

2. View a corporate Web site and identify elements on the page that are geared toward a general public audience and elements that are geared toward a person with a technical background. Print the page and discuss these elements in a memo to turn in to your instructor.
3. Form a small group and select two articles on the same topic. One article should be from a magazine geared toward the general public and the other should be from a technical journal. Working alone, analyze differences in tone, organization, types of graphics, sentence length, and writing style. Convene a group meeting and compare and contrast your analyses. As a group, write a short paragraph, to turn in to your instructor, outlining your team's findings. Within this paragraph, include similarities and differences in individual assessments within the group.
4. Find two advertisements for automobiles, either on the Web or in magazines. One should be for an economy car and the other for a luxury car. Write a paragraph, to turn in to your instructor, about differences between the ads and who you think was targeted for each in terms of age, gender, socioeconomic status, and so forth.
5. Choose a 100- to 200-word abstract from an article in a professional journal. Rewrite the abstract for a nontechnical audience. Turn in to your instructor both the original and the revised abstract.
6. Referring to Exercise 1, create a brief brainstorming list of the style considerations you would keep in mind when writing for the three listed audiences.
7. Choose any product currently on the market that you think has problems from an environmental standpoint. Create a brief brainstorming list of topics that would be included in a report about the product.
8. Choose any product currently on the market that you think has problems from a functionality standpoint. Create an outline of a report that you could write to convey your observations to someone else.
9. On the basis of writing you have done for other courses, create a checklist you can use for future document preparation. Be sure to include items on your checklist that target your known problems in communication.
10. When you are assigned to a collaborative writing group, meet with the group to brainstorm a code of cooperation for collaborative efforts. As a group, organize and revise the code by e-mail until consensus is achieved.
11. Most word processors have built-in outlining capabilities. Modify the six-step writing process discussed in this chapter so that it has nine steps, by breaking some of the steps into substeps. Use the outlining capabilities of your word processor to outline the steps in your newly developed writing procedure.
12. Write a 300-word paragraph describing what you think is the most significant problem on your campus. Use the BLUF technique when writing this document.