



DigiNews

*Featured
in this
issue:*

**Publishing
in the
Northwest**

**Science
Writing**

*Also in this
issue:*

Writer's Groups	2
Marcom Focus	3
Instructor Profile	7
Get Experience	7
Success Stories	8
DigiKnow?	9
Class Cancelled	10

Publishing in the Northwest

By Craig Shea

Imagine you've just realized your ambition of writing a book. Now, with a completed manuscript in hand, you're confronted with questions. How do you get your work ready for publication? What are the steps involved with submitting it to a publisher? Should you find an agent to represent you? Providing writers with answers to these questions was one of the motivations behind the creation of The Publishing Institute at BCC.

The Publishing Institute

Established in January 2003, The Publishing Institute is part of BCC's

Continuing Education Program. The Institute was the result of a collaboration between Gloria Campbell—former Director of the Technical and Professional Communication Program—and Jennifer McCord, an independent publishing consultant. With the Northwest being home to both a vibrant literary scene and a thriving independent publishing industry, Campbell and McCord saw the need for a resource that would provide a link between writers, editors, publishers, and graphic artists. McCord said, "The Northwest is developing a very unique

See Publishing, 5

A Brief Glimpse Into the World of Science Writing

By Craig Shea

Ask several science writers to define science writing and you might get several different answers. Maybe that's because the term "science writing" covers such an enormous range. Science writers work in a variety of fields, such as medicine, journalism, and broadcast media. They deal with different scientific areas, ranging anywhere from chemistry and biology to geology and environmental science.

If you're considering a transition from technical writing, your skills will serve you well. Like their technical counterparts, science writers are required to write accurately and

concisely, work with highly specialized subject matter, and clearly communicate very technical information. But in science writing it is not enough just to understand the science you're writing about; you need to be able to communicate it to readers so that it's understandable, interesting, and—depending on your audience—entertaining.

Communicating Science

You don't need a science degree to pursue a career as a science writer. "You'll find science writers with all kinds of backgrounds," explains George Bukota, who teaches the

See Science Writing, 4

Writer's Groups

By Claire-anne Wood

Are you drowning in the surf, trying to navigate through the vast array of online resources? Hopefully, this article can bring you up for air with this bit of exploration.

The Northwest Independent Editors Guild at <http://www.edsguild.org> is "a regional alliance of professional freelance editors: developmental and substantive editors, copyeditors, and proofreaders. Founded in 1997, the Guild now has more than 175 members throughout the Northwest." This is a site I discovered when I first considered exploring the field of professional editing.

I was impressed by the easy, informal navigation the site offers; after all, most of us go to a Web site for information, yes? The first line after the introduction on the Home page is "We can help you ..." Help me they have,

with finding courses to take—including BCC's Technical and Professional Communication Program! The site gives extensive information on workshops, seminars, online courses, and even offers its own starter courses through Discover U in Seattle.

For those of us just starting out and not yet decided on which facet of this vast field to focus on, the Guild Web site invites us to consult *Becoming An Editor* "for an abundance of recommendations, resources, and experienced editor's responses to beginner's questions." Not only does this lead you to great beginner's tips, like "Talk to established editors about how they got started," but the resources referenced are clearly organized. Key phrases such as "Columns, publications, etc." or "freelance lifestyle" or "indexing"

make it easy for students to capture sources which are relevant to their career paths.

The Guild promotes networking with a list of potential employers, suggestions on how to find work, and invaluable advice from established professionals. I recently printed a Guild write-up of a September 2003 presentation by substantive editor Phyllis Hatfield to share with my substantive editing classmates. While the Guild primarily serves professional non-technical editors, the extensive array of resources and insights are well worth your surf time. To those of us flailing in the swells, this Web site offers an enormously encouraging lighthouse.

A few other sites to peruse:

- The Directory of Writers Associations at <http://www.ebookcrossroads.com/writers-ssociations.html>

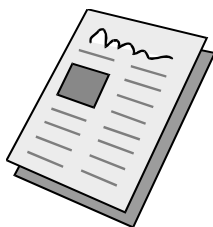
- Professional Organizations for Writers at <http://www.author-network.com/org.html>
- The Association for Women in Communications at <http://www.womcom.org>
- The New York Women in Communications (celebrating its 75th year!) at <http://www.nywici.org>
- Adelphi University—Women in Communications Adelphi Chapter at <http://academics.adelphi.edu/artsci/com/women.shtml>
- Society For Technical Communication at <http://www.stc.org>
- Society For Technical Communication—Puget Sound Chapter—at <http://www.stc-psc.org>

DigiNote—Sarbanes-Oxley may create new opportunities for technical communicators. Congress passed the Sarbanes-Oxley act in 2002 in response to the accounting scandals at various companies. The act requires publicly owned companies to document their internal controls and procedures for financial reporting.

Marcom Focus: The Newsletter

By Claire-anne Wood

In our last issue of *DigiNews*, Mike Klassen of Klassen Communications gave us an overview of Marcom and touched on the similarities and differences between this vast field and that of technical communication. Future *DigiNews* issues may include articles with focus on some aspect of Marcom. You might want to consider honing these skills for your future portfolio projects. Our focus this issue is on newsletters.



Mike has a lot to say about the virtues of the newsletter. Our discussion includes:

- What is the role of the newsletter in the Marcom environment?
- Why is the newsletter one of the best ways to reach and keep customers?
- What makes a good newsletter?
- Why is a newsletter a great way for you to break into Marcom?
- How do you create a successful newsletter?
- How can you use a newsletter to promote yourself?

“Newsletters are one of the best marketing tools available. While newsletters are used to promote products, services or causes, they tend to do so in a less direct manner,” Mike said. Other types of Marcom, like brochures or print ads, focus on getting you to buy something, or at least inspiring you to seek more information. “To me, newsletters are the best way to stay in touch with existing customers. You’ve already identified the reader as someone who has used or is currently using your product or service.”

Mike explained that because your newsletter reaches the people who have shown an interest in what you offer, it becomes an efficient use of your marketing dollars. An effective newsletter serves the purpose of building a bond with customers and keeping the company fresh in their minds.

Furthermore, Mike tells us that newsletters tend to be “opt-in,” that is, “customers or potential customers

usually have given you permission to send them your newsletter.” Once they recognize the source of the newsletter, those customers expect to derive some value from it. On the other hand, the newsletter that arrives without permission may just be ignored.

To ensure your newsletter succeeds, Mike says to beware of the following pitfalls:

- Not enough or too much advertising
- No helpful or useful content from reader’s perspective
- No new ideas
- No clear guidelines and responsibilities for writers/editors
- No way to track or monitor response to your newsletter
- No way to determine your return on investment

“Be careful of starting a newsletter without sufficient planning. If your company promises to deliver a newsletter each month, you need to keep that schedule.” Failing to do so sends a subtle message about your company’s commitment and your ability to follow through.

What other difficulties might you as a technical writer encounter when attempting your first newsletter? “Technical writers tend to deal in facts. Marcom writers also deal in facts, but often have to use a little hype to sell a product or service. When I was a technical writer, I rarely put any of my own voice into what I was writing because it wasn’t called for. A newsletter should expose more of the writer’s or company’s personality.”

So what makes a good newsletter? According to Mike, “It’s a combination of content and design.” The content has to be useful, but it must also be free of spelling and grammar errors and easy to read. It should be pleasing to look at—after all—it is a reflection of your company. If your newsletter appears to be hastily thrown together, your company will be perceived as less than professional. And “With so many options for any product or service, you can’t afford to lose even one customer over something that probably could have been fixed.”

Mike thinks *DigiNews* is “a perfect example of a well-done newsletter.” The bulk of its content is intended to help writers, editors, and designers. Each issue has something to help its readers with their career goals. “But there’s also a marketing aspect to *DigiNews*. In particular, the **DigiKnow?** column is used to promote

See *Marcom Focus*, 6

Science Writing

Continued from page 1

Fundamentals of Science Writing at BCC with Gloria Campbell. “You’ll find them with science degrees, graduate degrees, and with journalism or technical writing backgrounds.”

Journalists—not scientists—started The National Association of Science Writers (NASW) by writing and reporting about science. Today, you’ll find NASW members who are newspaper and magazine writers, Internet news-service reporters, and Public Information Officers (PIOs). PIOs play a public relations role for institutions such as universities and government agencies. For example, a PIO at a university will communicate that university’s research findings to science and medical writers.

Making the Move to Science Writing

Making the transition to science writing is a matter of going out and getting experience in it. “If you’re a technical writer who wants to move to a more science writing approach, you can freelance articles,” Bukota explains. “Pretty soon you’ll have a portfolio and you can say I’m a technical writer; here are the manuals I’ve done. I’m also a science writer; here are the

articles I’ve published.” Bukota—who began his career as a journalist—started writing about environmental science for the Associated Press while covering Expo ’74 in Spokane, Washington. This launched his career as a science writer.

“The most important thing is your curiosity,” he said. “If you’re interested in what you’re writing about, you can learn about it.” Getting up to speed on science terminology can involve taking some basic science courses, reading up on your area of interest or, as Bukota suggests, volunteering for some lab work. The important thing is to be aware of the specific science discipline you’re writing in and the audience you’re writing for. Bukota warns that you can’t assume that an acronym used in mechanical engineering will mean the same thing in civil engineering.

You’ll also need to learn to use the scientific method. The method is the basis for science and involves not just proving a scientific theory, but failing to disprove it. The writing involved is describing a scientific hypothesis and documenting, step by step, how research was set up and conclusions were reached.

Medical Writing

Another area of interest for technical writers is medical or biomedical writing. Here your current skills and experience will be directly applicable. There are positions with biotech and pharmaceutical companies as well as research hospitals that fall under the heading of technical writer. Job duties can include writing instruction manuals and technical documentation for laboratory and medical equipment, or documenting standard lab procedures in support of analytical research.

Regulatory Writing

Regulatory writers create and edit documents that comply with government requirements. A regulatory writer at a pharmaceutical company will document research on the safety and effectiveness of drugs being developed by the company for submission to the Food and Drug Administration (FDA). The writing is highly specialized, and technical writers can benefit from their experience in analyzing complex data and statistics.

Combining Your Writing Skills for a Diverse Portfolio

Freelancing is a good way to build a portfolio. And a portfolio can get you past the potential barrier of not having a

degree in a specific area of science. Combining your technical writing background with some experience in science writing can actually enhance your career possibilities. “If you can prove to someone you can handle a topic, then you can go in and apply for positions at universities, laboratories, or companies that may need somebody who can straddle that technical writing, reporting, marketing, communications arena,” said Bukota.

Online Resources

Science and medical writing encompass much more than I’ve covered in this article. If you are interested in learning more, here are some informative sites:

The National Association of Science Writers (NASW)
<http://nasw.org>

The Puget Sound Science Writers Association (PSSWA)
<http://www.psswa.org>

The American Medical Writers Association (AMWA)
<http://www.amwa.org>

The field of science writing is diverse and exciting. If you are interested in a career change, the skills you’ve developed as a technical writer can help you succeed.

Publishing

Continued from page 1

reputation as the place for writers and many agents and publishers watch this area for upcoming talent."

While writing a book can be mostly a solitary endeavor, getting that book published is a team effort involving your editor, sales and marketing departments, and the bookseller. Gaining insight into the process, as well as understanding the roles of agents, publishers, and editors in the industry, can prove invaluable to a writer. "The publishing industry is like any other, it has a language and culture of its own; understanding that culture enables writers to comprehend that connection between creativity and commerce," McCord explained.

The Publishing Industry

The larger industry is based in New York City where five publishing houses control 80% of book sales. Those houses are owned by the corporations of Bertelsmann, Time Warner, News Corporation, Disney, and Viacom. Campbell and McCord share the opinion of many in the Northwest literary community who feel that conglomerate-owned book publishing does not benefit new voices or diverse writing. "The big publishing houses are run by a very small number of companies, and the people at the top are really not interested in books. What they want is blockbusters and big sellers," said Campbell.

This corporate consolidation in the industry back East is giving rise to small presses and self-publishing in Seattle and the Northwest. A Washington State Economic Analysis sees the growth of publishing in the state linked to the region's computer software industry. It is more the result of a combination of factors related to what McCord described as the connection between creativity and commerce. "Some of the reasons are the presence of Microsoft and the graphic designers," she explains, "as well as the area's creative talent and the writers who have moved here."

The Small Presses

Small publishers have also flourished because of inherent advantages over their larger counterparts. Publishers at small presses are able to spend more time with individual authors, many times working in tandem with writers on editing and marketing their work. The current trend is for big publishers to look to the small ones for the next potential best sellers. "Small presses have become the farm teams—to use the baseball analogy—for the bigger publishing houses," said McCord.

The Pacific Northwest Booksellers Association, a trade organization based in Eugene, Oregon, estimates the number of small presses in the Pacific Northwest to be close to 300. That is more a rough approximation than a comprehensive figure and doesn't take into account the authors who self-publish.

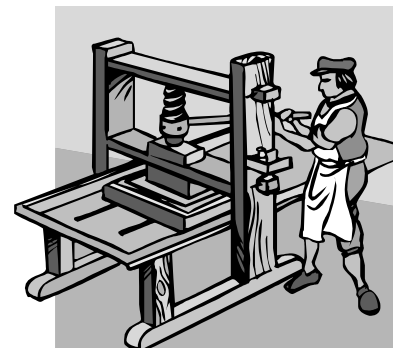
Self-Publishing

Today, all a writer needs to turn out a book is a computer and desktop publishing software. But it's not as simple as it appears. The biggest difficulties confronting self-published writers are making sure that their work is edited properly and that their book's cover art is up to industry standards. To help writers cope with those challenges The Publishing Institute offers workshops in both *Self-Publishing* and *Editing Your Own Writing*.

Self-publishing was once considered a route taken by writers whose work wasn't good enough for a publishing house. Now it is a viable alternative for bringing new voices and exciting works to print. A number of writers achieved success and eventually got accepted by the big houses after self-publishing. They include James Redfield, who wrote *The Celestine Prophecy*, and Richard Bolles, author of *What Color is Your Parachute*.

Campbell explains it's just a matter of "finding the market." She has worked with several authors on bringing their work to publication. "The Publishing Institute is for those people who have a book or a project that they want to create but don't really know how to get it out to a reading audience," she said.

Like many self-publishers and small presses, The Publishing Institute's goal is to help beginning and unknown writers get their work into print.



Marcom Focus

Continued from page 3

courses offered by the college.”

This column not only benefits the college, it aids students who are looking for new courses. And because people and businesses outside the college see *DigiNews*, it promotes the Technical and Professional Communication program to the business world while giving exposure to the newsletter contributors.

That’s a lot of benefits! There are very few marketing tools that can compete with that kind of value.

Mike advises, “Newsletters offer a wonderful way for an aspiring Marcom writer to break into the field. If your company produces a newsletter, ask if you can contribute to it. If it doesn’t have a newsletter, offer to start one.”

You can also create a newsletter as a piece for your portfolio. In this

case, your newsletter serves two purposes: it shows you can create a newsletter, and the content can be used to promote the other work you’ve accomplished.

Here are some examples of potential newsletter clients:

- Accountants
- Associations
- Health Insurance Firms
- Home Loan Offices
- Labor Organizations
- Museums

- Realtors
- Research Organizations
- Software Publishers
- Travel Agencies
- Web Site Developers
- Writers’ Networks

If you would like to see an example of an effective newsletter (other than *DigiNews!*), check out *The Lending Dr. Newsletter* in the Portfolio section of Mike’s Web site at <http://www.mikeklassen.com>.

Instructor Profile

By Ron Goulter

Claudia Mazzie-Ballheim is in the Instructor Profile spotlight this quarter. I first met Claudia last quarter when she substituted for a session of *Developmental Editing*, and was my instructor for *Groanless Grammar: A Writing Skills Tune-up*. She has a style that gets her class engaged and gives the students the opportunity to get the most out of a class.

Ron: What classes do you teach?

Claudia: I teach *Web Content Design for Writers and Editors*, *Professional Proofreading and Editing II: Thinking Like an Editor*, and *Groanless Grammar: A Writing Skills Tune-up*.

FYI, I also maintain Web sites for the first two classes. <http://www.webcontentdesign.com> <http://training.mazzba.com/editing/home.asp>

Ron: How did you become a teacher at BCC?

Claudia: I approached Gloria Campbell in spring 2000 with a proposal for an editing class about creating content for the Web. After I designed the class and taught it for one quarter, I realized that it applied to writers as well, so I expanded it. Later Gloria needed an instructor for *Professional Proofreading and Editing II: Thinking Like an Editor* and asked if I would be interested.

I’ve also substituted for *Substantive Editing and Developmental Editing*.

Ron: How long have you taught at BCC?

Claudia: Since spring 2000.

Ron: Can you give us a summary of your experiences or background in this area?

Claudia: My tech editing experience began in the late 1980s when I worked at a scientific publishing company in Oregon that produced magazines for chemists and physicists. I started as a proofreader (in those days it really was proofreading—comparing galley proofs to marked up copy) and then became an editor. (Before that I’d had no

experience in either publishing or science.)

My husband and I moved to Seattle in 1991. Through a friend of a friend I got an informational interview at Microsoft that turned into a copyediting position in a user education (UE) group. I worked there on the documentation for a new product that would become MS Access—a database application.

I worked at Microsoft for the next 8½ years, becoming a senior editor and then documentation manager in the Access UE team. In the mid-1990s, we started exploring the Web as a medium for delivering

See Instructor Profile, 7

Instructor Profile

Continued from page 7

content and I got hooked. I moved to a new group that was creating a Web site for MS Office users (Office Update). As a Senior Producer, I was in charge of developing user assistance content for the Web. After a political upheaval, the group was reorganized into Office Marketing, and I had the opportunity to learn about marketing as well as the Web.

My last position at Microsoft was as a content manager for the Internal Technical Education group, which provides technical information and training for MS employees. There, I managed online content and the content team (writer, editors, and instructional designers).

Ron: What do you do, outside of BCC, related to your teaching?

Claudia: I own a small company that produces Web sites for small companies and nonprofits; I also do some editing. Some of the sites we've done are <http://www.stthomasmedina.org>
<http://www.kindredcircle.com>
<http://www.tradeprintery.com>

Ron: How did you learn to run a business?

Claudia: I'm not sure I do know how to run a business. What I do know, I've learned through on-the-job training (OJT) (laughing). I've gotten pointers on freelancing (especially about editing rates and policies) from being on the mailing list for the Technical Editing Special Interest Group (SIG), part of the Society For Technical Communication (STC) Web site.
<http://www.stcsig.org/te/>

Ron: What traits do you think are necessary to be successful in the areas that you teach?

Claudia: The Web site I maintain for the Web class covers the traits for writers and editors who work on the Web.

<http://www.webcontentdesign.com/wcd/careers/overview.asp#qualities>

As for editors, they need, in my opinion:

- Expert knowledge of and a passion for the language they'll be editing. This means not just knowing when something doesn't sound right but being able to label and explain the problem (for example, dangling modifier).
- An ability to take delight in stylistic issues (for example, "Should I use a colon here or an em dash?") and enjoy researching the answer.
- Good interpersonal skills, which are invaluable in successfully working with writers of every temperament. (The first writer I worked with at MS kept a hand grenade—nonfunctional, I hope—on his desk.)
- An eye for detail, especially for copyeditors.
- An ability to align editorial priorities with business priorities. As I say in my class (to the horror of some students), not every problem you find needs to be fixed. A good editor knows which things to fix and which to leave alone.
- Good organizational skills.
- The ability to juggle multiple projects and work with frequent interruption.
- A willingness to learn new tools and create editorial processes.
- A sense of humor!

Thanks to Claudia for her excellent words of wisdom (WOW)!

Get Experience and a Portfolio Piece!

By Donna Christopher

This was my second time working on the *DigiNews* team. I will now move off the team, making room for someone else. It will be fun to see what the future teams do with *DigiNews*. I know the newsletter will continue to evolve just like the BCC Technical and Professional Communication Program has.

I have enjoyed the opportunity. I was able to contribute my skills and knowledge plus learn more about writing,

editing, and designing. It was fun to meet new people and learn from one another. I now have some additional and different experience plus portfolio pieces.

If you want to get some experience and add to your portfolio, consider volunteering for the *DigiNews* team. Contact Gloria Campbell at 425-564-2943 or at gcampbel@bcc.ctc.edu to find out more.

Students' Success Stories

By Ron Goulter

From Lisa Uhrich:

The most effective aspects of attending Bellevue Community College (BCC) were the innovative courses, learning from working professionals, and the job hunting support. I received certificates in Technical Writing and Communication and in Information Design while attending BCC, which led to my current position as a technical writer at Washington Mutual.

BCC gave me advantages, which I could not have obtained at other schools. One example of this was BCC, being the only institution at the time to offer a *Writing White Papers* course. When interviewing for jobs, potential employers were impressed with my exposure to writing white papers.

The instructors at BCC, who were working in the field, were knowledgeable about the subjects they taught. I learned the subject matter as well as the types of conflicts and rewards there are to working in this field. I was able to learn from their real world examples and get a better grasp of the everyday life of being a technical writer.

Every quarter BCC offered a free class on portfolio presentation,

which proved to be invaluable. After attending a presentation, I realized the importance of having a portfolio. I have since received several compliments from potential employers on my portfolio. Since I was the only candidate to include one, I was first in line at one possible job.

Because of my positive experience at BCC, I am currently pursuing a Certificate in Professional and Technical Editing. I appreciate the effort on the part of the administration to constantly offer new classes, job hunting support, and the use of working professionals as instructors.

From Wes Whitbeck:

Wes did not have time to write a story from scratch, so I posed a few questions to him, which he graciously agreed to answer.

Ron: When did you first consider a career in technical communications?

Wes: My last job in the navy required extensive writing, rewriting, and editing, which I found I enjoyed and had a knack for.

Ron: Was this a career change?

Wes: Yes, I found myself getting bored with my job

and was starting to think about a new career.

Ron: What drove you to make the change?

Wes: My fate was determined for me when I was laid-off. When I couldn't find work for over a year, I finally reached a point where I started to consider schooling as an option. I thought I could use my engineering education and writing ability to move into a technical writing career. I've always had an ability to explain complex things to people in a way that is easy for them to understand

Ron: Were you able to take advantage of any previous experience?

Wes: During the years I spent in the navy, I used technical manuals extensively. Without realizing it, I absorbed the writing style and structure of these manuals and found it relatively easy to write that way.

Ron: How many interviews did you have before landing your current job?

Wes: I believe I was very fortunate in that I landed a technical writing job with my first interview after graduating from BCC.

Ron: Was there anything in your portfolio or resume in particular that you think gave you an edge?

Wes: When my interview was with a government contractor, I decided to show the tire changing manual from the *Fundamentals of Technical Writing* class I took at BCC. I had used my knowledge of military technical manuals with my group when working on the class project, and apparently it showed. The people who interviewed me said they had seen many of these projects and that mine was the first that actually looked like a military technical manual.

Ron: Was this a good move for you?

Wes: This was a very good move for me. I am much happier in this job than I've been in any job before or since my last job in the navy.



"BCC gave me advantages, which I could not have obtained at other schools."

"I landed a technical writing job with my first interview after graduating from BCC."

DigiKnow?

By Donna Christopher

DigiKnow? It is important to keep all your individual course completion certificates. Gloria Campbell needs to see your certificates before you can receive final Technical and Professional Communication Program certificates. Employers may want to see these certificates because they represent your effort to continue your education and improve your skill sets—something to be proud of!

DigiKnow? These courses will be offered during Spring Quarter:

- *Getting Federal Grants* provides information about pursuing grants and finding funding agencies. Learning what to write in a grant proposal may improve the odds of a successful grant. This course is offered from 6:00 p.m. to 9:00 p.m. starting April 20, 2004.
- *Project Management II: Five Strategies for Success* is a follow-up to *Project Management for Technical Writers*. If you want to further your project management skills, this course will discuss strategies and offer in-class exercises to practice the new skills. Instructor Pam Johnson will present a different strategy each week starting May 18, 2004, from 6:00 p.m. to 9:00 p.m.
- *Using Tables, Charts, Graphs, and Endnotes* is a course where you will learn how to create and when to use different types of tables, charts, and graphs. Organizing data and text with visual aids can help explain difficult information and can help hold the reader's attention. Kim McCullough teaches this course on May 22, 2004, from 9:00 a.m. to 4:00 p.m.
- *Word: Using Styles and Templates* might interest you if you already know basic Word functions and want to learn more. Learning to create and apply styles saves time when formatting documents. Using templates and other shortcuts can help you work smarter. This course is offered from 9:00 a.m. to 4:00 p.m. on May 7, 2004.

You can find complete information on all the available courses at <http://www.conted.bcc.ctc.edu/>.

DigiKnow? The Technical and Professional Communication Program bulletin board with job postings is now located on the first floor across from The Deli's main door. Information posted on this board should not be removed. Since most postings will list Web site information, you can write down the specific Web site and explore the details online.

DigiKnow? Gloria Campbell is still available for program-related questions and counseling.

- Thursdays only from 11:00 a.m. to 5:00 pm. at 425-564-2943
- Any time at gcampbel@bcc.ctc.edu

DigiKnow? An electronic version of DigiNews in PDF format can be found on these Web sites:

- BCC Continuing Education Web site
From Direct URL: <http://www.conted.bcc.ctc.edu/techcomm/DigiNews.pdf>

Or from Navigation:

Select the **Technical Communication** link from the list along the left side of the page.

Select the **Read TC newsletter, DigiNews (PDF)** link from the list along the right side on the Technical Communication page.

- Claudia Mazzie-Ballheim's Training Web site
From Direct URL: <http://training.mazzba.com/editing/materials/DigiNewsFall2003.pdf>

From Direct URL:

<http://webcontentdesign.mazzba.com/wcd/materials/DigiNewsFall2003.pdf>

Or from Navigation:

Select either the **Editing** or **Web Content Design** link from the list along the left side of the page.

Select the **DigiNews** link from the list along the right side of the page.

DigiNote—The annual conference of the Society for Technical Communication (STC) is May 9–12, 2004, in Baltimore, Maryland. The registration fee for student members is \$120 in advance. See <http://www.stc.org> for more details.

DigiNews

Published by students, alumni,
and staff of the BCC
Continuing Education
Technical and Professional
Communication Programs

Supervising Editor:

Gloria Campbell
gcampbel@bcc.ctc.edu
425-564-2943

Developmental Editor:

Ron Goulter
rtgoulter@hotmail.com

Substantive Editor:

Claire-anne Wood
Claire-anne_wood@aon.com

Copyeditor and Layout:

Donna Christopher
dlc108@hotmail.com

Proofreader:

Team

Writers:

Donna Christopher

Ron Goulter

Craig Shea
shea_ole@hotmail.com

Claire-anne Wood

Oops—Class Cancelled!

By Ron Goulter

Has this ever happened to you? Well, it has to me! Classes can, and will, get cancelled if the minimum registration is not met. Depending on your situation, it can be very stressful, but don't panic!

I am attending BCC under the Federal Trade Adjustment Assistance (TAA) program. The TAA program provides financial assistance for people who get laid-off from eligible employers.

One of the requirements I had to fulfill was to attend a "qualified" training

program full-time. The class load to maintain a full-time status was determined by my counselors at BCC. After my TAA counselor approved the class schedule, it became pretty much locked in stone. I am allowed to make certain adjustments to my "approved" schedule to work with the class schedules and cancellations, but very little else.

My TAA Counselor briefed me on the importance of maintaining a full-time student status, and to notify him

immediately if anything happened to jeopardize that. I am doing just that.

If you get notified of a class cancellation, Ray Kubista at BCC's North Campus may be able to help you. Ray seems to be a resident expert on the Federal TAA requirements. He suggested that I look at a few classes that interested me in lieu of the class that was cancelled. He is working closely with me and my TAA counselor to get my particular situation resolved. Thanks Ray!

DigiNote—"IM Bots" is an article Written by Walter Campbell—an instructor in the Technical and Professional Communication Program at BCC. The article appears in the November 2003 issue of *Intercom*, the magazine of the Society for Technical Communication. IM is instant messaging. Bot refers to a program with algorithmic rules. IM Bot is a software application, which can be used to function like a real person providing instant messages.

1H22
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, Washington 98007-6484

Presorted Standard
U.S. Postage
PAID
Bellevue, WA
Permit No. 43