

## Word Order Workshop/English Word Order—Material Revision Notes

### New Context: Continuing Education (CE) for Technical Writers

- Technical writers have a greater base-level understanding of the structure of English compared to civil engineers due to the nature of their profession. As busy professionals, they need CE options that can fit with their schedule. This presentation is intended to be recorded as a video, with two points for the participants to pause and complete an exercise. Separate exercise options are included for individual learners and larger classes.

### Changes (**Change** | Reasoning)

- **Worksheet removed** | Content is intended to be primarily delivered as a pre-recorded talk or lecture, rather than a workshop. Continuing Education materials for many disciplines are increasingly delivered online, and this will be designed to provide an on-demand option for busy professionals.
- **Variety of examples expanded** | The original presentation included sources relevant to civil and environmental engineers, but technical writers must work with a wider variety of genres. Some civil engineering-related examples were retained, but others were replaced with examples from software documentation and scholarly journals.
- **Slides containing examples condensed** | Displaying multiple examples side-by-side aids in pattern recognition compared to displaying examples on separate slides.

### Incorporation of Peer & Instructor Feedback (**Source: Comment** | Implementation)

- **Peer: Original version: Make sure that part-of-speech tags and color coding are clear to students.**” | Expanded explanation of color-coding on original materials.
- **Instructor: For all slides that use color, make sure you tell the reader what the different colors mean** | Added explanation of color-coding on all slides
- **Instructor: Font size for all examples needs to be bigger** | Font size for all examples increased from 12 pt. to 18-24 pt.
- **Instructor: Replace Boersma & Weenink example on Slide 8** | Slide 9 (formerly slide 8) now includes a different example
- **Instructor: All examples on slide 8 (End-Weight) would be more effective if contrasted with examples with heavy material early** | Examples of front-heavy sentences added on slide 8 to create contrast with slide 9 (formerly slide 8)
- **Instructor: Slide 9 (Contrast & Emphasis) needs an example** | Added examples for slide 11 (formerly slide 9) on slides 12 and 13 (both new)
- **Instructor: Even with a lecture focus, listeners need active involvement** | Incorporated two exercises: one to practice adherence to information flow/end-focus/end-weight (slide 10) and one to practice consciously subverting them for contrast or emphasis (slide 14)