Writing Page Video Script

The first writing artifact I would like to showcase is the product of TWC 543: Grant and Proposal Writing. The assignment was designed to span the entirety of the course and walked me through the process of writing and responding to a Request for Proposal (RFP). The assignment started with research. I first researched an organization that I would like to write the proposal for, I decided to write for Oasis Youth Center, an LGBTQIA+ youth organization that provides resources, services, and a safe space.

The next step in the process was to learn about what types of funding was available, either state, federal, or private, and locate opportunities that would fit the need of Oasis Youth Center. I found an opportunity through a private organization called "Building Changes" in Washington State focused on assisting BIPOC youth in Washington.

The next step of the process was research. I investigated data that represented why and how LGBTQIA youths are disadvantaged, I found statistics representing the heightened suicide rates, separation from family, and truancy. I researched the county where Oasis Youth Center operates to understand better the community they serve and the culture of that community. Once the research was completed, I implemented the information to meet the standards of the RFP, answering the question of how this funding would assist the goal of the funder and the organization.

The final step in the process was bringing all the research and writing together in the frame of knowing who the audience was and how they would want the information. In the grant process, I learned that the funders make specific requests in the RFP that need to be met, including fonts, font size, margins, and page length. Understanding the audience receiving this information and writing persuasively was integral to creating a successful proposal. I'm very

proud of this experience and how it taught me to embrace genre conventions and meet the audience's expectations.

The second writing artifact in this portfolio is a document for Usability Guidelines. This assignment allowed me to break through the concept of genre conventions. My academic experience before the ASU MSTC program was focused in research and analytical writing, which meant that I was very accustomed to writing to a specific audience which was generally an academic one. Understanding the assignment on usability meant that I had to consider the audience in a way that I never had. I chose to test the usability of a local government website at the time I was living in Pennsylvania and chose the Ross Township website. I considered who would need access to the site, and the answer was anyone that lived in that area, which spanned different socio-economic demographics, various races and ethnicities, and several age groups. I started to understand through this project what writing for the audience truly meant. I created questions and tasks for a usability test of the website, outlined the setting for the test, and created the guidelines, the script, the post-test questionnaire, and the post-test interview questions.

I learned how to appropriately apply the conventions of the genre to my usability test. Through the peer review process, I understood what aspects of the test were too vague and what language would be more accessible.

This assignment also made me look at technology and usability in a way I could not access before. Technology has always intimidated me, and I've always felt as though I was left behind with the advancements and my ability to develop or create with technology; if I struggled with a

website, like most users, I would blame myself rather than the design. Working on this assignment helped me understand the perspective of the user.

The third and final artifact I share with you is a correspondence sample. This artifact marks the beginning of my journey in the graduate program. The assignment was to address two different audiences: the Technical Communications program head and the Arizona Chapter of the Society for Technical Communication (STC) President to recommend ways to encourage more participation in activities on the Ning site. The correspondences would be in two different genres: an email for the head of the program and a letter to the President of the STC Arizona Chapter. I first had to visit and understand the Ning website, its uses, and the potential it could offer for different communities. As I spent time on the site I was able to understand what aspects of the site could be altered to encourage more participation. I considered creating a calendar section on the site where virtual or physical gatherings could be posted and a current project section that welcomed feedback and reviews from the academic community to assist peers in their progress on their assignments.

After understanding what I felt could be improved on the website, I had to consider how to present these ideas to two different audiences with two different correspondence genres. This made me consider how I structured my arguments via email vs. a formal letter and how to use persuasive language for the two audiences.

I created an email that was more direct for the head of the program, providing my insight as a participant in the program and what would make me more active on the site. The letter was constructed with more formal language; it introduced the Ning site with an explanation of the

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MSTC program and the benefits the STC Arizona chapter could gain from encouraging participation on the site. The letter was structured more persuasively to encourage potential recruits for the chapter.

The samples provided show an understanding of genre, audience, and process gained through this assignment.