

## **English 3050**

### Performance Review Memorandum

**TO** Jared Grogan  
**FROM** Brian Atiyeh  
**DATE** 5/1/2015

**SUBJECT** Technical Writing Performance Review

### **Introduction**

During the course of this technical writing class, we have done three large projects that were perfected over a series of weeks. In the beginning of the course, we were given four learning outcomes: writing and designing, reading and analyzing, researching and documenting, and using technology and media. Writing requires we become proficient in professional correspondence, creating and editing resumes to suit an employer's needs, technical instruction sets, and performance assessments. Design, also in learning outcome one, requires we learn document design for both formal and informal documents. Learning outcome two asks us to improve on reading, analyzing, and evaluating the design of, and the audience and purpose for, technical documents. Learning outcome three, researching and documenting, requires us to conduct primary and secondary research and to evaluate appropriate sources for technical documents. The final learning outcome, technology and media, asks us to make use of current technologies for reading, researching, writing, and designing technical documents. This performance review will prove that I have met each learning outcome throughout each of the projects for the semester.

### **Writing and Design**

I have met learning outcome one through both my individual and collaborative work. My individual work shines through as having been reworked from a style that was shaped from years of writing essays in an educational setting to one that can be used in a professional atmosphere. My resume and cover letter are now designed to suit the employer's needs and I have had practice in professional correspondence through memorandums like this one as well as short writing assignment one in which I prepared an email inquiring about entrance to the class. Short writing assignment one shows my ability to write in a professional correspondence situation through clearly stating my purpose, interest, strengths and weaknesses, and what I offer to the class through my existing skillset in a professional manner. Select examples from the email are below:

Purpose: "I would like to apply for enrollment in your English 3050 class for the winter 2015 semester and I strongly believe that I will be a welcome addition to the class."

What I offer to the class: “My background as an honors student will help me as a leader and in bringing my ideas to the forefront of our collaborations. In terms of the four learning outcomes, I believe I will be able to achieve all four learning outcomes for the course after just completing the English 1020 course with a high grade.”

Through just these two examples alone, my purpose was clear and professional and I was persuasive in what I had to offer to the class in terms of experience in English 1020 as well as the ability to be a leader throughout our collaboration on projects. In terms of design, my improvement is most visible in laying out memorandums formally and structuring large reports for readability and efficiency through descriptive headings such as this one in our collaborative feasibility study: “Alternative Three: Partner with Wayne State University to Develop a Student-Centric Experimental Parking Application.”

## **Reading and Analyzing**

Outcome two has been met mainly through our collaborative feasibility study, “Reawakening Wayne State University’s Street Parking for a Better Midtown.” Throughout the construction of the report, each and every portion had to be read, revised, and edited numerous times to improve upon our purpose and persuasiveness to our audience, the Detroit City Council Public Health and Safety Committee and the Wayne State Community. Changing our purpose was actually one of the main problems we came across during the beginning of our report. As we found new information on ideas that were already in motion akin to our plans for the report, our purpose had to be refined to still be able to meet a need. To be persuasive to our audience, we had to first analyze the audience by conducting primary and secondary research to discern criteria for evaluating alternatives that were important to the readers. These criterion included things like cost-effectiveness, practicality, and desirability.

## **Researching and Documenting**

Learning outcome three was met through minimal research for my resume and cover letter and extensive research for our collaborative feasibility study. To create a more persuasive resume and cover letter, research needed to be done so that each document could be tailored to the company’s needs. An example from my cover letter that shows I researched the company which I was applying to, Microsoft, prior to writing would be: “After recently finding out about the release of Windows 10 and the world’s first holographic computer, HoloLens, I would be ecstatic about having the opportunity to be a part of the future of electronics at Microsoft.” Including this statement in the letter proves my interest in the company. In my group feasibility study, a large amount of primary research was done through surveying students on Wayne State University campus for their opinions on a new parking system. The information documented is shown in Appendix A1 and A2 of our report as well as a small example below:

Do you live on Wayne State University's campus or do you commute?	Students
<i>On Campus</i>	15
<i>Near Campus (No Drive Required)</i>	11
<i>Commute</i>	74

Have you ever used a mobile application to pay for parking?	Students
<i>Yes</i>	4
<i>No</i>	95

How often have you used parking meters around Wayne State University?	Students
<i>Never</i>	31
<i>Rarely</i>	30
<i>Occasionally</i>	31
<i>Very Often</i>	8

Do you own a smartphone?	Students
<i>Yes</i>	100
<i>No</i>	0

Have you encountered any broken parking meters around Wayne State University?	Students
<i>Never</i>	17
<i>Rarely</i>	12
<i>Occasionally</i>	23
<i>Very Often</i>	48

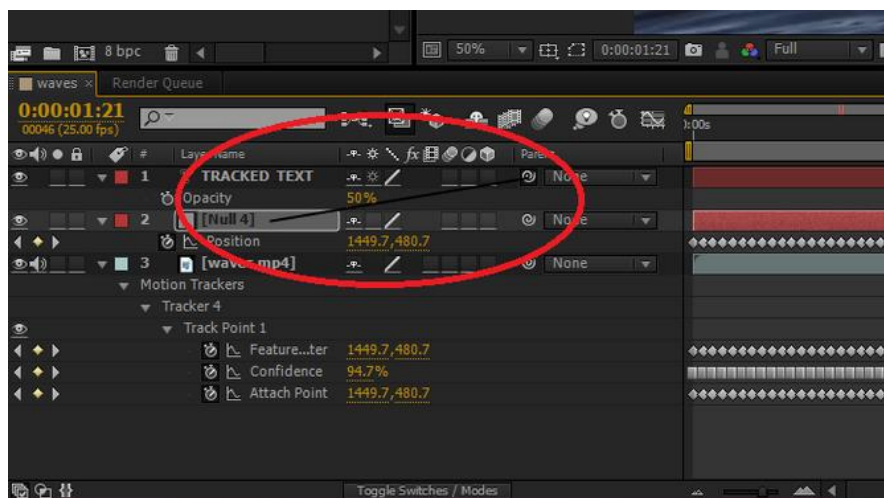
How likely are you to use a mobile application on your smartphone to pay for a parking spot?	Students
<i>Never</i>	15
<i>Rarely</i>	24
<i>Occasionally</i>	34
<i>Very Often</i>	27

How often do you use the Wayne State Mobile application on your smartphone?	Students
<i>Don't Have it</i>	18
<i>Never</i>	8
<i>Rarely</i>	15
<i>Occasionally</i>	23
<i>Very Often</i>	36

How often do you have change available to be able to pay for parking?	Students
<i>Never</i>	21
<i>Rarely</i>	43
<i>Occasionally</i>	23
<i>Very Often</i>	13

## Using Technology and Media

The fourth and final learning outcome for the course was met through my work in all projects for the semester. Some of my main uses of technology came out of both my WikiHow article and collaborative feasibility study. My WikiHow article is a set of technical instructions on how to motion track text in Adobe After Effects. Part of the requirement for these set of instructions was to include imagery for which a user could refer to for help while following through the instructions. An example image is below:



To create this image, I had to take screenshots of each and every step I was doing and then bring the image into an editing program such as Photoshop or Paint so that I could bring the readers' attention to the proper point in the image. These images alone prove extensive use of technology

to better my technical instruction set. My collaborative feasibility study required a lot of communication between group members, and writing each portion of the study without allowing others to edit it along the way would not have been efficient nor effective. To remedy this, we used Google Documents extensively for simple collaboration and quite literally hundreds of suggested edits and comments. Collaborating using technology while writing the document was one of the reasons that our final product turned out so well.

## **Conclusion**

Through the examples listed above, I have proved that my work throughout the semester has met each learning objective. One of the most useful strategies that I have learned this semester would be collaborating with a team using technology to create a large technical report. This experience will help in the professional world later on because I will no longer be working on tiny projects in a group like I have been throughout my education. Another useful strategy that I will be likely to use later on is designing documents for either formal or informal settings. This will always be useful in a professional setting and is often overlooked. After this technical writing course, I feel as though I am better equipped with the addition of a more professional writing style which will be useful now and in the future.