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ENGL 3377
Dr. Hodges
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Progress Report

Dear Mrs. Hajmahmood,

I hope you are doing well. I have considered your suggestions in editing the "UTA's Daily

Self-Monitoring for COVID-19" flyer. Within the flyer, I have made both substantive and copy

edits, along with some visual edits that will enhance this document. My main goal in editing this

flyer was to use my expertise in technical communication to supply our cross-cultural audience

with sufficient and clear information.

Substantive Edits

Before beginning my edits, I asked myself why I am creating this flyer and what I want

this information to do. Understanding the context and reasoning of my work allowed me to style

the content in a manner that left viewers motivated and informed on monitoring COVID-19.

Therefore, I included a graph that showcases the spike in COVID-19 cases within the past few

months. The graph shows a gradual increase in cases with a large spike in July. This information

and visual aid emphasize the importance of monitoring our health in order to keep COVID-19

cases down. Incorporating the graph also offers additional information and credibility and

provides visuals that allow our cross-cultural audience more ease in understanding information

rather than a list of statistics and percentages.

Moreover, the original document was structured in a paragraph layout. Although the

content was important and necessary, the overall structure can overwhelm audiences when too

much information is bundled up together. Therefore, to ensure that this flyer is organized and

easy to navigate, I divided the information into categories. Implementing headings and grouping information together allows users to separate the content and retain more of the information as they read this flyer. This navigation aid allows the style of the flyer to be more organized, concise, and clear and directs readers to the specific information they are curious about.

Lastly, to make sure that this document left readers motivated and informed, I switched the point of view in this flyer. Originally, the wording of this flyer was broad, and by changing the diction into first person, this allows viewers to feel connected to the information and a part of the change needed on campus. You can see this in the heading entitled "Do your part." By using the term "your," I individualized the reader and connected them to the information. This makes them aware of how they can contribute to the monitoring of COVID-19 but also how important they are in this situation.

Copyedits

Along with substantive edits, I incorporated a few copy edits within this flyer as well. I used a UTA theme throughout my document by using the UTA's school colors and placing the university logo at the top of my flyer. This theme allowed the flyer's information to withhold consistency as well as credibility throughout the document. Using UTA colors gives the flyer more credibility because it is associated with the school. The integrity that the university has allows the audience to connect the information and the school as one. Therefore, this will allow viewers to see how serious the university is about implementing these precautions on campus.

Moreover, in the original flyer, the "Close Contact or Personal Diagnosis (COVID-19) Form" was mentioned twice and made the content redundant. To fix this issue, I combined the sentence "You are required to complete the Close Contact or Personal Diagnosis (COVID-19)

Form." and the sentence "If diagnosed with COVID-19, you are also required to complete the Close Contact or Personal Diagnosis (COVID-19) Form" together. I rewrote the information by stating, "Do **NOT** return to campus if you or someone you have been in close contact with has COVID-19. If you have, please fill out this required form: Close Contact or Personal Diagnosis (COVID-19) Form." By combining the content together, I made the writing more concise and clear.

Furthermore, the original document didn't have specific information that stood out to me when reading the flyer. Although the document has essential information altogether, I decided to emphasize particular words on the document by holding them, so their importance stood out against the rest of the information. Using bolding to highlight information, grabs the audience's attention and reinforces information to them much more. Lastly, I decided to list the symptoms in alphabetical order. This makes the overall layout look more organized and lets the information flow easier as the reader makes their way down the list.

I believe with these additions and edits that the flyer is now universally accommodating to our cross-cultural audiences. I hope you'll agree with these edits and find them helpful in creating a safe space on campus this upcoming semester. If you have any questions, comments, or concerns, please contact me at marwah.abuhandara@mavs.uta.edu.

Thank you for your time,
Marwah Abuhandara