NOT be a strong source for professional research, though both sites are related to the same topic. Explain why one of the sites is more credible than the other. Use at least five criteria to differentiate the sites.	Find two websites. Provide links to the sites. One of the sites you select should be a highly credible resource for research. The other should NOT be a strong source for professional research, though both sites are related to the same topic. Explain why one of the sites is more credible than the other. Use at least five criteria to differentiate the sites.	There was no revision to this question, it gets students involved in the idea of credible and not so credible sources.

DQ 4.2	If a technical writer is someone who possesses the skills to describe a range of things she or he may not be an authority on or produce sets of instructions for how to do things she or he may not exactly know how to do, what kinds of skills are required to be successful at this kind of work?	Provide a critique of a website on a topic you know a lot about. In your critique, provide at least three suggestions for improvement, based on things you have learned/discovered thus far in this course.	There was no revision to this question, it gets students thinking about what is involved with being a technical writer. Moved to and swapped with DQ 6.1.
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## DOCUMENT DESIGN

DQ 5.1	Access the “Topic 5 DQ1 Technical Writing Examples” document in the topic materials. Choose one of the three examples in the document and explain how you would rewrite/redesign it so that it is more effective. Use the design principles you have been learning in the course to make your critique of the example you choose	Create a job add for a technical writing position at a major company. Do this using an online design tool such as Piktochart or Canva. While doing this demonstrate at least 2 criteria for effective document design. Be sure to upload your document as a PDF or a JPEG to the board and tell us what the two criteria you used. Please see the following videos on Piktochart: <a href="https://youtu.be/wg1mxo3Mo5I">https://youtu.be/wg1mxo3Mo5I</a> and Canva: <a href="https://www.youtube.com/watch?v=hPhN5UXmry0">https://www.youtube.com/watch?v=hPhN5UXmry0</a>	This question deals with manuals, and it is a repeat of the question about instructions for this reason I replaced with a question about usability, something that is not currently covered in the class.
DQ 5.2	Provide a critique of a website on a topic you know a lot about. In your critique, provide at least three suggestions for improvement, based on things you have learned/discovered thus far in this course.	Ikea is famous for providing wordless instructions for assembling their products. Go online and find one of their visual instructions for assembly and provide the language you think would be effective. Additionally, what do you think of their document design?	There was no revision to this question, it gets students involved in the idea of websites as technical documents. Moved to and swapped with DQ 4.2.

## TW SKILLS & REVISION

DQ 6.1	Select a manual for a product you own (for example: a motor vehicle, an appliance, or a piece of digital technology such as computer hardware or software). What do the writers of the manual assume about their audience? Do you believe the writers of the manual have appropriately analyzed their audience? Name each section of the manual. Would you add any additional sections? Provide a link to the manual.	If a technical writer is someone who possesses the skills to describe a range of things she or he may not be an authority on or produce sets of instructions for how to do things she or he may not exactly know how to do, what kinds of skills are required to be successful at this kind of work?	This question deals with manuals, and it is a repeat of the question about instructions for this reason I replaced with a question about usability, something that is not currently covered in the class. Moved to DQ 7.2.
DQ 6.2	Ikea is famous for providing wordless instructions for assembling their products. Go online and find one of their visual instructions for assembly and provide the language you think would be effective.	What do you think are the key elements of revision? List three and for each, describe its importance.	There was limited revision to this question, it gets students involved in the idea of creating written instructions when none exist, it also gets them to question if written instructions are needed. More was added to this question to tie it into document design. Moved to DQ 5.2.
<b>USABILITY &amp; TECH COMM</b>			
DQ 7.1	Examine a technical manual and provide three examples of revisions you would make that would make it more user-friendly.	What do you think of the usability process? Do you think that it will lead to more user-friendly documents? Why or why not?	This question deals with manuals, and it is a repeat of the question about instructions for this reason I replaced with a question about usability, something that is not currently covered in the class.
DQ 7.2	Based on other courses you have taken at GCU, what do you think are the key elements of revision? List three and for each, describe its importance.	What do you think of the usability process? Do you think that it will lead to more user-friendly documents? Why or why not? Read the article associated with this week's readings and the following video: <a href="https://www.youtube.com/watch?v=bYVrmCjVHFA">https://www.youtube.com/watch?v=bYVrmCjVHFA</a>	There was limited revision to this question, because I think with the number of transfer students and working adults, I don't think that we should limit this question to GCU courses. It is good because it gets students to think about revision. This DQ was swapped with DQ 6.2.
<b>WRAPPING UP THE CLASS</b>			

DQ 8.1	Imagine that you are writing a technical manual for first-year GCU students on how to use LoudCloud. Write an introductory description and then discuss the three most important things you think a new user would need to know. Select one and provide the technical instructions.	Imagine that you are writing a technical manual for first-year GCU students on how to use Halo Learn. Write an introductory description and then discuss the three most important things you think a new user would need to know. Select one and provide the technical instructions.	There was limited revision to this question, because LoudCloud is no longer the LMS, it is changing after this term to Halo Learn. It is good because it gets students to apply what they have learned in the class in a microenvironment.
DQ 8.2	Review the textbook's lessons on effective document design. Discuss two lessons from the textbook that you may use in the assignments in this course.	After completing this class, what is the most important thing you feel you have learned about Technical Writing that you did not know before the class started? How will you use this knowledge in your future career?	This question is horribly placed, it is the last question but asks people discuss ways that they may use this in the class. Replaced with a question about the overall impact of the course because it makes sense. The spirit of the question was moved up to DQ 5.1.