

explaining how and why it fails. If your instructor agrees, upload your work to the class learning management system and provide feedback on each others' work.

2. Think about some change you would like to see on your campus or at work. Perhaps you would like to promote something new such as changes in course offerings or requirements, an off-campus shuttle service, or a daycare center. Or perhaps you would like to improve something such as the grading system, campus lighting, the system for student evaluation of teachers, or the promotion system at work. Or perhaps you would like to stop something from happening such as noise in the library or conflict at work.

Decide whom you want to persuade and write a memo (Chapter 15) to that audience. Anticipate your audience's questions, such as:

- Do we really have a problem or need?
- If so, should we care enough about it to do anything?
- Can the problem be solved?
- What are some possible solutions?
- What benefits can we anticipate? What liabilities?

Can you think of additional audience questions? Do an audience and use analysis based on the "Audience and Use Profile Sheet" in this chapter.

Don't think of this memo as the final word but as a consciousness-raising introduction that gets the reader to acknowledge that the issue deserves attention. At this early stage, highly specific recommendations would be premature and inappropriate.

Team

As a class, select a topic that involves persuasion. Topics might include childhood obesity, climate change, nutritional supplements, or other. In teams of 2–3 students, find a document that you feel makes a persuasive case about the topic. Using a shared document system if possible (such as Google Drive or your class learning management system), have each member contribute a short summary of what techniques these documents use to make a persuasive case. Are you able to identify the document's specific persuasive goal (see "Identify Your Specific Persuasive Goal" in this chapter)? Combine your ideas into a simple PowerPoint (or other slide software) presentation and share with class.

Digital and Social Media

At work, most communication takes place online, via email, video conferencing, chats, and collaborative writing tools. In teams of 2–3 students, look at the sample email in Chapter 14 (Figure 14.2), where Frank tries to persuade his manager to reconsider Frank's recent performance review. Write an email to your instructor explaining the strengths and weaknesses of Frank's attempt at persuasion, using the first set of items (Planning Your Argument) in "Checklist Persuasion" in this chapter to structure your ideas.

Global

Effective persuasive techniques in one culture may not work in another culture. Do a Web search on "intercultural communication" related to a specific country or culture and locate a topic that is important for technical communication. For instance, you might locate information about the different ways in which certain types of visuals that are persuasive in one culture are not effective in another or ways in which politeness is used in negotiations. Write a short summary of your findings, cite your sources, and present your information in class as a presentation or a shared document.