

MARVEL

*MARVEL MANUAL
FOR WRITING*

INDEX

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THE UNIVERSITY OF CENTRAL FLORIDA (UCF), in Orlando, on Earth, in the Milky Way galaxy, at our perceived center of the Marvel Cinematic Universe, and inside a non-falsifiable multiverse, presents the *Marvel Manual for Writing*, UCF's official written and online communication style guide for students, faculty, and staff. We, the Fall 2021 Documentation and Project Management course (ENC 4293) instructed by Dr. Carolyn Glasshoff present your universal writing manual, covering format, language, style, and more. In this book, you will find an accessible layperson's terms manual for a unified writing standard across UCF associated media. The writing rules and strategies covered in these chapters apply to all writing situations not explicitly mentioned. We cover the most widely used modern scenarios and mediums.

Our Chapters

WRITTEN AND ONLINE COMMUNICATION, by Mia Michael and Jade Spraggins, covers writing scenarios and practices across mediums that circulate UCF campuses. They focus on topics like finding your writerly voice, writing with clarity and conciseness, writing for distinct audiences, and things to avoid such as certain topics and offensive language. This chapter also includes sections on constructing evidence; point of view; and style, tone, and content. They discuss writing in various print and digital mediums; maintaining privacy as a writer; and using social media. With technology forever evolving and people repurposing old communication methods into new blended mediums in unpredictable ways, you will find scenarios that are not dealt with in this chapter, but the general ideas covered apply to unmentioned mediums, old and new.

RESEARCH AND DOCUMENTATION, by Elijah Booth, Giselle Chaviano, Darren Cross, and Charles Gonzales, covers the writing process from brainstorming to the Works Cited page. They discuss some of the many strategies for tackling writer's block and finding topics; citation management software like EndNote, Zotero, and Mendeley; where to find reliable sources of information like UCF's Primo one-stop and Google Scholar; and how to give credit in-text and on Works Cited pages using MLA and APA. Because not everything possible can fit here, this chapter gives links to more resources for finding and honing topics, more citation management software choices, a directory of open access repositories, and more information about formatting writing and source credits through other style guides like AMA, Chicago, IEEE, and more.

DIVERSITY AND RHETORIC, by Parker Barry, Kirsten Bey, and Janet Jaimes, covers the current methods of rhetorical composition, along with the history of rhetorical lines leading to today, for instance, Ethos, Pathos, Eros, Kairos, etcetera. This chapter is high quality and information rich, covering diversity, style, diction, anecdotes, persuasion, rhetorical questions, and parallelism in language. They also cover usability and accessibility for UCF students, faculty, and staff who have diverse seeing and hearing abilities, and how to design documents to be compatible with necessary assistive devices. This chapter's diversity section also has a link to more information on usability and accessibility for UCF associated communications. Due to chapter volume constraints, they could not go into greater detail about all human knowledge of rhetorical devices, logical fallacies, and cognitive biases, instead opting to cover the most currently relevant ones.

MECHANICS, by Sydney Manns, Monyka Manoyrine, and Danielle Porres, covers the rules of grammar and language used in edited American English, like transition words, clauses, and phrases. They discuss everything from the parts of speech and punctuation to sentence and paragraph construction, and proper acronym and abbreviation use. Readers will enjoy the thorough compilation of these materials. This chapter also covers constructing different paragraph types, like descriptive, narrative, explanatory, instructive, summary, and opinion paragraphs. The paragraph information introduces readers to their options, so they know what to look for when seeking further guidance on what to include in and how to organize both creative and report writing scenarios.

VISUAL ELEMENTS AND GRAPHICS, by Huzaifa Baig, Malachi Bruno, Liam Culhane, and Cassandra Ortega, covers presentation, placement, and stylistic choices like aesthetics versus functionality. They discuss writing mediums such as Microsoft Word, Adobe Photoshop, and website design. This chapter details the options for using style features available on Word. They give instructions for adding alt-text for screen readers; alt-text enables UCF students, faculty, and staff with different seeing abilities to reach the information in graphics. After the Photoshop instructional section, are links to more image editing software choices. This chapter also covers the effective use of graphics and how to fashion it to not overwhelm or distract readers.

PAGE ELEMENTS AND DESIGN LAYOUT, by Desiree Flores, Zarai Huete, and Caleb Young, covers specific writing templates for placing design features into various types of documents. Some of their topics include different models of resumes, emails, essays, and business and research proposals. They cover the style and function choices available within the various template fields, along with advantages and disadvantages of those choices. This chapter provides advice on which scenarios are the best choice for using emails for information delivery. The research proposal section gives advice on mistakes to avoid and breaks down the sections of a proposal into manageable chunks. It also discusses including literature reviews of earlier research in proposals. The general guidelines found in this chapter apply to writing scenarios outside the explicit purpose of each template. Use the templates as guides for all comparable writing situations.

Your Manual

UCF STUDENTS, FACULTY, AND STAFF will find these chapters organized along the logical continuum of the writing process. The first chapter will help you better understand and navigate the writing medium you choose. Chapter two will help you decide what to write, how to store and organize notes, locate credible sources, and give credit to those sources. The third chapter will help you form those ideas and sources into effective arguments using deliberate rhetorical strategies. Chapter four will help you write at the sentence and paragraph level. The fifth chapter will help you add visual information that helps your readers comprehend and remember the message you present to them. Chapter six will help you plug your writing into the medium you first chose and build your writing into a unified and logically ordered final product.



MECHANICS

WRITTEN BY SYDNEY MANNS, MONYKA
MANOYRINE, AND DANIELLE PORRES

CHAPTER 1: MECHANICS

Mechanics is the set of rules that formal and informal written communication follows. It refers to the technical aspects of composition that create consistency and facilitate understanding in all mediums of writing. In this chapter, the elements of mechanics that will be covered include: parts of speech, capitalization, punctuation, quotations, paragraphs, and abbreviations.

PARTS OF SPEECH

Parts of speech refers to the categorization of words in reference to their syntactic function. In the English language, the main parts of speech are: adjectives, articles, adverbs, nouns, pronouns, verbs, adverbs, conjunctions and prepositions. Words within each category of parts of speech serve a grammatical purpose. In some cases, words may function in more than one part of speech depending on the sentence (“Purdue Writing Lab”).

ADJECTIVES

An **adjective** is a word that is used to describe or modify a noun or a pronoun.

Examples of adjectives:

1. The Hulk is *tall* and *strong*.
2. Black Widow has *red* hair.
3. Captain America carries a *shiny* shield.

It's important to note that when using an adjective in a sentence, the singular and plural form are one in the same. Therefore, an adjective can't have an “-es” or ‘-s’ suffix as it is grammatically incorrect. Structurally, adjectives may either precede nouns as shown in example 2 and 3 above, or come before the verb tense of “to be” (i.e., am, was, is, are, will, etc.) as seen in example 1 with the adjective “tall” occurring after the present verb form, “is.”

ARTICLES

In the English language, there are three articles: a, an, and the. Articles are the parts of speech that come directly before a noun or a noun phrase. A noun phrase is a combination of an adjective and a noun that works to describe the noun (“Purdue Writing Lab”).

Examples of articles in a sentence:

1. Thanos built *an* army to destroy *the* people of Earth.
2. Bucky Barnes is *a* super soldier.

In the second example sentence, even though the article “a” isn’t placed directly before the noun “soldier,” it is still placed before the noun phrase that consists of an adjective and noun to form the noun phrase of “super soldier.”

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Adverbs

Similar to adjectives that modify or describe nouns, **adverbs** are words that can be used to modify/describe verbs or modify adjectives.

Examples of adverbs:

1. Ant Man shrunk *quickly* to fit through the keyhole.
2. Spiderman wore a suit that was *extremely* durable.

While adjectives are easily identifiable by their suffix which tends to end in -ly as shown above, this isn't always the case. Another form of adverbs without the -ly suffix are known as **conjunctive adverbs**, and are used to connect two independent clauses ("The Writing Center").

Examples of conjunctive adverbs:

1. *Then*, Iron Man flew through the air to catch one of the falling civilians.
2. Nick Fury, *however*, claims that he had no part in the destruction of the city.

Some of the other conjunctive adverbs in the English language are: indeed, similarly, finally, otherwise, furthermore, etc ("The Writing Center").

Conjunctions

Conjunctions are words that join two separate ideas or sentences together, otherwise known as independent clauses ("Grammar: Main Parts of Speech").

Examples of conjunctions:

1. Spiderman wanted to be an Avenger, *but* he wasn't ready.
2. Loki wanted to be the most powerful person in the galaxy, *so* he stole the Tesseract cube.
3. Bucky and Steve were best friends, *yet* Bucky tried to hurt Steve.

Other examples of conjunctions are: and, or, while, nor, for, etc. When used to connect two independent clauses, a comma should be placed directly before the conjunction.

Nouns

A **noun** is a word that represents a person, place, or thing. A noun can denote abstract concepts (i.e., ideas and feelings) or concrete concepts (i.e., tangible items) in a sentence.

Example of a concrete noun:

1. The *superhero* uses a shield.

The words "superhero" and "shield" are both **concrete nouns** because they can either be observed by either sight, taste, smell, touch or sound.

Example of an abstract noun:

1. She was looking for *love*.
2. They celebrate their *freedom*.

The words "love" and "freedom" are two concepts that can't be physically observed by either of the five senses. Therefore, both of these words are considered **abstract nouns**.

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Another distinguishing characteristic between nouns is if they are common or proper.

Common nouns are generalized objects in a group, while **proper nouns** are precise and represent one specific person, place, or thing. Proper nouns are also capitalized no matter where they fall in a sentence, while common nouns are only capitalized if they are the first word of a sentence (Traffis).

Example of common nouns:

1. The *superheroes* saved the *city*.

Example of proper nouns:

2. The *Avengers* saved *New York City*.

PRONOUNS

A **pronoun** is a word used in place of a noun in a sentence.

Example of a pronoun:

1. *He* fought the villain.

In the example above, “he” is the subject of the sentence and is the pronoun because it’s a substitute for a name. However, pronouns aren’t always the subject of the sentence, and can be objects as well.

Example of **subject pronouns** and **object pronouns**:

2. *They* used *their* powers.

In the above sentence, “they” is the subject of the sentence, while “their” is the object.

When using pronouns to represent gender identities, the above combinations may vary. See the Diversity and Rhetoric chapter to learn more about gender identity terms and pronouns and how to use them correctly and respectfully.

PREPOSITIONS

A **preposition** is a word that tends to precede a noun or a pronoun and helps show the relation between specific words in the same clause. Prepositions create phrases that modify other parts of speech such as verbs, adjectives, nouns, and pronouns. Prepositions can be used in terms of time, objects, or place.

Examples of prepositions in reference to time:

1. Captain Marvel will arrive *at* midnight.
2. The Avengers will meet *on* Friday.
3. The battle was *in* summer.

Examples of prepositions in reference to place:

1. Hawkeye looked *inside* the office for Black Widow.
2. Thor put his hammer *on* the table.
3. Groot hid *below* the chair.

Example of prepositions when introducing objects of verbs:

1. Odin didn’t approve *of* Loki. Captain America thought *about* Peggy.

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2. The civilians waited *for* the battle to end.

VERBS

A **verb** is a word that represents an action. Verbs can be changed to represent when the action is done, by conjugating the word to change its tense (“The Eight Parts of Speech”).

Examples of verbs in sentences:

1. Captain America *jumped* from the building.
2. Thor *was fighting* with Loki.

Both “jumped” and “was fighting” represent actions, but use different verb phrases to do so.

CAPITALIZATION

Learning when to capitalize words in sentences and titles will help ensure that your paper, email, and other written document is mechanically correct. **Capitalization** follows a strict set of rules that vary depending on a variety of factors such as how a word is used in a sentence, when the word is used in a sentence, and its intended meaning (Lukyanchuk).

FIRST WORD OF A SENTENCE

Always capitalize the first word of a sentence. In other words, the immediate word that succeeds a period should have its first letter uppercase and the rest lowercase.

Examples:

1. *The* superheroes saved the day.
2. *We* hope the villain gets defeated. He has caused too much destruction to our city.

FIRST WORD OF A QUOTE

There are exceptions to capitalization rules that allow words to be capitalized in the middle of a sentence. One of these exceptions occurs with the introduction of a quotation. If the quotation is a complete sentence, then capitalize the first letter of the first word in the quotations.

Examples:

1. Hawkeye said, “*If* we’re going to win this fight, some of us might have to lose it.”
2. Spider-Man said, “*But* I’m nothing without this suit!”

However, if partial quotes are used in a sentence, then don’t capitalize the first word.

Examples:

1. Iron Man said he was “just kidding” when he insulted Captain America.
2. Wanda explained that she “only wanted Vision back.”

THE PRONOUN I

Regardless of where the **pronoun “I”** falls in a sentence, it should always be capitalized.

Examples:

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1. I can do this all day.
2. Mr. Stark, I don't feel so good.

MAJOR WORDS IN TITLES

Depending on the document you are writing and its required formatting (e.g., APA, Chicago Style, etc.), the words that get capitalized in a title may vary, but only slightly. As a general rule of thumb, always capitalize the first word, all verbs, all nouns, all proper nouns, and all adjectives. However, all conjunctions and prepositions should remain lowercase in the title.

Examples:

1. *Avengers: Age of Ultron* premiered in theaters worldwide.
2. Rocket is a character in *Guardians of the Galaxy*.

JOB POSITIONS AND OFFICIAL TITLES

There are some instances where job positions and their official titles should be capitalized and other times when they shouldn't be. Capitalize a job title if it comes before the person's name and/or if the job title is used to address someone (White).

Examples:

1. In the Black Panther movie, *King* T'Challa rules over Wakanda.
2. T'Challa is a king.
3. Karl asked Stephen Strange, "Are you sure about this, *Doctor*?"

In Example 1, The word "King" is being used to address T'Challa and is considered a proper noun, but in Example 2, it's not being used to address T'Challa but only to describe his position with the use of a common noun, thus, it's lowercase. In Example 3, "Doctor" is an official title used as a way to address Stephen Strange and is used as a proper noun, and therefore is capitalized.

Titles of a person's position doesn't only relate to formal settings, but can also be used to describe relationships depending on the person being addressed.

Examples:

4. I always knew *Father* didn't consider me his son.
5. In the name of my *father*, I cast you out!

In Example 4, "Father" is used as a proper noun to address someone, while in Example 5, "my father" is used as a common noun and thus, is lowercase.

DAYS, MONTHS, AND HOLIDAYS

Days of the week, months, and holidays are always capitalized in a sentence ("Purdue Writing Lab").

Examples:

1. Captain Marvel plans on flying to space this *Saturday*.
2. By *November*, Thanos will have taken over the world.
3. Captain America's favorite holidays are the *Fourth of July* and *Christmas*.

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An important exception to capitalization rules to note is that seasons are not capitalized.

Example:

1. The Avengers fought the bad guys in the *summer*.

NAMES AND PROPER NOUNS

Names and other proper nouns should always be capitalized in a sentence regardless of where they're placed.

Example:

1. *Wanda Maximoff* is in love with *Vision*.

Languages

Examples:

1. Tony Stark can speak English, Japanese, Russian, and many other languages.
2. The Hydra soldiers were speaking German.

Cities and Countries

Examples:

1. Hulk destroyed the city of *Johannesburg* located in *South Africa*.
2. Peter Parker lives in *Manhattan*.

Nationalities

Examples:

1. Shang-Chi is *Chinese*.
2. Steve Rodgers is *American*.

To learn more about the rules of capitalization and to see more examples, visit:

<https://www.grammarly.com/blog/capitalization-rules/>

PUNCTUATION

Punctuation is an essential part of writing. It is what guides the reader through sentences, telling them when to pause and when to stop. While punctuation guides how we speak, it plays other roles in sentences as well.

Many punctuation marks work to join independent clauses and/or dependent clauses. Independent clauses are clauses that work as their own sentence. Their subjects and verbs can stand alone. Dependent clauses are incomplete sentences. While they also have a subject and verb, these clauses cannot stand on their own.

Examples of independent clauses:

1. The Avengers ate shawarma.
2. Iron Man snapped his fingers.

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3. Shang-Chi must fight diligently.

Examples of dependent clauses:

1. The Avengers ate shawarma after defeating Loki.
2. Iron Man snapped his fingers although he knew the consequences.
3. Shang-Chi must fight diligently if he wants to save the planet. (“Purdue Writing Lab)

In American English, there are 13 standard punctuation marks:

- Apostrophe (‘)
- Brackets ([])
- Colon (:)
- Comma (,)
- Ellipses (...)
- Exclamation point
- (!) Hyphen (-)
- Parenthesis (())
- Period (.)
- Question mark (?)
- Quotation marks (“ ”)
- Semicolon (;)
- Slash (/)

Punctuation marks vary based on the language and countries. However, as UCF is an American university, this section will center around the aforementioned 13 marks.

APOSTROPHE

There are three uses for the apostrophe: to show contractions, plurality, and possession.

Contractions

Contractions are a shortened version of a word that omits letters and sounds. The apostrophe takes the place of the omitted letters.

Examples of contractions:

1. Thanos *wouldn’t* go down without a fight.
2. *It’s* been Agatha all along.
3. Captain America knows *they’ll* win this fight.

Plurals

Plurals are the least common use of apostrophe, however it is still important to know. Typically, plural nouns are formed by adding an ‘s’, ‘es’, or even ‘ies’ with no use of punctuation.

There is an exception when letters, abbreviations, or certain words are used as nouns.

Apostrophes can be used when a writer has to clarify meaning. Sometimes, it is just up to stylistic choice.

Examples of plurals using apostrophes:

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1. Peter Parker got straight *A*'s on his report card.
2. Stephen Strange was the kind of man who always crossed his *t*'s and dotted his *i*'s.
3. Bruce Banner has seven *PbD*'s.

Possessives

Most commonly, the use of apostrophes is associated with forming possessive nouns. For singular nouns, the general rule for forming its possessive version is to add an apostrophe and 's' to the end, regardless if it ends with an 's' or not.

Examples of possessive singular nouns:

1. For the longest time, only Thor could lift *Thor's* hammer.
2. *Thanos's* gauntlet was gold.
3. The *hero's* cape waved in the wind.

When writing the possessive form of a plural noun, an apostrophe is only added when the plural noun ends in 's.' In the rare case that the plural noun ends in any other letter, it becomes possessive by adding an apostrophe and 's.'

Examples of possessive plural nouns:

1. The *twins'* parents were Wanda Maximoff and Vision.
2. I remember seeing the *Avengers'* first battle on TV.
3. Thor stepped on the pile of *children's* toys.

There are times when contractions, plural forms, and possessive forms overlap. It is important to know the difference between the uses. For example, the contraction of 'it is' contains an apostrophe- it's. However the possessive form of 'it', its, doesn't contain an apostrophe ("The Punctuation Guide").

BRACKETS

Brackets are used inside quotations to signify editorial changes. These changes can be clarifications, translations, censorship, capitalization, or to signify errors in the quotes. Clarity is needed when the original material contains a noun or pronoun that wouldn't make sense to the reader with the context that is given. When a quote uses a foreign word or phrase that a reader may not understand on their own, brackets can provide a translation. Regarding capitalization, the first letter of quoted material can be changed without indication. In certain contexts, the changes have to be shown using brackets. Errors are also common in quotes, so a writer can use the Latin term 'sic' in brackets to confirm an unusual usage in the original material. When writing sic, it must always be italicized, however the brackets should not. Censorship is needed when your original quotation contains inappropriate language.

Examples of brackets:

1. "Everywhere I go, I see [Tony Stark's] face," Peter Parker muttered.
2. "I am Groot [How long until we get there]?"
3. "Fury, you son of a [gun]," Captain America said.
4. Thor looked at War Machine and asked if "[t]hat's the whole story."

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An additional usage of brackets is when a parenthesis is required inside another parenthesis. To avoid confusion, use brackets to show your reader where the inner set of parentheticals are (“The Punctuation Guide”).

COLON

Colons signify that the following statement is directly related to the sentence before. Colons are never used with sentence fragments and must always come after complete sentences. A writer should use a colon when they are introducing a list, elaborating, or introducing a block quotation (“Walden University”).

Examples of colons:

1. The original Avengers consisted of the following: Captain America, Iron Man, Hulk, Thor, Black Widow, and Hawkeye.
2. The question on everyone’s mind was as follows: What is Spider-Man’s real identity?
3. Thanos’s first words before the battle were the following:
4. You could not live with your own failure. Where did that bring you? Back to me. I thought by eliminating half of life, the other half would thrive, but you have shown me that’s impossible. And as long as there are those that remember what was, there will always be those that are unable to accept what can be. They will resist. I’m thankful because now I know what I must do.

COMMA

The comma has the most uses out of all the punctuation marks. In writing, it’s commonly associated with pauses, but commas can change the entire meaning of a sentence and it’s important to know all the specific uses that the commas have (“The Punctuation Guide”).

Lists

When lists include three or more items, you must separate them using commas. The use of the **Oxford (or serial) comma** changes based on stylistic choice. The Oxford comma is the final comma in a list of items. Some style guides choose to omit the Oxford commas while others require it.

Some style guides that require you to use the Oxford comma include the Oxford Style Manual, Chicago manual of Style, and the MLA Style Manual. The style guide that most notably does not require the Oxford comma is the AP Stylebook (Edwards).

Examples of commas in lists:

1. Thor, Loki, and Hela are siblings.
Thor, Loki and Hela are siblings
2. Star-Lord, Gamora, Drax, Rocket, and Groot makeup the Guardians of the Galaxy.
Star-Lord, Gamora, Drax, Rocket and Groot makeup the Guardians of the Galaxy.
3. Shang-Chi, Katy, Xialing, Trevor, and Morris made it to Ta Lo.
Shang-Chi, Katy, Xialing, Trevor and Morris made it to Ta Lo.

Transitional Words or Phrases

When a word or phrase introduces a sentence, it should be followed by a comma.

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Examples of commas after transitional words or phrases:

1. *However*, Iron Man was in the suit.
2. *But*, Bucky Barnes was alive all this time.
3. *On the other hand*, Spider-Man knew he had to make Tony Stark proud.

Quotations

If a phrase comes before a quotation, you must place a comma before the quote. If a phrase follows a quotation, the comma must be placed at the end of the quotation, inside of the quote.

Examples of commas in quotations:

1. “On your left,” Captain America called out.
2. “I love you 3000,” Iron Man told her.
3. Hulk looked back and said, “Puny god.”
4. Loki told his brother, “The sun will shine on us again.”

Dependent Clauses

Dependent clauses that come before an independent clause must be separated with a comma. If the independent clause comes first, then it is not necessary to use a comma.

Examples of commas in dependent clauses vs. independent clauses:

1. *After Tony Stark’s death*, Peter Parker was distraught.
Peter Parker was distraught *after Tony Stark’s death*.
2. *When he woke up from his coma*, Steve Rogers knew something was wrong.
Steve Rogers knew something was wrong *when he woke up from his coma*.
3. *Because he could hear her*, Wenwu believed his wife was still alive.
Wenwu believed his wife was still alive *because he could hear her*.

When dependent clauses are in the middle of a sentence, they should be set off by commas before and after.

Examples of commas setting off dependent clauses:

1. Gamora, *who had green skin*, looked nothing like her sister.
2. Tony Stark rode back to Earth on the Benatar, *which took more than twenty days*, and he almost died in the process.
3. And then, *when hope was lost*, Captain Marvel arrived.

Independent Clauses

Since independent clauses are complete sentences, you should put a comma between two independent clauses that are joined with coordinating conjunctions. However, if the independent clauses are short, a comma isn’t needed.

Examples of commas joining independent clauses:

1. Loki saw the Tesseract on the floor, and he used it to escape.
2. Bruce Banner tried to free himself, but Hulk wouldn’t let him out.
3. Wanda knew what she was doing was wrong, but keeping Vision was more important.

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Adjectives

When you use two or more adjectives to describe something, and if these adjectives are coordinating, then you can use a comma between them. Adjectives are coordinating if you can place “and” between them.

Examples of coordinate adjectives:

1. Peter’s a *smart, courageous* kid.
2. Loki looked up at the *giant, purple* man.
3. Black Widow braided her *long, straight* hair.

Mechanical Uses

Commas are still commonly used outside of sentences. Some of the many uses of commas are more conventional or mechanical.

Numbers

It is important to place commas in their respective places in numbers.

- Doctor Strange saw *14,000,605* possible outcomes of the fight with Thanos
- The first 18 Marvel Cinematic Universe movies total at *2,296* minutes

An exception to this rule includes years and street addresses.

- Everyone who disappeared after Thanos’s snap returned in *2023*.
- The Sanctum Sanctorum is located at *177A Bleecker Street*.

Dates

A date that consists of the month and day followed by the year must include a comma after the day.

- Steve Rogers was born *July 4, 1918*.
- Spider-Man: Homecoming was released on *July 5, 2017*.

Degrees and Certifications

A degree or certification should be set off with commas when it follows a person’s name.

- Doctor Robert Bruce Banner, *M.D., Ph.D.*
- Doctor Stephen Vincent Strange, *M.D., Ph.D.*

ELLIPSES

Ellipses indicate an omission. They are typically used in quoted material.

Examples of ellipses:

1. “Humans are odd... But, there is grace in their failings.”
2. “I finally rest... the hardest choices require the strongest wills.
3. “... I like it. Another!”

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EXCLAMATION POINTS

Exclamation points are a kind of end punctuation to display a strong emotion, such as excitement, anger, or astonishment. They are commonly used after an interjection. Exclamation points aren't used in formal writing. If you are including a mid sentence quote, the exclamation mark replaces the comma at the end of the quotation ("The Punctuation Guide").

Examples of exclamation points:

1. "Avengers assemble!" Captain America yelled.
2. Hulk smash!
3. Bring me Thanos!

HYPHEN

The hyphen is mostly seen inside of compound terms. However, it is also used to signify a long pause and disruption of thought (Ross).

Examples of hyphens:

1. Spider-Man
2. Ant-Man
3. "Brother, whatever I have done to wrong you- whatever I have done to lead you to do this- I am truly sorry."

PARENTHESIS

Parentheses are used to provide additional information and are always used in pairs. The amount of information used inside the parentheses can range from a single letter to multiple sentences.

The placement of punctuation regarding parentheses varies based on the type of parenthetical content you are writing. If the parenthetical is a sentence that stands on its own, the closing punctuation mark is placed inside of the parenthesis. However, if the parenthetical appears at the end of a larger sentence, then the closing punctuation is outside of the parenthesis. When the parenthetical happens in the middle of a larger sentence, treat it as if the parenthetical was not there.

The type of information included inside the parentheses can vary as well.

Abbreviations and Acronyms

When an abbreviation or acronym is used for the first time, specifically one that might not be known by the readers, the full term can be provided inside of parentheses. This also applies in reverse. The full term may be used first and the acronym or abbreviation can be provided inside of parentheses.

Examples of abbreviations and acronyms in parentheses:

1. S.H.I.E.L.D. (*Strategic Homeland Intervention, Enforcement, and Logistics Division*)
2. Sentient Weapon Observation and Response Division (*S.W.O.R.D.*)
3. Marvel Cinematic Universe (*MCU*)
4. J.A.R.V.I.S. (*Just A Rather Very Intelligent System*)

References

When using in-text citations for documents or other sources, the reference is placed inside of the parentheses. How the citations are written depends on the style guide being used, but the ending punctuation is typically used outside of the parentheses.

Examples of in-text citations in parentheses:

1. “Genius, billionaire, playboy, philanthropist” (*Whedon 2012*).
2. “I can do this all day” (*Johnston 2011*).
3. “Wakanda forever” (*Coogler 2018*).

Parentheses are also used when you are referencing a figure or table in your text.

Other Uses

Time zones are typically written inside of parentheses as well as for numbered or lettered lists. Short translations can be placed in parentheses, but this is only for unquoted material. If you are translating inside of a quote, use brackets. A person’s birth year and death year are typically written inside of parentheses (“The Punctuation Guide”).

Period

The period is the most common closing punctuation mark, but it is also the easiest to understand. All it does is end a sentence and is typically used with statements and commands as compared to the exclamation point and question mark.

When a sentence ends with an abbreviation or punctuated acronym, there is no need to add another period. This is still true when the abbreviation is used inside of a quotation.

Examples:

1. Peggy Carter was one of the founders of S.H.I.E.L.D.
2. Tony Stark created J.A.R.V.I.S.

Indirect questions end with a period while direct questions end with a question mark.

Examples:

1. Peter wondered if he’d live up to Tony Stark’s expectations.
Will Peter live up to Tony Stark’s expectations?
2. The question was whether or not Bucky could be trusted.
Can Bucky be trusted?

Though the period is commonly associated with ending a sentence, it is also used with some abbreviations and acronyms. Typically, periods are used with most lowercase and mixed-case abbreviations and acronyms. However, depending on how common the shortened words are, some uppercase abbreviations use periods as well, while some lowercase/mixed-case abbreviations omit the period (“The Punctuation Guide”).

Examples:

1. Agents of S.H.I.E.L.D.
2. Jimmy Woo was recruited into the FBI
3. Kamala Khan is Ms. Marvel.

QUESTION MARK

Question marks are used at the end of a direct question. When a direct question occurs inside of a larger sentence, it still takes a question mark. If a question mark is a part of a title of work, like the exclamation point, it is retained.

Examples of question marks:

1. The show *What If...?* is available on Disney+.
2. “Who is Gamora?” asked Peter.
3. Will the Avengers bring everyone back?

QUOTATION MARKS

Quotation marks are normally used when a writer is reproducing another person’s text or speech word for word as a quote. Commas and periods that are used in sentences go inside of the quotation marks, even when they aren’t included in the original quote. All other marks that aren’t part of the original quotation are outside of the quotation marks.

Examples of quotations:

1. “And for another,” Loki told Thanos, “we have a Hulk.”
2. But, wasn’t it Steve Rogers who said, “I can do this all day”?
3. “Avengers assemble.”

When you refer to a specific word or letter, use quotation marks. Quotation marks can be used as an alternative to parentheses when you are providing a translation. When a nickname is inserted in the middle of a person’s name, it should be placed inside of quotation marks (“Purdue Writing Lab”).

SEMICOLON

The semicolon is used similarly to a comma, in which it recognizes a pause. It also represents a shift in ideas (“The Punctuation Guide”).

Independent Clauses

Like commas, semicolons are used to join independent clauses. However, semicolons are only used when there are no coordinating conjunctions. Otherwise, commas must be used. While periods can also be used, and turn the two independent clauses into two separate sentences, the semicolon emphasizes the connection.

Examples of semicolons joining independent clauses:

1. Loki saw the Tesseract on the floor; he used it to escape.
2. Bruce Banner tried to free himself; Hulk wouldn’t let him out.
3. Wanda knew what she was doing was wrong; keeping Vision was more important.

However, semicolons are used to join independent clauses that are linked by a transitional expression (such as: accordingly, consequently, for example, etc.)

Examples of semicolons joining independent clauses with transitional expressions:

1. Loki saw the Tesseract on the floor; consequently, he used it to escape.
2. Bruce Banner tried to free himself; however, Hulk wouldn’t let him out.

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3. Wanda knew what she was doing was wrong; nevertheless, keeping Vision was more important.

Semicolons are also used when you are listing things that already have an internal comma. Think of it as a super-comma in a way.

Example of semicolons in lists:

The battle with Thanos was organized with Tony Stark, Peter Parker, Doctor Strange, and the Guardians of the Galaxy on Titan; the rest of the Avengers and Ant-Man on Earth; and Captain Marvel roaming through space.

SLASH

The slash is not common in formal writing, but the one acceptable use is found when quoting poetry. A slash is used to indicate a line break. The slash also serves as a replacement for “per.” You can also see the slash representing “and” or “or.”

QUOTATIONS

Quotations are typically used to express dialogue, quote phrases written or spoken by a certain individual or group, or emphasize certain pieces of writing. They are essential when creating any type of essay, poem, short story, etc., for their purpose is to represent exact language and properly implement written speech. Quotations are also utilized when quoting or referring to a piece from a larger written work.

Commas and Periods

Commas and **periods** are always placed inside quotation marks (Purdue “MLA Formatting Quotations”).

Examples:

1. “Iron Man is a great superhero.”
2. “My favorite Marvel character is Spider-Man, but Hulk is a close second.”

While writing dialogue, it is important to be aware of comma placement, for the comma must always be **separated** from the **dialogue** and **speaker**.

Example:

The Marvel fan said, “Captain America is really cool.”

Question Marks and Exclamation Points

Depending on the context of the sentence, **question marks** and **exclamation points** may be implemented either on the outside or inside of the quotation marks.

If the punctuation applies to the quotation itself, then the question mark or exclamation point should be placed within the quotation marks.

Example:

1. “Is Thor your favorite character?”
2. “I love Marvel movies!”

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If the punctuation applies to the whole sentence, then the question mark or exclamation point should be placed outside the quotation marks.

Example:

1. Does your dad always say, “Let’s go watch a Marvel movie together”?
2. I can’t believe he said, “I dislike Marvel movies”!

Colons and Semicolons

Colons and **semicolons** should always be placed *outside* of quotations.

Example:

1. There are three Marvel characters under my friend’s list of “favorites”: Thor, Spider-Man, and Captain America.
2. My friend said, “The best character is Iron Man”; I disagree.

Single Quotation Marks

In an instance where a quote or dialogue must be inserted within a quote, **single quotation marks** must be used.

Example:

“As I listened to my parents walk down the hall I heard them mutter, ‘He is just too obsessed with Marvel.’” said the interviewee.

Short Quotations

Usually, in formal essays, short quotations (four lines or fewer of prose or three lines of verse) are presented with double quotation marks at the beginning and end. They must also indicate an author and page or line number along with a complete reference in the works cited section (Purdue “MLA Formatting Quotations”).

Example:

“Vengeance has consumed you. It’s consuming them. I’m done letting it consume me.”

- T’Challa

Note: As previously mentioned, punctuation marks are to appear after parenthetical citations.

Long Quotations

Quotations that are more than four lines of prose or three lines of verse are regarded as long. In order to properly implement them in a piece of writing, they must be placed in a free-standing block of text with no quotation marks (Purdue “MLA Formatting Quotations”).

The quotation is started on a new line with an indent of half an inch from the left margin while maintaining double-spacing.

Note: As previously mentioned, punctuation marks are to appear after parenthetical citations.

Example:

Rocket frustratedly expressed his stance: You think you’re the only one who’s lost people? What do you think we’re doing here? I lost the only family I ever had. Quill,

Groot, Drax, the chick with the antenna. All gone. I've lived five meaningless years without them, and every minute has blown Aaskvarian gornads. I get you miss your mom, but she's gone. Really gone. There are plenty of people who are only kind of gone. And you can help them. So, is it too much to ask that you brush the crumbs out of your beard, make shmoopy talk to Prettypants, and when she's not looking, suck out the Infinity Stone, and help me get my family back? (Rocket 61).

Direct Quotation

Quotation marks are used for **direct quotes**. They come in pairs and are placed at the beginning and end of a sentence. The first letter of a direct quote should always be capitalized as well (Suny Empire “Working with Quotations”).

Example:

“Vengeance has consumed you. It’s consuming them. I’m done letting it consume me.”

- T’Challa

Direct Quotations vs. Indirect Quotations

Direct quotations consist of the same words derived from an original source and then used in another piece of writing.

Indirect quotations are the information or idea taken from another source and implemented in another piece of writing.

Indirect quoting can also be defined as “paraphrasing,” a method in which information is rewritten or restated in an author’s own words, while still giving credit to the original source (American University of Iraq “Questions and Paraphrases”).

PARAGRAPHS

A paragraph is a group of sentences that all relate to a specific topic. The specific rules and regulations of a paragraph vary. Based on the person, some will define paragraphs as a collection of a specific amount of sentences, others will define it by its length. However, the key element of paragraphs is that its sentences center around a unified idea or concept. It is important to start a new paragraph once you transition into a new idea.

Other than keeping paragraphs unified, coherence is another factor of paragraphs. Not only do these sentences have to follow the same themes, they have to be easy for the reader to understand. Sentences have to be arranged in a clear manner. This can be done by forming logical and verbal bridges (Purdue Writing Labs).

Logical bridges:

1. Sentences follow the same topic.
2. Sentences are written in parallel form.
 - a. Parallel form, or parallel structure, is when the same pattern of words is repeated to present ideas as having the same level of importance.

Verbal bridges:

1. Key terms are repeated throughout the sentence.

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2. Sentences use synonymous words throughout the paragraph.
3. Pronouns are used to refer to nouns mentioned earlier.
4. Ideas from different sentences are linked with transitional phrases.

STRUCTURE OF PARAGRAPHS

When writing a paragraph, it is important to begin with a topic sentence. This is because all paragraphs must provide readers with the central focus and follow with supporting information. These supporting sentences must be detailed enough that the reader is able to envision your central idea as vividly as you. Finally, the last sentence of the paragraph should serve as a conclusion and, if it is followed by another sentence, a transition.

TYPES OF PARAGRAPHS

Paragraphs tend to follow the same structure, or variations of the structure. However, not all paragraphs are the same. There are six types of paragraphs: descriptive, narrative, explanatory, instructive, summary, and opinion. Each type follows the basic rules of paragraph, but have their own regulations and mandates.

Descriptive Paragraphs

Descriptive paragraphs are more common in creative writing. This includes fiction and nonfiction pieces as well as some journalistic writing. Descriptive paragraphs include detailed paragraphs of a topic with lucid imagery. With descriptive paragraphs, each sentence provides new insight on the focal subject (Valdes).

After deciding the topic of your descriptive paragraph, you must closely observe the details of your subject. Take a moment to examine it through different viewpoints. In order to write your paragraph to provide the clearest image of your topic, a suggestive structure goes as follows:

1. A topic sentence that identifies your subject and their relevance to your writing.
2. Sentences that provide supporting details to best describe the topic to your reader.
3. A concluding sentence that again highlights the significance of the subject.

Narrative Paragraphs

Like descriptive paragraphs, narrative paragraphs are typically found in creative writing pieces. However, unlike the aforementioned paragraph type, it does not focus on imagery and descriptions. To best distinguish between the two, its important to remember that descriptive paragraphs are the “showing” aspect of storytelling and narrative paragraphs are more like the “telling.”

Narrative paragraphs tell you what the story is about. When you need to tell readers a long tale, you have to split the information into digestible chunks for your reader. Your sentences have to flow evenly that your reader won’t be overwhelmed, but can still follow along with your storyline. What separates narrative paragraphs from the other types is that they do not require supporting sentences that provide evidence. Instead, the sentences build onto your topic sentence, adding more information to the story overall (Ellis).

An overall structure to follow when it comes with narrative paragraphs can be as follows:

1. A topic sentence that identifies your subject and their relevance to your writing.

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2. Sentences that provide supporting details to best describe the topic to your reader.
3. A concluding sentence that again highlights the significance of the subject.

Explanatory Paragraphs

Explanatory paragraphs, also called expository paragraphs, are commonly used in essays, journals, and academic papers. These paragraphs take a topic and explain it using data, citations, and statistics. When considering paragraphs that use supporting sentences with evidence, these paragraphs are normally the first to come to mind (University of New England).

Explanatory paragraphs follow the most basic structure for paragraphs:

1. A topic sentence that states what is going to be explained.
2. Supporting sentences that explain the topic, using evidence and facts to enhance their point.
3. Conclusion sentence that provides a brief summary of the topic.

Instructive Paragraphs

Otherwise known as guided paragraphs, instructive paragraphs teach the reader how to do something. These paragraphs take an action and break it down into simple details so that the reader is able to understand and perform.

A common structure found with instructive paragraph:

1. A topic sentence that gives readers the task that the readers will attempt.
2. The supporting sentences are going to include the instructions to perform the task.
3. A conclusion sentence will give readers an idea of what they will end with.

Summary Paragraphs

Summary paragraphs do just as their name suggests. In the summary paragraph, you take another piece of work and restate the main points to your reader. You must be descriptive enough for the reader to understand what is being said, while still keeping out unnecessary details (Bauer-Ramazani).

How you decide to go about summarizing, and the order of your points, is up to you. However, a common structure that tends to work with summary paragraphs goes as follows:

1. Topic sentence that tells readers what is going to be summarized.
2. Supporting sentences that double as the main points.
3. Conclusion sentence that ties the summary together, and brings readers back to the topic sentence.

Opinion Paragraphs

Opinion paragraphs work similar to explanatory paragraphs. However, opinion paragraphs instead provide evidence for an opinionated topic sentence. So, as with explanatory paragraphs, opinion paragraphs typically follow this structure:

1. Topic sentence that states the opinion.
2. Evidence-based supporting sentences that add onto the opinion.
3. A conclusion sentence that restates the original opinion.

TRANSITIONS

In most pieces of writing, transitions are heavily utilized. Their purpose serves as a function for organizing thoughts, comparing and contrasting ideas, and signaling subject changes. Transitions are able to facilitate a reader's understanding of connections between ideas and serve as a guide throughout a piece.

COMMONLY USED TRANSITION WORDS

Table 1: Commonly Used Transition Words

However	Furthermore	In addition	Nevertheless
Alternatively	For example	In other words	Moreover
Evidently	Consequently	Therefore	Hence

(Smekens Learning Center)

NUMBER OF TRANSITIONS

In order to keep one's writing organized and concise, transitions should be inserted after four sentences in a paragraph.

Example:

- Marvel movies have always had a significant impact on the general public. The live-action, thriller movies continuously have fans raving and anticipating more. In 2019, “Avengers: Endgame” hit theaters, attracting tumultuous crowds. As this movie defines the ending of phase three, Marvel fans did not hesitate to make it a topic of the decade. *Furthermore*, it had such an immense impact that it gained over 37 prestigious awards.

USED AS A CONNECTION

In order to form a connection between points and ideas, transition words should be implemented. Without them, the message that is attempting to be conveyed may get lost in translation, for there is no union between the ideas (Purdue “Traditional Devices”).

Example:

- According to some of the general public, “Avengers: Endgame” may be one of the most revolutionary and impactful Marvel movies as of yet. *However*, others argue that “Avengers: Infinity War” easily takes that spot.

INTRODUCING NEW IDEAS

When introducing new ideas in a piece of writing, transitions usually help facilitate this process. They serve as a signal or sort of a road sign, which alerts the reader of a new subject or the direction the author is taking with their thoughts (Skidmore “Traditional Words and Phrases”).

Purposeful Transitions:

- **Sequence:** first, second, third, next, later, then, before, during, again, until, immediately, soon after, after that, finally, at last, in the end.
- **Illustration:** for example, for instance, like, for one thing, such as, in this case, one reason, a second reason.
- **Contrast:** unlike, although, except, contrast, the opposite, conversely, instead, in contrast, on the other hand, on the contrary, rather, yet, but, however, nevertheless.
- **Comparison:** same as, but also, both, also, identically, likewise, similar, moreover, together, similarly, still.
- **Addition:** also, again, as well as, besides, coupled with, furthermore, in addition, likewise moreover, similarly.
- **Generalizing:** generally, typically, ordinarily, usually, for the most part.
- **Emphasis:** above all, chiefly, especially, particularly, singularly, namely, including, specifically.
- **Cause/Effect:** since, in order to, so, caused by, because of, if... then, reasons for, reasons why, effects of.
- **Consequence:** consequently, as a result of, for this reason, for this purpose, hence, otherwise, subsequently, therefore, thus.
- **Restatement:** in essence, in other words, in short, in brief, to put it differently, to say it again, another way, this means.
- **Summarizing:** after all, all things considered, to sum up, to summarize, finally, in conclusion, in summary, in the long run.

STARTING PARAGRAPHS WITH TRANSITION WORDS

Since paragraphs usually contain different points, transitions help guide the reader and let them know about subject changes and/or correlations between points (Resource Center).

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Example of topic sentences with transition words:

- Furthermore, Thor and Hulk are two of the best characters in “Endgame.”
- However, some argue that there are much better characters.

TIPS FOR USING TRANSITION WORDS

1. Use them strategically:

In order to create a logical connection between statements or ideas, familiarize yourself with the transition words that best communicate it to the audience. Every transition word holds a different meaning or connotation and is used for different writing circumstances. Therefore, a writer should know when and how to allocate it in their writing (University of Wisconsin *The Writing Center*).

2. Use them sparingly:

In your writing, make sure to not overuse transition words. It may make them be perceived as “filler” words or as if you are overexplaining the content of your piece. Also, their overuse could lead to difficulty in comprehending the material. It is always better to be clear and concise with your writing, so transition words should only be placed as needed.

SENTENCE STRUCTURE

In order to create a well-written, comprehensive piece of writing, one must follow the rules of sentence structure. Without structure, a reader may fall into confusion and not be able to process the information or message that is meant to be conveyed. Within a complete sentence, there should be subject-verb agreement, differentiation from a clause or phrase, no fragments or run-ons, and more to be discussed in this section.

SUBJECT-VERB AGREEMENT

In a sentence, the **subject(s)** and **verb(s)** must always coincide in number. When a subject is singular, its verb also has to be singular; when a subject is plural, its verb has to be plural as well (Walden University “Grammar: Subject-Verb Agreement”).

Examples:

- **Singular:** *Hulk* is becoming stronger.
- **Plural:** Two Marvel *characters* are working together.

In an instance where the subject is made up of **two or more nouns or pronouns** connected by *and*, use a plural verb.

Example:

- *Black Widow and Spiderman* are legendary movies.

If there is *one subject and more than one verb*, the verbs in the sentence have to *agree* with the subject.

Example:

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- Reading Marvel comics is a way to introduce an audience to its backstory and allow individuals to understand the movies better.

Clause vs. Phrase

In order to construct a correct, comprehensible sentence, one should familiarize themselves with the definitions of clauses and phrases. By knowing them, the writer can punctuate correctly and avoid fragments.

A **clause** is defined as a group of words that contain both a subject and a predicate.

Example:

- Spider-Man became strong.

A **phrase** is a part of a clause and does not contain a subject or a predicate.

Example:

- Was running.

How to Identify a Clause vs. a Phrase

1. Add “Is it true that” before the phrase or clause.
2. If the question does not make sense, it is a fragment, therefore a phrase.
3. If the question does make sense, it is a complete sentence, therefore a clause.

Example:

- *Is it true that* you like Black Widow?
- *Is it true that* you Black Widow? (Laney College “Phrase vs. Clause”).

Sentence Fragments & Run-ons

Sentence fragments do not contain a main verb or subject. Sometimes they don’t have either.

Example:

- Fragment: Feeling defeated.
- Revision: *Spiderman* is feeling defeated.

Run-on sentences contain two independent clauses that are connected in one sentence without any use of punctuation.

Example:

- Tonight I am going to see the new Marvel movie in theaters I am so excited.

The complete sentences are:

- Tonight I am going to see the new Marvel movie in theaters.
- I am so excited.

The revised sentence would be written: Tonight I am going to see the new Marvel movie in theaters. I am so excited (Walden University “Grammar: Run-On Sentences”).

PARALLELISM

Parallelism is defined as the repetition of certain grammatical elements in order to create balance. It can occur at the *word*, *phrase*, or *clause* level and they can be joined by using **conjunctions** such as “*and*” or “*or*”, (Purdue “Parallel Structure”).

Examples:

- -ing form (gerunds)
 - That Marvel fan loves *reading*, *watching* Marvel movies, and *playing* video games.
- Infinitive phrase
 - The fan likes *to read*, *to watch* Marvel movies, and *to play* video games.
OR
 - The fan likes *to read*, *watch* Marvel movies, and *play* video games.

GERUNDS, PARTICIPLES, AND INFINITIVES

A **gerund** is a grammar term that describes a verb that acts like a noun.

Example:

- *Playing* is entertaining.

A **participle** is an adjective made from a verb.

Example:

- The woman saved by Spider-Man is doing fine.

An **infinitive** is defined by having the word “*to*” plus a verb. It can express an action or state of being.

Example:

- He bought action figures *to give* to his brother.

MODIFIERS

Modifiers are *words*, *phrases*, or *clauses* that provide a *description* of the *other word* in the same sentence.

Example:

- *Excited* about the new Marvel movie coming out, the boy bought a ticket.

Modifiers can also be identified as adjectives (a word that modifies a noun) and adverbs (a word that modifies a verb).

Example:

- The boy *excitedly* ran inside the theater.

The adverb “excitedly” modifies the word “ran”.

ABBREVIATIONS

An **abbreviation** is a shortened version of a group of words or a phrase. The main purpose of an abbreviation is to simplify long names, titles, or other phrases in a way that is quick to either say or write while remaining understood by the audience.

It's important to recognize in which settings abbreviations are encouraged, and in which they should be avoided. In improper settings, the use of abbreviations can come across as too informal, can be misunderstood or misinterpreted, and lack of clarity can distract from the document being written. However, when used in the proper setting and with an audience that understands the abbreviations being used in the text, this shortening of words can help aid in readability and concision of a document.

ACRONYMS VS. INITIALISMS

The two main categories of abbreviations are acronyms and initialisms. While both acronyms and initialisms shorten names, phrases, and other words, they differ in how they are pronounced.

Acronyms

An acronym is a shortening of multiple words that pronounces them as a new singular word (“Abbreviations”).

Example:

- The organization in the Marvel Cinematic Universe for the “Strategic Homeland Intervention, Enforcement and Logistics Division,” is known by its acronym, S.H.I.E.L.D. We pronounce this abbreviation as if it were the word “shield,” rather than stating each individual letter of the abbreviation. Therefore, S.H.I.E.L.D. is an acronym.

Other Examples of Acronyms

Table 2: Other Acronyms

Original Name	Abbreviation	Pronunciation
National Aeronautics and Space Administration	NASA	(na-suh)
Radio Detection and Ranging	RADAR	(ray-dar)
Acquired Immunodeficiency Syndrome	AIDS	(aydz)
You Only Live Once	YOLO	(yo-low)

Initialisms

Initialisms condense phrases and words into letters, but unlike acronyms, initialisms are not pronounced as a new word, but rather by each individual letter (“Abbreviations”).

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For example, the Marvel Cinematic Universe is abbreviated as “MCU,” with each of the letters pronounced as individual syllables to create the phonetic pronunciation of “em-see-you.”

Other Examples of Initialisms

Table 3: Other Initialisms

Original Name	Abbreviation	Pronunciation
Digital Versatile Disc	DVD	(Dee-vee-dee)
National Football League	NFL	(en-eff-ell)
Intelligence Quotient	IQ	(eye-cue)
Laugh Out Loud	LOL	(ell-oh-ell)

RULES OF ABBREVIATIONS

When to Use an Abbreviation

As previously established, abbreviations are a great way to shorten a long group of words into a shorter phrase or name. However, there are times where abbreviating isn’t ideal and can even be seen as too informal by the intended audience. In formal documents such as papers, memos, research reports, and other texts where a large group of people will need to read the document, use as few abbreviations as possible. When deciding to use an abbreviation ask yourself the following questions:

1. Will every reader in my intended audience understand this abbreviation?

For example, “USA” is an acceptable and well-known abbreviation that’s okay to use in almost every case of written communication. Likewise, a written document intended for use within the UCF community may state, “UCF” rather than “The University of Central Florida” since, “UCF” is an abbreviation the audience will all understand. But if UCF is mentioned in an article that students at The Ohio State University (OSU) will read, then UCF’s full name should be explicitly stated, then introduced as an abbreviation to help with clarity for the OSU audience.

2. Is slang appropriate for what I’m writing?
 - a. For example, initialisms like “LOL” and “BTW” may be suitable in informal texts amongst friends, but aren’t appropriate for a term paper or email to a superior.

Formal and Informal Abbreviations

Even though some abbreviations are widely known, they may still not be okay to use in a formal setting. The initialism of “LOL” is a great example of this. Even though a good majority of people will understand the meaning if it’s used in a paper, it doesn’t mean that it should be used. Using slang in a formal document can create a tone of informality that may come across as unprofessional and inappropriate. When in doubt, spell out the abbreviation.

Introduction of Abbreviations in a Written Document with Parentheses

If there’s a chance that an abbreviation won’t be understood by the intended audience that is to read the document, then always write out the full name or phrase first. After doing so,

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immediately introduce the abbreviated form that you are to use throughout the rest of the document by stating it directly after the full name in parentheses. Afterwards, the acronym can be used in place of the full name or phrase.

Example:

- Disney plans on releasing a new movie from the Marvel Cinematic Universe (MCU) this spring. In the past, Disney's MCU movies have been box office hits.

When to Use Periods or Commas

When abbreviating, do not use a period to separate letters in an acronym or initialism unless it is a proper noun, or used as an adjective.

Example:

- *J.K.* Rowling, *J.R.R.* Tolkien
- *U.S.* Army

To see more specific rules on when to use periods or commas in abbreviations, visit:

https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/apa_abbreviations.html

COMMON ABBREVIATIONS TO KNOW

Included below are examples of common formal abbreviations acceptable to use in written text. For more examples and information on wide spread abbreviations for each subcategory, visit the attached hyperlinks.

Table 4: States and Capitals

Name	Abbreviation
United States of America	USA
Florida	FL
Georgia	GA
Hawaii	HI

To see all of the correct abbreviations for each state, visit:

<https://statesymbolsusa.org/symbol-official-item/national-us/state-capital/state-capitals-and-websites>

Table 5: Addresses

Address	Abbreviation
Avenue	Ave.
Boulevard	Blvd.
Street	St.
Apartment	Apt.
North	N.
East	E.
South	S.
West	W.
North East	NE.

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Table 6: Titles

Title	Abbreviation
Mister	Mr.
Mistress (Missus)	Mrs.
Senior	Sr.
Junior	Jr.
Doctor	Dr.

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Table 7: Academic Degrees

Degree	Abbreviation
Bachelor of Science	B.A.S.
Bachelor of Business	B.A.B.
Masters	M.A.
Masters in Fine Arts	M.F.A..
Doctor of Philosophy	Ph.D.
Doctor of Medicine	M.D.

Table 8: Units of Measurement & Time

Unit	Abbreviation
Milligrams	mg
Gallon	g
Miles	mi
Inches	in
Feet	ft
Kilometers	km

Note: only abbreviate units of measurements if they are accompanied by numerical values (e.g., 22 mg, 50 mi, 8 km).

Visit <https://abbreviations.yourdictionary.com/articles/rules-for-abbreviations.html> to view correct abbreviations for months, dates, and other relevant categories.

LATIN ABBREVIATIONS

- *Et cetera (etc.):* Meaning, “and so forth,” is used to indicate that there are more items of the same group that was previously mentioned, but won’t be listed for the sake of brevity. Here’s an example of when to use etc.:
 - Thor’s signature look consists of a cloak, a hammer, *etc.*
- *Id est (i.e.):* Meaning, “that is,” i.e. is used to specify a detail that was already mentioned previously (“How to Use”). Here’s an example of when to use i.e.:
 - The city, *i.e.*, New York City, was destroyed in the battle.
- *Exempli gratia (e.g.):* Meaning, “for example,” e.g. is used to introduce examples of something that wasn’t stated in the sentence (“How to Use”). Here’s an example of when to use e.g.:
 - Several superheroes disappeared when Thanos snapped his fingers (*e.g.*, Spiderman, Scarlet Witch, Groot).

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DIversity & Rhetoric

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CHAPTER 2: RHETORIC AND DIVERSITY

RHETORIC

Rhetoric is a form of art and communication that persuades its audience through speaking and writing. It includes figures of speech and other techniques to elaborate on what you are stating. Plato defined rhetoric as the "art of enhancing the soul." In ancient Athens and Rome, rhetoric was more focused on decision-making, disputes, and public speaking events. Today, the definition of rhetoric is broad and has many assumptions; those assumptions being that rhetoric lacks communication and resolution from different parties. Many can not say anything without someone not wanting to understand due to misunderstandings or lack of acknowledgment.

UCF has many rhetorical situations: classroom debates, opinions in group conversations, or individuals expressing themselves through art or communication. Rhetoric is used in different ways than in the past. However, it still serves the same purpose; to effectively communicate ideas.

ANCIENT RHETORIC

The Greek philosopher Aristotle developed the first theory of rhetoric during the 4th century B.C. Aristotle was an individual who studied under another great philosopher known as Plato, who had drafted an outline of rhetoric but did not pursue it. Aristotle would create a new idea about rhetoric from that outline and apply his knowledge to it. He defined rhetoric as, "power of finding the available arguments studied to a given situation" (Crowley and Hawhee 1). Aristotle focused on the oration of rhetoric which separates persuasive speech into three types; forensic rhetoric focuses on facts and judgments, epideictic rhetoric looks at the present situation, and deliberative rhetoric looks into the future.

Ancient rhetoric would not become popular until around the 5th century B.C. due to public performances being considered the highest art and proof of proper education. Ancient rhetoricians and philosophers used public executions to teach and settle any issues within the community. This showed citizens and students that public speaking resolved disputes and determined decision-making, especially when they were heavier topics, "best course of action when they disagreed about important political, religious, or social issues" (Crowley and Hawhee 1). Yet ancient rhetoric was divided into classes; most wealthy or well-off people attended these performances. Those from the lower class did not participate due to the lack of knowledge on the topics performed.

Those who taught rhetoric viewed the term through different lenses of understanding than those who watched. They knew that lack of communication between human beings was typical and that there would be issues sometimes trying to persuade other individuals on differences. Everyone had different opinions, and selecting one final decision led to self-doubt and pressured conflict. The public performances helped many compose proper, educated questions and answers. Rhetoric allowed them to understand their community's differences and judge to choose an appropriate response to the differences.

Ancient rhetoric and democracy were integrated closely by effectively engaging the community. One of Athens's most recognizable powder kegs of early democracy sprouted from

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rhetoricians such as Quintilian, Plato, and Aristotle. Quintilian, one of the most influential Roman rhetoricians, wrote "*Institutio Oratoria*," or "*The Training of an Orator*," which surged so much in popularity that the textbook still circulates amongst law courses and courts. This textbook laid the foundation for systemic education lessons. Traces of "*Institutio Oratoria*" can be seen in the Department of Writing and Rhetoric course curriculum to the Political Sciences and Pre-Law programs offered at the University of Central Florida.

MODERN RHETORIC

Due to changing times, the modern approach to rhetoric is very different from ancient definitions; it focuses more on messages, images, posts, and other modes of contemporary communication. The ways in which Modern rhetoric is used has shifted to a negative connotation and is sometimes frowned upon due to violent arguments that may arise from its misuse. Though modern practices stem from traditional teachings, contemporary rhetoric leaves out the participants' ability to reach an effective resolution which is causing a division to grow in society. People can no longer settle arguments and issues quickly because they do not have the conscience that everyone thinks differently.

American literary theorist Kenneth Burke, known for this new rhetoric called "modern rhetoric," strays away from rhetoric as traditionally defined. He approached rhetoric through "motives," and in his novel, *A rhetoric of motives*, he describes modern rhetoric as "rooted in an essential function of language itself, a function that is wholly realistic and born anew; use of language as a symbolic means of including cooperation in beings that by nature respond to symbols" (Burke 43). His motives of rhetoric were signifying a shift from Aristotle, who is considered the father of rhetoric. Despite some criticism of the changing definition of rhetoric, Burke's definition seemed unstable and demeaned Aristotle's traditionalized definition of rhetoric. Modern rhetoric focuses on new times. Even if contemporary and old rhetoric is different, they still come from the same line of thought. There have only been a few changes in their focuses.

As mentioned before, rhetoric presents many forms of communication, messages or posts. It can deliver a point through a new song designed to move its audience and connect them with the lyrics or instruments. Many topics today like politics, identities, struggles, globalization, and personal issues show the spotlight of rhetoric. They are shaping the experiences we are living and the world that we see today. Modern rhetoric focus on the audience's interpretations through writing, speech, digital platforms, films, and commercials. These strategies are to fit the demands of society.

APPLYING RHETORIC TO THE COMMUNITY

Persuasion is a critical part of communication that exists. It plays a significant role in conveying purpose, and it has practical use in academic communities. At the University of Central Florida, understanding and applying these modes of persuasion will allow community members to strengthen their writing and speech skills. The chapter will focus on representing rhetoric and the art of persuasion by getting every detail necessary for community members to be successful in their respected departments at the university.

Usage

How it works

Detailed below is the functionality of usage. **Usage**, as defined by Merriam-Webster, is a firmly established and generally accepted practice or procedure. Usage has many applications under rhetoric. To understand how rhetoric works, the audience, purpose, tone, and message must be understood first. By applying the following process to rhetorical writings, an audience can be persuaded to accept or reject a certain point of discussion. When a discussion is embraced within the UCF community, people will feel their voices are heard, and difficult topics of conversation will be encouraged. As a university that embraces diversity and choice, understanding rhetoric is essential in voicing opinions on these topics.

Audience

To convince an audience, one must first identify the audience. A **target audience** is “a particular group at which a film, book, advertising campaign, etc., is aimed.” By defining a target audience, rhetoric can be tailored to a specific group. By knowing who is being persuaded, it is easy to arrange the language in a clear method for everyone to understand. It also allows points to be developed to best fit the narrative. Laura Lake, a marketing professional and author of “Consumer Behavior for Dummies” writes, “The more specific you can identify your target audience’s demographic, the more effective you can advertise to them” (Lake). Any document of writing within the realm of rhetoric for the UCF community should identify a target audience. This allows the writing to come across with an intended purpose for the intended group of people. For example, a professor is writing a persuasive essay on why diversity in Greek life at UCF is important. Her target audience would be young people between 18 and 25 years old enrolled as students at UCF interested in Greek life. For the professor’s message to come across to her target audience, she will need to appeal to their interests. She may need to include pop culture references or real experiences on the impact of diversity within the UCF community. She may use sources from organizations at UCF, such as the Office of Diversity and Inclusion. The professor uses language familiar with the UCF community, which in turn allows her to appeal to her target audience. By appealing to her target audience, the professor is able to draw their attention and convince them with her rhetoric. However, members of the UCF community should be wary of hyper fixating on appealing to their target audience. This can exclude other groups of people potentially interested in the information. Lake comments that the writer “may become too narrow-focused on the defined target audience that they overlook or disregard other potential consumers” (Lake). Lake goes on to suggest continuously reevaluating a target audience in order to prevent excluding other consumers. For example, the professor writing the essay on diversity in Greek life should not forget to include suggestions for those with a potential interest in Greek life as well as how her research reflects on the entire UCF community. Addressing people outside of the target audience is accepted as long as the primary focus on the document addresses the target audience.

Purpose

Defining the **purpose** of the document is the second step in creating an organized, efficient work of rhetoric. What is the intention of the writing and why is it significant? The audience needs these questions addressed just as much as the writer. Not only does the writer need a purpose, but the audience as well. The audience must have reason for pursuing rhetorical information. The writer may be attempting to “instruct, persuade, inform, entertain, educate, startle, excite, sadden,

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enlighten, punish, [or] console” (Purdue Writing Lab). What the writer wants to communicate depends on the purpose of the document. As for the audience, they may want to be “instructed, persuaded, informed, entertained, educated, startled, excited, saddened, enlightened, punished, [or] consoled” (Purdue Writing Lab). Everyone has a purpose in understanding rhetoric. For example, the professor writing the paper on diversity in Greek life aims to enlighten the audience and persuade them of diversity’s significance. The audience may not understand the perspective of the professor, want more information about the topic, or disagree with the topic and look for information that counters their own perspective. Whatever the case may be, all these people play a role in the purpose of the document.

Tone

Tone is a significant factor in a writer’s credibility and how the audience will perceive their work. There are many ways to deliver tone. According to Wheaton College, tone “may be objective or subjective, logical or emotional, intimate or distant, serious or humorous. It can consist mostly of long, intricate sentences, of short, simple ones, or of something in between” (Wheaton College). The voice behind a work of rhetoric is a key factor in how the audience will react to it. Aggressive or hostile language is most likely to be rejected by the target audience. No one wants to feel attacked for their opinions or forced to believe what someone else tells them, at least not explicitly. An informal tone in a work full of slang terminology may discredit the writer; The audience will not take the rhetoric seriously or feel inclined to disagree. Language full of jargon and intricate sentences may confuse the audience. They would feel less inclined to understand and appreciate the writer’s perspective if they cannot understand their message. The best way to persuade an audience is using “some freedom of self-expression while adapting to the audience... writing should change to suit the occasion” (Wheaton College). By identifying the target audience, the writer can tailor their tone to fit the needs of the audience. For example, the professor writing the diversity paper would use a formal tone of voice for her professional writing. She may alter her tone to provide examples that are relevant to her target audience: college students. Her examples would be those that are relatable to younger generations. While her tone would be primarily professional, it would also hint at a warm and welcoming voice. By establishing trust between the writer and the audience, the message is likely to be perceived well. In order to establish trust, the writer must tailor their tone to their audience. By sounding hospitable and professional to students, the professor establishes her credibility as the writer of the paper.

Message and Credibility

Simply stating ones message through rhetoric in a writing is not enough to win over the audience. The writer must build a relationship with their audience first. To build a relationship, the writer must establish their **credibility**. A writer may attempt to find common ground or relatable material to share with their audience. When writing a paper about diversity, a writer may ask a rhetorical question such as “Have you ever felt discriminated against?” and “How did this make you feel?” These questions bridge the gap between reader and writer. The writer may follow up on these questions with a personal story or narrative that closely follows the theme of the entire paper. It immediately kickstarts the relationship needed in order for credibility to follow through. Michael Blankenship, a writer for a Chief Marketing Officer, says, “one of the best ways... is by showing readers you understand exactly what they’re going through. Make them feel like you’re reading their mind and repeating their thoughts back to them” (Blankenship). To achieve this, a writer may begin their writing with a funny story or a hook to lure the reader in. A writer may consult other people to advise their writings with what they think. Blankenship’s strategy of “mindreading” may pose a

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difficult challenge at first. A writer may ask, “What is my audience really thinking?” Some people could see through these attempts to gain the reader’s trust and turn a blind eye to the opinions of the writer. Words must be carefully crafted in order to achieve credibility among the audience. Once the writer is trusted, they are able to efficiently and cohesively deliver their message.

Types of Rhetoric

Rhetoric comes in all shapes and sizes. The tactics of persuasion are not limited to how they work, but how they link with elements such as style, diction, tone, and the use of rhetorical questions. The style of the paper the writer intends to write dictates the type of rhetoric to be used. The diction relies heavily on the style. Is it an academic essay or an informal blog? When writing to the UCF community, ensure the diction includes inclusive language and the appropriate tone. Tone is important, but also is dependent on the style of writing. The writer should not come across as too aggressive or pushy in their persuasion. If the writing is an academic essay, the tone should be formal, without slang, and should not use any contractions. However, slang and contractions may be acceptable in a blog post. Rhetorical questions are important in engaging the audience into the perspective of the writing. They provide thought-provoking intel that keeps the audience invested in the writer’s narrative.

Style

The **style** of the document dictates how the other types of rhetoric follow. Generally, styles are formal or informal. However, they can become more specified. Under formal styles, there may be academic essays, resumes, and cover letters. Each of these has a specific way they are written with guidelines to be followed. In formal rhetoric writing, facts and stated and equally supported. It is less emotional and has a serious tone. For more information about a formal style, continue reading. Examples of informal writing may include blogs and spoken dialogues between people. In informal writing, the writer is more likely to use emotional language and expressive vocabulary. For more information about informal writing, continue reading. Style informs all other aspects of rhetoric. The style chosen closely correlates to the diction and tone utilized in the writing.

Diction

As defined by Merriam-Webster, **diction** is “the way in which words are used in speech or writing” (Merriam-Webster). Words can be bold, entice the reader, invoke fear, or ruminate around scandalous language. The options of diction are essentially limitless but ironically constrained by the style of writing the writer is attempting to achieve. In an academic paper, a writer may avoid contractions and use lengthy phrases or sentences. In this formal style of writing, employing sophisticated writing establishes credibility with the reader and allows the message of the rhetoric to come across. In a blog post, a reader may find slang terminology and clipped phrases as a way to find common ground with the reader. The sentences may include more rhetorical questions and openly state its intentions as a persuasive piece of writing. In a piece of informal writing, the words are much more conversational than that of a formal writing piece. Ideas and information may be bounced around quickly in order to get to the point quickly. However, what about the middle ground? It is called middle diction. It isn’t “especially formal or informal, and it can be used in a variety of settings to reach a broad audience. Essays and newspaper articles are examples of language that might use middle diction” (Purdue Online Writing Lab). Middle diction may only be

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appropriate for a few scenarios, but it is essential to understand in case the situation arises in which it is necessary to use. For example, UCF department websites should utilize formal diction for general and contact information, but either informal or middle diction in blog posts, updates, and meeting flyers/infographics. The general information should voice a serious tone and formal arrangement with proper terminology and no slang. The UCF community will take note of this formal diction and recognize the legitimacy of this webpage. Blog posts tend to loosen up and be more friendly to the audience. They may create statements about upcoming events within the department or sponsorship of clubs. Informal diction can be used here to welcome the reader, potentially a member of the UCF community, instead of dissuading them from the webpage.

RHETORICAL QUESTIONS

Why are you reading this style manual? This is an example of a **rhetorical question**, or “a question asked in order to create a dramatic effect or make a point rather than to get an answer” (Oxford Languages). “Rhetorical questions are used to engage the audience in critical thought. They can begin a section of writing with a “hook” or call ideas into question throughout a document. Their main function is to provoke the audience into further thought about the writer’s perspective, why it is significant, and why the audience should agree with the writer. For example, the professor writing the diversity essay might use a rhetorical question in her essay, such as “Is diversity really necessary in UCF’s Greek life?” She will then examine evidence to persuade the audience to adopt her viewpoint. Rhetorical questions may also not be so direct. They can be used subtly to nudge the audience in the direction the writer intends. They can lead off in other directions or stay on track.

EFFECTS

Rhetorical questions can benefit the writer’s document when used correctly. They can provide varying sentence structure and different ideas to the audience. Overall, their effect is the enhancement of persuasion.

ANECDOTES

An **anecdote** is “a usually short narrative of an interesting, amusing, or biographical incident” (Merriam-Webster). Anecdotes are generally more acceptable when using informal and middle diction because they are less serious and more “whimsical” by nature. They allow the reader to imagine a situation or find common ground with the writer. For instance, when the reader relates to a humorous story from the writer, rhetoric is in effect. Authors may find that once the audience can relate to the writer, the reader is more open and willing to accept their opinion. Duarte Design says that “Focusing on commonalities bolsters credibility, so spend time uncovering similarities” (Duarte Design). For example, the professor writing the diversity essay may use an anecdote of a personal experience as an example that helps the reader understand the material. She may have personal experience on account of her race, sexual preference, religion, or any other matter relating to diversity. The story may be uplifting, motivational, or even depressing. Rhetorical questions can change the meaning behind any piece of writing. For example, “The absence or presence of a rhetorical question in some of the most famous lines in literature would change the impact altogether” (Literary Devices). They provoke the reader to contemplate ideas never thought about before. They can relate to readers on a personal level. Their primary goal, however, is to establish credibility with the writer. Persuasion’s effects are the most powerful when the reader feels united with the writer. The reader often feels like the writer is reading their mind because their ideas are so

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in sync. Rhetorical questions are named after rhetoric because of their significance in rhetorical writings.

LANGUAGE

Repetition is a very well-known literary device that utilizes the same phrase or word in order to emphasize an element of the argument and/or gain the audience's attention. For example, rappers often use repetition to invoke a rhythm or catchiness, while, alternatively, politicians frequently use repetition to enamor their point to their audience. Martin Luther King Jr.'s '*I Have a Dream,*' speech is one of the most famous uses of repetition in the English language.

PARALLELISM

Parallelism, like repetition, involves a harmonious tone between the grammatical elements of the phrase. The repetition of a particular rhythm, rhyme, meter, or structure can indicate that parallelism is being used. Parallelism can be used in two ways; through grammatical structure or a literary devices. When it comes to parallelism as a grammatical element, using it effectively allows for a more concurrent flowing argument and sentence. As a literary device, parallelism is closely related to anaphora, where a word or several words are repeated at the beginning of a sentence. For example, the phrase on UCFs Italian and Cheer homepages, "*Veni, vidi, vici,*" translates to "I came, I saw, I conquered," and it exemplifies parallelism as a literary device as it effectively creates harmony in the phrase and something memorable for the audience to grasp onto.

PERSUASION

DEFINING PERSUASION

Rhetoric is known for the persuasion of its audience. According to Merriam-webster, it is "the act of processing or an instance of persuading" and "the condition of being persuaded." In literature, writers use the technique to show ideas through logic to influence their audience. According to Aristotle, persuasion is the compromise of three appeals: logos, pathos, ethos and kairos. Understanding these modes of persuasion is good to understand which one applies best to a specific issue that individuals may encounter.

RHETORICAL APPEALS

Logos

Definition:

Logos is a persuasive rhetorical appeal aimed at the audience's sense of rationale and logic. Many philosophers have versed themselves in Logos, being that it is one of rhetorics most useful tools. In 350 B.C., Aristotle defined Logos as "*reasoned discourse*," when referring to persuasive public speaking, Aristotle believed Logos to be the most effective form of rhetorical appeal as opposed to Ethos and Pathos because one's entire argument is built and dependent on their logical appeal/thesis.

Examples:

Political Essays often include evidence to better push their agendas and arguments to other members. For example, a member of city council may approach the group with a speech petitioning the installment of a stoplight at a particularly dangerous intersection and may use accident reports as evidence. These accident reports work to prove the Logos appeal in the argument.

- **Plays, Novels, and Poems** often contain elements of the "logical appeal" from classic Shakespearean works, to *To Kill a Mockingbird* by Harper Lee. Many of Shakespeare's plays and poems contained characters using logos to justify and earn reciprocation for their love. Whenever an individual argues using evidence or logic they are utilizing the Logos appeal.
- **Newspapers** regularly use the Logos appeal to not only convey life's events, but to persuade audiences that their story is the one to listen to. For example, a reporter or columnist may write a story pertaining to the positive affects of soup kitchens in over populated cities and arguing to build more in other areas. The reporter may include soup kitchen attendance statistics in different areas to justify their effectiveness in the homeless community.
- **Advertisements** are the first example many may think of when discussing logical appeals. Companies are consistently trying to persuade audiences to buy their products by providing reasons, or *evidence*, as to why their product is better than their competitors. For example, if one company declares and proves its sponge lasts three times longer than the leading competitors, they are using the Logos appeal in their evidence.

PATHOS

Definition:

Pathos is the argumentative rhetorical appeal aimed at audiences' emotions. As opposed to the Ethos and Logos appeals, philosopher Plato warned against relying too heavily on the emotion of the Pathos appeal in arguments. Plato believed that the emotional appeal could be misapplied and could potentially be used to manipulate audiences into leaning a particular way regardless of substantiated facts. However, the pathos appeal is *very* useful when attempting to balance essays that may be over-relying on hard facts that may make an essay dry.

Examples:

- **Court Speeches** such as a lawyer's opening remarks, heavily rely on catering towards the jurors' emotions to invoke empathy. For example, a prosecutor may use metaphors and colorful language to paint a picture of a gruesome murder to a jury to ensure they find the defendant guilty.
- **Politics** often also rely heavily on pathos to further their agendas or push policies their party may be trying to implement. For example, a politician may approach the senate and describe the struggle of a hardworking single mother whose life would genuinely be improved by raising the minimum wage in order to implement a widespread change.
- **Opinion Pieces** are other miscellaneous essays that may be aimed at an audience's emotions to persuade them to lean a certain way on an issue. Anyone can write an opinion piece, but a good opinion piece is compelling enough to move an audience towards a particular outlook on an issue such as immigration. One opinion piece may depict the journey of an immigrant mother trying to get back in touch with her long lost child in an attempt to persuade the masses on a more lenient immigration policy. While alternatively, another author may concentrate on the plight of the lower-middle class American who struggles to feed their family due to the labor crisis. Both instances revolve around tugging on the heartstrings of the audience, but in order to use pathos effectively, the emotions must be backed up by evidence.

ETHOS

Definition:

The Ethos rhetorical appeal is aimed at audiences' credibility, morality, and ethics. Whenever an author states their credibility prior to discussing an argument, they are giving the audience a reason to trust their opinion and what they are about to read. As stated by Aristotle, three elements make up a successful ethos appeal; Phronesis, Arete, and Eunoia. *Phronesis* is the knowledge the author has pertaining to the subject that helps the audience connect with and trust what they are about to say. *Arete* is the morality heavy element of the ethos appeal. This element allows for the audience to see the morality behind the author's course of action throughout their text. *Eunoia* is

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the actual credibility that is built between the author and the audience throughout the background and argument.

Examples:

- **Memoirs** often contain anecdotes that demonstrate the author's credibility and moral values that brought them to where they are. For example, a memoir by Michael Phelps may illustrate his trials and tribulations while on his path to being one of the most well-known gold medal Olympians in American history. By showing how he got to where he is, audiences can sympathize and root for the subject of the memoir.
- **Advertisements** often use professionals to endorse their products in order to further entice audiences to believe their product will work for them. For example, many toothpaste commercials and advertisements may contain remarks such as, "four out of five dentists agree, Toy Stark's new toothpaste is the best for your tooth enamel." In this statement, toothpaste companies are guaranteeing the consumer that this product has been deemed credible by professionals in the dental field, therefore earning the trust of their audiences.
- **Investigative Journalism** can heavily rely on ethos when what they are doing, they believe and can prove, it is for the public good. Being that is for the public good, the authors credibility and morality are strengthened with the audience because *they* are telling them what is *really* going on. For example, a journalist may write an investigative piece regarding the factually backed corruption of a city council member.

KAIROS

Definition:

Kairos is a sophic rhetorical appeal that pertains to the timing and pace of an argument. By waiting for the opportune moment, the author is able to most effectively communicate their argument to an audience. Though philosophers such as Plato and Aristotle had ideas that varied from sophic theories, these Greek orators stress the importance of a good handle on Kairos. The thought process behind Kairos is that by predicting your audience's reaction to your argument, one can better choose the precise sister appeal to use in their argument. For example, if the author heavily uses logos, they must know the most opportune moment to shift to ethos so that their argument gets across smoothly and more effectively. Kairos is used in every argument, whether the author knows or uses it well. The way an orator paces their argument is crucial to its execution and works in conjunction with the other rhetorical appeals to create a sound argument.

WRITING AND RHETORIC DEPARTMENT AT UCF

As a department, the Writing and Rhetoric Team provides leadership on all writing-related issues. Students who pursue a degree in rhetoric partake in intensive communication courses and are guaranteed a set of persuasive skills in civic, educational, and professional contexts.

Students are encouraged to attend the University Writing Center on campus where respect, compassion, diversity, adaptability, collaboration, and learning provide students with effective peer counseling and promote an interactive learning environment. The UCF Writing Center prides itself in steadily producing rhetoricians ready for professional environments.

FEATURED DEPARTMENT PUBLICATIONS:

- **Milu, E.** (2021) “Raciolinguistic Experiences in the Writing Classroom: An Argument for a Transnational Black Language Pedagogy.” *College English*, 83 (6), 415-441.
- **Roozen, Kevin.** “Relocating Literate Development across Lifespans and throughout Lifeworlds: Mapping the Sociohistoric Pathways of an Engineer-in-the-Making.” *The Expanding Universe of Writing Studies: Higher Education Writing Research*, edited by Christiane Donahue, Kelly Blewett, and Cynthai Monroe. Peter Lang, 2021, pp. 367-382. *Universe of Writing Studies: Higher Education Writing Research*, edited by Christiane Donahue, Kelly Blewett, and Cynthai Monroe. Peter Lang, 2021, pp. 367-38

DIVERSITY

The University of Central Florida adamantly makes its position known that above all else, we are an equal opportunity, inclusive community. In 2017, UCF President Hitt voiced his absolute heartache over the atrocities that have occurred over what differentiates us. He makes the point that college campuses are targeted in such schemes because we so vigorously uphold free speech. Violence, however, is never the answer, and people can truly learn so much more about other people by accepting and appreciating their cultures with open minds. In addition, in February of 2019, the United States Department of Education named UCF a “Hispanic Serving Institution.” Over a quarter of UCF’s population (27.5%) is of Hispanic heritage, allowing our university to compete for more federal funding to serve our unique and diverse populace better. By representing such a large and diverse group of students, faculty, and staff, UCF qualifies for more governmental programs to provide for low-income students and create more accessible resources. In addition, the University of Central Florida was recognized for its’ Higher Education Excellence in Diversity by earning the H.E.E.D Award in 2020. Only ninety schools in the United States have earned the H.E.E.D award, welcoming UCF into the most prestigious inclusive ranking of universities in this country. The University of Central Florida is among the most prestigious in the country when it comes to inclusivity on its’ campuses, and we continue to uphold the values that put us ahead of other universities. UCF swears to uphold its’ outstanding commitment to inclusivity, creating a culturally diverse learning environment. In our community, it is known that the characteristics that make us all different also have the power to bring us together.

DEFINITION

Attending the University of Central Florida, with over sixty-six thousand students and twelve thousand faculty and staff, our school is a petri dish of diverse individuals. **Diversity** can be defined here by the Global Diversity Practice as, “any dimension that can be used to differentiate groups and people from another.”

For example, religion, ethnicity, age, gender, sexuality, and disabilities are a few ‘dimensions’ that vary from person to person. Diversity amongst individuals in the human race is natural yet has caused immense turmoil in the lives of those affected by them. In terms of education, diversity is incredibly important when building the foundations that students will use for the rest of their lives and their future careers. It is important to understand how diversity in the student body affects everyone so that their experience can be as influential and easily accessible as possible.

USABILITY, ACCESSIBILITY, AND UNIVERSAL DESIGN

Information in the following paragraph is accredited to College Factual. For more information, visit <https://www.collegefactual.com/colleges/university-of-central-florida/student-life/diversity/>.

The combination of usability, accessibility, and Universal Design informs many aspects of diverse writing. When your intention is to write to a diverse audience, you must take into account their needs. The UCF community is one of the most diverse college communities. The average racial, gender, location, and age diversities all rank higher than the national average. (College Factual). However, appealing to a diverse audience is a unique challenge. The task of writing material for everyone may prove difficult. Needs may range to visual, auditory, and more. Within diversity, there is the need to write inclusively. By keeping the elements of usability, accessibility, and Universal Design in mind, writing for a diverse audience will prove to be a less daunting task than previously anticipated. In turn, the UCF community will thank the time the writer puts into ensuring the material is relevant to everyone.

Usability

Usability refers to the navigability of a particular document. Creating an easily navigable document allows the audience to find the information they need and read it clearly and efficiently. Usability is important when writing for a diverse audience because users that cannot access the information they need may feel rejected by the website’s formatting or find it too difficult to be worth their while. Ethical access to information for everyone should be a priority, and thus ensuring everyone can use a document is vital. This may include the need for a table of contents, the efficiency of the layout, and the particulars of font size and coloring.

In formal documentation, black text on a white background is the most usable to a variety of people. This is because black text on a white background “provides maximal value contrast and, therefore, optimal readability for body text” (UXmatters). Contrast allows the text to stand out and therefore increases the usability of a writing. For a bold effect in situational documentation, white text on a black background provides an equally acceptable amount of contrast.

The layout of a document is essential to its organization depending on the type of writing the writer intends to create and the style of documentation. At UCF, some type of header is usually included at the beginning of an essay or writing article to identify the writer. Identifying the writer allows the user to efficiently understand who is writing and why the information they provide is significant. A title is also generally included in an article of writing. A title allows the reader to

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quickly understand the content of the writing and know if they need the information or not. However, not all types of writing found online may include a name and title. These websites are difficult to cite and confusing to understand the anonymous writer's intent. By including a name and title, the audience can sort through the document's information efficiently.

Layout is also dictated by the style of documentation or citation format. Some examples of styles of documentation are MLA, APA, and Chicago. In an MLA essay, a header including the name of the writer, the date, the course, and the professor's name is standard. Additionally, page numbers including the writer's last name are also included. Typically, professors at UCF will specify which citation style they prefer their students to write in. More information about the proper citation style can be found in the "Research and Documentation" chapter of this manual.

A table of contents makes the usability of a document exceptional. Navigation to the necessary information allows a user to feel like their time spent working through the document is worthwhile. However, not all styles of writing need a table of contents. This manual, large and dense with information, requires a table of contents so the audience does not get overwhelmed by the process of accessing information. A short essay of a few pages is generally meant to be read fluidly and in one go. A table of contents would not be necessary for this type of writing.

Accessibility

In modern times, writing has many ways to be accessed. There are physical books and papers, but also digital interpretations. These may include but are not limited to, PDFs, Word documents, and Google documents. When writing for a diverse audience, the writer must consider how the information will be **accessible** to everyone. Not only is an easily digestible format welcome but understanding the target audience will allow the writer to understand how their information will be available to the most people possible. UCF has one of the most diverse college campuses in Florida. With over 70,000 combined undergraduate, graduate, and M.D. students, finding a way for information to be accessible to everyone may be a taxing task.

Not every student has constant access to the campus library for physical information. Not every student has round-the-clock access to a computer and internet connection. Reaching the majority of the UCF community requires a combination of these efforts. For instance, imagine a sophomore is driving to the UCF main campus to access information on government policies from the library. They will use the information to write an essay for their U.S. government class. It all goes south when their car breaks down on the side of the highway. The student must now call a friend to pick them up and drive them home. They no longer can access the library information for at least a week, and the information is not available online. They must change the subject of their paper and restart their research, delaying the submission of their work and setting the student back on time. If this information had been converted to a digital format, this could have been avoided.

Universal Design

Universal Design does not only apply to writing. It can be applied in the design of buildings, products, and services as well. But what even is Universal Design, how is it different from accessibility and usability, and why is it significant? Universal Design is "the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability" (National Disability Authority). The fair and equitable accessibility of writing is covered by Universal Design. When it is universally designed, a document can be used by virtually anyone. Universal Design is like the middle ground between accessibility and usability. UCF has a tremendously diverse community. People from all backgrounds

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attend and teach at the university. Writings should be designed in favor of everyone in order to meet the ethical standards of Universal Design.

There are several principles to be followed when designing a document. One of the most important is that the document must be “easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level” (National Disability Authority). One of the most efficient ways to achieve this is by utilizing technical communication. Simplifying speech to appeal to a wide audience will allow it to be “easy to understand.” Not everyone has the equal opportunity to enhance their language skills and knowledge, so using simple language appeals to the majority of people with a basic understanding of language. Having translations of the document into multiple languages also increases its Universal Design.

DIVERSITY TYPES

Cultural Diversity

Cultural diversity revolves around different things that shape an individual: identity, behavior, language, belief, or value. It all depends on the influences that we expose ourselves to create our individuality. **Ethnic groups** place significant importance due to culture, language, and regional area characteristics where they have lived. Due to many ethnic groups moving to different countries, there is now more exposure to these other cultural diversities. The term cultural diversity links with **multiculturalism**. Multiculturalism seeks to maintain a respectful and inclusive viewing of different cultural or ethnic groups within society. It is essential because it plays a significant role in our workplaces, schools, and daily lives. There is not a single place that cultural ideas haven't touched.

According to Purdue University, there are several ways to support cultural diversity:

- Understand other cultures by mingling with people outside of your culture
- Do not place your values on others beliefs
- Interest yourself in listening, accepting, and welcoming others and their ideas

At UCF, there is a significant cultural community of students, administrators, and faculty staff. Everyone comes from different upbringings, and they hold their own identities.

There are several clubs and offices at UCF that focus on the cultural perspective: UCF Center for Multilingual Studies: International students and professionals are provided with excellent English language programs to enhance their knowledge in learning a new language and become aware of cultural programs that promote their multicultural understanding and education.

UCF International Students Association: ISA is a positive organization whose mission is to unite various cultures on campus. They are there to enhance and support different groups as they adjust to American culture. ISA joins friendship and diversity at the UCF community.

UCF Office of Diversity Initiatives: The ODI team is UCF's top proactive and diverse community supporting the establishment's movement toward becoming inclusive and diverse. The office promotes various programs and policies that enhance social justice, promote active skills, and produce unique leaders. They want to present UCF students and faculty as diverse and open-minded individuals.

UCF Study Abroad: UCF offers students to study abroad in different countries for exchange or short-term programs. These programs allow you to immerse yourself in a new environment in language and culture.

Socioeconomic Diversity

A **socioeconomic class** is a group of individuals with similar characteristics such as economic standing on income and education level. This is a characterization that can impact anyone's well-being in academic or professional performances. Those who come from poor backgrounds or are transitioning into a new environment with low socioeconomic status (low SES) can find it challenging to work with others from a high socioeconomic status (high SES) due to their differences. Many who come from a low SES strive to seem in the middle class to appear normal.

UCF is a growing community with many members. Most students and staff have started connecting amongst each other in their professional or academic environments. This ensures that they have good connections for their future or ongoing careers. Yet, it all depends on the individual and who they wish to mingle with. UCF offers many opportunities and events within the community to pursue a bright future and get to know others.

Below are the listed opportunities and clubs that UCF provides:

- *Career Services at UCF*: A service and resource department that focuses on helping people find the right primary or future job. Goals are never too early or late to start on.
- *Multicultural Academic and Support Services*: This source focuses on the services and programs that assist multicultural and first-generation students of various backgrounds.
- *First-generation Program*: This program helps first-generation students by giving guidance and sources to promote confidence and academic achievement.
- *Brother to Brother Program*: B2B wants to increase the entrance and graduation rates of multicultural and first-generation males at UCF. Workshops and social events are organized to promote academic success.
- *Sister to Sister Program*: S2S responds to female students' personal and social needs to provide them a chance to grow and pursue academic achievement.
- *Multicultural Transfer Program*: The program is for those entering university life by providing networks, strategies, and opportunities to help students alleviate stress in a new environment.
- *Knight Alliance Network*: Foster care for students or alumni in having a safe transition to becoming successful individuals during their time at UCF or after.
- *Lunch and Learn*: Converse with a UCF faculty or staff member outside of a classroom. It opens resources to students so they can build meaningful connections and interact with others with professional backgrounds.

Racial Diversity

Racial diversity is the representation of various racial and ethnic groups within a society. It also presents the relationship that exists between different racial and social experiences. Due to this relationship's existence, you learn that understanding and acknowledging different racial groups/ethnicities is a practice.

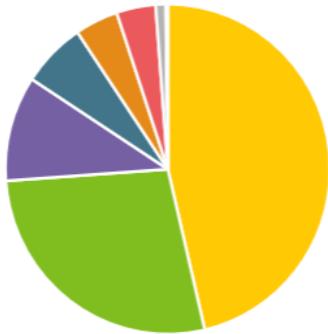
UCF is ranked in the top 15% in racial/ethnic diversity in the country. Racial diversity can be defined as the different ethnic groups represented in schools and universities. 48% of all students enrolled at UCF belong to a diverse range of ethnic groups allowing for a culturally colorful environment that imitates the varied professional world. In addition, a racially diverse population gives students the ability to experience different backgrounds while simultaneously sharing some of the same interests. Racial diversity at UCF is broken down into nine different racial ethnicities:

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UCF recognizes the systemic injustices written into our country's pillars but works to listen, provide a safe, inclusive environment, and produce brilliant minds to change those unjust systems in play.

UCF has included a list of organizations, departments, resources, and services designed to help students stay informed and work as hubs for black students, staff, and faculty:

A Diverse Student Population



White	33,307	46.3%
Hispanic/Latino	19,818	27.5%
Black	7,418	10.3%
Asian	4,622	6.4%
International	3,069	3.9%
Multiracial	2,817	4.3%
Not Specified	698	1%
Native Hawaiian/Other Pacific Islander	107	0.1%
American Indian/Alaska Native	92	0.1%

equality laws.

- *The Just Knights Response Team:* Works as a “clearing-house for any bias-related incidents that may occur on UCF campuses.
- *Office of Diversity and Inclusion:* ODI promotes and maintains inclusivity on campus to create productive environments. The office supports meaningful dialogues to further the culture of equity and inclusion at UCF; then, it can be applied to the university as a whole. ODI holds events where individuals can discuss and better how UCF protects equality.
- *LEGACY Leadership and Mentoring Program*
- *Online and In-Person Workshops*
- *C.A.P.S.:* If students are experiencing anxiety, stress, or grief regarding George Floyd's, Breonna Taylor, and other black lives lost to senseless violence. Students can call or set up virtual appointments to speak with counselors and are encouraged to do so.
- *Employee Assistance Program:* This program was instituted to provide UCF staff with a direct hotline to mental health professionals.
- *Office of Institutional Equity:* OIE ensures and protects the civil rights of all UCF students and faculty. This department is responsible for UCF's compliance with all equal opportunity and

Religious Diversity

Religious diversity is the differences of religious beliefs and practices. In the world today, there are around 4300 religions but 15 major ones in the world. This is important to consider because, with different religious groups or societies, this means that you have to be open-minded to these differences. Each religion focuses on similar or different thoughts of ideas and practices. Many

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will not agree with these religions, but it is better to be respectful. There are also individuals who are not religious; they do not hold any beliefs or practices that fall under a certain religion.

UCF is religiously and non-religiously diverse. There are over 20 student organizations that have been created. The UCF page Religion and Non-Religion updates these student organizations every semester.

Below are some examples:

- *Baha'i Club*: Any person of religion who wants to better their community can come together to worship and service the Orlando and UCF community
- *Baptist Collegiate Ministries*: A Christian-based community at UCF that centers its focus on Gospel and scriptures as their guidance. Their mission is to promote, build and send students out into the community to show the joy of life as they dedicate their thoughts to Jesus.
- *Catholic Campus Ministry*: A community of missionary disciples who are creating relationships to create a home for Catholic lives.
- *Chabad Jewish Student Group*: Students and Faculty on the UCF campus are open to join this Judaism organization, Jews of all backgrounds are open to observe and explore their Jewish heritage
- *Muslim Student Association*: The mission of MSA at UCF is to teach about Islam. It is designated to teach the importance of the religion through religious, social, academic, community services as they spread the positive and insightful message of Islam.

Age diversity

Age diversity is the acceptance of all age groups in an environment. Those from different ages bring a balance of traditional and modern practices in one setting, leading to good interactions and performance.

While teenagers and “twenty-somethings” are typical on a college campus, many established adults return to further their education, exemplifying an immense amount of discipline and ambition.

At UCF, age diversity is essential due to the academic and professional environments. Many students are in various age groups, and they interact with each other. It applies to faculty and administrators because there are new individuals who are joining the workforce. Over 50% of all UCF students are over the age of 24 and over 7,000 over 30.

Age Distribution

Freshman	18.5
Sophomore	19.4
Junior	21.9
Senior	24.4
Over Age 25	22%
Average Age	23.7
Master's	30.0
Specialist	32.9
Doctoral	32.4
Professional	25.8
Undergraduate	22.5
Graduate	30.9

All organizations and clubs at UCF evoke age diversity and do not discriminate.

Sex & Gender Diversity

Sex diversity is a person's sex that focuses on reproductive organs, genes, and hormones. Sex is not binary which means that there are not two specific sexes in this world. There are six biological sexes but the most common are female, male, and intersex. UCF goes by everyone's sexes to do yearly statistics. They do separate rows that are directed to "undergraduate, graduate and medical" students. The columns are three different sexes, "male, female and unspecified". Faculty is not included in the study.

Gender diversity focuses on the equal representation of different gender identities. There are around 64 terms for different gender identities. Gender identity is how a person identifies themselves internally and presents it externally by appearance or behaviors. Social norms are not so neatly divided and should not be looked at since they are limiting.

Maria Santana, UCF Director of Women's and Gender Studies, states in an interview for LGBTQ History Month, "language doesn't move as fast as culture so we're still struggling with some terms. We're still defining some of the issues [and identities related to] sexuality but I encourage you to love yourself, to love exactly who you are."

UCF not only provides studies in sex and gender diversity but has programs, clubs, and organizations that help those who identify with the LGBTQ+ community:

- *Alliance Mentoring Program*: A program that connects UCF students who identify within the LGBTQ+ community with a LGBTQ+ faculty or staff member.
- *Career Services*: Counselors at career services help students within the LGBTQ+ community to seek future internships or employment and answer their concerns.
- *Delta Lambda Phi Fraternity*: A fraternity that provides growth advancement for gay, bisexual, transgender, and progressive men.
- *Lavender Council*: The student advisory board that serves as a common ground for students, faculty, staff, and LGBTQ+ Services to make campus more accepting and welcoming
- *LGBTQI+ Medical Students and Allies Group*: A UCF organization from College of Medicine that helps raise awareness to the members of the LGBTQ+ community, questioning patients and healthcare providers.

Enrollment by Gender

	Male	Female	Not Specified
University	31,764	40,174	10
Total			
Undergraduate	27,595	33,856	5
Graduate	3,917	6,085	-
Medical	252	233	5



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- *LGBTQ+ Services*: Connects UCF's diverse population by providing resources and other sources of achievement to give a more equal world to the LGBTQ+ community and its allies.
- *Office of Diversity and Inclusion*: This office provides training for students, faculty and staff in workshops that focus on the safety, differences, and communication for the LGBTQ+ community. All workshops are free unless differently advised.
- *O-STEM at UCF*: Unites STEM majors and LGBTQ+ identities at UCF.
- *Pride Faculty and Staff Association*: A UCF association that wishes to unify the LGBTQ+ community on campus.
- *Wellness and Health Promotion Services*: Free sexual health resources, counseling and HIV testing.

Disability

According to the Americans with Disabilities Act, the word **disability** is a legal term rather than a precise definition of what it is. It is defined as a person with physical or mental impairments that affect them from performing normal life activities. Their definition also includes those who do not have a disability yet still are pointed out as having one. As the community becomes more verbal and insightful on expanding their perspectives to the outside world, you have to consider that they are impacting their own history and importance in diversity. The reason it is considered a diversity would be due to the high impact of impaired individuals in different cultures, governments, and literature.

- Some things to consider about disabilities:
- No disability is better or worse than another
- Be respectful
- Most hardships are faced from people and environments, not disabilities themselves
- They want to be heard, seen, and be taken seriously

At UCF, the community offers Student Accessibility Services. Their purpose is to make UCF fully accessible and a comfortable environment for those with impairments. They believe that any disability barrier should not be presented at UCF. Their goal is to consider and create good designs for these individuals that need a clearer environment to perform well in.

- Student Accessibility Services does by promoting “ACCESS” meaning to the UCF community;
- Acknowledging disability as an aspect of human diversity;
- Cultivating awareness of the environment’s disabling barriers;
- Collaborating on and proactively facilitating accessible environments and experiences;
- Educating faculty and staff to create and maintain access in their spheres of influence;
- Shifting to an inclusive-minded attitude;
- Supplementing with reasonable accommodations as a last resort measure to ensure access.
[\(https://sas.sdes.ucf.edu/why/\)](https://sas.sdes.ucf.edu/why/)

Neurodiversity

Despite neurological differences, many people with disorders such as **autism**, **Attention Deficit Hyperactivity Disorder (ADHD)**, **Attention Deficit Disorder (A.D.D.)**, color

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blindness, or social anxiety disorders, etc. exhibit above-average abilities that set them apart from neurotypicals.

- At UCF, methods of assistance in place by the university are:
- *ASL Interpreting* in lectures and school performances and events.
- *Text-to-Speech/Speech-to-Text Programs* for those with hearing loss in addition to headphones in campus computer labs/classrooms to assist those with visual disabilities.
- *Alternative Media* such as braille or enlarged text.
- *Contrast Settings* on institution webpages for those with colorblindness.
- *Accessible Technology (AT)* incorporates Universal Design to create the most accessible, user-friendly format for individuals' unique disabilities.
 - Read and Write Literacy Software
 - Sonocent Audio Notetaker
 - Sonocent Glean

And many more programs are free to all UCF students aiming to make education more accessible.

Stereotypes and Offensive Terminology

Please note that the following section contains sensitive/offensive language that may not be suitable for some readers.

Writing for a diverse audience entails the use of acceptable and equitable language. This is a sensitive topic as these terms and associations can easily be considered offensive to particular groups of people. A common stereotype one might see is “white people don’t season their food.” A white person reading that statement could quickly find that statement hostile. Avoiding stereotypes about a particular group of people or offensive terms associated with a group of people is of utmost importance to ensure the writing reaches the audience efficiently. There are multiple other common stereotypes about groups of people that are not only offensive, but dangerous. Making assumptions about people sews doubt and mistrust into the UCF community. In order for the community to feel as a cohesive and welcoming whole unit, avoid falling victim to belief in the following stereotypes:

- White people can’t dance.
- All Mexicans are illegal immigrants.
- Black fathers are not present in their children’s lives.
- Muslim people are terrorists.
- Asian people spread COVID-19.

This list is not inclusive of all stereotypes.

Words are a single element of speech or writing that needs to be focused on. Words can be nice and meaningful but at times, words can become offensive. This depends on the actions and attitude involved when saying or writing them because they can be placed in normal conversations but can offend others depending on its interpretation. Other problems with words would be racial slurs, jokes, and comments. Racial terminology should not be said to anyone because that is racially discriminating against someone based on who they are. No one is superior and you do not gain anything from saying offensive words. As of 2021, there are more than 1,300 English terms that are or considered offensive, bad, and profane. Some of these words listed will not be offensive but to others they will be.

Examples from <https://www.cs.cmu.edu/~biglou/resources/bad-words.txt>:

- Spick

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- N*gger
- Shit
- Jesus Christ
- Bitch

UCF does not tolerate any offensive behavior. It has clear rules and guidelines directed towards any forms of discrimination. The UCF community should be a safe environment for everyone. No one should fall victim to discrimination or harassment on campus. That is why UCF hopes to help and support those with its resources which are presented below:

- *UCF's Office of Institutional Equity*: OIE wants to provide an equal and safe environment to the UCF community through educational, responsive, and precise resolutions of any issues. They want to make the campus environment free of any discrimination, harassment, or retaliation.
- *UCF Policies and Regulations*: UCF rules and guidelines about discrimination
- *Social Justice and Advocacy*: A supporting organization that wants to increase the campus resources and opportunities to those who are least advantaged at UCF.
- *Student Legal Services*: Provides consultations if you believe that you have been discriminated or harassed against.

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WRITTEN & ONLINE COMMUNICATION

WRITTEN BY MIA MICHAEL AND JADA SPRAGGINS

CHAPTER 3: WRITTEN AND ONLINE COMMUNICATION

There are many different forms of communication that circulate through UCF's campus. This section will focus specifically on different types of written communication and how to properly construct them to meet the standards of the University.

WRITTEN COMMUNICATION

SPECIFIC WRITTEN SKILLS

Clarity and Conciseness

When you are writing any type of document whether it be a research paper, an advertisement, or even a resume, clarity is important. It can be easy to lose clarity in your writing when you already know so much about the subject you are speaking on. As a writer, you must think about your audience and the message you are trying to send out. It is imperative that you write as if the reader knows nothing about the subject. This will improve the clarity in your writing; providing context. In no case should you ever jump into a piece of writing without providing context. Without any small pieces of background information prior to the rest of the text, this can cause confusion for the reader. Clear communication is the key to the reader understanding the text completely. You should always give the necessary amount of information that goes hand in hand with your message.

Your choice in words can really make a difference in how much the reader understands the text. Sometimes when writing it is natural to try and use big words as a way to make the text sound professional, but it can actually cause more confusion. As stated previously, you must assume that the reader doesn't know anything about the subject you are covering. The assumption that the reader will know certain words or phrases can cause harm to your message if they do not know what these words and phrases mean. This goes along with the difference in cultures that surround the UCF community. Everyone has different linguistic practices and as a writer, you cannot assume that everyone's jargon and written constructs align with Standard American English.

Be specific and intentional with your writing. There should be no information that does not directly support your claim or message. Unnecessary ideas not only make your text longer without purpose, it causes confusion for the reader as well. For example, if you are writing a persuasive paper and you think about the purpose of a persuasive paper, which is to convince the reader to agree with your point of view, it would be counterproductive to include too many quotes or statements of someone else's opinion on the subject. This only adds fluff to your writing and strays from the central message of the text. Being specific in your writing also includes a more literal sense of writing. For most documents, you will be writing in a professional manner with a specific goal. Unless the piece of writing is based on literary devices, poetry, the arts, etc., you should never be metaphorical with your writing. Everyone's interpretations differ, so the more direct and concise you are, the better your message will be properly received.

Tone

Setting the tone should be one of the first things you think about when writing for an audience. The tone will always be dependent on the type of text you are writing. There are a number of different tones used when writing including formal, informal, assertive, persuasive, etc. The most common ones, however, are formal and informal. Formal writing usually falls under the umbrella of business. So if you are writing academically or professionally, it's best not to write as if you are talking to one of your friends. Formal writing comes with a tone of respect and great attention to grammatical accuracy. An example of formal speech would be when writing something like a professional email. "To Whom It May Concern," is a professional way of writing in the formal sense. Knowing when to be formal and professional in your writing is important because of your audience. You never want to lose your audience because you didn't know how to address them properly.

The opposite, informal writing, is just as important. Sometimes a professional approach is not always necessary depending on the context but like formal writing, you will still need to pay great attention to grammatical accuracy. Informal writing is more conversational and relaxed. It reads with a greater rhythm and allows for informal phrases that you may use when you are speaking. This is the only time you are allowed to write closer to the way you actually talk as opposed to formal writing. For example, the phrase "Hey, what's up," is an informal way of greeting someone but you would never use this example when addressing anything in a professional setting. The informal can be used in fiction or if the purpose of the text does not require formalities. This tone appeals to a greater audience because it is outside of the business world.

RESEARCH PAPERS

CONSTRUCTING EVIDENCE

Research papers are crucial for not only undergrad students but also grad students and professors. There are a number of different types of papers that you will encounter throughout your college experience and adult life but what they all have in common is research. Without proper sources, it will be easy for your paper to be deemed incredible. For example, Wikipedia is not the best source to use when constructing evidence because the information is interchangeable. Oftentimes, the best sources to use when searching for documents to support your claim in a research paper are academic journals. Academic journals can be accessed online through the UCF library if need be. Jstor is also another credible source with academic journals that cover almost any topic when writing a research paper. Credible research will be the backbone of your papers. Of course, your voice and opinions are the meat of the paper, but you will always need an extra professional voice in order to back up your stance.

The first step in conducting research is identifying your topic and circling in on the purpose of your paper. This will be identified as your thesis. The research conducted will all be in support of the thesis of your paper. Even though the internet is home to a great amount of information, you still want to make sure you choose a topic that is workable. You want to see if existing sources will meet the requirements and needs of your topic. If there is not enough information to back your paper then you need to broaden your topic and therefore edit your thesis. If there is too much information, then that means it has been covered by a lot of people and you may want to specify your topic more so that your paper stands out from the rest.

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In addition to choosing a topic that is workable and suitable for you, being original is also an important factor when choosing the topic you'll be researching. The professor will most likely be looking for fresh material after reading so many research papers covering similar topics. Don't be afraid to push outside the box and stand out from the rest of your classmates. In addition to standing out, being original will also keep you in good standing with the University you are attending. UCF for example has a strict policy against plagiarism and if caught, you can be kicked out of the class or be at risk of expulsion. You never want to give away your credibility due to laziness. Therefore, when assigned a research paper it is important that you give yourself enough time to do the research and write the paper. The stronger your thesis, the easier your paper will be to build on.

The thesis is the backbone of your paper, which is why the topic you choose is so important. To make things easier, you may want to try forming your thesis as a question instead of a statement. For example, if you want to talk about the impact of education in low-income communities you may ask "How have the opportunities of higher education impacted those who reside in lower income communities." This allows you breathing room to discuss and actually research the answers to your thesis. When conducting research it is common to change your ideas and the structure of your paper after learning new information, which is why constructing your thesis as a question will allow you to make changes easily while writing your paper.

The sources you use for research can either make or break your paper. When searching for sources of information, don't limit yourself to only one. The internet is a great source to use because you can access databases, scholarly journals, library databases, etc. However, don't turn down the option of physical books for your research. It is important to exercise all possibilities and options for information so that your paper can be supported by multiple sources. For example, newspapers can be a great tool to use for research depending on the topic because most of them are based on fact as it is. Newspapers also offer a fresh voice that could be of great use to your thesis and they are easier to cite. After picking all the different sources you want to use for your paper, it is imperative that you fact-check and do a background scan of your sources. Not all information found online is accurate so you need to evaluate the quality of the sources you are citing. Professors, especially at UCF stress credibility, so you want to make sure you are doing a thorough search before you include these sources in your paper.

WRITING THE PAPER

After you feel you have gotten a decent start on your research it's time to start writing your paper. When writing your paper it is important to stay organized so that you don't lose track of all of the information you'll be discussing. A good way to achieve effective organization is to separate your information into subgroups. This will help you piece together which sections of the paper will be going together or after one another. For example, if you are writing about UCF's resources targeted towards strengthening student writing, you could talk about the writing center in one paragraph and then break down everything that is offered from the writing center in the following paragraphs depending on how much information you have collected. You always want to make sure that your paper makes sense in terms of the order of your paragraphs. If you read through your paper and it doesn't seem to have any fluidity, then that probably means you need to reevaluate the structure of your paper so that it reads better. A research paper should not sound like it is jumping from one point to another without any connections to each other. If you bring up two points, you need to show the reader how these two points complement each other, and as a result, compliment your thesis. If you have finished writing your entire paper and the thesis you have drawn up has yet to be answered, then that means you are not correctly formulating your research.

PROPER POINT OF VIEW

The point of view of a paper all depends on the category of writing. There are three different types of points of view: first-person, second-person, and third-person. The first-person point of view is used more in literature as a narrative mode. It is helpful when telling a story through the mouth of the main character using “I” or “we.” You will never be using the first-person point of view when conducting a research paper. Research papers can be written in second-person or third-person depending on your audience. For example, this chapter is written in the second-person point of view, referring to “you,” as a UCF student or staff member. The second-person point of view is regarded as an informal and more relaxed approach as opposed to the third-person point of view (she, he, they) that is categorized with professionalism. However, as stated previously, it all depends on your audience and the type of writing being required of you. Therefore, you have a little creative room to decide which method of point-of-view works best for you but it is always a good idea to discuss it with your professor before getting a good start on your research paper.

INFORMAL BUSINESS DOCUMENTS

TYPES OF BUSINESS WRITING

There are many different types of business writing and documents, but this section will be focusing on four. The first is instructional business writing. Instructional business writing is a straightforward document, giving the reader instructions on how to complete a task. The best way to format instructions is to give a step-by-step process that is understandable for the reader. An example of instructional business writing would be documents such as a User Manual. A User Manual is also considered a technical document that is closely related to business writing (Tom DuPuis). This technical document provides the process of a product and allows it to be constructed by a user who isn’t knowledgeable of the topic; hence, the step-by-step instructions.

The second type of document is Informational Business Writing. A great amount of writing is used strictly for reference and information. Documents covering different topics are essential for the UCF community because they serve as a way of keeping everyone informed and up to date with the University’s standards. For example, this manual will serve as a document of Informational Business because it covers the essentials of writing that are beneficial for UCF students and staff. Informational Business Writing can also be used to record progress and procedures as well as keeping track of new information being shared. This will allow anyone to look back on any information they may have missed. An example of this would be a report. Reports allow the reader to easily grasp the content being given so that they can make informed decisions.

The third type of business document is persuasive business writing. There are two types of approaches one can take when writing a persuasive document. The first is direct writing; focusing on a specific topic or goal or indirect writing, with a focus on building the client relationship. The overall goal of persuasive writing is to convince the reader that your stance is the most accurate and agreeable. This goal is achieved by arguing the value being presented within your stance. For example, a proposal is a type of business document that focuses heavily on persuasion. Proposals specifically outline the benefits of an idea including the overview of the project, the timeline, costs, etc. The more efficient the proposal, the better chances there are of persuading the target audience.

The final type of business document is transactional business writing. This is the most common form of writing because it is operated almost every day without realization. The majority of

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transactional business writing falls under emails, letters, invoices, and official letters. The main purpose of transactional business writing is to convey or relate news whether it be good or bad, often associated with human resource processes. Emails for example are a way to communicate efficiently in a timely fashion regarding information between staff or clients.

At UCF, emails are an essential asset in the writing community. A student's knight's email will be used to receive important information from the school regarding but not limited to things such as scholarships, financial aid, announcements, etc. It is a way for the University to have direct contact with their students and receive responses in a timely fashion. Emails are also used consistently between the student and the professor. Rather than the knight's email, the student and the professor communicate through email on canvas as a more professional and appropriate means of communication. Transactions on canvas will be used for the student to ask questions or express concerns regarding assignments or tutoring while the professor is able to respond quickly and efficiently regarding the matters of their students.

ADVERTISEMENTS

Sentence Structure

When writing an advertisement the structure of the sentence will be dependent upon the audience which you are trying to reach. Sentence structure is the way one conducts a sentence ranging from simple sentences to compound sentences, to complex sentences. It also includes different levels of difficulty in terms of diction and varied tones. One thing to remember when writing an advertisement is to always appeal to the audience in a way that is exciting and attention-grabbing. Always keep in mind that it is harder to keep one's attention as a reader than it is as a listener so it is important to immediately grab attention. For example, if you are trying to sell a spaceship to the Guardians of the Galaxy, you should display its efficiency and stature. A group of heroes will need a ship that is dependable. Appeal to the specific audience.

When writing an advertisement for college students or adults there is a little more room for diversity in your writing. However, the rules do not change when catering to the needs of your target audience. UCF is home to many different advertisements around campus ranging from general body meetings for different organizations, on-campus events, probates, concerts, club meetings, pageants and so much more. What all of these advertisements have in common are their exclamatory phrases that aid in capturing one's attention instantly. Exclamatory phrases in advertising fall under the umbrella of using a persuasive voice in order to sway the audience.

PERSUASIVE VOICE

Using a persuasive voice is the main key to advertising. For example, an advertisement for a Stark internship might say, "Do you have what it takes to work for Tony Stark? Send us your resume and show us how hard you can work!" In this example, the advertisement instantly engages with its audience by opening with a question. Questions are effective because it makes the reader think about the product or opportunity being presented to them. It then follows up with an exclamatory phrase, challenging the reader in a positive way to do exactly what it's suggesting; to come out to auditions. This is one of the most commonly used strategies in advertising because it has proven to be effective. If one is an involved student on UCF's campus, it is imperative to know how to

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properly advertise and engage with fellow students when advertising a respective organization or club.

CONCLUSION

Written communication is a skill not only necessary for students and staff at UCF but a skill that will be used away from college and into the career world as well. Although this section does not cover every form of written communication, it covers the basics necessary for a good start at this particular University. Moving forward, it is ideal that these skills be taken into account and applied within the writing community surrounding UCF.

ONLINE COMMUNICATION

INTRODUCTION:

Online communication is any form of communication using the internet, including social media, e-mail, websites, or any other method of communicating over the internet. There are many benefits to opting for online communication. From new technologies to course materials to faculty support, UCF provides students with all the tools needed to succeed online. Applying these UCF Style Guidelines when using any online communication ensures that each visitor's experience is clear, compelling, consistent, and accessible.

STYLE, TONE, AND CONTENT

To connect with your intended audience, one must tell stories that are authentic, accurate, and reflect the distinctive brand of UCF. Our brand lexicon — bold, modern, youthful, entrepreneurial, and energetic — captures our collective essence. These aren't simply words — they're our brand language and should be used whenever possible. When you have your tone, style and content prepared, you're ready to craft your message. Here are a few things to consider.

Tone

Your content should always “feel” like the UCF brand — bold, youthful, modern, entrepreneurial, and energetic. Always relaying the UCF story in a way that conveys the organization and the excitement shared in creating a bright future for our students, our communities, and the world.

Style

To maintain a strong, unified UCF voice, writers should employ consistent terminology, punctuation, abbreviations, and other elements of style. As a general rule, follow AP Style with a few specific exceptions unique to UCF. Please visit our UCF Writing Style Guide for guidelines.

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Content

More than ever, we are competing for the attention of our audiences with an overabundance of distractions. Catching and holding their interest requires clear, concise, and compelling content that delivers on our brand promise.

Sharing the most current and accurate information about UCF is imperative. You can add greater significance to many messages by leveraging the most compelling — and consistent — university facts and pride points. Find the most up-to-date figures, statistics, and other specifics on the UCF Facts page.

Ask yourself:

- What is my message in one sentence?
- Who is my target audience?
- What action do I want my audience to take?
- What does my audience know? What do I need them to learn?
- Who are the people involved whose stories will inspire my audience?
- How does my story align with the UCF Brand Pillars?
- How can the UCF Brand elevate my story?

Best Practices

- Consider your audience. Communicating with students is far different from communicating with donors. Customize your voice and tone based on the reader and your channel.
- Write about the economy. Communicating a message clearly requires brevity and simplicity. Edit yourself ruthlessly to omit every unnecessary word. Be brief. Be bright. Be done.
- Use an active voice. Action verbs make content more interesting and will carry your reader through your story more successfully.
- Make it personal. Using first- and second-person voices will create a strong connection with the reader.
- Keep it conversational. Write as if you were talking with a friend. Never “write down” to an audience.
- Avoid big words. You can engage your audience more effectively using everyday words that everyone can understand. If your reader has to reach for a dictionary, you’ve lost them.
- Employ the UCF voice. Modern, bold, youthful, entrepreneurial and energetic. The tone of our content should be, too.
- Read your copy out loud. If it doesn’t sound right, make edits accordingly..

Things to avoid

- Jargon. Specialized language and obscure terminology might make perfect sense to you, but may confuse your reader. Using simple vocabulary ensures a clear message that everyone can understand.
- A passive voice. Using passive verbs will make your content less conversational and lose the attention of your audience.
- An institutional tone. Try to explain complex ideas with analogies, examples, illustrations, infographics or images.

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- Overuse of exclamation points. They're useful! But too many are gratuitous! Seriously, try not to use them in headings or more than once per page.

REPRESENTING YOUR COMMUNITY

“The internet has made the world bigger, and smaller. It has enabled an unprecedented exchange of information, giving every communicator direct access to every corner of the globe.” - UCF Writing Center

Although online communication is not exactly tangible, it is still just as permanent and real. Not only that but it is even more accessible to the greater public. That being said, as a member of the UCF community, it is important to represent this community appropriately. Any statement has potential negative consequences for you or others. It is important to remember that before posting something that could reach an audience even wider than intended. This includes the use of chat rooms, private messaging, or personal forms of online communication.

CONTEXT AND AUDIENCES

It is crucial to understand the context of your message and convey that accurately to your audience. Although social media has a more relaxed culture, it is still important to correctly portray any content.

Remember your audience. For example, an email to a colleague will sound a lot different than an email to your supervisor. Here are some potential people that you may question how to communicate with them:

SUPERVISORS, PROFESSORS, ADVISERS, MANAGERS, ETC.

- Address your audience appropriately. Use Mr., Mrs., etc., and correct pronouns.
- Be cordial and respectful. Use formal language.

COLLEAGUES, CLASSMATES, CO-WORKERS, TEAMMATES, ETC.

- Use Mr., Mrs., etc., and correct pronouns when required.
- Be respectful yet conversational. Relate to one another.

SUBORDINATES, APPRENTICES, MENTEES, STUDENTS, ETC.

- Address your audience appropriately. Use correct pronouns and preferred names.
- Be respectful. Use clear language to avoid confusion.

SOCIAL MEDIA

Social media platforms are expected and effective communication tools for sharing news, promoting events, and engaging with the UCF community and beyond. Whether connecting with students in a classroom or growing a social presence for a college, department, or campus organization, these guidelines will assist you in using social media effectively. Anything private is expected to represent yourself and others appropriately.

BRANDING AND LAYOUT

As with any UCF communications piece, be sure to follow the graphic standards established for the UCF logo and associated elements. UCF does not have logos specific to social media. Remember: Legal use of UCF logos and trademarks applies to social media accounts as well. All trademarks, service marks, and logos are the property of UCF.

Any profiles should have an overarching aesthetic or theme. Develop your own brand using colors, photos, fonts, etc. Utilize the principle of proximity; be consistent. You shouldn't need to update your avatar image once it's set. A static, brand-related avatar image for your college, campus department, or organization profile page is essential in building trust with your audience.

ETIQUETTE

- Be careful—Double-check spelling, grammar, and punctuation before posting.
- Practice due diligence. If you have doubts about whether it is appropriate to write about or post content on certain subjects, ask your supervisor and/or get a second opinion before you post.
- Post wisely. Do not include political comments or comments on social issues, except in support of positions UCF has already taken.
- Don't disclose. Do not post confidential information about UCF, students, alumni, faculty, or employees.
- Know the rules. Be familiar with the terms and conditions of the social platforms and networks on which you participate. And pay attention to updates.

BASICS

- Identify leaders. Social profiles should have a manager and a backup administrator who record passwords and content calendars. They should set a posting protocol for your department, group, or organization.
- Have a plan. A social media strategy along with an editorial calendar are necessary to create consistent content and maximize your efforts.
- Transparency. Maintain clarity to avoid any confusions or misconceptions.
- Pay attention. Respond in a timely fashion to comments and messages.
- Be human. Connect when commenting. Provide an email address or phone number to help with follow-up communication.

Types of Posts Content

Your posts are going to differ from platform to platform. It is important to keep in mind what each platform's main features focus on and how to appropriately decide how your information should be displayed. Here are suggestions for posting on various platforms:

For photo/video-based platforms, the idea is to share visuals. That could still be an infographic or presentation, but it is just important to remember the main features of a platform. For example, Instagram recently pivoted to a "shopping" focus; however, that stems from photo and video marketing being their main content.

That being said, Instagram is where you want to display a product, highlight an event, provide infographics, etc. You also need to distinguish between posting a "Story" or a "Post". A story only lasts for 24 hours on the feed. After 24 hours, it is shown in your "Highlights" on your profile. Stories are designed for more casual, quick, and easy sharing/viewing. That means posting any important announcements should also be posted permanently elsewhere. Stories are more interactive so keep that in mind next time you want to do a Q&A, poll, or anything of that nature. In addition, stories are in portrait orientation so make sure everything in your image fits in portrait mode. A post shows in the feed larger and remains on your profile unless deleted. A post may get lost in one's feed; that is why it is important to also repost it on your story.

For Twitter and other text-based platforms designed for communicating using short phrases, your words are your main content. There is the capability to attach photos, videos, and other content; however, that other content looks more like a caption, and it is not highlighted as well as the text part of the Tweet. Follow the normal style guides for grammar and mechanics as needed, but remember that social media is more candid, and do not be afraid to be personable.

Things to Avoid

- Arguments. Your reputation — and UCF's — is best served when you remain above the fray. The tone of your social profile should reflect your College, department, or organization's spirit with respectful professionalism.
- Using copyrighted content. Content shared on social media must be original content, including music, video clips, audio clips, photography, graphic design, and more. Purchase the appropriate license for use or attribute credit where necessary.
- The next shiny thing. Jumping onto each new social platform without considering uses, potential impact, and resources necessary to sustain community engagement.

EMAILS

Email is a key communication resource provided by the university for the benefit and use of its employees, students, and authorized others. All email users have the responsibility to use their university-provided email account ethically and lawfully. It is well-recommended to remain professional in all emails to exemplify an understanding of respect and etiquette.

UCF currently utilizes two official enterprise email solutions: a cloud-based system utilizing Microsoft's Office 365 (O365) for faculty and staff members for university business use and a separate O365 instance for students (Knights Email). A copy of the Email Provisioning, De-provisioning, and Use Policy shall be provided to all employees at the beginning of their

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employment at UCF. Any violation of this policy and procedures may result in loss of email privileges.

TONE AND CONTEXT

Your voice will vary depending on the audience and context of your email. An email to a fellow group member is going to differ from an email to a professor or superior. Use a professional tone when conducting important communications. Always address your audience before presenting your content. Sign off at the end of the email with a signature and a greeting.

LAYOUT AND ATTACHMENTS

In order to maintain professionalism in an email, consider designing an official email signature. Once you load this into your platform, it will always auto-attach to the bottom of your message. You can include your contact info, affiliated organization, and logo. This is a simple way of getting your contact info out to people.

When attaching files or links to emails, be sure they are accessible. All files should be sized appropriately. Try to maintain the original file size at all times unless otherwise noted. An image should be sized correctly so that it displays in the email at an appropriate size. Test your links to make sure they open correctly. When sending private or important documents, consider password-protecting them.

PRIVACY

The university will make every attempt to keep email messages secure; however, privacy is not guaranteed and users should have any general expectations of privacy in email messages sent through university email accounts. Under certain circumstances, it may be necessary for university IT staff or other authorized university officials to access university email accounts. Such access will be on an as-needed basis, and any email accessed will only be disclosed to individuals who have been appropriately authorized and have an appropriate need to know or as required by law. All email users are bound by the applicable, acceptable use policies of both the university and Microsoft.

WEBSITES

When developing websites, following the UCF Style Guideline ensures that each visitor's experience is clear, compelling, consistent, and accessible. Web pages should display announcements and information mainly; any mutual communication should remain on other messaging platforms.

ASK YOURSELF:

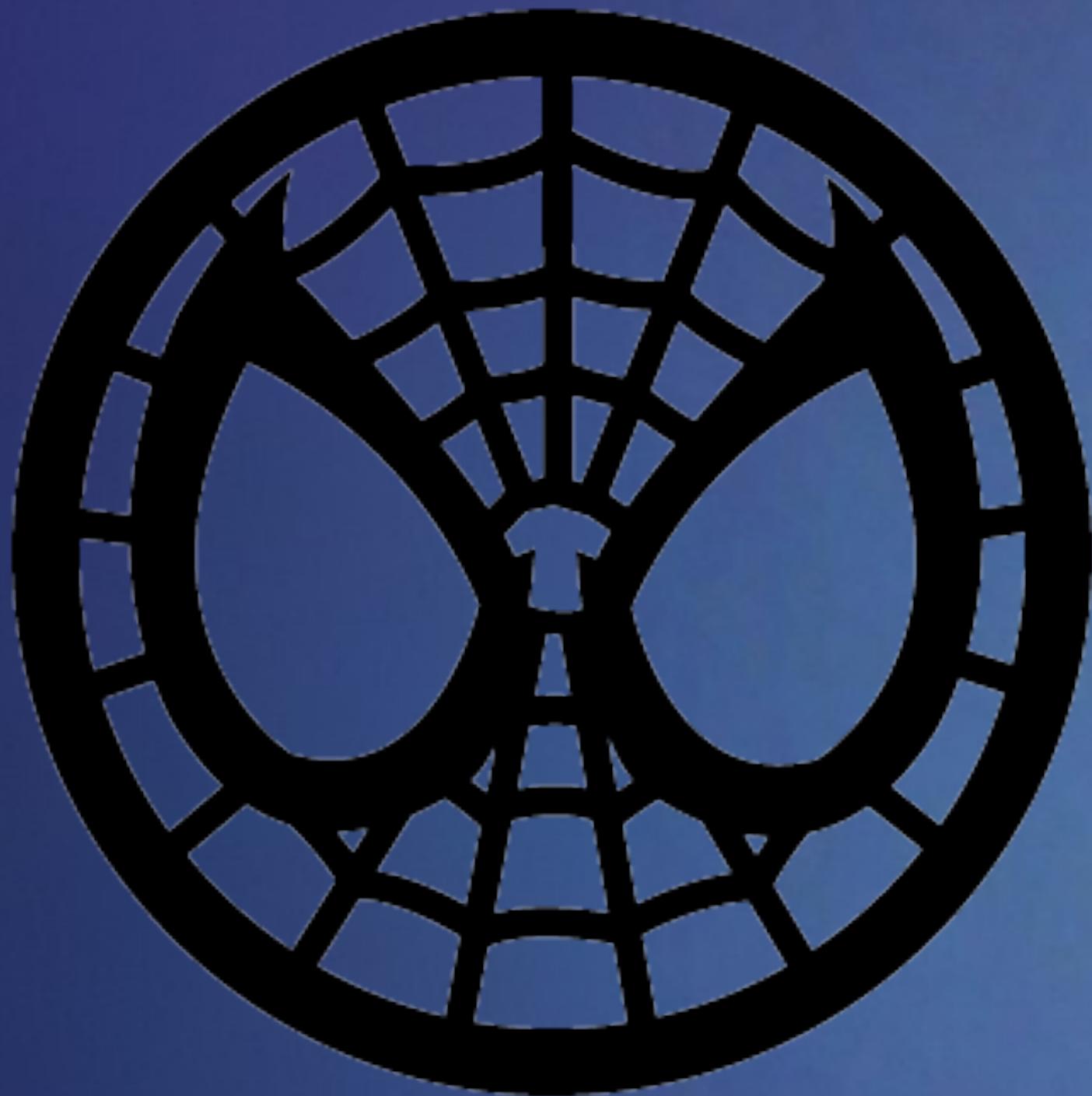
- What's the goal of the site?
- Who are you trying to reach?
- Will some updates need to be communicated?

EVERY UCF WEBSITE SHOULD:

- Represent the core ideals of the university: bright, fast-moving, innovative, accessible, diverse.
- Be mobile optimized/responsive.
- Function in the newest versions of Chrome, Firefox, Safari, IE and Edge.
- Have a dedicated content manager who's responsible for keeping the site updated and a technical point-of-contact who's accountable for security and uptime.

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RESEARCH & DOCUMENTATION

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CHAPTER 4: RESEARCH AND DOCUMENTATION

As the title implies, this chapter covers research and documentation. We start at the planning stage and walk you through to creating your Works Cited or Reference pages at the end of your document. In the middle we discuss the procedures and functional knowledge involved in finding and managing sources. All information rich written works require knowing a topic, conducting research, collecting source information, and documenting those sources, no matter the medium; whether they are emails, memos, instruction manuals, webpages, PowerPoints, or research reports. This chapter is your resource for information on research and documentation.

RESEARCH METHODS

Writing memorandums, webpages, and emails is arguably less tedious than research papers. For one, they are usually never as long. And those who are writing memos, webpages, and emails aren't adhering to the information-dense standard that research papers intensely require, since unlike the latter, the former isn't aimed at a scholarly purpose. However, sometimes these three are written on the basis of crucial information that must be effectively communicated to the audience involved. When present, several research methods are needed in order to deliver results. For this purpose, there are five research methods that will be addressed, all of which were referenced from Owl Purdue, an online writing lab created by Purdue University's College of Liberal Arts.

1. Tackling Writers Block
2. Audience Analysis
3. Finding Topics
4. Managing the Writing Process
5. Organizing & Narrowing Usable Research

TACKLING WRITER'S BLOCK

It is inherently human to experience a phenomenon called Writer's Block. Everybody will have a difficult time figuring out what to write at least once in their academic career. However, the Writer's Block can easily be dealt with. In the case of students, faculty, and staff at a college and/or university, there are multiple strategies to overcome Writer's Block. You can brainstorm for interesting ideas, attempt to write "backwards," and consult the instructor for either help or potential adjustments to the assignment.

Brainstorming Ideas:

The first strategy for you to consider is to think of anything that may be interesting. According to Owl Purdue's "Symptoms and Cures for Writer's Block," it is recommended to "write down all the primary ideas you'd like to express and then fill in each with the smaller ideas that make up each primary idea." The purpose of this is to gather and organize information as the build of the assignment, so you will know what you intend to write. The Owl describes it as information that "can easily be converted into an outline." This use of brainstorming to create an outline is followed

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by coming up with a beginning to start the paper, particularly one that grabs the attention of the audience. However, that may be a difficult task due to a lack of momentum within the paper that is often needed to render an effective introduction. Instead, consider the second aforementioned strategy, which is writing “backwards.”

Writing Backwards:

The second strategy for you is to employ a rather unconventional way of writing. Owl Purdue’s “Symptoms and Cures for Writer’s Block” recommends that if you are experiencing difficulty, you should “start writing at whatever point you’d like, and leave the introduction or first section until later.” The Owl justifies this method by noting that “some writers routinely save the introduction until later when they have a clearer idea of what the main idea and purpose of the piece will be.” The source urges you to acknowledge that “the sooner you get some words on the page, the more time you’ll have to edit your prose for clarity and style later.” In other words, it is crucial to “complete an entire draft before you start editing on the sentence level.” The rough draft is called a “rough” draft for a very literal reason. It is not supposed to be perfect. In fact, it’s expected to be rough. The key goal is to leave enough time to ensure the writing is finished at its best possible quality. There are times when overcoming writer’s block becomes rather overwhelming when tried without help. At that point, it is appropriate for you to consider the third aforementioned strategy, otherwise known as asking for help from the instructor.

Instructor Consultation:

The third strategy for you to consider is not much of a strategy, but it will aid your writing efforts, and that’s pursuing help from the individual who gave you the writing assignment. Owl Purdue’s “Symptoms and Cures for Writer’s Block” suggests “[discussing] how much the assignment can be adjusted” with your teacher or supervisor, particularly to one that’s personally interesting to you. This typically involves discussing how the topic written about can be personalized, since “it’s easiest to write about something in which you have a personal interest.” However, it’s important for you to “read the written instructions you’ve been given again, and make a list of questions you still have about the assignment” before consulting for help. You also must “make it clear that you’ve read the teacher or supervisor’s materials and tried to solve the problem on your own, and be specific about what’s confusing you.” That way, there is minimal time to be wasted by you and your instructor, and less time wasted. Generally, this means that there may be more time to complete the assignment, which creates room for increased revisions that are crucial to polishing your writing. Additionally, it’s important for you to simply know what you want before attempting to achieve it.

AUDIENCE ANALYSIS

Writing is one of the most powerful tools utilized for communication between human beings. However, it is only effective when the individual who is writing a document analyzes their audience. This is important because the last thing you want to do is write a memorandum, webpage, or email that is completely foreign to your reader. If anything, the goal is to effectively get the author’s point across to the audience. There are three stages to doing this, which is broken down between the development stage, reading stage, and action stage.

Document Lifecycle:

Understanding the development stage, reading stage, and action stage is crucial to good writing. According to Owl Purdue's "Audience Analysis Overview," your audience "may consist of people who may have differing needs and expectations." This makes the development, reading, and action stage very important because understanding diverse needs calls for a rather diverse set of opinions. The Owl characterizes the individuals needed for the development stage, which consists of the primary author, the one who writes the main concepts; the secondary author, particularly one who's a technical expert; the secondary author, particularly one who's a budget expert; and the gatekeeper, also known as the supervisor. Once the development stage is set, it's time to establish a reading stage. Owl Purdue indicates that this stage consists of the primary audience, particularly decision makers and project leads; secondary audience, particularly technical experts among the patrons; and shadow audience, also known as other people who may view the document but aren't listed as part of the reader base. After the document passes the first two stages, it heads for the action stage, which includes stakeholders. The Owl describes them as "people who may read [the author's] communication, but more importantly, those who will be affected by the decisions based on the information [the primary author provides]." Although these are the three stages for the document to traverse through, it's important to understand that it most likely won't be in order. If anything, the stages will overlap each other.

FINDING TOPICS

Creating a document from scratch is easier said than done, especially if you, who's writing your assignment, lacks experience in making something on your own accord without sufficient guidance from your instructor. And it is not even the writing itself that's exceptionally tough. The most difficult part of writing anything is actually the very beginning, particularly at the stage where no topics were found to write about yet. At this point, the first thing you would want to do is what many people call "getting the ball rolling." Doing this means settling on a concept to write about, which can be done through fully comprehending the assignment, weighing in on the options given by the instructor, weighing in on the options without guidance from the instructor, and understanding the fluidity of research topics.

Assignment Comprehension:

It is crucial for you to settle on a topic to write about, which involves a few steps. According to Owl Purdue's "Choosing a Topic," "the first step of any research paper is for [you] to understand the assignment." This means knowing the content of the task at hand, which regards what kind of concepts will be addressed by you in your writing. This is a crucial precedent to picking a topic. The Owl asserts that "if this is not done, [you] will often travel down many dead-end roads, wasting a great deal of time along the way." The source makes it clear that you should "not hesitate to approach the instructor with questions if there is any confusion...[because] a clear understanding will allow you to focus on other aspects of the process, such as choosing a topic and identifying your audience." Once the assignment is fully comprehended, you must weigh in on your options, which will lead you to two situations that are discussed in detail below.

Options, Instructor Weigh In:

The next step is to consider your situations. According to Owl Purdue's "Choosing a Topic," "the first situation occurs when the instructor provides a list of topics from which [you] may

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choose.” This is actually the easier of the two, largely because it is very convenient for most writers such as yourself. The Owl indicates that because “these topics have been deemed worthy by the instructor; therefore, [you] should be confident in the topic [that you] choose from the list.” In fact, “many first-time researchers appreciate such an arrangement by the instructor because it eliminates the stress of having to decide upon a topic on their own.” However, as convenient as it is for you, the downside is that it can also be limiting for you, since “it [would] not [be] uncommon for [you] to have a topic in mind that does not fit with any of those provided.” If you, who may have a topic outside of what the assignment allows for, still want to write about your respective topic, you can talk to the instructor about it. However, do not expect your instructors to mold the assignment to what you want to write about. As the Owl states, “the instructor is experienced, and may have very precise reasons for choosing the topics [they have] offered to the class.” On this notion, you can actually learn quite a bit when you simply trust the decisions made by your instructor.

No Instructor Weigh In:

If the previous situation doesn’t apply to you, then the next one certainly will. According to Owl Purdue’s “Choosing a Topic,” “the second situation occurs when the instructor simply hands out an assignment sheet that covers the logistics of the research paper, but leaves the choice of topic up to [you].” This is the harder of the two, largely because it is much less convenient for you. The Owl indicates that on a typical basis, “assignments in which [you] are given the opportunity to choose the topic require the topic to be relevant to some aspect of the course.” This is where the role of fully comprehending the assignment, which was discussed in detail above, takes place. However, even understanding what is to be written doesn’t necessarily assure you the knowledge on what to write about regarding your topic. The Owl makes it clear to writers such as yourself to “not be anxious on account of a perceived lack of authority or knowledge about the topic chosen...[and to] instead, realize that it takes practice to become an experienced researcher in any field.” Remember, even the best writers have struggled in the beginning. It is part of the learning process, which although may seem tough, actually provides you the time and place to improve your writing and research skills. Research topics aren’t as white and black as many writers would initially think. In fact, there is a lot of gray area that can affect the trajectory of the research itself.

Research Topic Fluidity:

The final step involves a deeper understanding of committing to a research topic. According to Owl Purdue’s “Choosing a Topic,” “it is important for the [writer] to keep in mind that an initial topic that you come up with may not be the exact topic about which you end up writing.” In other words, research topics are generally subject to change. The reason for this is because they “are often fluid, and dictated more by [your] ongoing research than by the original chosen topic.” This phenomenon “is common in research, and should be embraced as one of its many characteristics.” Knowing this, it should be blatantly obvious that procrastinating or starting late is rather counterproductive to writing. In fact, it is very important to start thinking about the assignment early because that is what ensures it gets started early, which is crucial for effective writing. The Owl asserts that “if [you] begin thinking about possible topics when the assignment is given, [you have] already begun the arduous, yet rewarding, task of planning and organization.” The source states that “once [you have] made the assignment a priority in [your] mind, [you] may begin to have ideas throughout the day.” Meanwhile, those who haven’t made their assignment a priority will not have any ideas coming to them, which will only worsen the quality of their writing since they’ll have time to think about what exactly they want to write about. Once you get a solid foundation for your topic, your next task is to narrow the concepts that you are focused on. The best way to do this is

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through brainstorming. Owl Purdue indicates that brainstorming “consists of a timed writing session during which [you] jot down—often in list or bulleted form—any ideas that come to [your] mind.” By the time brainstorming is finished, “[you] will peruse [your] list for patterns of consistency.” The Owl notes that “if it appears that something seems to be standing out in [your] mind more than others, it may be wise to pursue this as a topic possibility.” Doing this will ensure that you settle with a topic that is right for your assignment.

Writing Process Management

All writing involves a detailed procedure, whether it is a short or long one, well-written documents typically go through this operation and are planned accordingly. This phenomenon is called the **Writing Process**, which varies by individual and what they are writing. However, regardless of subjective differences among writers, there are five stages to this process, which consists of brainstorming, outlining, rough draft, revision and editing, as well as polishing.

Brainstorming:

The most effectively written documents are those that are planned accordingly. The first step to that is deciding what you want to write about, which is done through a process called **brainstorming**. It is the very first stage of the writing process for a reason. According to Owl Purdue’s “Stages of the Writing Process,” before you even begin writing anything, “you will try to come up with as many ideas as you can...[not worrying] about whether or not they are good or bad ideas.” The Owl assures writers that “you can brainstorm by creating a list of ideas that you came up with, or drawing a map or diagram, or just writing down whatever you can think of without thinking about grammar.” In other words, jot down anything that comes to mind. This is essentially the rough draft of rough drafts, meaning that it’s not expected to be precise. The importance of this stage is to develop ideas for your topic without overthinking them, so you can pick out the ones that you like afterwards.

Outlining

After you are finished with brainstorming and have concluded what details you will use for your writing, it is time to organize the flow of these ideas. This is the second stage of the writing process, which is called **outlining**. According to Owl Purdue’s “Stages of the Writing Process,” in this stage, “you will think about the structure of your paper so that you can best deliver your ideas, and meet the requirements of writing assignments.” In other words, this is where most of the essential planning for your document will occur. Additionally, the Owl indicates that “you will usually outline your paper by beginning with its three major parts: introduction, body, and conclusion.” Keep in mind, although the overall structure of the outline varies between what’s being written, these primary aspects of the outline will remain consistent throughout virtually all assignments. As Owl Purdue asserts, the importance of this stems from the fact that “once you have the skeleton [of the document] in place, you can start thinking about how to add additional detail to it.” Inversely, without an outline that acts as the skeleton of what is being written, the concepts being discussed or argued would lack grounding.

Rough Draft:

Once all the main points of the work are organized through an outline, it is time to begin the third stage of the writing process, the **rough draft**. In this stage, you can now begin applying all the

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ideas that you settled with to your writing document. Keep in mind, rough drafts play a crucial part in how your final draft will look, particularly because it is basically the unrefined version of the latter. According to Owl Purdue's "Stages of the Writing Process," the rough draft should be written as detailed as possible because "readers want to see if you have a clear direction in your paper." At this point in the writing process, you should have all the information that you intend to write in your draft, which essentially brings what exists in the outline to bear. The Owl asserts that "when you are required to submit a rough draft, it doesn't need to be perfect, but it does need to be complete...[which means that] you shouldn't be missing any of the major parts of the paper." To simplify, treat your rough draft as an unprocessed version of your final draft.

Revision and editing:

After the rough draft is complete, it is time to head towards the fourth stage of the writing process, being **revision** and **editing**, to look over mistakes, whether they're concepts that lack any sense or proper direction, awkward sentences, grammatical errors, or spelling errors. Understanding how to address these issues is key to deciding whether to pursue a revision or simply make edits. But first, it's important to distinguish between the two. According to Owl Purdue's "Stages of the Writing Process," "revision lets you look at your paper in terms of your topic, your ideas, and your audience...[while] editing typically means that you go over your writing to make sure that you do not have any grammatical errors or strange phrases." The purpose of the former is to "[organize] your writing better in a way that your audience can understand your writing better." An example of this, as provided by the Owl, is to "add more paragraphs or remove paragraphs to better fit into a given genre or topic." Meanwhile, the purpose of the latter is to "[polish] your writing. "An example of this is "[taking] care of minor errors in your writing," since they may "make it difficult for your readers to understand what you are trying to say." Basically, make sure the written sentences can be easily read and understood.

Polishing:

Once the revisions and edits are finished, the fifth and final stage of the writing process is **polishing**. This stage has the least work among the five stages, but is an essential part of the process nonetheless. According to Owl Purdue's "Stages of the Writing Process," "in writing, polish can mean to improve or perfect, or refine a piece of writing by getting rid of minor errors." The Owl indicates that "when your professors or instructors say, "polish your writing," it means that you should go over your writing and make sure you do not have errors in grammar, spelling, punctuation, and to make sure that you do not have any sentences that do not make sense." Keep in mind, "the word polish originally meant to make something smooth and shiny." So to simplify, once your writing document is at its finishing stage, review it to ensure there's no errors, not even easily overlooked ones.

ORGANIZING USABLE RESEARCH

Due to the widespread availability of the internet, as well as the devices that support it such as computers, smartphones and tablets, researching topics has become increasingly convenient in the modern age. However, while research itself is convenient, **finding the right information** is not. For example, once writing topics are boiled down, the type of research needed becomes restricted. If you are not familiar with finding the correct information, you may also have trouble completing your assignment, since research acts as the basis of what is being written. However, there is a

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solution through properly organizing and narrowing usable research, and it consists of several strategies, which includes establishing a research question and choosing the right types of source.

Research Questions:

Once you have settled on a research topic, which comes after narrowing the concepts that you are looking into, as explained above, you will apply it on paper. The first strategy for this is establishing a research question. This sounds like a step that many writers could consider skipping, but it is very important. According to Owl Purdue's "Where to Begin," "writing your research topic as a question helps you focus your topic in a clear and concise way." In other words, "it ensures that your topic is arguable," which is very important if the topic is persuasive. Keep in mind, "while not all research papers have to offer an explicit argument, many do." The Owl indicates that if you "[read] your sources (or, to begin with, at least summaries and abstracts of those sources), [it] will help you formulate a research question that makes sense." Once this step is complete, you will have a foundation to write on.

Types of Sources:

Not all sources are equal, so choosing the right ones is crucial. According to Owl Purdue's "Where to Begin," "research is usually divided into scholarly and popular, and primary and secondary." For most research topics, scholarly sources are required. Many topics allow both **primary and secondary sources**. Every research topic is unique in its own way. They all require different types of sources depending on what's being researched. You should consider "whether you need facts or opinions, news reports, research studies, statistics and data, personal reflections, archival research, etc." when figuring out what kind of sources you want to pursue. As the Owl proclaims, "restricting yourself to only the most relevant kinds of sources will make the research process seem less daunting." You can also use the databases that UCF offers for your research as well. However, relying on them can prove fruitless. Owl Purdue asserts that "while much high-level academic research relies mainly on the sorts of academic journal articles and scholarly books that can be found in university libraries, depending on the nature of your research project, you may need to look elsewhere." Additionally, you would be wise to check the dates of your sources, especially if you are researching a topic that may evolve over time.

SUMMARY

Research methods are crucial to effective writing. The first step of doing this is tackling writer's block by pondering for interesting ideas, attempting to write it "backwards," and consulting the instructor for either help or potential adjustments to the assignment. The second step is audience analysis, which is broken down between three stages: development, reading, and action. The third step is finding topics, which is done by fully comprehending the assignment, weighing in on the options given by the instructor, and understanding the fluidity of research topics. The fourth step is managing the writing process through brainstorming, outlining, writing a rough draft, revision and editing, and polishing. The fifth and final step is organizing and narrowing down usable research, which consists of establishing a research question and choosing the right types of sources. Once these five steps are shown consideration, writing becomes increasingly simple.

Additional Information

Four Effective Strategies for Tackling Writer's Block:

If you need more help addressing Writer's Block, this guide is here to assure you that "experiencing a creative block is only natural from time to time, and while there are many different ways to tackle it, what works for one person may do nothing for another. So if you're in need of some inspiration, here are a few strategies you can try."

<https://www.lifehack.org/404035/4-effective-strategies-for-tackling-writers-block>

Writing: Finding Topics:

If you need more help Finding Topics, "this article offers ideas for inspiring young writers and includes a mini-lesson."

<https://www.scholastic.com/teachers/articles/teaching-content/writing-finding-topics/>

Writing Process:

If you need more information on the Writing Process, this guide lists its different steps, which the time for each "depends on the type of document to be generated, that is, its length, complexity and requirement."

<https://www.managementstudyhq.com/steps-of-process-of-writing.html>

RESEARCH PRACTICES

INTRODUCTION

Creating a research paper is not a simple task; one must filter information, cite sources, create a proper bibliography, and follow the format's citation rules. Additionally, during the research process, authors must keep track of information, the sources to that information, create outlines, include notes, and so much more. However, there are methods and practices that make this process easier. This chapter is intended to cover the part of research we define as "practices." Research practices as we understand here are the methods within research used to organize, manage, and structure research.

Source Information Management

Citing sources is one thing, but tackling a research document without proper information management can be a real nightmare. For any author intending to create a research project, the use of citation managers along with an organizational strategy is a must.

COMPILING AND ORGANIZING QUOTES

After a researcher has taken a liking to a document, the first step thereafter is to collect and compile notes when he/she comes across useful or topical information. However, there should be an organizational method during the compiling process, otherwise the notes could end up confusing the author. Boston College Libraries recommends three methods to organize sources and the information that comes along with them. The first method is using paper notes:

Paper

Keep notes on notecards or paper. **Notecards** are easy to re-organize by spreading them out on a table. Write the full citation in a notebook (or in a computer file), and a quotation or summary on the card. Be sure to note whether the words are yours or the author's; you can use big, clear quotation marks for a quotation, and perhaps a big "S" or "P" for summary or paraphrase. If you add your own ideas, put them on the reverse side, so you don't get confused, and write "ME" next to them" (Citing with Integrity, Boston College Library).

Word Processor

Second is the use of a "word processor". **Word processors** function the same as using paper to take notes, but with the added bonus of having more control of how the notes are formatted and the ability to link citations and format them. Boston defines it as follows: "Open a file called "Source Notes - Paper Name." Type in or copy and paste a full citation (don't worry too much about format yet - just include all necessary info.) Underneath it, start typing notes. As in the paper method, be sure to differentiate quotations (in quotes) from summary or paraphrase. Include page numbers for each note. In a word processor, you can use bolding, italics, or color to help mark differences. Idea: make quotes red, and summaries and paraphrases blue."

Online Citation Tool.

This includes programs like Zotero and Endnote, both applications that will be covered in the section titled "**Citation Managers**" (Citing with Integrity). These programs allow you to perform citations, organize files, and place citations in the correct formatting without any effort from the author. Additionally, these programs store the gathered information on an online storage server. Meaning the files will not be lost to a memory card failure or computer corruption. The use of an online citation tool is highly recommended; go to Citation Managers on page (Citing With Integrity).

CITATION MANAGERS

Much of the information available in this section is also on the UCF Libraries webpage on citation management. Please visit ucf.edu for more information.

Zotero

Offered by Open Source, Zotero is an online citation manager with both paid and unpaid plans. Though there is a paid version, this section will be focused on the free version of Zotero. If one wants more information on the paid Zotero plans, please visit Zotero.org. Zotero has a few advantages over other services like Mendeley, such as access to third-party plugins as well as plugins for large word press organizations like Microsoft Office. However, Zotero has the least amount of free cloud space lying at 300mb. It should be mentioned, though, that Zotero includes citation styles for APA, MLA, and Chicago style while allowing users access to unlimited private and public groups to share information and gather. While the organization may fall short in areas like storage it is still an excellent choice of citation manager. The figure below also contains information regarding Zotero's specifications.

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Mendeley

Mendeley, owned by parent company Elsevier, is just as good a choice as Zotero, albeit for different reasons. First, it also has citations available in MLA, APA, and Chicago, but unlike Zotero it offers 2gb of storage. That is more than triple Zotero's offer. However, Mendeley does not offer the same access to third-party plugins and unlimited group use that Zotero has available. Each comes with an upside, but also contains a corresponding downside. For more information regarding the specifications of Mendeley's program please visit Mendeley.com. The figure below also contains information regarding Mendeley's specifications.

EndNote

Endnote is an outlier in the bunch as it is the only citation management source financially covered by UCF for UCF students, faculty, and staff. As such, through the UCF plan one has access to unlimited storage space. Unfortunately, however, it only gives the users access to one private room. This program is geared toward heavy research with its unlimited cloud storage, but if the citation program is also going to be used as a platform for interaction with colleagues the other plans may be more beneficial.

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	EndNote	Mendeley	Zotero
Vendor	Clarivate	Elsevier	Open Source
Access	Free to UCF students, faculty, staff -- please see UCF Libraries' EndNote guide for details to create a UCF account and download desktop version. https://guides.ucf.edu/citations-endnote/home	Create free account for desktop version (Windows, MAC, Linux) and browser access. Install 'web importer' plugin. Download from https://www.mendeley.com	Create free account for desktop version (Windows, MAC, Linux) and browser access. Install 'Chrome Connector' plugin. Download from https://www.zotero.org
Storage	Unlimited with UCF subscription	2 GB cloud storage	300 MB cloud storage
Citation Styles	Includes popular citation styles	Includes popular citation styles (APA, MLA, Chicago) and additional styles can be installed within the desktop client.	Includes popular citation styles (APA, MLA, Chicago) and additional styles can be downloaded from Zotero Style Repository.
In-Text Citations & Bibliography	Plugin for Word, Open Office	Plugin for Word, LibreOffice	Plugin for Word, LibreOffice
Groups	One private group with up to 100 members.	Private 'invite-only' or public groups. One private group or invite-only public group with 3 group members. Unlimited public groups. Private groups allow you to share documents and citations. Invite-only public groups allow you to share citations only.	Private 'invite only' or public groups. Private groups allow you to share documents and citations. Unlimited private or public groups. Public groups with closed membership allow you to share documents and citations. Public groups with open membership allow you to share citations only.
Database Exporting	Yes	Yes	Yes
Save PDFs	Drag/drop PDFs.	Drag/drop PDFs.	Drag/drop or grab PDFs.
Apps	iOs & Android	iOs & Android	iOs & Android

(Includes some information from [Harvard Univ Library](#) and [Univ of Pittsburgh Library](#) citation management guides.)

Figure 1: Ucf.edu chart on Endnote, Mendeley, and Zotero.

Outline Writing

Organization of Ideas

Outlines lay the foundation for a proper research paper, giving the work an organized structure via headers, titles, sections, and subsections. The following four central ideas are crucial to creating a structurally "effective outline" (Purdue Writing Lab):

Parallelism

Outlines are laid out via a heading design that follows the general flow an author's desires. To begin, headings of the same level should follow a **parallel structure**, this structure being the grammatical pattern a sentence or phrase contains (Purdue Writing Lab). For example, if the first header of a document follows a verb phrase format such as "choose desired colleges," it would follow that the sequential headers of the same level also use verb phrases (Purdue Writing Lab). Here are a few examples:

Verb Headings:

- Select Marvel Hero
- Choose Favorite Villain

Noun Headings:

- Marvel Heroes
- Marvel Villains

Documents containing parallel structures create consistency throughout the paper, creating a sort of expectation for the reader and assisting in the work's readability.

Coordination

Coordination is the process of creating a hierarchy between level 1 headings, level 2 headings, and so on. To identify where a heading would go within the hierarchy, treat the level 2 headings as components of level 1 headings (Purdue Writing Lab).

For example

- Spiderman's Powers
 - Web-slinging
 - Super Strength
- Moon Knight's Powers
 - Super Strength
 - Rich

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The example above is super strength , a component of the superheroes' powers, and acts as a level two heading to the level one heading. Continue this method when working with sequential headings.

Subordination

Subordination is the informational difference between headings, subheadings, and so on (Purdue Writing Lab). Information in headings above others should be treated as generalizations to those below, whereas those below should act as specifications to those above. Take the last example, "Spiderman's powers" and " super strength." When looking from the perspective of "spiderman' powers", the ability super strength is a specification. However, "Spiderman's power" is a generalization of the ability super strength. Still confused? Here is another example:

Quicksilver

- Fast
- Dead

These headings work because Quicksilver is both fast and dead.

Division

Headings are particularly effective because they break down broad topics into more manageable subjects. However, this means that the subject of a heading must be fully covered within their **division**; it wouldn't serve the reader if the sub headers content did not cover the header in full (Purdue Writing Lab). Additionally, it is recommended that if you have divided your header, have covered all its relevant content in detail, and have an overwhelming amount of sub headers; you could potentially combine sub headers to larger headers.

Storing Notes

Notes are crucial to organizing large portions of complex information during research. However, authors may struggle to create effective notes without a methodology behind the moves made during the note taking process. Harvard provides an overview of the mediums individuals can take notes on, and their personal recommendation.

Medium

Between paper, notecards, computers, and more, there are hundreds of different ways to take notes, each with unique advantages and disadvantages. However, there is one medium of writing that holds a distinct advantage over its counterpart.

Paper vs Electronic

The rise of computers and electronics have created a new form of notetaking, this format accessing new features like hyperlinks and copy and pasting. So, where does taking notes on paper find itself in this new evolving world? It has actually been shown that individuals who take notes with a pencil and paper “learn less and earn worse grades” (For Note Taking).

However, this research was conducted in a lecture environment intended to test memory retention through randomized trials, so it’s not exactly the same note taking methodology you will be performing while doing research. In terms of learning the materials you study and solidifying it

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into long term memory, note taking on paper is the superior methodology. Though, creating research notes on the computer has benefits of its own.

When taking notes on a computer, it is easy to copy and paste significant information that stands out to a reader. Additionally, because it is so easy to copy and paste, individuals can go through more information quickly. Computers also have the advantage where if one has pages and pages of notes, they can quickly search through the information with the command “ctrl + f” (“command + f” on apple devices). “Ctrl + f” brings up a search bar on the page which you can then type any word in, and if the word exists on the webpage you are on, it will list every instance it is written, and allows you to immediately go to where the word can be found on the page.

STORAGE BACKUP

Storing notes, creating outlines, and managing citations is crucial to the development of an effective research document. However, individuals must be aware of file corruption, hard-drive corruption, computer failure, and other instances where stored information can be lost. To prepare for the potential loss of valuable data this section teaches practices for backing up information.

USB Flash Drives

One of the more traditional methods of backing up information is through the use of **USB flash drives**. Easily purchased in stores like Walmart, Target, and available online through websites like Amazon, flash drives sit at a relatively inexpensive price where one can purchase a device containing 64 gigabytes of information for only \$10.99.

To properly store and manage information through your flash drive, first, link it to the computer through a USB port. From there you can either copy all files you are working on during the completion of the document onto the flash drive, or directly save all the files being worked on onto the flash drive. However, it is recommended that you save the files onto both the computer and the flash drive as flash drives can become corrupted. This method provides the advantage that the information is stored in an analog method not requiring access to the internet or an online drive.

Cloud Storage

Using the cloud to backup information is one of the safest and most reliable methods available to individuals. **Cloud storage** refers to a digital data storage physically found on servers and hosted by parent companies. Here is a breakdown of a few available storage hosts, their plans, and costs.

iCloud

iCloud belongs to host company Apple and provides a free 5 gigabytes of storage. It is compatible with apple devices automatically, making it an easy choice for users who already own apple devices. However, iCloud storage is also used by individual IOS devices so many may already be using their 5 gigabytes of storage. As such those who prefer to use iCloud will likely be purchasing Apple's iCloud+ subscription.

Offered in three forms, iCloud plus provides more storage space, a custom email domain, and other services not directly related to the storage of research information. The programs each have a monthly payment and are offered are as follows:

- Plan 1: 50 gigabytes of storage | \$ 0.99 a month

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- Plan 2: 200 gigabytes of storage | \$ 2.99 a month
- Plan 3: 2 terabytes of storage | \$ 9.99 a month

The offered programs provide different storage amounts each uniquely suited to your storage needs.

OneDrive

OneDrive is the cloud storage plan offered by Microsoft. This plan is compatible with all computer systems but is not pre-installed with any software. Much like Apple's iCloud it also comes with a free version offering 5 gigabytes of storage. Additionally, the "365" OneDrive plans come with Skype and Microsoft Office , along with other additional "core features" and "productivity tools" (Cloud Storage and Pricing Plans). The OneDrive plans are offered as follows:

- Plan 1: OneDrive Standalone
 - \$ 1.99 a month
 - 100 gigabytes of storage
- Plan 2: Microsoft 365 Personal
 - \$ 69.99 a year | 6.99 a month
 - 1 terabyte
 - Includes Skype, Outlook, Word, Excel, and PowerPoint
- Plan 3: Microsoft 365 Family
 - \$ 99.99 a year | \$ 9.99 a month
 - 6 terabytes total | 1 terabyte per person
 - Includes Skype, Outlook, Word, Excel, and PowerPoint

The last plan is unique in that it offers a plan for a group of six individuals. Perfect for a team working on a group project or a close-knit group of researchers.

Google Drive

Google Drive is the cloud program offered by Google and accessible through Gmail. Additionally, Google Drive comes with fifteen gigabytes of free storage, access to nine different programs including Google Docs, Google Sheets, Google Slides, and more all for free. On top of this Google Drive uses systems integrated with Adobe, Slack, DocuSign. Google Drive also offers an array of plugins all accessible with the installation of Google Chrome. For researchers looking for a free, accessible, and easy to install application, Google Drive is recommended.

Conclusion

It is essential to the creation of an efficient research document that one follows valued research practices via storage backup, citation management, and proper outlining. Do not hesitate to reach out to UCF writing services such as the UWC for help with research practices. Additionally, resources online such as Purdue Owl can also help for any other questions you may have.

Additional Information

Finding Citation Managers:
<https://guides.ucf.edu/CitationManagement>

Creating an Outline:

https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/index.html

FINDING CREDIBLE SOURCES

At UCF, we value credible information no matter through which mediums we consume and publish, whether emails, memos, web content, essays, instruction manuals, etcetera. Students, faculty, and staff strive to share useful knowledge with classmates, colleagues, and coworkers. We want to perform our duties effectively, not find ourselves misled with each other at-fault. Finding good sources from multiple points of view ensures we perform with well-rounded, up-to-date knowledge. Below discusses how we carry out this responsibility.

INFORMATION CYCLE

A topic's recency decides which sources to consider credible because **time to publication** realities affect medium availability. UCF Libraries, in their video titled *The Information Cycle*, describes this time-ordered availability of sources as, "Informal Communication," "TV, Radio & Online," "Newspapers," "Magazines," "Academic Journals," and "Books & Gov Documents" (00:03:05–00:03:20). So, on one end, casual conversation like social media, interviewing or gossiping with friends, and overhearing discussions classify as **informal communication**. These sources conduct less research than any other. Further along, more research and more time to publication produce more trustworthy but less current sources. For instance, books such as autobiographies, diaries, and doctored 1995 declassified *Stargate Project* documents classify as **books and government documents**; these mediums take much longer to compile and publish, so their information will offer more reliability.

Source Acceptability

For topics on current happenings, sources will not include government reports quoting books filled with peer-reviewed articles gathered from academic journals because of **information cycle** realities. Likewise, topics in science and medicine, for instance, where academic conversations have continued for millennia, cannot accept murky images posted by unverified Twitter accounts. However, if researching topics concerning tabloidesque social media, which happens in literary and sociology fields, then such images qualify. Here, literature and sociology serve as examples because they research social media and discuss it on a scholarly level, even though academic conversations in these fields also have continued for millennia. So, source acceptability hinges on both source availability and research context.

Peer-Reviewed Books

Note, **peer-reviewed books** have older details than comparable journal articles because of their longer time to publication. According to *Purdue Owl*, time to publication constraints for books make their information dated, but books discuss topics in more detail and give more background information ("Types"). Book audiences include many who need a fuller briefing or introduction,

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while academic journal audiences want focused arguments about an aspect within a scholarly topic. Their audiences overlap a bit. Book publication gives **leading figures** in an area of study more space to detail multiple features of their arguments. So, cite these books and recently published academic journal articles, both.

DETERMINING CREDIBILITY

Some **mediums** generally have less credibility than others. People use **platforms** such as flyers, blogs, and message boards under alternate personas, making unresearched claims or wild statements, sometimes for no purpose besides trolling. Blogs written by non-experts have rants, folk knowledge, and partially informed or misinformed guesses but, blogs and other rapid publication platforms can hold well researched information, such as those that educational, government, and other generally credible agencies or organizations produce.

Credibility

Besides large organizations, individuals can hold credibility on such mediums. *Purdue Owl* informs that blogs of public figures and esteemed individuals have credibility (“Types”). Notice that unverified accounts far outnumber verified. Anyone can make a free account. Use judgment and caution with quick publishing, no questions asked platforms, but if **research contexts** and time to publication align, these sources work.

Many well-known organizations, besides government and educational institutions, offer credible website-based information. For instance, *ExRx.net*, an encyclopedia of gym exercises and anatomy, runs as an online fitness resource. They even have a Free Online Journals page with a useful list of links to science related Open Access repositories, and journals for exercise, nutrition, and physiology—all very credible. It also has links to podcasts by credible sources, such as *New England Journal of Medicine* and *American Heart Association*.

No Credibility

Without verifying accounts, nothing mentioned in ExRx.net’s message forum holds credibility. Although, information from posts could lead to reliable sources if forum users recall them but website content writers and forum users commonly conduct their research through newspapers and search engines. Such sources fail to meet high standards of credibility.

Magazines vs. News

People seeking current information often turn to news outlets. Compared to magazine and non-academic journal standards, news sources conduct insufficient research. *Linux Pro Magazine* and *Writer’s Digest* exemplify such journals or magazines. Linux Pro publishes monthly, and Writer’s Digest publishes every other month, while news publishes daily or weekly. Compared with magazine time to publication, news delivers less credible sources.

Response Papers

Information cycle realities place magazines between newspapers and **peer-reviewed journals**. These first two sources hold credibility in relevant contexts, but neither peer-review, speeding their time to publication. Note, *peer-reviewed* means subject experts make critiques, demanding edits. Plus, academics love publishing **response papers** against articles with flawed arguments. With experts critiquing peer-reviewed articles and books, and with ongoing research

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arguments taking place through such documents, these sources offer information with standards of credibility unmatched by other sources.

SELF-REFERENTIALITY

Any communication with questions and answers can function as an interview. For instance, interviewing someone on ExRx.net's message forum by asking for their sources, which will include their firsthand experiences. *Purdue Owl* lists three common types of interviews, "Face-to-Face," "Phone," and "Email." They recommend bringing an extra recording device for in-person interviews in-case one breaks, and they warn email interviews do not allow for prompt follow-up questions ("Interviewing"). Message forums fall somewhere between phone and email. Context limits but does not exclude forum users as reliable sources.

Interviews

Research context dictates **interview** source availability and credibility. For instance, an interview with a costumed circus performer gives credible information about their career. But that same interviewee lacks credibility as a source for topics outside their fields of ability. A lifelong carnie cannot offer credible information about steelworkers' unions.

Surveys

Like quoting interviewees, a researcher can quote their own observations and research results, in both cases, exercising **self-referentiality**. Survey methods have options. Merging interviews and polls, a researcher conducting a survey can ask poll questions of random people. But polls typically target larger numbers than these mini interviews. *Purdue Owl* informs that selecting a survey method depends on question type and survey length. Besides oral, alternate survey options include paper and online ("Surveying"). Keeping paper surveys short prevents them from becoming a stack of inconvenient trash and wasted effort. Online surveys allow for honesty with embarrassing questions; respondents can answer them at home on their own electronic devices. Using context appropriate **research methods** strengthens research credibility.

EVALUATING SOURCES

Every researcher develops strategies for vetting sources. Without knowing which questions to answer, vetting becomes a daunting process. Vetting involves conducting further research called **lateral reading**. *Evaluating Web Sources Quickly with Lateral Reading*, a UCF Libraries video, says to answer three questions, "Who is behind the information?" "What is the evidence of their claims?" and "What do others say about their claims?" (00:00:25–00:00:45). Their first question asks where authors and publishers receive funding. Funding concerns skew researchers' arguments and methods; it can happen subconsciously. Researchers also depend on publishers, who themselves rely on finances. Their second question asks where evidence originates. It requires investigating citation entries. Their third question relates to scholarly debates having multiple sides. It demands finding **alternate opinions**.

Journals

Also ask these three questions of academic and **trade journals**, especially question three, about seeking multiple opinions. Note, not all **academic journals** undergo peer-review, and trade

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journals never perform such reviews. Both journal types make acceptable sources in all appropriate contexts unless an assignment requires peer-review. According to *Purdue Owl*, trade journals and academic journals offer “the most up-to-date information and research” available (“Types”). Authors who write credible information rich books—sharing an information cycle rank with government documents—also author articles for journals. For credible information, these authors, journals, and books offer superior sources, but even reputable primary sources must receive lateral reading for alternate opinions about their arguments.

Non-Academic Experts

Business practice experts and insiders, outside academia, author articles for trade journals. These articles, although not peer-reviewed, make authoritative sources for research. They present information derived from real-world practices, procedures, and **applied theories**. Still yet these sources using lateral reading, especially answering questions one, about funding, and three, finding alternate opinions. For champions of industry, everything funded serves their strategy for success. This win-or-lose reality retests and re-improves their practices and applied theories under unpredictable and uncontrollable conditions.

A Pedagogy Paradox

A blurry line exists between pedagogy academic journals and trade journals for teachers. Non-peer-reviewed academic pedagogy journals become a paradox when compared with their trade journal counterparts. They both present cases of writers working procedurally within their field of debate. With other academic versus trade topics, this paradox does not exist.

RESEARCH CONVERSATIONS

Research conversations take place between experts through peer-reviewed books and journal articles. They make **academic arguments**, defend positions, and quote sources. Their citation lists answer lateral reading’s question two, evidence of claims—assuming they use primary sources. Citation lists also begin answering question three, tracking down alternate opinions, because articles cite refuted arguments. As a bonus, citation pages in interesting articles also list interesting titles. Their citations present a research conversation entry point.

Literature Reviews

Literature reviews offer a route to up-to-date research conversations. Many journal articles have literary review sections. And academic journals publish larger, more comprehensive reviews alongside other article types. Some reviews reach book length. *Identifying Gaps in Research*, a UCF Libraries video, says, these reviews “identify existing research on a topic and give an overview of current theories and knowledge” (00:01:15–00:01:35). Larger literature reviews cover broader topics. Smaller review sections might only discuss sources from their citations list. Notice, old literature reviews have old information.

Citation Trails

Google Scholar, an **academic search engine**, also offers a route toward finding current research conversations. For instance, on 03 October 2021, Google Scholar shows, *Psychonarratology: Foundations for the empirical study of literary response* (2003), a book, cited by 728 other published

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academic works. After clicking *Cited by 728*, results display 552 of those who cited this book. Further narrowing results to those published since 2017, 2020, and 2021 displays 201, 73, and 33 published works, respectively. These numbers characterize growth over time of academic conversations surrounding topics covered in this peer-reviewed book and depict its importance to ongoing research conversations.

Citation Trail Limitations

Notice, like information cycle realities, newer published works cannot have as high a cited by number but will reach a larger number than zero, which most of these 2021 articles have. For instance, in these search results for those who cited this book, “Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework,” an article published in 2017, in *Frontiers in Psychology*, a peer-reviewed journal, has reached *Cited by 69*. A psychology journal published this article, while *Psychonarratology*’s authors, Marisa Bortolussi and Peter Dixon regularly publish together in *literary* journals. Narratology, a branch of structuralism, has a primary audience of literary circles, despite branching into many fields.

Interdisciplinary Trails

Narratology focuses on literature and video games, or anywhere narration and narratives take place. By himself, Dixon only publishes in cognitive science journals. By herself, Bortolussi only publishes in literary journals. Besides their full-length, *Psychonarratology*, they also publish chapters together in educational literary books. This example shows both finding current research conversations and how research topics span and bridge multiple disciplines.

OPEN ACCESS

Google Scholar returns both **Open Access** and paywall results. Link a Google Scholar profile with a UCF Libraries account so search results will display University links for downloading materials. Also, Google Scholar, in their *Settings*, has an option to import citations and PDF files to four citation managers, *BibTeX*, *EndNote*, *RefMan*, and *RefWorks*.

Google Scholar

Another great function that helps with staying on top of research conversations, Google Scholar offers email updates for saved searches. *Google Scholar Results*, a UCF Libraries video, says, Google can send **update alerts** when “followed” topics, authors, or journals publish new material (00:01:45–00:02:00). Set up search alerts on Google Scholar to stay updated on relevant academic arguments with publications unavailable to UCF Libraries. Google Scholar returns results available to UCF, plus a great many more. A major drawback, Google Scholar lacks options for running peer-reviewed only searches.

An interesting tidbit, Google Scholar, an academic search engine, not an **academic database**, appears in UCF’s list of databases. Also, UCF databases list Google Books, which has previews; Google Arts & Culture, which hosts Creative Commons (CC) licensed images available for free use; and Google’s LIFE Photo Archive of CC licensed pictures. Google champions Open Access and CC licensing through its business practices.

Licensing Types

Open Access journals and books can have Creative Commons licenses attached to their copyright, allowing various levels of use. Open Access materials can use alternate licensing bodies, other than CC, to allow free use; either way, materials keep their copyright but have licensing modifications, and each licensing type allows distinct adaptability.

Some articles, images, music, etcetera, have licensing types that allow modifications and adaptations for mashups; other licensing types disallow editing. As shown on *How to Attribute Creative Commons Photos*, an infographic, CC licensing types include “Copy & Publish,” “Attribution Required,” “Commercial Use,” “Modify & Adapt,” and “Change License” (“How to”). On that spectrum of copyright alterations, **Copy and Publish** allows publication materials inside new works, for instance, an image in a book. **Change License** allows new works containing CC material to publish with alternate licensing types. By default, a work using variously licensed components must themselves accept that CC license. *Change License* relieves this requirement. Alternate licensing organizations may use other licensing types.

UCF's STARS (Repository)

Globally, a colossal number of **Open Access repositories** exist for research articles. For instance, UCF hosts STARS, an Open Access repository that accepts submissions from faculty, staff, and students. Their about page, “About STARS,” claims they accept fourteen types of submissions, such as, “Projects that include digitized content and/or links to online content” (“About”). Also, they recommend asking if they will accept a submission not on their list.

UNIVERSITY MATERIALS

UCF Libraries makes their non-open-access materials available for all University students, professors, administrators, and staff. Besides on-site resources, UCF subscribes to a colossal list of databases. Besides their databases, UCF Libraries’ “Borrowing from Other Libraries” page claims UBorrow shares materials with 40 state colleges and universities. And ILLiad shares materials outside Florida’s state college system (“Borrowing”). To make resources available, **Primo VE**, UCF Libraries’ one-stop search returns results from UCF, UBorrow, **ILLiad**, and available databases. This offers a treasure trove of reliable sources. ILLiad and UBorrow, when compared with interlibrary loan frameworks allowed within public library systems, stand out as titans of resource sharing compared to dwarfs of coloring book swapping.

Saved Searches

Like Google Scholar, Primo sends **saved search** update alerts, which help with staying current on research topics. To save a search for a topic, author, journal, or any search parameters, click Primo’s *Save query* pin. Primo saves them to *My Favorites*, accessible and editable through *Menu* options. Every serious student should have saved searches. For instance, two pinned searches for “Marisa Bortolussi and Peter Dixon,” one with *Book Chapters* and one with *Articles* set for their *Document Types*. And perhaps another for results mentioning “psychonarratology.”

Citation Trails

Like Google Scholar, Primo tracks and cross-references citations lists of published works if UCF has their housing database selected. As stated in “Using Citation Trails,” a section of Ex

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Libris's Primo VE user's manual, "Primo currently matches the metadata provided by CrossRef with the records in CDI (Central Discovery Index) to build the citation trails. Only records that belong to the collections that your institution has activated for CDI will appear in the lists" ("Using"). Instead of CrossRef, UCF pays for **EndNote**, an alternate **citation management software** for students, faculty, and staff. Primo search results have a button for exporting citation information and PDF files to EndNote. What that switch in citation managers means for Primo remains unclear, but their search results still offer citation cross-referencing.

Citation Trail Limitations

Many search result entries in Primo display a red up split arrow for finding sources that cite an article, and a red down split arrow for finding sources cited in an article. Because of its limited Central Discovery Index, UCF lags far behind Google Scholar's citation tracking ability. Without UCF's preselection or activation, a source's *cited by* information will not show, like with *Psychonarratology*. UCF Libraries owns a physical copy of that book, but Primo does not show its 728 or 552 citations that Google Scholar returns. Even with UCF's 1401 databases, ILLiad, and UBorrow included in search results; Google Scholar still returns infinitely more articles and information. For instance, in Primo, *Psychonarratology* shows no *Cited by* results because UCF has not selected to include citation tracking abilities for this important scholarly book and many others. But Primo has one important advantage over Google Scholar, it can limit searches to return only peer-reviewed articles; Google Scholar cannot.

UCF's Database Subscriptions

Both Primo and Google Scholar serve as worthy reputable source search engines. UCF subscribes to 1401 databases for everything from streaming video and music to quantum physics. Actually, they list one database for, in quotations, "quantum physics," named *arXiv*. Without quotations, they list three such databases. Note, these databases have no information on Hank Pym, nor "Pym Particles," but both Google Scholar and Primo do.

LIBRARIAN ASSISTANCE

Individual journal articles never mention their peer-reviewed status. Non-peer-reviewed journals will not advertise their status. Peer-reviewed journals have no standard placement on their webpages, nor a single terminology for this information. Some call it *peer-reviewed*, while others call it *refereed*. This necessary information often seems hidden on purpose to frustrate students. If an assignment requires peer reviewed sources, The Reference and Information Services Desk can find out a journal's status. These librarians have an "Ask Us" button on UCF Libraries' webpage. Send an article's citation information to them.

Subject Librarians

After they reply with a journal's peer-reviewed status, they describe how to find a directory database that lists this information, but Primo results for peer-reviewed articles show their status on an article's information page. Reference Librarians also help schedule appointments for **subject librarians** who know everything about available research materials.

UCF has many subject librarians, each specializing in different fields. Just to name a few from their directory, John Venecek covers Modern Language and Literature, Writing and Rhetoric, Digital Humanities, and more. Sandy Avila covers CREOL optics and photonics, UCF's

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NanoScience Technology Center, and more. Van Basco covers Computer Sciences, and more. Rich Gause covers research about Florida, legal studies, and more. (“Your Librarian”). They make study guides, inform students about research strategies specific to their topics, and know about all research materials available to UCF students, faculty, and staff. Provide assignment instructions and topic options to them beforehand.

Special Collections

Special Collections and University Archives Librarians also help with research. These librarians know everything about their rare collection. Mary Rubin, an archivist, says, Special Collections includes “rare, unique, and fragile” items, and those related to Central Florida and NASA history, such as old books, letters, diaries, photographs, videos, oral histories, and more (*Introduction*, 00:01:00–00:04:55). Visit their office at UCF’s Main Campus, John C. Hitt Library after emailing them and finding out what they have.

SUMMARY

Information cycle realities can narrow availability of well examined details, but limited information situations still have trustworthy sources. In many circumstances, we can exercise self-referentiality by sharing our observations or research. In all situations sources must receive evaluation to ensure we share useful information, factoring in alternate ideas, whether from research conversations or technical knowhow. Besides Open Access repositories, UCF has a broad wealth of Library materials and databases. This University also provides Research Librarians, experts in our library’s resources, to help navigate these materials.

Additional Information

Directory of Open Access Repositories:

“OpenDOAR is the quality-assured, global Directory of Open Access Repositories. You can search and browse through thousands of registered repositories based on a range of features, such as location, software, or type of material held.”

<https://v2.sherpa.ac.uk/opendoar/>

For Primo VE’s user guide visit ExLibris:

This Primo user’s guide gives way, way more information on what you can do with Primo than UCF Library shares.

[https://knowledge.exlibrisgroup.com/Primo/Product_Documentation/020Primo_VE/Primo_VE_\(English\)](https://knowledge.exlibrisgroup.com/Primo/Product_Documentation/020Primo_VE/Primo_VE_(English))

The UCF Ask Desk:

Chat, call, text, email, in person visits: This link is your first stop access point to UCF’s library materials and services, or for any other questions; they are very knowledgeable.

<https://library.ucf.edu/ask/>

Directory of UCF Subject Librarians:

For “Accounting, African American Studies, Anthropology, Architecture, Art, Athletic Training & Physical Therapy, Biology, Biomedical Sciences, Biotechnology, Business, Chemistry, Communication, Communication Sciences & Disorders, Computer Science, Criminal Justice, Digital Media, Early Childhood Education, Economics, Education, Elementary Education, Emerging Media, Engineering, English, Film, Finance, Florida Documents, Government Documents, Health Management & Informatics, Health Sciences, History, Hospitality Management, Industrial & Management Systems, Instructional Technology, Interdisciplinary Studies, Journalism, Judaic Studies, Latin American Studies, Legal Studies, Management, Marketing, Mathematics, Medical Laboratory Sciences, Medieval & Renaissance Studies, Modern Languages & Literature, Music, Nursing, Optics & Photonics, Patents & Trademarks, Philosophy, Photography, Physics, Politics & Security & Internal Affairs, Psychology, Public Administration, Real Estate, Religious Studies, Social Work, Sociology, Sports & Exercise Science, Sport Business Management, Statistics, Theater, Tourism, Women’s & Gender Studies, Writing and Rhetoric,” find your Subject Librarian.

<https://library.ucf.edu/subject/all>

Darren Cross's (my) MCU Fanpage:

For more information about me, Darren Cross, the author of this ‘Finding Credible Sources’ section of UCF’s style guide, please visit my fan page.

<https://marvelcinematicuniverse.fandom.com/wiki/Yellowjacket>

CREDIT AND CITATION

Giving credit where credit is due is highly important when it comes to writing. If credit is not given, one can run into issues of plagiarism. **Plagiarism** is defined as taking someone else’s ideas and making it seem as if they are your own. In order to avoid this, it is important to know when to correctly cite sources that are used and how to do that in a way your intended audience understands. However, there may be instances in which a statement does not need to be cited and it is important to note when citation is appropriate. In the following sections, we will discuss when a citation is needed, how to create in-text citations, and how to put this all into a works cited/bibliography page in the appropriate format.

COMMON KNOWLEDGE

Common knowledge “refers to facts and information that are so well-known and clearly established” that a writer can use without citing a source (Carleton, 2021). Below are some of the criteria necessary to identify if something is considered common knowledge, as discussed by Carleton:

1. The information being provided is considered factual and is commonly known among your audience. Overall, it would be reasonable to believe your audience knows said piece of information if they would not need to conduct extensive research to identify if the statement was true.
2. The information needs to be deemed true by your audience without uncertainty. If there is a chance your audience could have a difference in opinion, then a source should be cited to

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support your claim. You should always keep your audience in mind, acknowledging the knowledge they may already possess.

3. The information mentioned cannot be traced back to a single source. If there is a particular source that you gathered your information from regarding statistics of some sort, these should be cited since it can be traced back to a particular source. However, common knowledge tends to be found across multiple platforms and, therefore, does not need to be cited since it is information commonly known by many.

Overall, common knowledge depends on the context and the audience in question – as what is considered common knowledge to a biology major may not be common knowledge to an English major. Context and audience play a huge role on what is considered common knowledge. If you are unsure if something is considered common knowledge, it is always best to cite a source.

DIRECT QUOTES

A **direct quotation** is when you take another person or source's words and use them in your own writing. They should always be placed within quotation marks. Montgomery College suggests using the following guideline to identify whether a direct quote should be used:

1. The quote you are trying to use will be effective and/or memorable.
2. Your analysis will revolve around the particular phrase being used in the quote.
3. You want the opinion being stated in your source to be emphasized.
4. You want to quote someone with authority which would increase the validity of your argument.

If this is not done correctly, your work could be at risk of being considered plagiarism. Some examples of a direct quote from a source is as follows:

- “No amount of money can buy a second of time” (Iron Man).
- “The hardest choices require the strongest will” (Thanos, 2019).

Each of these are direct quotations from a source. Since they were being used word for word, they needed to be included in direct quotations followed by their corresponding in-text citation. The first direct quote was cited in MLA format, while the ladder is in APA. Citations in these different styles will be discussed later in this chapter.

PARAPHRASING

Not all evidence used in a piece of writing needs to be included as a direct quote. Oftentimes, it might be easier to paraphrase the information to smoothly integrate it into your writing (Montgomery College). **Paraphrasing** is a way to incorporate text into your writing without quoting the exact words used in the original source. However, anytime that you are using information from a source, it is still important to specify where this information was gathered from (Purdue Owl). Below are 6 steps to effectively paraphrase according to Purdue Owl:

1. Read the original source to ensure you understand its meaning.

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2. After reading the source, write your own paraphrased version.
3. Write a few words or sentences to remind you later on how you intend to use the paraphrased writing.
4. Compare your paraphrased version to the original document to ensure it accurately encompasses the essential pieces of the original source.
5. Use quotations to indicate any words you borrowed from the original source.
6. Write down the source itself so you are able to easily locate and access it later for citation purposes.

Below is an example of an original passage versus a paraphrased version:

- Original passage: “You got gifts, Parker. But you didn’t want to be here. I’d love to have you in Berlin, but you’ve got to decide whether you’re going to step up or not. Stark chose you. He made you an Avenger. I need that. The world needs that. Maybe Stark was wrong. The choice is yours” (Nick Fury, Spiderman: Far From Home).
- Paraphrase: In the movie Spiderman: Far From Home, Nick Fury tells Spiderman that he was chosen to be the successor to Iron Man after his death; he asks whether Spiderman will step up and accept that he was chosen to be the next Iron Man (Nick Fury).

Overall, the paraphrased version included the main idea of the original passage. However, because the paraphrased version was created using the original passage as a reference, then it must also be cited so it is not flagged as plagiarism.

In-Text Citations

In-text citations provide the reader with brief information about what they should look for in the works cited page at the end of a paper (University of Nevada). Based on the style guide one is using, a different in-text citation style should be followed. These in-text citations vary depending on the number of authors, what medium the source is presented in, and many other characteristics. They are used as a guide to readers to help them find the complete reference in the Works Cited page. More information on Works Cited can be found in the “Works Cited” section.

MLA

Basic Format

In MLA style, in-text citations are done using parenthetical citations. Parenthetical citations are used when attempting to cite another source, whether after summarizing, paraphrasing, or directly quoting. This is done by placing the necessary information within parenthesis at the end of the sentence that requires citing. However, according to the Purdue Owl, there are instances in which these citations are not placed at the end of the sentence. In the following sections, you will find explanations and examples as to how you should create your in-text MLA citations.

Print Sources with Known Author

“MLA format follows the author-page method of in-text citation” (Purdue). In other words, the author’s last name followed by the page number in which the information was found will be

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included in the parenthetical citation. The author's name can either be mentioned somewhere in the sentence, or it will be mentioned in the parentheses. For example:

- Dr. Abraham Erskine stated that no matter what happens one promise must be kept, “you will stay who you are, not a perfect soldier, but a good man” (23).
- “Whatever happens tomorrow, you must promise me one thing. That you will stay who you are, not a perfect soldier, but a good man” (Dr. Abraham Erskine, 23).

In both examples presented, the reader is easily able to identify the author as well as what page the information can be found on. With this information, they can refer to the Works Cited page and find more information when they look for the author's name. In this example, the reader will be able to find the entire citation if they look for “Captain America” in the Works Cited page. This format is used when the author is known and varies depending on what information is provided by a given source.

Print Sources with Unknown Author

When a source does not have a known author, it might be difficult to follow the author-page method of in-text citations. Because of this, the shortened title of the work is used within the parenthetical citation. “If the title cannot be easily shortened into a noun phrase, the title should be cut after the first clause, phrase, or punctuation” (Purdue):

- “Tonight, we give thanks to all those who came before us who made us who we are today” (“Shang-Chi”).

In the above example, the author of the article is unknown. Because the title of the article is so long, an abbreviated version of it is provided in parentheses. The full title of the article would be provided in the Works Cited page as follows:

- “Shang-Chi and the Legend of the Ten Rings.” Marvel Cinematic Universe. 2021.
www.marvelrelatedquotes.com. Accessed 01 Oct. 2021.

Other MLA In-Text Citation Information

These are not the only kinds of in-text citations; there is an endless list provided by the [Purdue Owl](#). On this website, you can find further information on how to cite indirect sources, internet sources, electronic sources, and more.

APA

Basic Format

In APA style, individuals use the author-date method of in-text citations. This means that the author of a source and the date of publication is included in the parenthetical citation. This helps the reader locate the corresponding source in the reference page at the end of the document (APA).

Short Quotations

Short quotations are considered those that are fewer than 40 words. When they are fewer than 40 words, then there are no additional formatting rules that go along with it aside from adding quotation marks around the quote itself.

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If you are going to cite directly from a source, it is important that you include the author, year of publication, and the page number in which the quote could be found (Purdue). There are multiple ways in which this can be done. One way is by introducing the quote with a phrase that “includes the author’s last name followed by the date of publication” (Purdue).

- According to Stark (2017), “If you’re nothing without the suit, then you shouldn’t have it” (p. 30).

Another way to cite this is by simply including the information in the parenthetical citation at the end of the citation. For example:

- “If you’re nothing without the suit, then you shouldn’t have it” (Stark, 2017, p. 30).

Long Quotations

Long quotations are considered those that are 40 words or more. These are referred to as block quotations. As mentioned in the APA style guide, block quotations need to follow a specific format. The format for block quotations is:

- Do not use quotation marks.
- Start the quote on a new line and indent the quote 05 inches from the left margin.
- Do not add an extra space before or after the quote.
- Do not add a period after the closing parenthesis.

Below is an example of a block quotation:

I look around at us and you know what I see? Losers... I mean like, folks who have lost stuff. And we have, man, we have, all of us. Homes, and our families, normal lives. And you think life takes more than it gives, but not today. Today it's giving us something. It is giving us a chance (Quill, 2014).

Work by One Author

As previously mentioned, APA citations should follow the author-date citation structure (Purdue). For the most part, the sources you will be citing will be written by one author, so it will follow this format. For example:

- “No man can win every battle, but no man should fall without a struggle” (Parker, 2017).
- As Parker (2017) stated...

Work by Two Authors

When a source has two authors, the name of both authors should be included in the “signal phrase” or in the parenthetical citation using the word “and” in between both names (Purdue).

- Research by Gamora and Thanos (2017) showed...
- (Gamora and Thanos, 2017)

Work by Three or More Authors

When there are three or more authors, only the first author's name is mentioned followed by "et al." (Purdue).

- (Yinsen et al., 2008)
- Yinsen et al. (2008) indicates that...

Unknown Author

When the source being cited does not have an author, the title is used instead. The first word or two should be used within the parenthetical citation. When mentioning it in the signal phrase, "Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks" (Purdue).

- "We're in the endgame now" ("Infinity War," 2018).
- As mentioned in Infinity War (2018) ...

Other APA In-Text Citation Information

There are times in which the author of a source is an organization rather than an individual author. In cases like this, you would create an in-text citation the same way you would if you had the author's name except replacing this information with the organization instead.

- "No amount of money ever bought a second of time" (Marvel, 2019).

The citations provided above are only a list of the most commonly used citations. These are not the only kinds of APA style in-text citations. There is an endless list of citations along with examples provided by the [Purdue Owl](#). On this page, you can find further information on how to cite other sources that were not mentioned.

TABLES AND FIGURES

Each table and figure that is provided in a document should be accompanied by a label, number, caption, or other kind of identifying information, according to Purdue Owl. In this section, we will discuss how to properly label tables and figures in both MLA and APA format.

MLA

Tables

Below is a list of items to refer to when creating and labeling **tables**, as suggested by Purdue Owl:

- You should refer to the table in-text with the corresponding table name. For example, stating "See Table 1".
- Make sure the table is near the next in which it is mentioned.
- Align the table to the left margin.

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- Label the table “Table” followed by its corresponding number. On the next line, put a table title. The table should be below the title.
- “Below the title, signal the source information with the descriptor ‘Source,’ followed by a colon, then provide the correct MLA bibliographic information for the source in note form” (Purdue Owl).

An example of a table properly formatting in MLA style would look as follows:

Table 9: Marvel Superhero Caffeine Intake Per Day

Superhero	Caffeine Intake Per Day (Number of Cups)
Black Widow	3
Captain America	1
Spider-Man	6

Figures

Figures include any other type of illustration that isn’t a table. This includes graphs, photographs, drawings, maps, etc. Below are some items to keep in mind when it comes to including these in your paper as suggested by Purdue Owl:

- All figures that are not tables are labeled as Figure or Fig.
- Figures should be referred to in-text with its corresponding number. The word “figure” or “fig.” should not be capitalized in-text.
- Figures do not need to be aligned left and can be aligned as the writer sees fit.
- A label should be included below the figure with its corresponding number.

Below is an example of how to properly format a figure in MLA style:



Figure 1. Avengers Assemble.

APA

Tables

According to the APA style guide, tables include the following items:

- Tables should include the table number and title above the table in bold font. They should be numbered in the same order they appear in the paper.
- The title of the table should be included below the table number and should be brief.
- All tables should include “column headings, including a stub heading (heading for the leftmost...column).”
- The use of borders and lines in the table should be limited for clarity. “In general, use a border at the top and bottom of the table, beneath column headings...and above column spanners”.
- Place the table either before the table is mentioned in the text, or on a separate page after the reference list.

Below is an example of a table correctly formatted in APA style:

Table 1: Number of Children Each Character Has

Character	Number of Children
Iron Man	1

Hawk Eye	3
----------	---

Scarlet Witch	2
---------------	---

Figures

All other kinds of visuals other than tables would fall under the “figures” category. This includes line graphs, bar graphs, drawings, maps, photographs, and other similar items (APA). Overall, tables and figures have the same setup. However, you can find the basic items needed to properly include a figure in your paper as suggested by the APA:

- The figure number should be included above the figure title in bold. The number should be included in the same order they are mentioned in the paper.
- The title should appear below the figure number. This should include a brief, descriptive title.

Below is an example of how to properly format a figure:

Figure 1: Wanda and Vision Family



APPENDICES

An **appendix** is used to include information in your document that would otherwise be distracting in the main body paragraphs. This is included near the end of the document, right before the works cited/references page. An appendix can consist of tables, figures, images, data, questionnaires, or any other data that you would like to reference.

MLA

The following is an MLA guideline that can be followed if you choose to add an appendix to your paper, as provided by the University of Nevada library:

1. If more than one appendix is included, then the first appendix would be labeled “Appendix A,” the following “Appendix B,” and so on, centered at the top of the page. An appendix should only be used if it is referenced somewhere in your paper.

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2. Appendices should be provided in the same order that the information is mentioned in the paper. In other words, the information provided in Appendix A should be the first information mentioned in your paper.
3. Each appendix should begin on a new page – they cannot start in the middle of a previous page.
4. An appendix should only be used if it is referenced somewhere in your paper.

APA

Below you will find an APA provided by Purdue Owl guideline as to how to format an appendix if you choose to add one to your paper:

1. The appendix should be included on a separate page labeled as such. This should be followed by a title on the next line that describes the content in the appendix.
2. Headings should be bolded and centered at the top of the page.
3. The first appendix should be labeled “Appendix A”, the following “Appendix B,” and so on. The paper should reference in-text the corresponding name of the appendix.
4. See [Purdue Owl’s](#) website to get further information on how to format text appendices and tables/figures appendices.

Appendix Format Example

Below you will find an example of how an appendix should be formatted, as both MLA and APA formats are highly similar.

Appendix A		
Number of Wins/Losses by Character		
Character	Wins	Losses
Iron Man	6	2
Thor	6	1
Captain America	7	1

Figure 2: Winning and Losing Scores

CITING SOURCES

In addition to adding in-text citations to your paper, it is important to cite your sources at the end of your paper to make it easy for your reader to locate necessary information. This section of the paper is called “**Works Cited**” in MLA format, while for APA this is called “**References**”. Despite having different names, they serve the same purpose. For the most part, they are formatted in similar ways. However, the information that is included in each one of these citations will vary by citation style.

MLA Works Cited

Format

Overall, the formatting of the Works Cited page is simple. Below are some guidelines to ensure that your Works Cited page is properly formatted as explained by Purdue Owl:

- This page should begin on a separate page at the end of your paper.
- The corresponding label should also be placed centered at the top of the page. This should not be bolded or italicized.
- Double space all citations.
- Create a hanging indent for all citations.
- Citations should be listed in alphabetical order by author's last name. When the author is unknown, use the article title instead and place that in its corresponding alphabetical location.

Basic Format

As demonstrated by Purdue Owl, below is a basic format that can be used to create any citation:

Author. Title. Title of container (do not list container for standalone books, e.g. novels), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

There may be instances in which all the information in the format above is not applicable. In the following sections, there will be examples of how this citation format can be applied to different types of sources, and what to do if some of the information above is not provided.

Book Citations

The basic format for a book citation should look as follows:

- Last Name, First Name. Title of Book. City of Publication, Publisher, Publication Date.

However, the city of publication is only included if the book was published prior to 1900. Below is an example of a citation if a book was written by one author:

- Lee, Stan. *Origins of Marvel Comics: X-Men*. Marvel Worldwide, Inc., 2010.

When a book is written by two authors, order them in the same way they are presented in the book. An example of this would look as follows:

- Drake, Arnold, and Don Heck. *Essential Classic X-Men*. Marvel Publishing, 2009.

When there are three or more authors, you would list the first author followed by the phrase "et al."

- King, Tom, et al. *Vision #6*. Marvel Publishing, 2016.

Electronic Sources

The basic citation looks a little different when it comes to electronic sources. In this case, the citation would look as follows:

- Author. "Title." Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

As can be seen above, the major differences are including a DOI or URL to easily access the source itself and the date you accessed the source. This is mainly because electronic sources tend to change over time so knowing when it was accessed would account for any changes that could have been made.

When citing an **entire website**, use the format above, but “include a compiler name if no single author is available” (Purdue). For example:

- “Marvel.” Marvel Entertainment, <https://www.marvel.com/>.

When citing a **page on a website**, “list the author or alias if known, followed by an indication of the specific page or article being referenced” (Purdue).

- Dinh, Christine. “The Enduring Legacy of Black Widow.” Marvel Entertainment, Marvel Entertainment, 6 Oct. 2021, <https://www.marvel.com/articles/movies/enduring-legacy-of-black-widow>.

Scholarly Journal

To cite an article in a scholarly journal, the citation would look as follows:

- Beaty, Bart. “Superhero Fan Service: Audience Strategies in the Contemporary Interlinked Hollywood Blockbuster.” *The Information Society*, vol. 32, no. 5, 2016, pp. 318–325., <https://doi.org/10.1080/01972243.2016.1212616>.

Tweet

To cite a tweet, the format is a little different. You would begin the citation with the user’s Twitter handle rather than the author’s name as shown in previous examples. “Next, place the tweet in quotations, inserting a period after the tweet within the quotations” (Purdue). Following the content of the tweet itself, you would also include the date and time in which the tweet was made.

- @Avengers. “What If... All their stories led to this? All episodes of Marvel Studios’ #WhatIF...? Are not streaming on @DisneyPlus.” Twitter. 7 Oct. 2021, 11:00 a.m., <https://twitter.com/Avengers/status/1446128211146862602>.

YouTube Video

Video and audio sources are cited in the same basic format presented earlier. “If the author’s name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author’s name before the title” (Purdue).

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- Lee, Stan. “What makes a superhero? | Stan Lee | TEDxGateway 2013.” YouTube, uploaded by Tedx Talks, 27 Dec. 2013, <https://www.youtube.com/watch?v=DSGf6is3U2w>.
- “Marvel Studios’ Hawkeye | Official Trailer | Disney+.” YouTube, uploaded by Marvel Entertainment, 14 Sep. 2021, <https://www.youtube.com/watch?v=5VYb3B1ETlk>.

Other Sources

For more information on how to cite other kinds of sources not mentioned above, you can visit the [Purdue Owl](#) website directly, or review the [MLA style guide](#) directly.

APA References

Format

The APA References page format is highly similar to the MLA Works Cited page discussed earlier. Below are some guidelines to follow to ensure that your References page is properly formatted as explained by Purdue Owl:

- Your references should be on a separate page at the end of your paper.
- Label this page “References” in bold, centered at the top of the page.
- Hanging indentation should be used for all references.
- “All authors' names should be inverted (i.e., last names should be provided first)” (Purdue).
- Authors' first and middle names should not be written out; instead, they are written as initials.
- References should be listed in alphabetical order.
- “When referring to the titles of books, chapters, articles, reports, webpages, or other sources, capitalize only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns” (Purdue).

Single Author

To cite a source written by one author, you would include the author's last name followed by the author's initials.

- Dinh, C. (2021, October 7). The enduring legacy of Black Widow. Marvel Entertainment.

Two Authors

List the author's last name and initial as was done previously. However, separate author names with a comma, and use the ampersand instead of the word “and”.

- Cares, D., & Ferry, P. (2021). Thor #18. Marvel Entertainment.

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Three or More Authors

When there are three or more authors, you would list the author names and separate them using commas. When listing the last author, you will also use an ampersand.

- Simone, G., Slott, D., Hembeck, F., Braga, L., Buckingham, M., Farmer, M., Aburto, J., Yackey, M., Wilson, M., & Caramagna, J. (2019). Fantastic four. Marvel Worldwide, Inc.

Books

The basic format for a book reference is as follows:

- Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Publisher Name. DOI (if available)

For example:

- Spencer, N. (2018). The amazing Spider-Man #1. Marvel Entertainment.

Journal Article

Due to the fact that online materials can change URLs at any given point, APA suggests using the digital object identifier – or DOI. The basic format for a journal article is as follows:

- Lastname, F. M., & Lastname, F. M. (Year). Title of article. Title of Periodical, Vol.(Issue), page numbers. DOI
- Beaty, B. (2016). Superhero Fan Service: Audience Strategies in the contemporary interlinked Hollywood blockbuster. *The Information Society*, 32(5), 318–325.
<https://doi.org/10.1080/01972243.2016.1212616>

YouTube Video

YouTube videos follow a similar format. The basic format is:

- Person or group who uploaded the video. (Date of publication). Title of video [Video]. Website host. URL
- Marvel Entertainment. (2019, April 16). Marvel Studios' Avengers: Endgame | “To the end”

TV Series

There are two ways that a TV series can be cited. You can either cite the overall series or an individual episode. To cite the overall series, it would follow this format:

- Executive Producer, P. P. (Executive Producer). (Date range of release). Title of series [TV series]. Production company(s).
- Bradley, A.C., & Andrews, B. (Executive Producers). (2021-present). What if...?[TV series]. Marvel studios.

To cite a series episode, you would also need to incorporate the information of the episode itself. For example:

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- Writer, W. W. (Writer), & Director, D. D. (Director). (Original air date). Title of episode (Season number, Episode number) [Tv series episode]. In P. Executive Producer (Executive Producer), Series title. Production company(s).
- Bradley, A.C. (Writer), & Andrews, B. (Director). (2021, September 1). What if...Doctor Strange lost his heart instead of his hands? (Season 1, Episode 4) [Tv series episode]. In A.C. Bradley & B. Andrews (Executive Producers), What if...? Marvel Studios.

Other Common Sources

For more information on how to cite other kinds of sources not mentioned above, you can visit the [Purdue Owl](#) website directly, or review the APA style guide's section on [references](#) to learn more.

ADDITIONAL INFORMATION

Though MLA and APA are not the only writing style guides used at UCF, they are the most popular among students. However, because they are not the only ones used on campus, below is a list of other style guides you may come across depending on the course and context in which you need to create a document. Feel free to click on the different links to learn more about how to properly style your paper in each of the different formats:

- [American Medical Association \(AMA\)](#)
- [American Political Science Association \(APSA\)](#)
- [American Sociological Association \(ASA\)](#)
- [Chicago Style](#)
- [Institute of Electrical and Electronics Engineers \(IEEE\)](#)

CHAPTER CONCLUSION:

Not having a topic to write about can feel overwhelming. In this chapter, we discussed how brainstorming and contacting your professor or supervisor could be helpful when coming up with topic ideas. Once you have come up with a research question, the next step is to find the scholarly debate surrounding your topic, or find trade journal information concerning the relevant processes. UCF Library has access to a wealth of research materials that is sure to cover your information needs. Be sure to keep track of your sources along the way. You don't want to end up spending hours or days trying to figure out what information belongs to which source. This chapter also provided in-depth information on MLA and APA citations. Source management software, such as EndNote – provided by UCF – will keep track of citations for you. Be sure to double check EndNote's MLA or APA formatting on your bibliographic references.

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VISUAL ELEMENTS & GRAPHICS

WRITTEN BY HUZAIFA BAIG, MALACHI BRUNO,
LIAM CULHANE, AND CASSANDRA ORTEGA

CHAPTER 5: VISUAL ELEMENTS AND GRAPHICS

The inclusion of visual elements and graphics helps bring readability and variety to your writing. A reader's impression of your writing will be decided the moment they glance at your document. It is important to note however, not understanding the aspects for visual elements and graphics can result in poor design, which can hinder your writing. This section will be going over fundamental concepts to consider.

AESTHETICS VS. FUNCTIONALITY

Aesthetics – concerned with beauty, is important in writing since the look of a page is one of the first things readers pay attention to. How a page looks along with its visual elements and graphics sets the reader's expectation on how they will be navigating the text. Good design pleasing to the eye will have readers better understand what they are reading. While the aesthetics of a page may be nice, if it is not **functional** – designed to be practical and useful, it can take away from your writing and be a distraction to the reader. Functionality in writing is the visual cues readers understand from first glancing at a page. For example, headings, graphics, visual elements etc. Another way to see functionality comes from the content of your page, like how you designed your page, why you organized your information the way you did, and how it enhances your text. Designing with purpose helps lead to a balanced result of both functionality and aesthetics.

VISUAL PERCEPTION - GESTALT PRINCIPLES

Visual Elements & Graphics design is built on **Gestalt principles of visual perception** – how people perceive and interpret visual information. People tend to see the whole of something rather than the sum of its parts, meaning that having a “completed” look or design is necessary for readers to identify what they are viewing/reading. The Gestalt principles of visual perception are:

FIGURE-GROUND

The relationship between positive elements and negative space. It can be stable or unstable depending on how people perceive the elements on a page. Elements can stand out (the figure) or

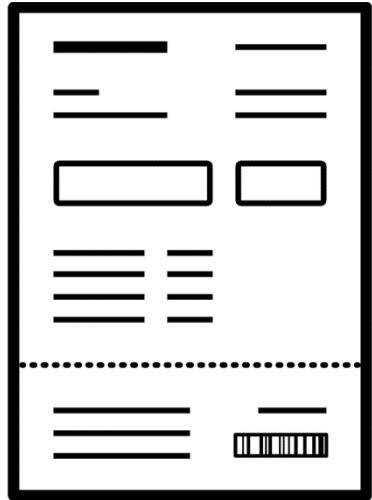


Figure 1: Stable element layout

SIMILARITY

Things that seem like each other get grouped together in some way. If you want an easy way to have elements on your page grouped together make sure to create them similarly. Visual Elements & Graphics that have the same formatting, size, or color can help readers unconsciously group them together, resulting in natural organization and establishing how you organized the page. This can help elements that are not able to be next to each other on a page still feel connected. Having dissimilarity helps if you do want to make a section stand out so that readers know it is important or not like what they have read beforehand.

retract back (the ground). In writing, this can be seen with text on a page; text is commonly black and stands out on a white foreground. This helps readers figure out where they should be focusing on and where they can skim. When creating Visual Elements & Graphics it is good to be stable since it will better guide your readers on what you want them to see.



Figure 2: Hulk and Captain Americas'

PROXIMITY

Elements that are close together are seen as more related than objects that are farther away. Proximity is an important element to consider since it can trump similarity of color and shape. In writing, this can be seen as having related sections be positioned close together to ensure readers create the connection. The opposite holds true, putting space between elements helps to add separation and cues the reader in making the distinction of what they are looking at: text or graphic, is not the same. In academic writing this principle is helpful since there is not much use of graphics. These writers must depend on formatting to help organize their writing. Make sure graphics you create are close to the section you mention it in to ensure the reader connects it back to your writing.

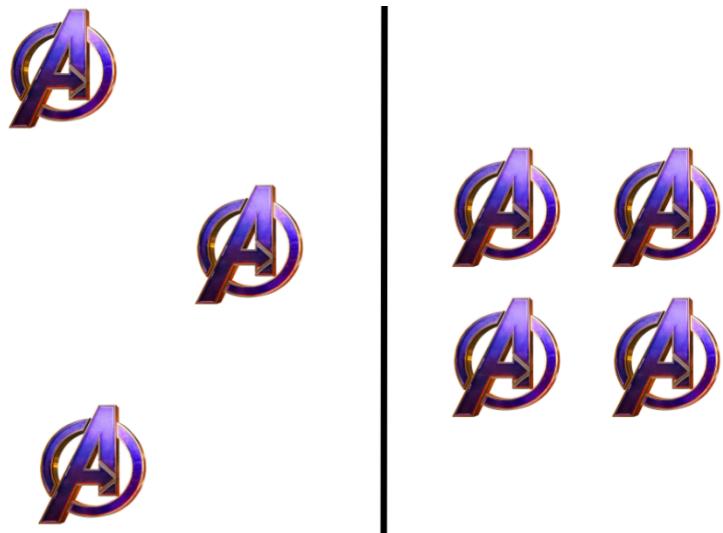


Figure 3: Avengers logo using proximity

COMMON REGION

Similar to proximity, common region deals with elements being in the same “closed” region; when this happens, we see them as being grouped together. “Closed” in this case means sectioned off, like borders or other visible barriers. Vice versa, if elements are not located in a closed off region it will not be grouped together. This will be helpful for Visual Elements & Graphics since these writing aids will have their own structure to follow and need to be sectioned off when completed. Another way to create a region that is not a border is placing elements on a different background than the rest of the text.

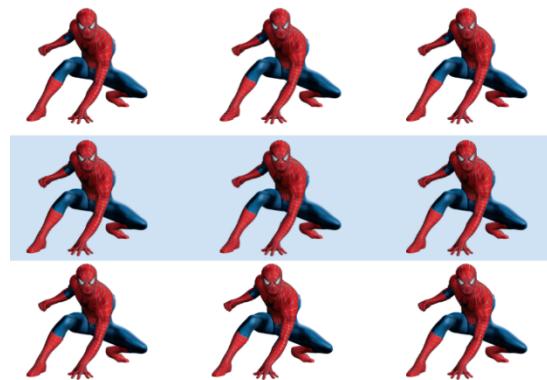


Figure 4: Spider-man

Consistency throughout the page helps develop familiarity in what the reader will expect. Includes things like headings, margins, indentations, paragraph length, inclusion of visual elements & graphics, and placement of visual elements & graphics. A uniformed document is easier and pleasing to read than an unorganized document with no clear structure or has poor readability.

Your Name

Industrial Designer

123 Your Street
Your City, ST 12345
(123) 456-7890
no_reply@example.com

SKILLS

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

EXPERIENCE

Company Name, Location - Job Title

MONTH 20XX - PRESENT

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

Company Name, Location - Job Title

MONTH 20XX - MONTH 20XX

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

Company Name, Location - Job Title

MONTH 20XX - MONTH 20XX

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

EDUCATION

School Name, Location - Degree

MONTH 20XX - MONTH 20XX

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore.

AWARDS

Lorem ipsum dolor sit amet, consectetur adipiscing elit.

Aenean ac interdum nisi.

Figure 5: Uninformed document

CLOSURE

When looking at a complex arrangement of visual elements your brain will tend to look for a recognizable pattern to help understand what it is looking at. This means your brain will “fill in” the blanks to create a complete image. Good closure design must have just enough information that our brain can fill in the rest with ease. When there is not enough information the element will not seem whole and separated. When there is too much information it defeats the whole purpose of closure. Examples of closure can be seen in logo design but are not too common in writing since you are not trying to have your reader “fill in gaps” when it comes to your writing. The purpose of writing is to be clear and concise; having a reader fill in gaps can result in confusion and interpreting the information wrong.



Figure 6: S.h.i.e.l.d closure design

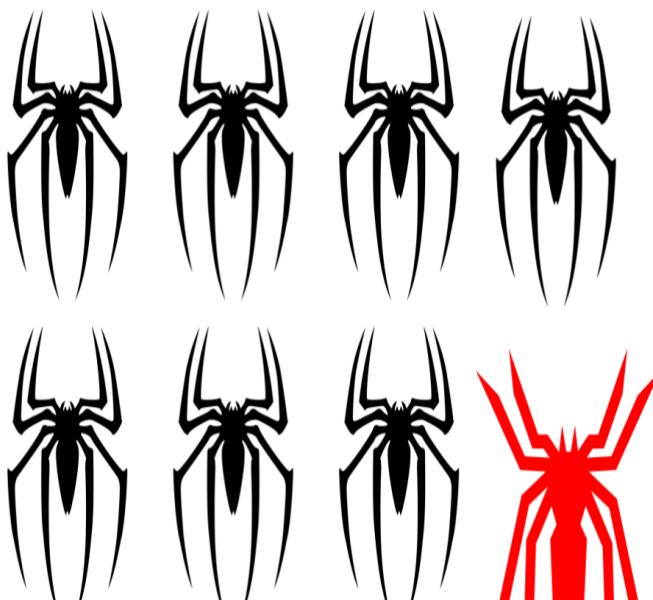


Figure 7: Different spider-man sizes

FOCAL POINT

This is an element that stands out visually and will capture/hold the reader’s attention first. In your writing you want to save these for your most important topic/message you want your reader to see first. This also applies to any Visual Elements & Graphics you want and making sure you design them in a manner that makes them stand out just enough to grab the reader’s attention without confusing them. Focal points should be used few and far between as too many take away the meaning of it being reserved for something important. Size can be a subtle way in making something a focal point. For example, bigger headings and large graphics grab the reader’s attention and have them focus on that section.

Understanding Gestalt principles of visual perception will help readers have effective document design in knowing what the principles are and how they apply to their writing. The writer from here can now consider these principles as they begin to plan their document’s visual design and

for visual elements/graphics they make. With the fundamentals of design covered the following sections will be covering specific topics to consider when creating Visual Elements & Graphics.

VISUAL ELEMENTS

There are eight visual elements of design which are: line, color, value, typography, size, form, shape, and texture. These elements are known as the building blocks of art & design. Understanding these elements will allow the writer to become familiar with visual design and what to consider for their writing in order to produce a visually pleasing document.

LINE

The connection of any two points. Line is the most common element used and seen in writing. Lines are versatile as they can be thick or thin, dashed, bolded, black or in color. Lines are used to suggest shape, pattern, form, structure, and depth. Different types of lines can suggest subtle responses to the reader; for example: curved lines can suggest comfort and ease, horizontal lines can suggest distance and tranquility, vertical lines can suggest height and strength, and jagged lines can suggest turmoil and anxiety. Lines also have expressive qualities to them. For example: freehand lines can suggest a more “free”, non-structured feel, mechanical lines can suggest a controlled rigid feel, continuous lines can suggest motion which leads the eye to move in a certain direction, broken lines can suggest fragments and not a completed look, thick lines can suggest strength, and thin lines can suggest delicacy. For most writing you will see the use of horizontal, vertical, mechanical, thick, and thin lines because of the qualities they suggest. These types of lines typically help to achieve a clear, concise style to the page and makes it easy for readers as they look at the page. Graphics can also include these types of line

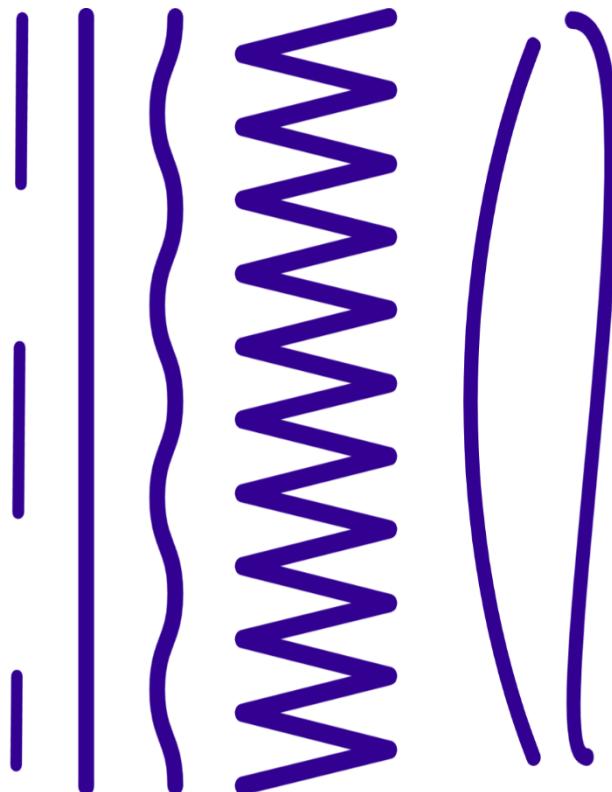


Figure 8: Types of lines

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as well as the other ones depending on the type of graphic. It is important to not create a graphic that is confusing or too decorative since it can take away the purpose of being an aid to the reader.

Color

This is a very important and large visual element. This section will only discuss the elements within color that relate to writing and graphics. For more information on color theory overall like tints, tones, shades, and color schemes please visit this link: [Color Theory](#). Color is one of the first elements that someone sees when looking at your document so the choices you consider should be what best fits your document. Having a consistent **color scheme** throughout your document can help give an uniformed look to your document. Color schemes also help to promote brand association, which can be necessary if what you are writing is for a particular brand/organization. For example, UCF's school colors are black and gold. If you see throughout its website/social media pages you will notice these colors are consistently used throughout, creating that association of those colors to the school. **Color Association** should be considered as people have attached certain colors to a particular emotion, sensation, or trait. For example, red can be perceived as something bad or an error, while green is seen as something positive or correct. While you can create a graphic that uses red to mean something positive and green to mean something negative this can result in slight confusion or the reader will have to take more time looking at the graphic to make sure they understood the information correctly. With that said, color associations can vary from culture to culture. It is important to know who your audience is when creating your documents since you don't want to create something that can be interpreted wrongly by the majority.

Color should not be the only way to interpret meaning from a picture or graphic. Doing so can result in an accessibility problem for people with color blindness or other visual impairments. While you may be able to incorporate a variety of colors to your document or graphics it is not always the best practice since there are people with color blindness/deficiencies. **Color deficiency** is when an individual is unable to see color in a normal way and results in the person not being able to distinguish certain colors. This can be a frustrating situation for the individual if they are only supposed to rely on color as the way to interpret the information. The colors that are most



Figure 9: Captain America color scheme

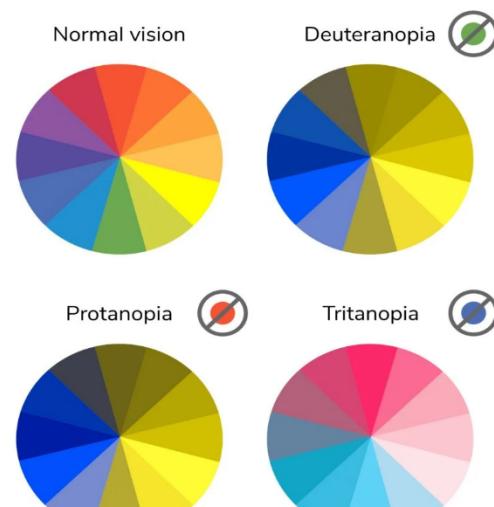


Figure 30: Color deficiency graph types

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troublesome and that you should avoid using large amounts of are: red, green, blue and yellow. It is recommended that if you use color as a primary aid in getting your information across that you provide a secondary way to interpret the information for accessibility or that you use color as a secondary aid only.

VALUE

Describes the lightness or darkness of a color. Value can help add the look of depth and contrast to a page even if you are using one color. If you want to keep similar sections together but want a subtle way to contrast, using lighter/darker tones of a color can be a way to do this as it keeps the unity with the color but then contrasts with the shade. Do not only use values to create contrast. As mentioned before, this can be an accessibility issue. Value is not only color. It also covers the values for black and grey. One thing to keep in mind with color is how your final product will be distributed. For example, if you know the document you are creating will only be distributed electronically then you typically do not have to worry about the “amount” of color you have in the final product. You should look at your final documents on different displays however. There are times when colors can look more saturated or desaturated on different monitors/devices. You want to make sure it is consistent from screen to screen. If your document is going to be printed/published, there are more things to keep in mind. If your final document is going to be printed in black and white then it is important to check that all your visual elements/images/graphics translate well in a black and white scheme. If not, then you need to go back and revise. A way to check is converting anything you create into a grayscale version. You can preview before you print your document in black and white to see how it looks and if you need to go back and change anything.



Figure 11: Avengers image values adjusted before/after



Figure 12: Grayscale



TYPGRAPHY

The stylistic look and art of working with text. The font you choose for your writing sets the tone of your document. This visual element is an effective way to quickly establish the style of the document. With text you have the option of having **serif fonts**- These fonts have little strokes or “feet”, called serifs attached to the main part of the letter. An example of this font would be Times New Roman or Playfair Display. These fonts are associated/used with traditional writing projects like reports, proposals, etc. There are also **sans serif fonts**- that does not include the extra stroke (serif). Sans serif is French for “without serif”. Examples of this font would be Roboto and Arial. These fonts are used/associated with a clean and modern look and are ideal for reading on electronic screens. Another type of font is **script fonts**- fonts that look handwritten. Examples of this font would be Lucida Calligraphy and Pacific. These are very decorative fonts and are often used for branding/logos. If you do use these types of fonts, limit the use to short phrases or titles. Not a font you would want to use for academic writing since it is not as legible as other font choices out there. Such decorative fonts can be distracting to the reader which can take away the focus from what you actually wrote. The final type of font is **display fonts**- decorative in nature. Display fonts come in a variety of styles that vary from one another (script, black letter, all caps, fancy, etc.) Examples of this font would be Monoton and Special Elite. These fonts are more ornamental than all other fonts, which makes them easy to distinguish and are only used for small amounts of text like titles, headers, and graphic heavy designs.

	Types of Fonts			
	Serif	Sans Serif	Script	Display
E X A M P L E S	Times New Roman	Roboto	<i>Pacifico</i>	Special Elite
	Playfair Display	Arial	<i>Dancing Script</i>	MONOTON
	Merriweather	Calibri	<i>Shadows Into Light</i>	<i>Henny Penny</i>

Figure 13: Types of fonts

Once you pick a font type there are factors to consider like: **Kerning**- The space between specific characters, **Tracking**: The overall space between characters, and **Leading**: The vertical space between lines of text. These are elements that you change and set based on the look/style you are trying to achieve. Some basic guidelines are not to kern your text too tightly as this can result in words that are too spaced together and can seem awkward/difficult to read. The other extreme is you kern your text too far apart that words in the same line of text don't seem together. You want to

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make sure you strike the right balance so that you still maintain legibility and readability. Kerning gets used for medium to larger texts and headings since these texts are typically larger and larger texts means that you can see more noticeable differences. Look out for serif and script fonts as they may need you to adjust the kerning since they have “feet” that can affect the spacing. Leading is also another feature you want to be careful with as it can also fall into the two extremes, like kerning. Big gaps between lines of text will disrupt the reader's flow when going through a page. If you are writing large paragraphs of text you may want to increase the leading in order to not have the reader get tired of reading large amounts of cramped text. Tracking affects the space between all letters so like the last two it is important not to fall into these extremes. Tracking can be used to add emphasis to headings if you want to space out the characters.



Figure 14: Tracking, Kerning, and Leading example

SIZE

How big or small an element can be. In most writing you do this will be referring to your text but there will be cases where you will be including images or other graphics. The larger an element is on your document the more it is going to stand out and draw the eye to the reader. Readers naturally associate bigger elements with importance. For example headings are bigger sizes than the body of text to stand out on a page and so readers know what a section is going to be discussing. With images/graphics it is going to depend on the content. If the image or graphic has a lot of visual details/information then it has to be large enough so that it is easy to see/read. If it is too small then readers will have difficulties understanding and skip over it. If you are creating any

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electronic documents make sure readers have the option to adjust the font as this can help people with visual impairments.

Your Name
Industrial Designer
123 Your Street
Your City, ST 12345
(123) 456-7890
no_reply@example.com

SKILLS
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

EXPERIENCE
Company Name, Location - Job Title
MONTH 20XX - PRESENT

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

Company Name, Location - Job Title
MONTH 20XX - MONTH 20XX

- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

Company Name, Location - Job Title
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- Lorem ipsum dolor sit amet, consectetur adipiscing elit.
- Aenean ac interdum nisi. Sed in consequat mi.

EDUCATION
School Name, Location - Degree
MONTH 20XX - MONTH 20XX
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore.

AWARDS
Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Aenean ac interdum nisi.

Figure 15: Nicely formatted element

The final three visual elements will only be briefly defined since these elements have more to do with art design which is not relevant to this manual. If you are interested in these elements you can visit the following links: [Shape](#), [Form](#), [Texture](#). Shape- Can be two-dimensional or three-dimensional; shapes can be organic (free-form) or geometric (regular), Form- The combination of shape and space to three-dimensional figures, and Texture- Surface quality of a work can be physical or an illusion.

USING ONLINE TOOLS

The use of different digital and online tools is pivotal in today's society when writing documents, stories, and other sorts of literature. This is especially true when talking about creating or adding different visual elements or graphics to your writing. Think of your standard textbook, for example. It is not all just a bunch of words and information put together. Instead of just giant walls of text on each page, it is almost always full of pictures, graphs, and other sorts of visual elements to help the lesson flow smoothly. As students, workers, or whatever your occupation may be, we are very lucky to live in a time where we have so many unique tools at our disposal to help aid us in our writing. Different programs like Microsoft Word, Photoshop, Illustrator (which will all be discussed), and a whole plethora of other tools, can help us create a way more detailed, unique, and appealing work of writing, especially when it comes to applying these aforementioned things like graphics, photos, and charts, that create a more pleasurable, relatable, and readable environment for the audience when reading your writing.

Understanding how to effectively use these tools will provide a great advantage later on in your career when you try to create documents, books, proposals, and other sorts of documents that require visual elements or graphics, even if it's on a basic level. Not only learning, but actually understanding how to use these tools to their fullest potential will prove that not only can you come off as more professional, but it will give you an advantage over others, since you will know how to use the tools in a more effective way. Using them in this way will allow your work to stand out positively, and provide you with more opportunities in the future. The main focal points of this section, like mentioned previously, will be Microsoft Word, Photoshop, and Illustrator. These three tools have been chosen specifically because they are more well-known and make a writer more applicable if they know how to use the tools correctly.

Additionally, there is a section that will touch on other tools that are not as widely used. They will also help you gain an edge when creating visually appealing and interesting work. These tools will aid you in many different ways as they're all necessary when trying to properly implement visual elements and graphics into your writing. Some are more used than others, but that depends on the project at hand. For example, sometimes knowing how to use Excel will prove to be more useful than Adobe Premiere if you are creating charts and other graphs. Some people will know how to use Microsoft Word better than their colleagues, but these colleagues may be better at using Photoshop. The goal for this section of the chapter is to have a solid understanding of all these programs after reading so that you may go out and use these skills immediately.

MICROSOFT WORD

Most people are familiar with Microsoft Word. This section isn't a "How To" for Microsoft Word. Instead, it is a guide on how to use Word optimally when it comes to adding visual elements to your writing in order to get the most out of the program, no matter what the subject matter is.

NAVIGATING WORD

Before we talk about the different specific tools, functions, and tips about adding visuals and graphics through word, it is important to go over how to navigate your way through the program. Although it may seem like a trivial task, being able to navigate your way through the program quickly and efficiently is the first key to success when using the program effectively. Think about it, let's say you have a toolbox, and you don't organize it, what will happen? You won't be able to find the correct tool for the task at hand in a timely manner, leading to wasted time that could be spent working. Same goes for navigating through Microsoft Word. Knowing where the correct tools are when trying to add, edit, or create visuals to your writing will be a key factor in the work you produce. It's all about time management.

The less time you spend trying to find what you are looking for, the more time you will have actually using Word. There is nothing more frustrating than wasting time when you could have been working all along. That's one of the main focal points of this section: knowing where all the best tools are and how to get to them in the quickest way possible for better time management. The first thing is the Task bar in the upper left-hand corner, this will be the "hub" for navigating through the program.

The tabs in this task bar are as follows: File, Home, Insert, Design, Layout, References, Mailings, Review, View, and finally, Help. The main tabs this section will talk about are Home, Insert, Draw, Design, and Layout, as they pertain to the visual aspect of Word. First is the Home tab. This is where your font size, font type, colors, headings, spacing, and other general options are found. As the default tab of the program, most people don't leave the Home tab too often.

While it does provide a lot of the basic functions that you will need, the programs on the other tabs are still as important to touch on. There is no denying that the Home tab is full of useful tools that will help strengthen the visuals of your writing, and it is important to familiarize yourself with them if you aren't already. Next is the Insert tab. This tab is arguably the most useful tab when implementing visuals, especially graphics, photos, charts, and all sorts of other elements. You can create tables, insert photos, icons, 3D models, art, and add comments. This is where you can add new pages and page breaks, too, which can be a huge help when creating documents. The Insert tab is undoubtedly the most important tab when adding graphics to your document.

Understanding the ins and outs of this section will prove to be extremely useful when creating and adding visuals to your writing. The Design tab will be your number one too for creating a **theme** to your writing. By theme, this means the best design pertaining to what you are writing. Whether it be a proposal, resume, or written assignment, the Design tab has all sorts of templates and themes to choose from so that you can find what's right for your writing. The Layout tab is also one to take note of. While it does have a few less tools than the other tabs, that doesn't make them any less valuable. The Layout tab provides all sorts of tools to edit the layout of your paper. The tab includes margins, page orientation, spacing, columns, and all other sorts of tools to help with the physical orientation of the paper.

USEFUL FUNCTIONS

Now that you have gotten a bit more familiarized with the toolbar and how to navigate it, it's time to go deeper into the different functions and tools that can be used to create impressive visuals and overall help and maintain the professional look of your paper. There are plenty of useful functions and applications that you can apply to your writing through Word. Throughout this section you will learn certain specific tools that will help you with applying your visual elements and graphics.

PICTURES

Adding certain pictures to your writing may seem like an easy task, but there is more than one way to go about doing so. To keep it simple, do the following:

Insert > Pictures > From here you will have three options: This Device, Stock Images, and Online Pictures. Select the option that best suits the image that you are trying to add.

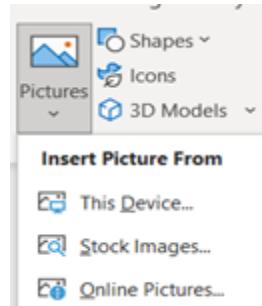


Figure 16: Steps in adding a picture

CHARTS

When showing data, graphs, and other statistics it is likely that you will have to add some sort of chart, depending on what you are trying to show. When you want to add a chart to your document proceed with the following steps:

Insert > Chart > Then select from the drop-down menu what type of chart you want to add to your document.

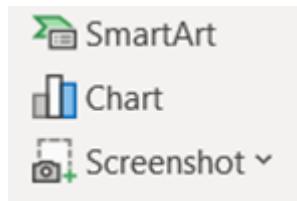
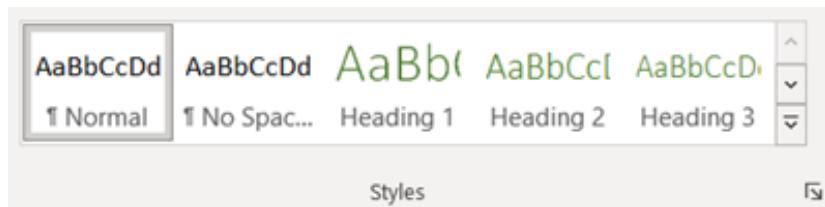


Figure 17: Steps to adding a chart

STYLES

When you want your document to have a certain theme, color scheme, or perhaps you are just looking for some headings, that's where the Styles section will come in. To get to the Styles Section:

Home > Styles > From here selecting the drop-down menu will provide you with more options to choose from, pick whichever best suits your writing.



THEMES

This tab is very similar to the Design tab but has a larger variety of themes to choose from. These can serve more purposes than the Styles tab by giving you more choices to fit your writing depending on the purpose:

Design > Themes > Here the drop-down menu will provide a variety of different choices for you to pick for your writing.

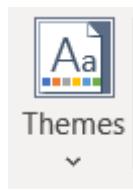


Figure 19: Themes

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Hopefully this section has given you more insight on some of the things you can do to add different visual elements and graphic elements to your writing. There are plenty of other different tools and functions for you to choose from that will help you do so as well, however we thought that these few that were demonstrated today, would be a great start for writers looking to get a better grasp on using the tools and functions of word.

ADDING IMAGES

Now that you have a better understanding on how to add some visual elements to your writing using certain tools and functions, it's time to add some graphics and pictures to your writing. When you add images to your writing, it can help you strengthen what you are trying to convey to your audience. When you are trying to convey an idea or a thought to your audience, words alone cannot portray what you are trying to express to your audience. So, when you add an image to accompany your writing, it allows you to further strengthen the idea you are trying to convey.

It is also important that the images added to your writing enhances what you are trying to say.. you need to make sure that you are choosing the correct images to add. When adding different images to your writing, it is important to make sure that the correct images are being chosen for the ideas that you are trying to convey. As mentioned previously, words cannot always convey an idea, so adding the correct image to your writing is key when doing so.

PHOTOSHOP

Most people already have experience with Adobe Photoshop, whether it be at a more professional level or just fiddling around the application with friends. However, when adding visuals and graphics to writing, Photoshop is one of the most crucial programs to have an understanding of.

RASTER IMAGES

There are two different types of images that we will cover in this section. One of the two different types of images you will learn about in this segment are raster images. Photoshop implements and uses **Raster Images**. Raster Images (also known as Raster Graphics) are digital images that are implemented using a series of different pixels and/or picture elements that are arranged in a certain way to produce an image. Photoshop utilizes Raster images and graphics. For more information on raster images, click the link [here](#). Raster images are created in Adobe Photoshop and are used a lot of the time for logos, letterheads, and a lot of other simple graphic elements. The image below as you can see, is extremely detailed, and at a high resolution.



Figure 20: Above is a Raster Graphic of Spiderman

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It is important to factor in the pros and cons of utilizing them in your writing. One big advantage Raster Graphics have is that they are able display a wide variety and magnitude of colors and shadings, especially at higher resolutions. However, one drawback of Raster Images, is that the file sizes, especially at the aforementioned higher resolutions, can be quite large and take up quite a bit of storage when being utilized. All in all, Raster Graphics are a simple type of file that many people use for a variety of different reasons, especially when creating images and graphics to implement in writing.

At first, Photoshop may be a bit of an intimidating and daunting program to use. There are so many different tools and tabs to navigate throughout the program it can get a bit overwhelming to try and use, especially if you have never used it before. I mean just look at the image below, trying to use the program for the first time can be extremely difficult for your first time.

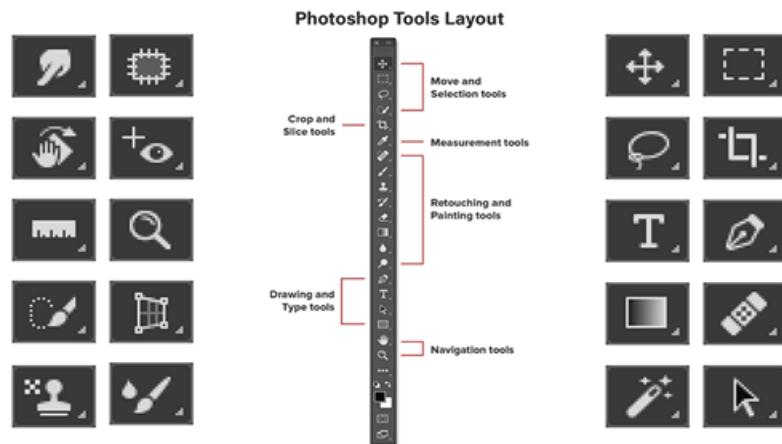


Figure 21: The image above does not include every single tool in Photoshop

As you can see from the image above, there are many different types of tools to choose from, and many of them seeming to do the same thing. However, there is no need to worry, we will go through each type of tool and what it is used for. After reading this section you should have a good idea of how to use the tools in photoshop and where to find them.

PHOTOSHOP WORKSPACE

The Workspace of photoshop is the first thing that you will familiarize yourself with. It contains all of the tools, windows, options, panels, etc. Everything that you will come into contact with in photoshop, will likely be in the Workspace, even the home screen. You will find that you can edit and adjust the workspace to your liking, that way you are comfortable using the application. You can adjust the brightness levels, change On-Image displays, adjust your screen space, and much more, in order to navigate the application to your liking

DOCUMENT WINDOW

In order to get started in photoshop, you need to create a new document, just as you would in many other programs like Word and Excel. There are many blank document presets and different

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templates that you can choose from in order to get started, choose the one that you think fits your project that you are working on the best. To open a new document, click the **File** then click **New**. Finally, right click the tab and select the **New Document** option to get started.

TOOLBARS

As stated earlier, there are a plethora of tools to choose from, and it is important to understand the different categories of tools when creating a new project, so that the program is easier to navigate. There are seven different categories of tools to choose from that we will go over and they are:

1. Selection Tools
2. Crop and Slice Tools
3. Measuring Tools
4. Retouching and Painting Tools
5. Drawing and Type Tools
6. Navigation Tools

Each of these categories have many different individual tools that do their own unique things within the program. Learning what each of these categories do, and what the different type of tools in each category can do will prove to very useful when learning how to navigate and use the program.

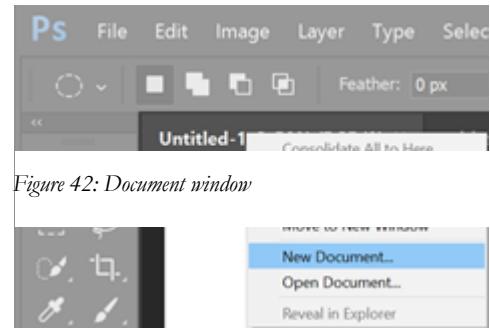


Figure 42: Document window

CUSTOMIZING THE TOOLBAR

Before we get into each category of the tools and what they can do, it is important to note that you are able to customize the toolbar to your liking that way the individual can edit the layout to their liking, and it is easier to use for each person.

SELECTION TOOLS

Pretty self-explanatory, the selection tools allow you to select a certain area of the photo or project you are working on in order to perform other actions on it. Some of the selection tools include Move, Lasso, Marquee, Quick Selection, and The Magic Wand tool.

CROP AND SLICE TOOLS

These tools in the Crop and Slice section, take portions of the photo or project you are working on, and trims or slices the images in whichever way you need. The tools that belong in this section are the Crop, Slice, and Slice Selection tool.

RETOUCHING AND PAINTING TOOLS

The Retouching section includes tools that allow you to alter the look of an image like edit the saturation, the colors, or remove blemishes or aging of a photo. The Painting section allows you to add your own colors and additions with paint strokes and color retouching features. Tools that are in these sections include the Healing Brush, the Patch Tool, the Brush Tool, and the Pencil Tool.

DRAWING AND TYPE TOOLS

The Drawing and Type tools section allow for you to create custom shapes and figures, as well as create text for an image and paths on images. Tools that are included in this section are the Shape and Custom Shape tools, the Type tools, and the Path Selection tool.

NAVIGATION TOOLS

The Navigation tools allow you to edit your images in such a way that allows you to look at your project, without adding or editing it in any way. The Note tool also allows you to add notes to your project that you are working on. Tools that are part of this section include the Ruler Tool, the Count Tool, the Zoom Tool, and the Hand Tool.

PHOTOSHOP ALTERNATIVES

Photoshop itself is a very expensive program with Adobe offering it at \$20.99 a month, it can be tough trying to get the program, so here are a few alternatives that can help you get started. Here is a list of some alternatives that you could consider using:

- Affinity Photo: One time purchase of \$54.99
- Krita: Free Program
- Photopea: Free in browser program
- Procreate: \$9.99 (iOS only)
- Rebelle 4: One time purchase of \$89.99

However, do be aware that what has been said regarding Photoshop, may not apply to these programs and you can read more about them [here](#).



Figure 23: Vector image of Captain America

ILLUSTRATOR

Similar to Photoshop, Illustrator is a photo editing tool made by Adobe, with similar features to Photoshop. However, Illustrator does have some tools that Photoshop doesn't have, and also lacks some tools that Photoshop does have in its toolbar. Since the layout of Illustrator is very similar to Photoshop, you will find yourself having an easier time navigating the program if you are

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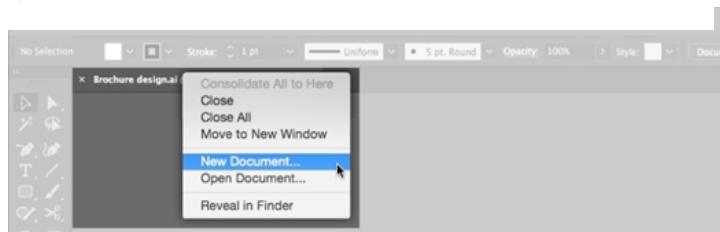
familiar with the layout of Photoshop. The main difference between the two programs is that Illustrator utilizes **Vector Graphics** unlike Photoshop, where the main images used are Raster Graphics.

VECTOR GRAPHICS

Vector Graphics, also known as Vector Images, are a type of image file similar to Raster images, however they are a lot smoother since they are not made up of pixels on a grid like their counterpart. Vector Graphics utilize paths that have a start and end point, using curves, lines, angles, and other points along the way which result in that smoother cleaner image. Since there are no pixels that make up a vector graphic, they can be scaled to a much larger size without compromising the image quality.

Vector Graphics are typically used for logos and other small images that can be used in a variety of different ways. Typically Vector Graphics are simple images that are not compromised when zoomed into a larger scale, this is because if companies need to put them on a small area like a header as well as a big area like a billboard the image quality remains the same regardless of size.

Figure 24: Document window (Illustrator)



ILLUSTRATOR WORKSPACE

Similar to the Photoshop Workspace, this is the first area of the program that you will familiarize yourself with. Here you will find the Application Frame, Application Bar, Toolbar, Document Window, and all other sorts of different tabs that will help you get started on your work. The default Workspace is the Essentials tab, however this can be changed to match the type of project that you are creating.

DOCUMENT WINDOW

Accessing a new document is nearly identical to the way you create it in Photoshop. You will select the preset that best fits your project that you are working on. Once that is done, you will select **File** then **New**. Then you will select **New** or **Start New** in the Start workspace tab. Finally, you will right-click and select **New Document** to begin the project.

TOOLBARS

As mentioned before, there are plenty of tools in Illustrator that are extremely similar to Photoshop. There are also categories of tools that will be explained later into the chapter. The different categories of tools in Illustrator are as follows:

- Selection Tools
- Drawing Tools

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- Type Tools
- Painting Tools
- Reshaping Tools
- Graph Tools
- Slicing and Cutting Tools
- Moving and Zooming Tools

SELECTION TOOLS

The Selection tools in Illustrator will serve the same purpose as they do in Photoshop. These tools will allow you to select a portion you would like to work on based on which tool you selected. Some Selection Tools include the Magic Wand, The Lasso, and the Direct Selection Tool.

DRAWING TOOLS

The Drawing Tools will allow you to draw specific lines, shapes, and segments with a variety of different tools like the Line Segment Tool, Point Anchor Tool, and certain shape tools. It is also important to note that you can change the consistency of your lines by selecting the Pencil Tool.

TYPE TOOLS

The Type Tools are similar to their Photoshop counterparts. They allow the user to add text onto their project in different ways, depending on which Type tool is selected. Here you will find tools like the Type Tool, the Area Type Tool, the Vertical Type Tool, and the Type On a Path Tool.

PAINTING TOOLS

Painting Tools allow the user to add color through the different tools that are listed in the program; the Paintbrush Tool, the Mesh Tool, the Gradient Tool, the Eyedropper Tool, and the Blob Brush Tool.

RESHAPING TOOLS

The Reshaping Tools section allows the user to edit the shape and size of a certain area of the project to add more realistic and believable features to the work. The Reshaping Tools section includes the Rotate Tool, the Reflect Tool, the Reshape Tool, and the Warp Tool, as well as many other tools to help reshape the work to the user's liking.

SYMBOLISM TOOLS

The Symbolism Tools section allows the user to create and edit symbol instances. The **Symbol Sprayer Tool** is used to create a symbol set, and the other tools allow you to edit the look

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of the set that is created. These other Tools include the Symbol Shifter, Scruncher, Sizer, and Spinner Tools, as well as a few others.

GRAPH TOOLS

The Graph Tools allow the user to add a graph to their project depending on the information they are trying to convey. The user will add their information to the **Graph Data Window** and then pick a graph. Once that is done, the graph will show the data the user entered. The different graphs you can use include Column Graphs, Bar Graphs, Line Graphs, Pie Graphs, as well as a few others.

Slicing and Cutting Tools

The Slicing and Cutting Tools allow the user to crop or cut a portion of their work to edit its size and shape. These tools include the Slice Tool, the Slice Selection Tool, the Eraser Tool, the Scissors Tool, and the Knife Tool.

Moving and Zooming Tools

Though simple, this section is a very important one to go over. This section is compiled of two tools: the Hand Tool and the Zoom Tool. These tools allow the user to move the project around the work space and zoom in to certain areas of the project to work on.

GRAPHICS

Graphics are a fundamental piece of making a specialized documentation. Utilizing graphics assist you with passing on complex data in a more reasonable and clear manner for the audience. Designs can be visuals, pictures or plans that are utilized to advise, clarify, or delineate. Currently realistic components require a great deal of consideration as they can be deciphered the incorrect way. An effective graphic enhances the text and effective text enhances the graphic. In other words, you want to go beyond simply pointing to the graphic in the text. It's a decent practice to make the realistic first, to unite a portion of the important ideas, and afterward walk the audience through the realistic to ensure all readers comprehend the realistic and its importance. Utilizing this strategy, you can quickly make pages of illustrative text that helps the reader with comprehension and assists you with recounting the story. Graphics utilized in specialized documentation fill a particular need to introduce data in the clearest arrangement feasible and easy for the reader. Essential realistic standards apply:

- Avoid clutter.
- Orient the image properly.
- Be aware of scale.
- Always verify content.
- Avoid any extraneous graphics.

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Graphics should never be utilized to spruce up a report; they should just be utilized to improve understanding. At the point when standards of configuration reproduce standards of thought, the demonstration of organizing data turns into a demonstration of knowledge.

Straightforward and simple graphics work the best. There are several types of graphics, each with their own function. Graphics can represent these elements in a technical document: such as tables, graphs, bar graphs, line graphs, maps and charts, photographs, diagrams, etc. Tables are the best graphic to use when readers need to focus on specifics. A table is an effective display for two-dimensional data, usually when one dimension is a collection or series of items and the second dimension consists of attributes or characteristics that all or most of the items have in common, such as description, type, size, and collectables. Tables can communicate many details in a simple way; details that would be hard to comprehend if done through words alone. An advantage of tables is that they can be quickly scanned for information. Graphs plot a set of points on a set of axes, usually along the horizontal (x) and vertical (y) axes, to show abstract information in an understandable way. They visually represent and compare numerical data, and are useful for showing trends, cycles, cumulative changes, and relationships between variables, and distributions. Though not as effective as a table in presenting precise data, readers can "see in one image a trend or pattern within a large data set.". Graphs are better than tables to show the meaning of data. Maps, both 2D and 3D, represent many purposes from simple road maps to visualizing complex numerical data. The design and content of a map depends on the purpose and type of map being constructed, the conventions for that type of map, and the audience using it.

The three types of graphs:

- Line graph
- Bar graph
- Pie graph

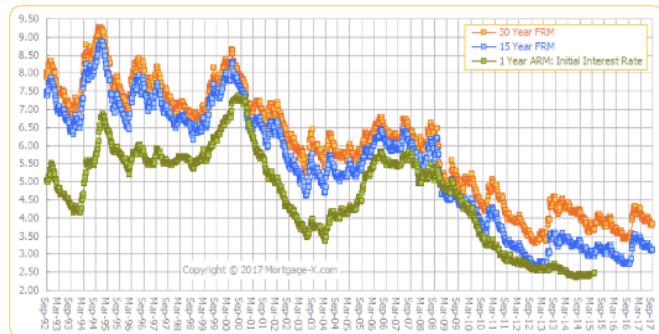


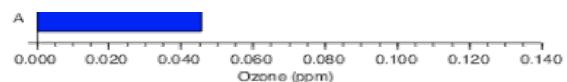
Figure 25: Example of a line graph

GUIDELINES FOR CREATING TABLES

- Explain what the table contains and how it will help the reader.
- Give the table either a title or subtitle, as proper.
- Write enlightening, reasonable, and outwardly unmistakable heading names.



Figure 26: Example of a bar graph



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- Make columns particular through headings or show classifications.
- Avoid tedium, limit messages in cells to a couple of words.
- Use shading, coding, and images to work with fast filtering and information examination.

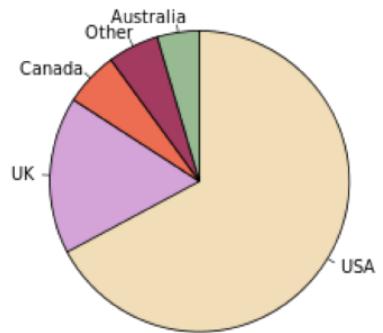


Figure 27: Example of a circle graph

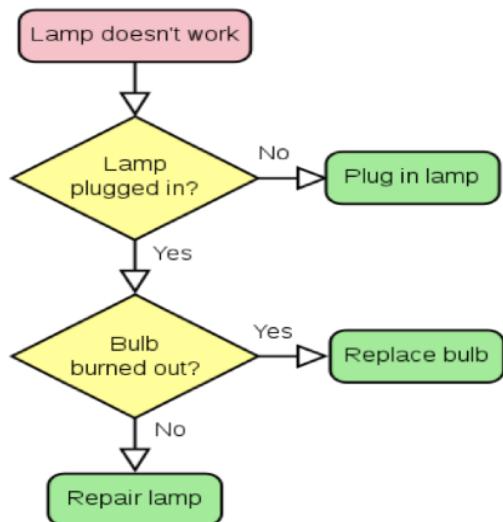
Model No.	W (in)	H (in)	T (in)	Anchor Bolts		Number of Screws in Top of Wall	Total Wall Weight (lbs)
				Qty.	Dia. (in)		
SSW12x7	12	80	3½	2	¾	4	74
SSW15x7	15	80	3½	2	1	6	86
SSW18x7	18	80	3½	2	1	9	99
SSW21x7	21	80	3½	2	1	12	117
SSW24x7	24	80	3½	2	1	14	127
SSW12x7.4	12	85½	3½	2	¾	4	78
SSW15x7.4	15	85½	3½	2	1	6	91
SSW18x7.4	18	85½	3½	2	1	9	104
SSW21x7.4	21	85½	3½	2	1	12	122
SSW24x7.4	24	85½	3½	2	1	14	134
SSW12x8	12	93¼	3½	2	¾	4	85
SSW15x8	15	93¼	3½	2	1	6	99
SSW18x8	18	93¼	3½	2	1	9	113
SSW21x8	21	93¼	3½	2	1	12	132
SSW24x8	24	93¼	3½	2	1	14	144
SSW12x9	12	105¼	3½	2	¾	4	94
SSW15x9	15	105¼	3½	2	1	6	110
SSW18x9	18	105¼	3½	2	1	9	125
SSW21x9	21	105¼	3½	2	1	12	147
SSW24x9	24	105¼	3½	2	1	14	160
SSW12x10	12	117¼	3½	2	¾	4	104
SSW15x10	15	117¼	3½	2	1	6	121
SSW18x10	18	117¼	3½	2	1	9	138
SSW21x10	21	117¼	3½	2	1	12	162
SSW24x10	24	117¼	3½	2	1	14	177
SSW15x11	15	129¼	5½	2	1	6	148
SSW18x11	18	129¼	5½	2	1	9	167
SSW21x11	21	129¼	5½	2	1	12	193
SSW24x11	24	129¼	5½	2	1	14	209
SSW15x12	15	141¼	5½	2	1	6	160
SSW18x12	18	141¼	5½	2	1	9	180
SSW21x12	21	141¼	5½	2	1	12	208
SSW24x12	24	141¼	5½	2	1	14	225
SSW18x13	18	153¼	5½	2	1	9	194
SSW21x13	21	153¼	5½	2	1	12	224
SSW24x13	24	153¼	5½	2	1	14	243

Figure 28: Example of a table

related images.

FLOWCHARTS

A **flowchart** is a common type of chart, representing an algorithm or process, and showing the steps as boxes of various kinds, and their order by connecting these with arrows. Flowcharts are used in analyzing, designing, documenting, or managing a process or program in various fields. Using photographs in technical documentation conveys realism and gives the document credibility. While current technology allows complete manipulation of a photograph, readers still like the realism a photo provides. Information about size and scale should remain constant throughout a set of



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Four General Types of Flowcharts

- Document
- Data
- System
- Program

Figure 29: Example of a flowchart

PHOTOGRAPHS

Photographs are used as the visual source of information for a good reason—as opposed to passing on an idea. All photos need to help deliver the message. They provide people with information quickly and clearly. They make user life easier and documents more accessible and easy to understand. Symbols and icons are important specialized devices in a worldwide commercial center. Numerous images are thought of as "globally perceived" and are utilized on signs in air terminals, train stations, and clinics. These images are utilized in manuals produced for global crowds. Joining images and symbols into specialized documentation can significantly decrease the quantity of words to portray something.

Figure 50: Photograph example

CHARTS

Charts are great as the impact it makes. A diagram should be incorporated on the off chance that it conveys data rapidly. Graphs should be coordinated with the text and pass on data. A graph can both supplant messages and give visual guidance that readers can use as they read through thick and complex material. Graphs additionally give a visual, which can help review. Stream graphs, association outlines or booking diagrams should be utilized to assist readers.

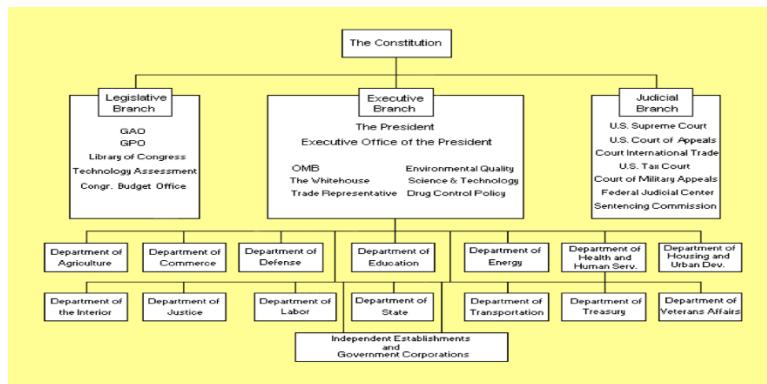


Figure 31: Chart example

USAGE OF VISUALS - GRAPHICS

Visuals such as **graphs**, charts, tables, photos, and maps attract your readers' attention and help them better understand your



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ideas. They are like illustrations that help tell the story. These visualizations help expand your written ideas and simplify complicated text descriptions. They can help the reader understand a complicated process or visualize trends in the data. The key concept to remember here is that visuals clarify, **illustrate**, and complement your written text. They are not a substitute for written text, but if you use them you may not need to add explanations and explanations. If your document contains visual elements, they should be based on and complementary to your written content. Adding "free graphics" just to decorate or take up space can confuse the reader. It is important to choose the right type of visual material to convey the story you want your reader to understand. If the images are poorly chosen or poorly designed for the task, they can confuse the reader and have negative consequences.

The use of **graphics** allows authors to present technical information more clearly and forcefully than words alone. Therefore, the graphics in a whitepaper must be designed, edited and produced with precision to avoid weak points. Readers often look at graphics quickly.

Visual/graphic aids allow the technical writer to condense and present his information in an aesthetically pleasing manner; in addition, these aids serve as psychological white space. Technical writing often utilizes visuals to accompany written information and further deliver information to the audience. Visuals must be carefully selected to support the audience's understanding of the topic.

HERE ARE SOME TIPS TO MAKE SURE YOU ARE USING THEM CORRECTLY:

- Avoid useless graphics. First of all, remember that graphic elements are intended to explain the information, but not to decorate the document. Items without meaning are useless to the reader. You should avoid graphics without content.
- Be sure to use only legible graphics. If a reader barely understands how to handle your graphics, you spoil the idea of clarity and simplicity of the text.
- Use only high-quality graphics. Poorly designed graphics look unprofessional and sloppy. Your documentation should be attractive, attractive to your readers, and show that you did everything you could to produce it.
- Pay attention to the order of your charts and their general placement. In some countries, the public reads them from left to right. In others, vice versa.
- Use only high-quality graphics.
- Use simple graphics. Simplicity is the key to efficient documentation. Your graphics should be easy to read and understand at a glance. There are standard symbols created by the International Organization for Standardization. If they are appropriate in your document, then you can use them.

Using graphics is an essential part of creating technical documentation. They help you convey complex information in a way that is more understandable and clear to your readers. Graphics can be visuals, images, or designs that are used to inform, explain, or illustrate. Nowadays, graphic elements require a lot of attention as they can be misinterpreted. Here are some tips to make sure you are using them correctly.

How do you use graphics?:

- Use a graph when illustrating relative quantities.
- Graphics are particularly good at conveying that one thing is bigger than the other.
- Use graphics to simplify and better understanding rather than complex.
- Divide complicated concepts into multiple charts. Don't use cheesy clip art.

Avoid Decoration

A decoration is defined as a graphic that appears to have a vague reference to the subject of the respective article, but in reality, lacks content; it does absolutely nothing for the reader's understanding. For example, in an article about a software developer's job description,

How can you make a good graphic design?

- Limit your sources. Re-mix this design.
- Don't be afraid of the rules.
- Respect the space of other elements.
- Use a small colour scheme not too much colour.
- Create clean, sharp and clear images.
- Use fonts to change the style of your design.
- Create job with alignment.
- Keep your designs simple and to the point.

All graphic in writing have a purpose: to convince, inform, educate, entertain, but the most important purpose of any document is to be read. Choosing an effective document layout improves the readability or usability of your document so that it is more likely to serve its intended purpose. Choose document design elements that make your document user-friendly for your target audience. Remember that people don't read technical texts for pleasure; they read it because they must; it is part of their job or they need information. Your job as a document designer is to make the reading process as simple, clear, useful and efficient as possible with all the tools at your disposal.

Visual Details Font

Font helps set the tone of writing and plays an important role by telling the reader more about what they will be reading in a document. Smaller fonts with dull colors imply a business ambiance with a more serious tone, establishing the subliminal message that the writing is professional and to be read in detail. The serious tone set by the choice of font makes the reader aware that the writing has been well-researched and contains valuable information that should not

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be taken lightly. An example is Times New Roman, that has small feet at the bottom and curly ends at the top of certain letters. Although the “feet” and curls may seem simply for atheistic purposes they serve the function of allowing the readers’ eyes to travel in a straight-line with minimal deviation. Continuously using one font throughout the whole document enhances the professional tone established.

ITALICS

Italics are used to differentiate creative works such as books, movies, shows, poems, visual works of art, or magazine titles from the rest of the text. Italic primarily allows titles or names to stand out from the surrounding writing. They are also used to denote certain vehicles such as ships or aircrafts and words within the English writing. Italics are used to specify the names of plants and animals. In digital documents, words in italics can be used to replace words or phrases that would be underlined in handwritten papers. Italics used to be used sparingly and appropriately in order to avoid confusing the reader and losing the effect of italics. Do not use italics when referencing the titles and name of chapters, articles, manuscripts, essays, poems, short stories, or songs. The name of major religious works should also not be italicized.

WORDS THAT SHOULD BE ITALICIZED:

- Words with special significance that the writer wants to attract more attention to
- Entertainment titles
- Foreign words
- Letters and numbers
- Modes of transportation
- Titles of independent works
- Word used as terms
- Works of art
- Website titles

MARGINS

Margins assist in defining the space where a line of text initiates and terminates in order to avoid confusion for the reader. Using left justified, ragged right margins is the most legible and accessible format for readers using a PDF or digital version of the text. Ragged right margins are professional yet coherently create a welcoming and comfortable feel to the writing allowing the document to be more user friendly and accessible. Generally, digital documents use right ragged margins to keep consistent and provide the reader with a format they are already familiar with. Using

right ragged margins is most beneficial because they are compatible with all devices including computers, tables, and phones when accessing the document. Margins should be one inch on all sides of the page and no text should extend beyond the margins except page numbers.

TYPE DESIGN - SPACING

Design and spacing also greatly contributes to the overall clean and organized look of the manual. Having large, compiled areas of text with minimal spacing is not visually appealing, nor does it entice the reader to continue reading which is what we are ultimately aiming to avoid. A professional theme can be established by double spacing the writing and indenting the first line of each paragraph to ensure optimal readability. Paragraphs should be compartmentalized into smaller sections which allows for more negative space when the manual is read on a digital screen. Negative space created using indenting and double spacing is an integral aspect of design that not only is aesthetically pleasing, but also provides optimal effectiveness of the writing while significantly improving legibility and comprehension. Larger spaces created by the incorporation of headings throughout the manual helps immensely in guiding the reader along the page while prioritizing focus and attention. Effectively using elements of design and space helps portray the message to the reader quickly, efficiently and increases the probability of recurring interaction.

HEADINGS

Headings are found throughout the document to briefly inform the reader what the section is about. They visually and aesthetically contribute to establishing levels of importance between main points and the rest of the text found in the manual. Headings are used to represent critical key concepts and supporting ideas that will be later defined in detail through the writing. Headings are used simply to supplement the writing, not replace the main ideas of the manual while still engaging the reader and providing easy access to any portions of the writing the user may want to refer back to. Assigning different heading levels is critical to highlighting their differences and significance. Headings at any level need to be parallel. Parallelism assists the reader in acknowledging the commonality between listed items and makes it easier for the student to follow along. It is important to not overuse headings by creating an unnecessary amount of them per page which could potentially lead to more confusion rather than clarification. At least one heading per page will be used so that readers do not lose their place. Headings will be designed with a bigger font size compared to the rest of the text so readers can distinguish between sections. The size will be correlated to the importance of the topic or subtopic. The significant difference in text format and design of the headings will guide readers to distinguish the main points in the manual. Headings should never be at the bottom of a page on their own. For example, if one is near the bottom, at least two sentences from the section need to follow it. If not, it is most beneficial to start the heading on a new page and continue with the corresponding writing that will follow. In addition, the headings found throughout the writing should be included in the table of contents for readers to navigate easily to a particular section.

GENERAL RULES WHEN DESIGNING HEADINGS:

- Hierarchical relationships: Indicated the importance of ideas using font size, boldness, typography, and color. More important first level headings should be larger and bolder than subsequent level headings.
- Readability: Leave negative space above and below the headings. More space should be left above the heading. Generally, 2-4 headings should be on each page.
- Specificity: Use headings that are descriptive and inform the reader of the content that could be found in that section. Avoid using vague headings that can cause confusion. Headings may be numbered if the author chooses.
- Consistency: If you decide to use headings at the beginning, headings should be used throughout the entirety of the writing. Make sure that headings at each level are the same size, color, and boldness. Using the “STYLES” function in Word is helpful when organizing and maintaining effective and consistent headings.

TYPES OF HEADINGS, SUBHEADINGS ETC.

Headings are categorized based on level of importance according to whether the idea is considered a main point or a sub point. Establishing multiple levels of subheadings will help organize the material and smoothly guide the reader. Main headings are typically short, bigger, bolded, and centered to be distinguished from the rest of the document. However, subheadings are generally less noticeable as they should be smaller than the above heading yet bigger than the body of the text. Subheadings are also a few words longer and more detailed since they expand on the ideas of the main heading. Electronic documents should not have more than 3 to 4 headings per page since readers who are scrolling on different types of devices can lose track. In addition, adding more space above the heading helps navigate the reader’s gaze down the page into the following section. It separates them better and prevents the page from looking cluttered. Headings and subheads should also stay coherent with their corresponding sections without deviating from the initial main ideas.

EXAMPLES OF HEADINGS IN TIMES NEW ROMAN ARE LISTED BELOW:

Level One Headings

Level one headings should be the largest, boldest, and may be seen in using ALL CAPS for shorter headings. In first level headings, you will find text about the topic described in the heading.

Level Two Headings

Level two headings should be a few sizes smaller or distinguishable in another way using color or boldness. One might consider indenting the heading and aligning the subsequent blocks of text.

Level Three Headings

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Level three headings are not always required but should be distinguished using smaller text, italics, or further indenting than its superior headings.

ACCESSIBILITY

Accessibility is important to consider when writing an online versus a paper. It provides the opportunity for all people to perceive, navigate, interact, and understand the electronic content while becoming active with the digital file. Creating accessible designs enhances the ability for users to access the information regardless of their individual needs. Accessible designs encourage the proper development of software practices that align with legal and moral standards while establishing a flexible mode of presentation across all platforms including mobile devices. This maximizes the compatibility with different types of devices and user agents which will in turn enable the probability of reaching a broader audience. When implementing accessibility factors, visual, auditory, physical, speech, cognitive, and neurological disabilities should be considered. Equal access to information, communication, and forms of technology including online documents, and opportunity for disabled people to become familiar with the same information provided to those who do not struggle with a disability is a human right that has been acknowledged as we created our manual.

The use of visual elements such as pictures, graphics, and other images plays a vital role in creating an accessible document for those who have the hindered ability to read due to cognitive or physical disabilities that limits their ability to fully comprehend the research in written form. Visual resource should provide context relating to the written portion of the page and should be comprehensible to all readers. Although it is important to not oversaturate the page with visual elements, each picture, image, or graphic should be relevant and allow disabled users to understand the material in a different way. Images should be thoughtfully placed through the pages of the manual to ensure equal access to the information. To ensure that the document is accessible to everyone, images should also have detailed but brief text alternatives available for those who are visually impaired but prefer to read description rather than the entirety of the text. The lack of text description under images is one of the most overlooked elements when creating an accessible document. As writers, we have implemented this accessibility throughout our manual to ensure that visually impaired readers feel comfortable navigating through the document in order to increase the audience of our manual. The alternative of text-based descriptions of images could be beneficial when visually impaired users rely on a mobile device to read aloud. Without the descriptions under pictures, visually disabled users would not be aware or have the opportunity to understand the importance and relevance of the picture to the document.

In an accessible online document, visually impaired users should have the option for the information to be read aloud to them using their device. Images should also be interactive allowing users with visual disabilities the ability to click on the image, graphic, or picture and have a description be read to them. The conversion of visual information into audio signals, provides the opportunity for graphics to be accessed orally which is one benefit of creating an online document compared to a paper version of the manual. The retrieval of information is improved when a document is created to be accessible for people with disabilities.

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Other elements of accessibility relate to the colors used throughout the document. In order for the manual to be accessible to color blind users, colors must remain saturated, bold, and dark to avoid discrepancies in the manual. Adjusting the hue, saturation and brightness of colors affect the level of accessibility for color blind users. Color accessibility is important because it provides the opportunity for people with visual impairments or color vision deficiencies to interact with digital experiences in the same way as non-visually impaired users. Adding enough contrast in colors in the document is important. We have decided to use the contrasting colors of a white background with black text for the written elements of the manual to stand out and be accessible to those with color related disabilities. When designing elements such as buttons or other navigating elements, it is most useful to use the same contrasting colors so that they can be easily seen. When displaying graphs or charts, providing disabled users with the option to add texture or patterns allows those who are colorblind to adjust the images to their preference in order for them to distinguish between elements of the graph without affecting their ability to understand the data provided. Also, avoiding the use of images with a text overlay allows images to become clearer to those who are color impaired. Adding text descriptions not only benefits visually hindered users, but also allows for clarification if an image does not appear clear to a color-blind user due to a lack of contrast in the image. When embedding links into the document, it is important that they are easily visible without relying on color.

Considering accessibility and practicality is vital when creating a manual to ensure that the targeted audience has an enjoyable experience when interacting with the document across all platforms. Avoiding direction language or instructions that require the user to see the layout of the page in order to navigate past it is important for those who may not be able to see. Implementing the proper use of headers is also vital when creating an accessible document. Heading should be consecutive and grouped into related sections. They should be frequent but not overused to avoid further confusion for disabled users. Images should always serve a specific purpose and should not be used simply for design elements. It is important to describe details in the image for those who may not be able to see the image to be provided with the same information as those without visual disabilities. The data found in charts and graphs should also be explained in text form in order for the information found in the graphs to be accessible to those who may not have the ability to understand with written aid. The size 8 font used in our manual corresponds perfectly to the size of the page to make the document easy to read to all users including those with disabilities. Double spacing the writing and the use of margins is essential to ensure the document looks clean and professional while also being functional to those who struggle reading compact writing.

Visual formatting including the balances between written content and graphic placement is also important for creating a professional aesthetic while coherently establishing an accessible document for all users. Too many images may overwhelm or distract the reader while on the other hand, too much text may make the proposal appear heavy or confusing and deter readers from counting to interacting with the document. Simplicity is key in order to satisfy the maximum number of users. Considering the most important element of our manual is the research and writing, there will be a larger portion of written text. However, images will still be seen throughout the document in order to break up larger areas of writing. Without the use of images, the writing may seem lackluster and may not capture the attention of the reader. The balance between text and writing also involved considering elements such as position, contrast, tone, texture, and size. Images should be purposeful and flow with the text. The text and images should reenforced the information proposed and show or tell what the other cannot. It is important to not saturate the page with large images that serve minimal purpose simply for design factors. The proper and purposeful balance between

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images and text is also beneficial to the accessibility aspect of creating a document that is useful to users who may have a disability or those who are accessing the document using a different device or platform.

DESIGNING WEBSITES

Considering the technological advances of today, it is crucial to make a strong first impression through web design in order to attract the maximum number of users and encourage users to revisit the website. A website should be designed with the audience in mind in order to ensure that it allows for a quality user experience. Web design allows for creative freedom however, all aspects of the website should be functional and user friendly. It is important to consider navigation tools, layout, and positioning in order to produce a web design that is organized and professional yet aesthetically pleasing and intriguing to the user. A strong web design should be modern, have a solid color scheme, and well organized creating a welcoming environment. There are various factors that are involved in creating a professional website. A list of elements that assist in making a well-designed website can be found below.

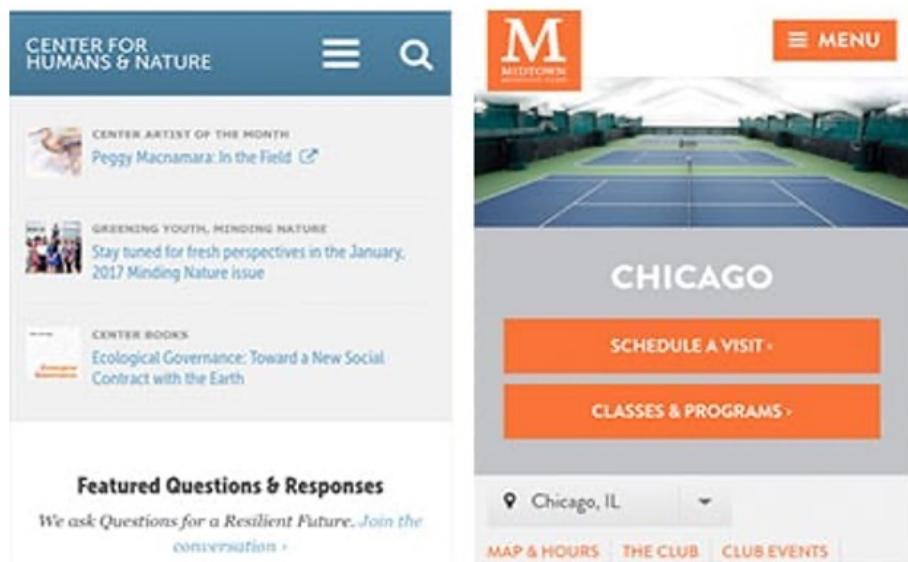
NAVIGATION MENUS

A website must be easy to use and accessible to all types of users. Users should never question how to properly use the elements on the web page. Everything should be accurately labeled and organized in a manner where it is almost intuitive for the visitor to use and the needs of the user to easily be met. The number of menu options and other drop-down menu elements should be based off the preference of the targeted audience. Including too many navigation buttons may lead to unnecessary confusion

making it hard to navigate. On the other hand, it is important to include enough navigation tools in order to make the website user friendly. A solid number of menu items should be around seven on the home page. Having few items in the navigation is better for search engines and would avoid causing issues for the user. The home page of a website holds the most authority

meaning that it flows into deeper pages that could be found throughout the pages of the website. Everything should be accessible for the homepage. Include the most important and effective website navigation tools at the beginning or at the top

Figure 31: Website example



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of the list for easy access. Some menu options may include “videos”, “photos”, and “papers”, which tell the visitor the format of the context but not the completed detailed topic. Action buttons such as “click here” or “go” should stand out and be placed in appropriate locations throughout the website. Simple and broad navigation buttons which lead to more specific and information-based pages are easiest to follow. It is also important to remember mobile navigation best practices which include the use of the “hamburger icon” that is made up of three short horizontal lines that symbolizes the menu options found on the homepage of a website. Examples of well-designed navigation tools can be found below.

Template - Theme

When creating a website, it is important to choose a template or theme that supports the general purpose of the website. A template is the structure of the website which forms the basic appearance. As the author, there is the choice of establishing one’s own template or using a premade template that could be found using third party sources. Using premade templates help reduce cost while saving time. This allows for the creator to simply input their information and context in the correct locations provided by the template. Templates encourage repeatability and effective use of the space. They create uniformity throughout the document making it user friendly and easily accessible. Establishing a solid template will make it easy for users to access any particular section of the website they desire in a short amount of time with minimal to no confusion. Templates prevent mistakes by enforcing a consistent essential content. A website template determines the sites’ structure, functions, and how it will display to the user. Templates are beginner friendly and allows the creator to add or delete information at any time without prior knowledge of coding. When choosing or creating a template, it is important to consider the amount of information the creator wants to present to the users. It is also vital to choose a template that it can be easily update so that it may satisfy the needs of adding information in the future. Templates should be also easily accessible and compatible across all platforms and devices. A list of elements that determine how the information will be structured within a template can be found below.

- Width design – This element of a template related to the stretch of background images. Full-width design is where the background image is stretched to the width of the screen. This layout is most common and is compatible with mobile devices. Full width templates are more modern, creative and attract more users. Boxed width is when the content of the page has a visible frame of white space around it. This layout is most commonly seen in business-oriented websites because it is more professional and traditional.
- Layout of Headers - Headers may range from basic logo images and home navigation tools to links to images, videos, charts, and graphs. Make sure headings are labeled appropriately and are related to the information presented. A website header should successfully communicate the core message of the site to visitors. Considering the location of headers is important when choosing a template for designing a website because it determines how the user will interact with the website.
- Navigation bar - The navigation bar should be easily seen and accessible considering it the most used aspect of the website that will direct users to the particular section of the website they desire. Consider using a menu bar that is permanently fixed at the top of the page no matter how far down visitors scroll. If the website will contain a lot of graphics, consider using a vertical navigation bar which is more effective if menu items have long titles or a lot of tabs.

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- Logo Placement - A logo placed in the same line as the main navigation took is best for businesses who are more focused on their products and services and put less importance on branding. A logo found in the center of the page, or below or above the main navigation, is more applicable for businesses focused on creating a brand identity and is most commonly popular with retail businesses.
- Customizations - Templates allow for a minimal level of customization to blend in with your existing aesthetic including color, font selection, and adding a logo or images. Website template customization should enhance the template and not redesign the entire outline. Consider the features necessary from the website template and eliminate all the templates with features that do not apply to the needs of the user.

Font, Color, and Images

Selecting an easy-to-read font is essential to web design. Font establishes the aesthetic of the website. Using fonts such as Arial, Helvetica and Time New Roman symbols professionalism and creates a more serious tone. Abstract or handwritten fonts establish a more playful aesthetic. It is important to choose an engaging yet readable font that aligns with the chosen theme of the site. Another important aspect of web design is establishing a color scheme. Color is a big form of communication with regard to websites. Professional and more serious websites should use dull and bold colors such as black, gray, dark blue, and white. Brighter colors such as yellow, pink, red, and orange should be used to create a happier, more playful aesthetic. It is also vital to consider the placement of images when creating a website design. There should be penalty of images placed throughout the components of a website to catch the reader's attention. Visual content is useful for increasing user interaction. High-quality and information-based graphs or charts help make the website more appealing and break up large areas of text which users would most likely avoid.

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PAGE ELEMENTS & DESIGN LAYOUT

WRITTEN BY DESIREE FLORES, ZARAI HUETE AND
CALEB YOUNG

CHAPTER 6: PAGE ELEMENTS AND DESIGN LAYOUT

BASICS OF DESIGN DOCUMENTATION AND PAGE ELEMENTS

Throughout the manual, we have been preparing you to engage with classmates both on campus and through other online sites. Whether or not you are a returning college student who might need a refresher or a brand-new student from high school, we will showcase how to format documents for upcoming classes, future projects in the work environment, and other helpful tips that will aid you while using Microsoft Word. We will also be showing how to build resumes, making good templates to use for sending out professional emails, how to start developing research papers, and how to build essays with MLA, APA, and Chicago format.

RESUMES: POOR VS GREAT.

If you are worried about purchasing a Microsoft Office subscription, it is offered for free for all UCF students to download. One of the most used programs will be Microsoft Word, of which we will be covering some of its basics, before diving into how to build a resume. With the current version of Microsoft Word, we are only covering some of the simpler things.

1. Make sure you click any of the tabs available; Home, Insert, View, does not matter. It is possible for the ribbon to collapse when you click on the Word document, making it a lot harder for you to keep track of what tabs you need at any given time. The best way to do this is to pin the ribbon down on the document.

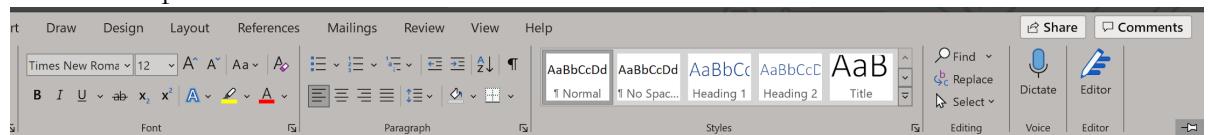


Figure 6: Ribbon

2. Looking at this image, in the bottom left there is a thumbtack, to pin the ribbon, you click the thumbtack to lock the ribbon in place. This allows for an easier time navigating and using these items. When you do, the thumbtack will be replaced with an arrow. When you select that arrow, it will collapse the ribbon and leave nothing but the full Word document you've created. If you need the ribbon again, use the above steps.

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Now, the thing to remember is to use a specific font for all of your upcoming classwork. All styles will use Times New Roman with a twelve-point font. In the Home section, you will see the font you are currently using located in the font section. After clicking the drop arrow, scroll down to find Times New Roman and from there, all typed words will be written in that font.

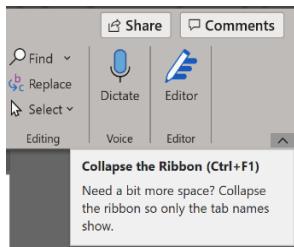


Figure 7: Collapse the Ribbon

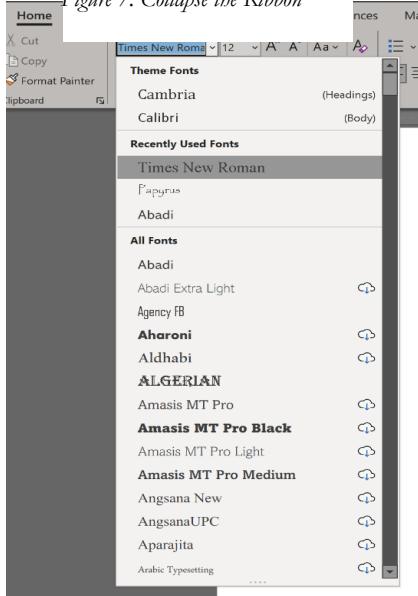


Figure 9: Font Names

From there, you select the size font you will be using; right next to the font style is the sizing. You are going to click on that arrow and select the number 12. Now you have properly set up the font and size of all the words you will need for class.

- **Test it yourself! Open a Word document and try to perform these steps and create a document in MLA format!**

As you can see from above, it may take some time to get used to, however, Word is going to become best friends with you and all the UCF students over the next several years and beyond. By managing the previously mentioned materials, it should be an utter cakewalk to manage the rest of all required school materials. If you're still concerned, however, there are some additional tips for you on how to use Microsoft Word.

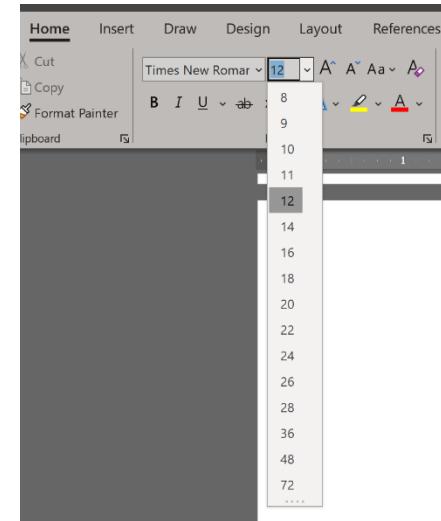


Figure 8: Font Sizes

- Always make sure your work is saved. Just save every fifteen minutes because you won't know when your computer may crash; you will never know if your computer will manage to keep a recently saved version or the version that you spent two hours writing an additional thousand words.

- In the Layout tab, you can arrange your work into a variety of columns, but also ensure your text wraps around any pictures you may want to put into the document.

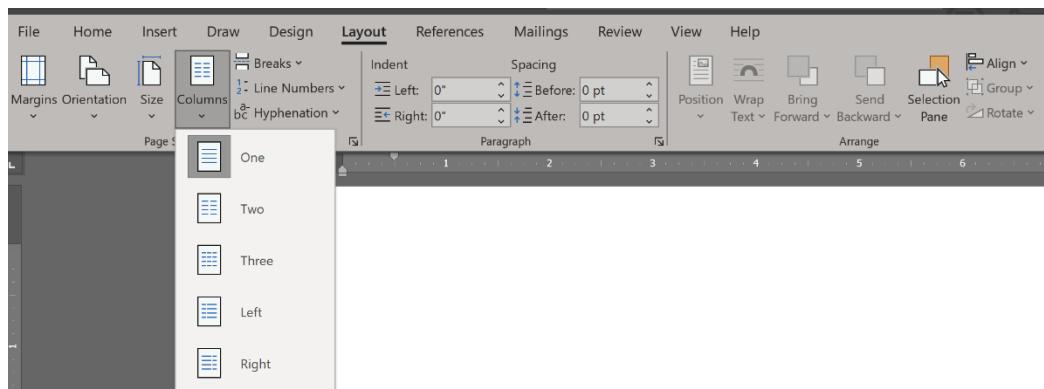


Figure 10: Layout Tab

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Not to mention that you can fill up all space in-between pictures or images that you plan to use by going into the arranged page and adjusting the position and wrap-around text for your work.

- In the Home tab, go to Paragraph, and in the bottom right you will see an arrow. Clicking that will allow you to adjust indents and modify line spacing.

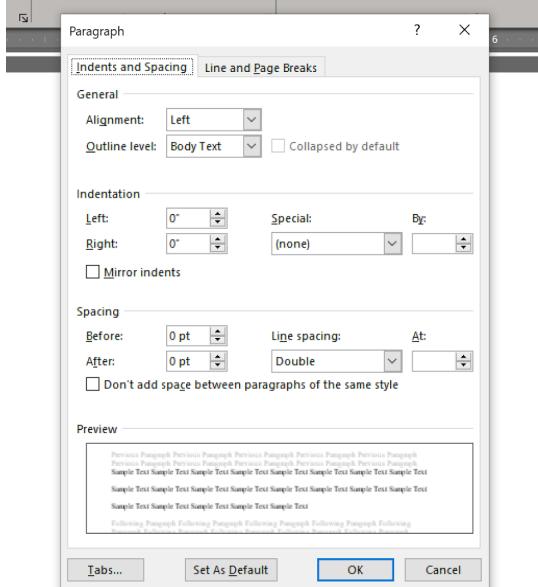


Figure 11: Line and Page Breaks

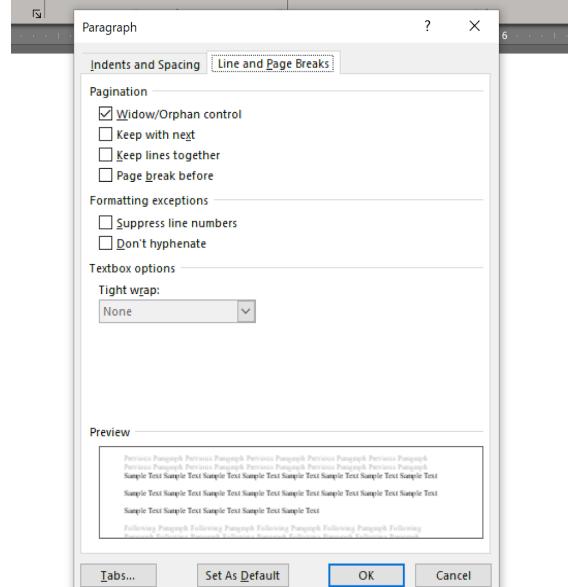


Figure 12: Indents and Spacing

- Not to mention in that same section, you can adjust how the paper is settled on left, center, right, or justify, adding line breaks or tables, or choosing between bullet points and numbers. A very effective tool in the long run. You can even alter what kind of bullet points you use.
 - Except this, which you can do by pressing Tab on your keyboard. You will see what occurs below.

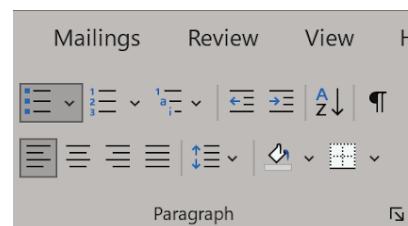
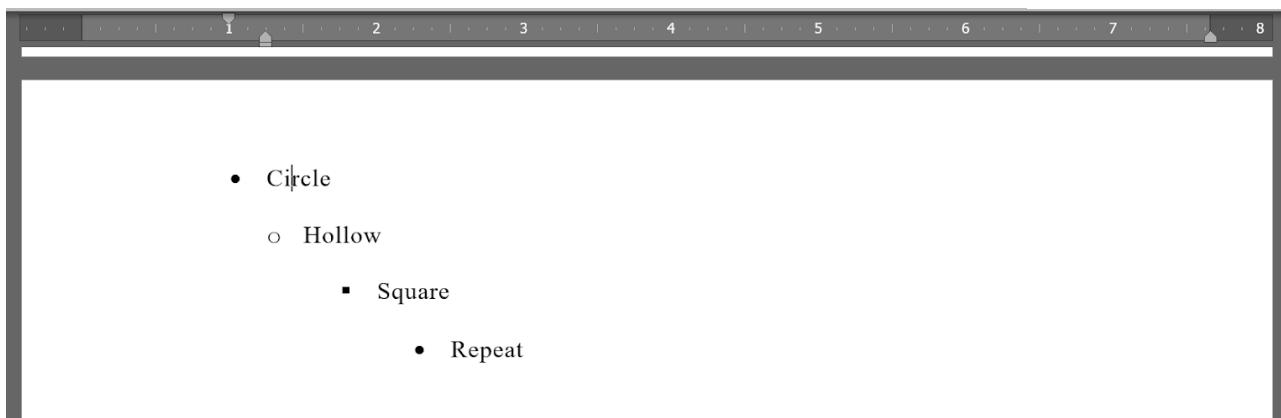


Figure 13: Bullet Points and Placement



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Figure 14: Tab Key

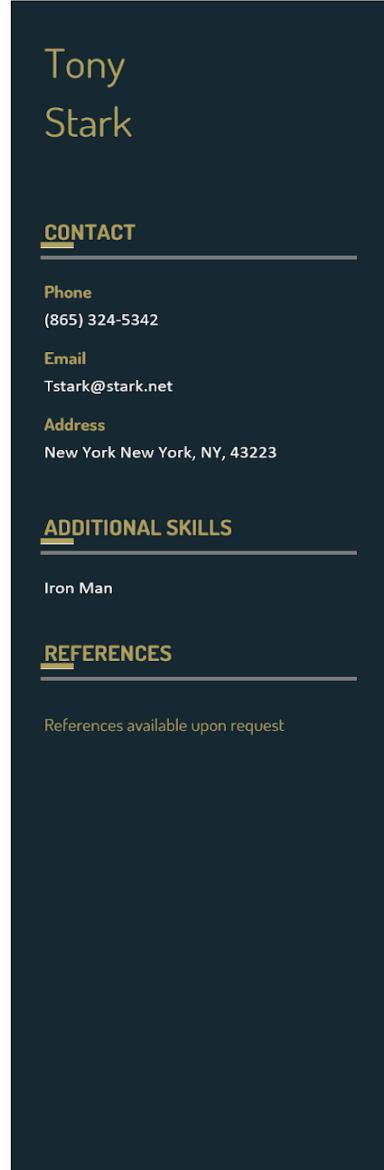
Now with all this information, let's go ahead and get started on developing the most important thing you will need for your future. Not your college degree, but your work resume.

One of the most important parts of your future is your resume. It is something that will be critical to your future and help you translate your skills and degree into what will be your next job, with each resume needing to be created for each job that you apply for. To summarize, it's like creating a custom-tailored Spider Suit for every encounter in the job world. They must be completely different and capable of winning each job interview, and if it fails you go to the next one.

That sounds like a lot of pressure, but don't panic; there are school resources that you can use to improve your resume. The UCF Writing Center is a good place to start, as they will have many individuals ready to help you practice creating resumes and more for your future.

While this still seems daunting, I am going to simplify making your resume. While you will need to have one for every job application. You don't necessarily need to create a new resume every single time; all you need is to create a resume template that covers all your bases and then appropriately modify it each time you submit your resume.

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A dark-themed resume for Tony Stark. At the top left, it says "Tony Stark". Below that is a section titled "CONTACT" with fields for "Phone" (865) 324-5342, "Email" (Tstark@stark.net), and "Address" New York New York, NY, 43223. Under "ADDITIONAL SKILLS", it lists "Iron Man". In the "REFERENCES" section, it says "References available upon request". At the bottom right of the resume area, there is a small Iron Man logo.

EXPERIENCE

Stark Enterprises, New York, NY
CEO, Sep 2008 - Present
• You Know who I am

EDUCATION

Massachusetts Institute of Technology, Cambridge, MA
Electrical Engineering, Engineering Physics, Apr 1992

So, let's look at our first resume, created by Tony Stark. While we are looking at it, take a look at the paper.

- What do you see?
- What do you notice?
- What stands out?

There is not a lot there, but then again, it is Iron Man. We know everything about him. So, what stands out here on this resume?

Figure 15: Tony Stark's Resume

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Now that we have finished there, let's go ahead and look at another resume, one which has a different style from the flair of Tony Stark. Peter Parker has currently created a new resume and is

trying to submit it to get a new job. Let's take a look.

Peter Parker

Queens
New York, NY
(098) 765-4321
Pparker@gmail.com

EXPERIENCE

DAILY BUGLE, NY, NY

Photographer, Feb 2018 - Present

- Freelance Photographer
- Expert Traveler
- Goes above and Beyond expectations

EDUCATION

Middletown High

NY, NY

High School Diploma (Apr 2019)

ADDITIONAL SKILLS

- Spanish
- Computer Programming
- Science Major

REFERENCES

References available upon request

- What do you notice here?
- What makes Peter Parker's resume stand out?
- Compare this resume to Tony Stark. How is the design set up?
- Look at the work experience. How does Tony Starks compare to Peter Parker? Why is it set up this way?
- Look at the differences between the skills. Where would Peter excel where Tony fails? Or vice versa?

Figure 16: Peter Parker's Resume

After this examination, try to write out the comparisons with the resumes. With that in your hand, let's discuss these comparisons.

Tony Stark has a much more unique resume, Given who he is and his fame, it is easy for him to create and set an extravagant resume. There isn't a need to list out his skill beyond Iron Man, since there is not a strong need to express his work experience as CEO of Stark Enterprises. Everyone knows who he is.

Peter Parker is much different since he is just starting to leave high school, with his only work experience being a part-time job as a freelance photographer. Unfortunately, what is hurting Peter is his lack of experience, for it wouldn't be enough to get hired by an establishment.

However, what makes Tony Stark and Peter Parker different are their skill sets, and how they are described. With Tony Stark, he put down his skills as "Iron Man" with no other explanation. When people think of Iron Man, they see the suit of armor that flies above and saves them from all evil, however, it could also link to the mass destruction and chaos brought by such a powerful item. Now, let us compare that skill use with Peter Parker, who has a list of skills he is accomplished at. Peter can speak Spanish, he understands Computer Programming, not to mention his work as a freelance photographer gives him additional skills. Now, comparatively with how it is arranged. Tony Stark has years of experience over Peter Parker, but Peter has his skills listed out for all to see against Tony Stark's simple "Iron Man" in his skills.

Also, understand that these are broad parts of the spectrum; as I have mentioned, it is best to list out all information you can on your resume before you can adjust it. Another key aspect has to do with Objective or Purpose statements, and how they will be written for your jobs.

An Objective/ Purpose statement is usually one of the first things on your resume, with the statement and overall goal to be read by the hiring corporation. For example, let's see Tony Starks:

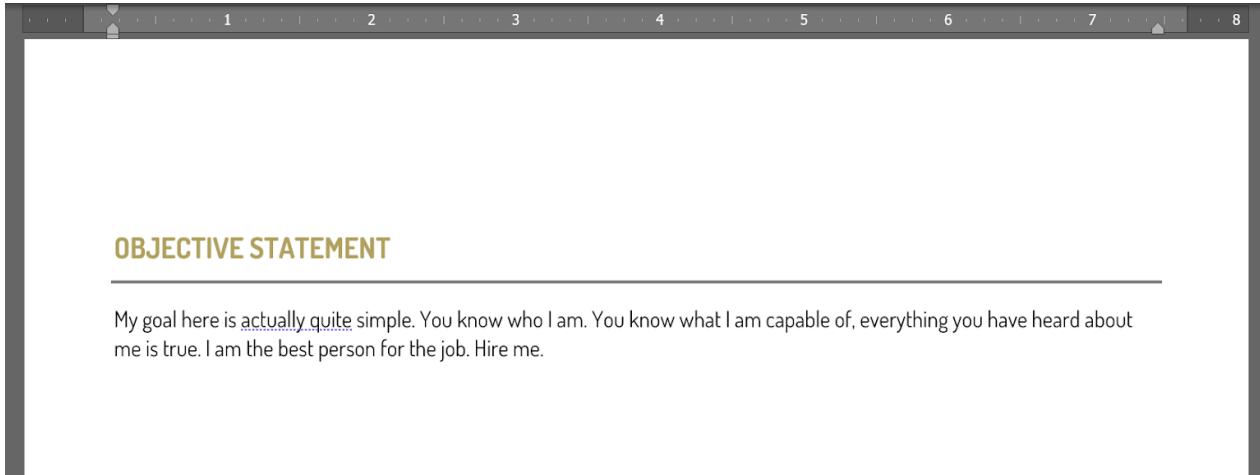


Figure 17: Tony Stark's Objective Statement

We can already see a similar formula as before; Tony Stark is heavily relying on his fame and popularity to help push his resume forward. He is doing his best to ensure that in the hiring process he will stick out among all the other hundreds of resumes. His name *does* stand out.

However, there is not much information there, assuming that the person looking for employees believes they are who they say they are. Which also leads to interviews, but that's later. Now let's go ahead and look at Peter Parker's Objective statement:

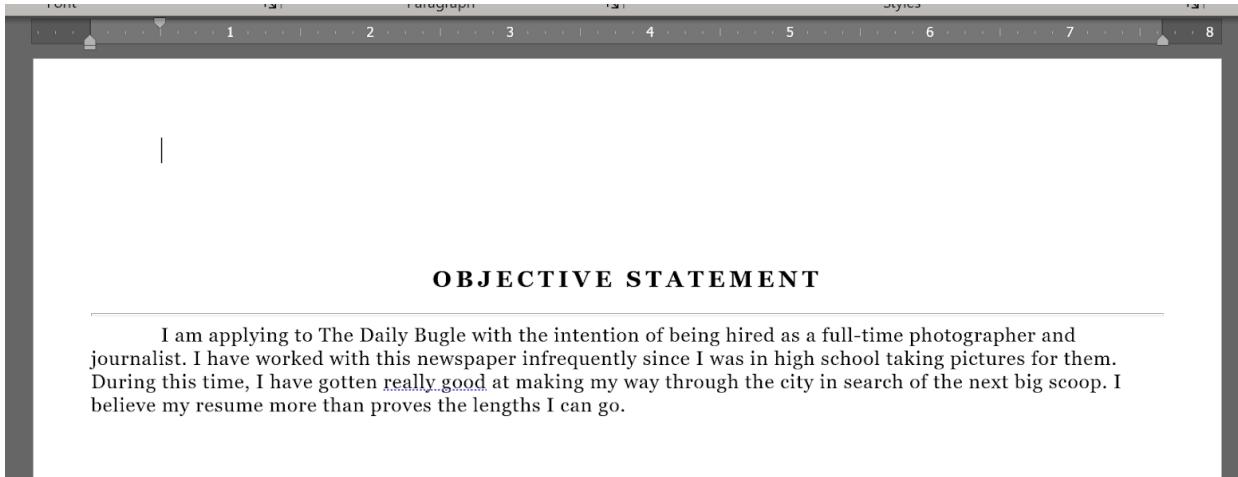


Figure 18: Peter Parker's Objective Statement

Now we can see a difference. Peter has experience with climbing the career ladder here and is appealing to the Daily Bugle to get a better-paying job. He knows whoever is in charge, therefore his name will stick out more than other resumes; that on top of his known work experience means that his name will stick out as well.

Who would you hire here? Tony Stark? Or Peter Parker?

With these examples of resumes shown, there is no better way to learn than with live examples. With writing done for this part of your manual.

As a trial, I am going to show three additional resumes. Your task is to examine these resumes and critique them.

1. How are their work experiences described?
2. Compare their education,

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3. What skills do they present?
4. What job are they applying for?
5. How concrete is their objective statement?
6. Are there any typos?
7. What could they improve for them?

You will be filling out the answers yourself. Don't view this as a right or wrong way to make resumes, view this to learn how to improve your resume-building skills.

James Barnes
200 Park Avenue
New York, 33291
(546) 790-8234
huh@yahoo.com

CAREER OBJECTIVE

Diligent professional with 5.5+ years of experience and a proven knowledge of field instruction, performance evaluation, and conflict resolution. Aiming to leverage my skills to successfully fill the Gym teacher role at your company.

EXPERIENCE

**STRATEGIC HOMELAND INTERVENTION ENFORCEMENT AND LOGISTICS DIVISION,
New York, NY**

Freelance Mercenary, Mar 2016 - Present
• Save the world

EDUCATION

**Tarpin Springs
New York, NY**
High School Diploma (Jun 1951)

ADDITIONAL SKILLS

- Multilingual
- Expert Hand-to-Hand Combatant
- Demolitions Expert
- Firearms Specialist
- Former War Veteran
- Super Soldier
- Hangs out with numerous Avengers

REFERENCES

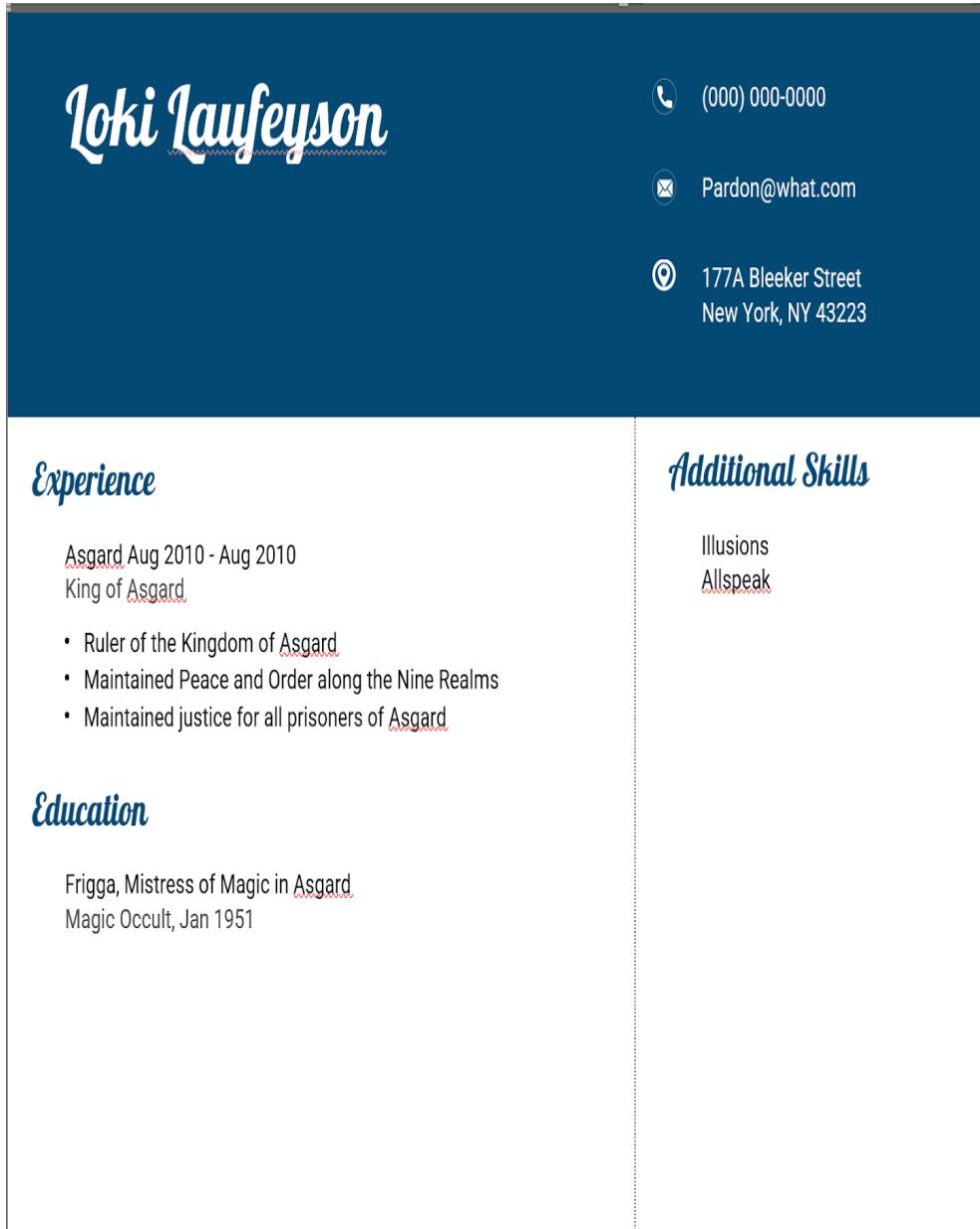
References available upon request

- Go ahead and make a list of all the things you notice about Bucky.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Figure 19: Resume Example

Keep these notes on hand while we look at our next resume, Loki Laufeyson.



Loki Laufeyson's resume is displayed on a dark blue background. The resume includes a name section, contact information, experience section, education section, and additional skills section.

Name: Loki Laufeyson

Contact: (000) 000-0000, Pardon@what.com, 177A Bleeker Street, New York, NY 43223

Experience:

- Asgard Aug 2010 - Aug 2010
King of Asgard
 - Ruler of the Kingdom of Asgard
 - Maintained Peace and Order along the Nine Realms
 - Maintained justice for all prisoners of Asgard

Education:

- Frigga, Mistress of Magic in Asgard
Magic Occult, Jan 1951

Additional Skills:

- Illusions
- Allspeak

• Make a list for Loki Laufeyson.

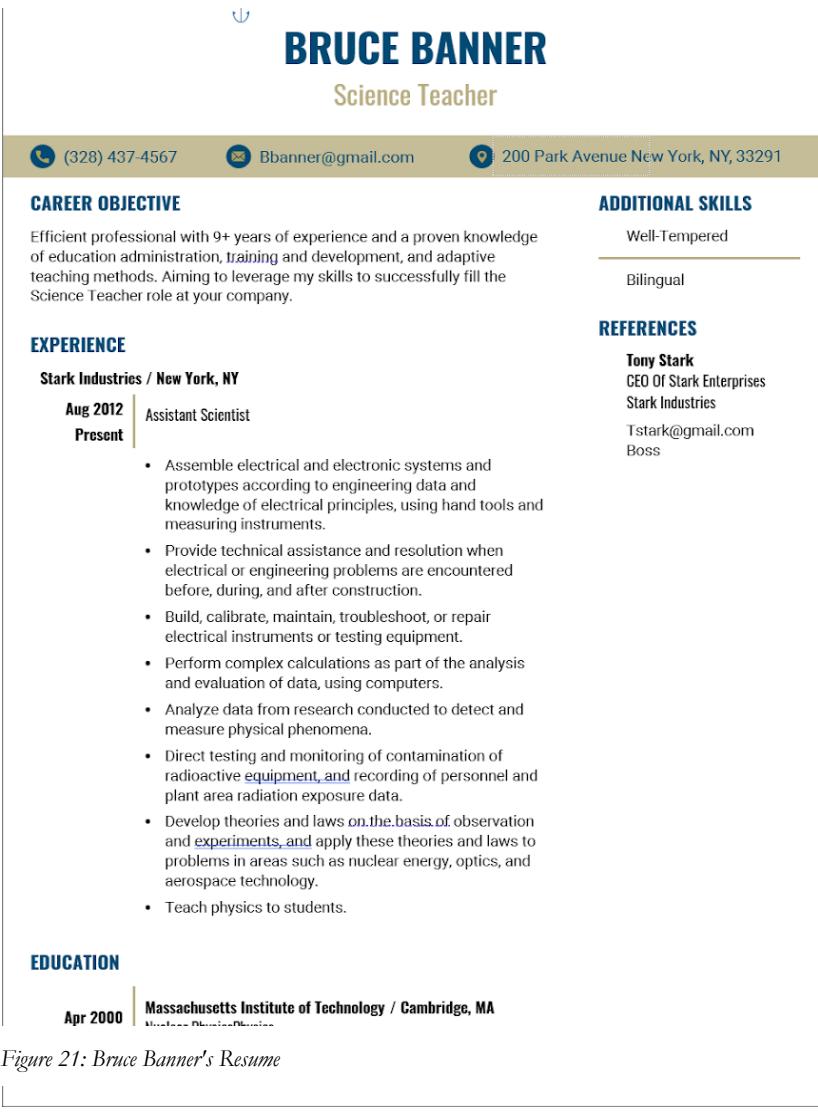
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

• While you are looking, do you notice any similarities between these resumes, and the examples early?

- Can you see where one of these might be better than Tony Stark's or Peter Parker's?
- What about the styles? Would you say Loki's would look better with Tony Stark's format? Or vice versa.

Figure 20: Loki Laufeyson's Resume

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The resume for Bruce Banner is displayed on a light blue background. At the top, there is a small blue circular icon with a downward arrow. Below it, the name "BRUCE BANNER" is in large, bold, dark blue capital letters, with "Science Teacher" in a smaller, gold-colored font underneath. To the left of the name are three icons: a phone, an envelope, and a location pin. To the right of the name are three lines of contact information: "(328) 437-4567", "Bbanner@gmail.com", and "200 Park Avenue New York, NY, 33291".

CAREER OBJECTIVE
Efficient professional with 9+ years of experience and a proven knowledge of education administration, training and development, and adaptive teaching methods. Aiming to leverage my skills to successfully fill the Science Teacher role at your company.

EXPERIENCE
Stark Industries / New York, NY
Aug 2012 - Present Assistant Scientist

- Assemble electrical and electronic systems and prototypes according to engineering data and knowledge of electrical principles, using hand tools and measuring instruments.
- Provide technical assistance and resolution when electrical or engineering problems are encountered before, during, and after construction.
- Build, calibrate, maintain, troubleshoot, or repair electrical instruments or testing equipment.
- Perform complex calculations as part of the analysis and evaluation of data, using computers.
- Analyze data from research conducted to detect and measure physical phenomena.
- Direct testing and monitoring of contamination of radioactive equipment, and recording of personnel and plant area radiation exposure data.
- Develop theories and laws on the basis of observation and experiments, and apply these theories and laws to problems in areas such as nuclear energy, optics, and aerospace technology.
- Teach physics to students.

EDUCATION
Apr 2000 - Massachusetts Institute of Technology / Cambridge, MA

Figure 21: Bruce Banner's Resume

The final list for Bruce Banner.

1.

2.

3.

4.

5.

6.

7.

- With that, all done, compare all the resumes together.
- What notes have you made? Are there any that repeat?
- What sticks out for them?
- How does each resume stand out over the other?
- Which one would you pick if you were to hire someone?
- Feel free to look and try to build your own resume from this format.

EMAILS

Being able to write emails is a powerful skill to have. It is a widely used resource therefore it is important to be able to communicate through this route. Although emails are a powerful tool, messages may be misinterpreted if written incorrectly or for the wrong reasons. Whether you are in the first year of your major or are ready to graduate you will use emails to write to your friends, reach out to a professor, apply for a scholarship, and many other reasons. In this section, we will review when it is appropriate to write an email and the most common parts of an email. There will also be a couple of template examples to help you get started.

WHEN TO WRITE AN EMAIL

As mentioned, you will write many emails, but you don't necessarily need to write one every time. Therefore, when should you write an email?

- If the person cannot be reached any other way. This is the primary reason people use emails. For example, if you need to reach out to your professor you will most likely have to speak to them during office hours or email them. Otherwise, there is evidently no other way to reach out to them. This is also true for reaching out to coworkers, scholarship committees, or institutions.
- The reply from this person is not time-sensitive. Although email is instantly sent out, this does not necessarily mean you will receive an instant reply. Typically, most people reply to emails within 48 hours, or you will receive an automatic reply stating they are not in the office. Therefore, if you don't need an instant reply, send the email.
- You need to distribute information to many people. Email allows you to distribute information to various amounts of people. Therefore, the best way to distribute information to a large group is through email. The only requirement is that you have the emails of those you want to receive the information.
- You need to share electronic files. Aside from distributing written information, email allows you to send many different types of digital files. If you want to send out a digital document or files, the best way to do that is through email.
- Now, these are just a few examples of when to send emails but there are also moments when you should not send an email. Here are a few examples:
- You need to send or receive confidential information. Email is not secure, especially if you use commercial email accounts like Gmail or yahoo. Never send confidential information through email, always work with the other individual or organization to submit confidential information through a different route.
- Your message is long and complicated. Although emails are used to send out important information, an email is not an essay. Do not write out an extensive email because most people will not read it. Emails must be concise and to the point.
- The message you want to send across may be emotional or lead to misunderstanding. This is an important point because you do not want to write about sensitive or potentially touchy subjects if your message is emotionally charged. Things are read differently by many people so you must be careful what you write in an email.

PARTS OF EMAILS

All emails have the same basic components to them like the subject line, greeting, email body, and closing. Nonetheless, like all things, there is a standard on how to correctly do those things.

Subject Line

Depending on who you are emailing, the subject line might be the most important part of an email because it might be the first thing someone sees in their inbox before the body of the email. This part can be compared to the hook of an essay or the chorus of a song. The subject line is what grabs the reader and if you are trying to get the attention of a recruiter you must master this section. If you are cold emailing an individual, you do not want to have a subject line of “hi” or “important message,” because it is very unlikely it will be opened. Many professionals suggest spending twice the time writing a subject line so that it will have a higher chance of being opened. Think about the emails you receive on the daily basis and the subject lines that they have. We have all read a subject line that has made us react with “really” or “not again,” so avoid being that person.

Greeting

After an email is opened, the first thing a reader sees is the greeting. This is just a way to acknowledge the reader before diving into the body of an email. Typically, the only time you will not include a greeting is if you are replying to a message thread with a person or a group of people. If you do not know the name of the person you are reaching out try to use the following greetings:

- To Whom It May Concern:
- Dear members of the selection committee,
- Hello, everyone,

Email Body

Now, the body of an email is the most important part of an email. This is where you dive into the reason you are reaching out and then follow with the information you wanted to deliver. The body of your email must be concise. Remember that most people read various emails throughout the day, no one wants to receive an email with a four-page paper. Get to the point of why you are reaching out, your reader will appreciate you respecting their time. If you are including files, make sure to mention that there are files attached. Also, keep in mind the size of your files. Avoid sending large files, this will take a long time to send out or may not be able to be sent. Consider compressing your files or using ZIP to make it easier to send out large files. As a reminder, do not include sensitive information because email is not secure.

Closing

The same you acknowledged your reader, make sure you end things on the right foot. Think of this as a conversation, you would not just walk away after telling your friend something. Generally, you find a way to close or end your conversation. It is the same way through email, make sure you kindly end your email. Here are a few examples:

- Best, (Your Name)

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- Sincerely, (Your Name)
- Regards, (Your Name)

MASS EMAILS

As mentioned, email allows you the ability to send an email out to multiple people at the same time. That way you avoid writing the same email multiple times. In this section, we will cover mass email etiquette, including if you are just included in the email. Let's start with the reply to all feature.

Replies to a Mass Email

If you are included in a mass email and are required to reply to the email, do not select reply all. This means your email will be sent to everyone in that email thread and will cause many people to have unnecessary notifications. Unless everyone in that thread needs to see that email response, avoid it at all costs.

Sending a Mass Email

Now, if you are initiating a mass email it is important to keep certain things in mind. We have already reviewed important aspects of emails in general. When doing a mass email make sure you check grammatical and/or obvious errors. Remember this email is going to a large number of people so you need to proofread as much as possible.

Once you have your email ready, make sure to add the email addresses last. Avoid the error of accidentally sending the email to only a few people and ignoring the rest. For example, you may want to copy the emails to a word document or somewhere you can easily copy and paste after to add to the email sending list. This will also help double-check that you have selected the correct recipients to receive the email. Business insider suggests creating different contact groups within an email address book for easy access and to avoid errors.

Now there are different ways to send out mass emails. You can send to, bcc, or cc someone. When sending out a mass email, it is best to bcc the other recipients. BCC, also known as blind carbon copy, allows to send out a mass email without disclosing the recipients' emails to each other. This is important if you are reaching out to multiple companies or are introducing someone to someone else. This avoids email mix-ups or the terrible reply all loop. Now, if you CC someone the email will be disclosed. Do not CC unless you are trying to show everyone's email.

CLOSING

To summarize, *Business Insider* had quoted that the average U.S employee spends about a quarter of his or her time at work combing through the hundreds of emails each employee sends and receives each day. Therefore, you must learn to communicate via this route. We have provided key pointers to help you through your email writing journey but remember to use the writing center if necessary to proofread these emails. Emails are a powerful tool to open doors for you and connect with people you could have not contacted otherwise.

BUSINESS PROPOSAL

A business proposal document, like the name indicates, is used to convince the reader of agreeing to make the proposed idea a reality. To write an effective business proposal, the writer must have factual information. By taking the time to research, the individual or business writing the proposal will be able to present a comprehensive document that tailors its response to be exactly what it needs to present.

Business proposals can be categorized into two: **Solicited** and **Unsolicited**.

A business proposal can be solicited or unsolicited. If the business proposal is solicited, then the individual (or business) writing the proposal receives a Request for Proposal. An RFP is a standard through which businesses ask for proposal submissions. Receiving an RFP makes writing the solicited proposal much easier due to the clear guidelines that are given.

Once the RFP is received, the business might ask the individual writing the proposal to follow a certain format, which is why the one writing the proposal must read the requested document thoroughly. By doing this, the person will deliver a relevant and comprehensive proposal.

When it comes to writing an unsolicited proposal, the writer has no set guidelines to follow, making the writing more difficult. Due to this, an unsolicited proposal needs to be much more persuasive, demonstrating the value of the proposal.

An unsolicited proposal should tell the business why it would be beneficial for them to do business with the one submitting the proposal.

The writer must keep in mind the purpose of the business proposal is to establish working relations with a new client when there was not one previously. Also, the proposal must win a new working project.

COMPONENTS OF A BUSINESS PROPOSAL

Whether one is writing a solicited or unsolicited business proposal, both contain the same components.

1. Introduction

Through the Introduction, the problem to tackle is presented to the reader, and questions are raised regarding the business situation, such as: Why is the current state inadequate? Why does it need to change?

The background information or context behind the proposal should also be introduced. Did someone ask you to write this proposal? How did you get involved with the project? What solutions have previously been attempted?

Here, it is necessary to explain to the reader any key terms or phrases that will be continuously used throughout the document. By doing this you will prevent confusion from arising and have a presentable proposal. Also, if the proposal is written in response to an RFP, then keywords and phrases mentioned there should also be included in the proposal. This shows the reader that the project is taken seriously, and special care was given while reading the RFP.

Furthermore, an overview of the sections that will be covered in the proposal should follow the introduction.

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2. Plan of Work

In this section, the writer explains what they want to do to solve the problem mentioned in the introduction. The cause of the problem should be addressed, and the benefits given by the proposed project should be listed.

It is important, in this section particularly, to justify the claims about solving the problem with evidence. Due to the evidence presented, the reader makes their decision, basing it on what is said or not said in the proposal.

In this section, graphics, and statistics, quotes by prominent individuals in the field, and other referenced related studies should be addressed. This shows the reader the writer has taken the time to do proper research.

3. Qualifications and Experience

In this section, the reader learns what makes this writer in particular qualified to do the job. Why would they hire the business that wrote this proposal to get the project done? What experiences do they have and bring to the table? Also, if the writer is not personally qualified, then who would they bring that is qualified to get the project done? If outside personnel is brought into the project, then explain what their experience is and how they are qualified to take on the project.

Also, explain how, why, and what makes the reader the correct person to receive this proposal. Emphasize how their experience brought them to where they are; and what about their business (as an individual or company) makes the writer want to propose the project to them. It is a good idea to describe how the writer has taken on similar projects and been successful in tackling them, as this accentuates how prepared the writer is to take on this kind of project.

4. Budget

Next, this section breaks down the estimated budget for the project, effectively giving the reader a solid idea of the overall cost. Due to its nature, this section could take a lot of time, so do not leave it until the last moment.

Within the cost, the writer should include the direct and indirect costs that could be linked to the project.

The direct cost may include the cost of materials needed (or suggested expenses), as well as employee salaries. While indirect costs may include machinery and location rent or legal fees.

Depending on the overall budget cost, the reader might say yes to the proposal, making it one of the most important sections.

5. Task Schedule

This section outlines the estimated time when different aspects of the project will take place. Depending on the laid-out timeline, different plans will be made, such as the grand opening of a store, so the writer needs to be as specific as possible with the timeline given for the project. Some basic steps to create a task schedule are:

1. Create a task
2. Set the guidelines and requirements for the task
3. Assigned tasks to teammates
4. Set due dates
5. Track progress and overcome obstacles
6. Set milestones

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7. Check in with teammates
8. Update completed tasks

6. Opposition

In every project, it's important to keep in mind one might face opposition or doubt. The readers will want to know about any possible problems, liabilities, and other concerns that could be potentially faced if the project is accepted.

Taking this into consideration, strategies can be made to handle any possible problems that might be faced. Each anticipated problem should be outlined, along with any potential issues within it, explaining how possible it is for the issue to arise, and arguing how and why the benefits of the project outweigh the opposition.

7. Conclusion

The proposal should end with a restatement of the benefits of the proposal. Once the reader reaches this section, they should have a clear knowledge of what the proposal is and what the writer wants them to do. Also, it would be a good idea to add a deadline for the reader to respond by, requesting their action. By explaining why the writer is requesting such a specific date, the reader is more likely to understand and give an answer by then.

GENERAL ADVICE ON WRITING A BUSINESS PROPOSAL:

Some general advice to write a successful business proposal.

Be Concise

- Respect the reader's time. Write a clear, straightforward, and focused proposal.
- Avoid wordy sentences that complicate simple ideas. Eliminate unnecessary words or phrases.
- The writer needs to make sure any empirical data used in the proposal is in a readable format, such as a graph or table.

Give a Call to Action

- The writer needs to make sure the reader knows what they must do by the time they are done reading the proposal.

Follow Up

- The writer must be sure to include a deadline after the conclusion, so the reader has an idea of when they need to respond.
- However, if there has been no response from the reader and the deadline is approaching, then it would be appropriate to follow up to make sure they have received and read the proposal.

COMMON MISTAKES WHEN WRITING A PROPOSAL

Know the Purpose

- The purpose of a proposal is to convince the reader to see the world in the way the reader does. The writer must include a persuasive element, not only rely on facts to convince the reader.

Know Your Audience

- When writing the proposal, it is important to ask these questions: Who is the proposal being written for? Why is the proposal being written for this person in specific? What can this person do with the information given to them in the proposal?
- The proposal needs to be tailored to the needs of the audience.
- It is important to keep in mind the proposal might be read by more than one person. The writer must keep it professional since the reader can show it to who they please.

RESEARCH PROPOSAL

A research proposal provides an overview of what the research will entail and justify the need for the research. Research proposals are predominately made up of extensive literature reviews. Aside from this, research proposals have a detailed methodology for researching according to the academic or professional and a statement with anticipated outcomes and/or benefits from the study's completion. The difference between a research proposal and the actual research is that the goal of the proposal is to prove to the reader that the research is necessary. Normally, research proposals are studied in college or research groups for the hope of receiving grants for the research itself. Therefore, it is important to be able to execute a well-written research proposal.

WHY WRITE A RESEARCH PROPOSAL

Writing a research proposal is an important skill to have as a study in any field. The skills you learn developing a research proposal can easily be transferable to any field. Many professors assign the task of writing a research proposal to develop your skills in designing and planning a comprehensive research study. It also helps you review the literature to ultimately determine areas in which research has not addressed certain problems. Furthermore, then you must practice identifying the logical steps that must be taken to accomplish one's research goal.

Mistakes to avoid

Before diving into the sections of the proposal, there are a few mistakes to avoid. These are references from the University of Southern California Libraries.

- Failure to be concise. It's important to note that a research proposal gets to the point. There is no fluff writing in the documents. Every section and phrase have an important role to bring the whole document together
- Failure to cite landmark work in your literature review. It is vital to cite landmark work that backs up the reasoning for creating the research in the first place. The literature review

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allows you to bring up other research that details the reasoning for bringing up your research. It showcases the building block of your research paper without you having to do all the research that has already been done before.

- Failure to develop a coherent and persuasive argument for the proposed research. As mentioned, the goal of a research proposal is to have a persuasive argument for your research. It must effectively and coherently show how your research is beneficial and important. In many workplace settings, the research proposal is used to argue why research should be funded.
- Poor grammar or low-quality writing. Even though the research proposal is not the complete documentation for your research, it is still expected for it to be written following the style and rules of good grammar. Once again, this document is showcasing how your research is important so if the writing quality is low then you will not be taken seriously and thought of as lazy or unorganized.
- Too much detail on minor issues, but not enough detail on major issues. Once again, the research proposal should be concise. Do not go into detail on minor issues that do not paint the whole argument or reasoning for it being important. Your proposal should focus on only a few key research questions to support the argument that the research needs to be done. Minor issues, even if true, should not dominate over the main objective of the proposal.

SECTIONS IN A RESEARCH PROPOSAL

Research proposals, like many college-level academic papers, are organized the same way throughout social science disciplines. The length of the document varies in length but is usually between ten and thirty-five pages, followed by the list of references. Generally, before beginning, there are a few questions you should ask yourself. Below are a few examples:

- What do I want to study?
- Why is the topic important?
- What problems will it help solve?

Introduction

Many resources suggest treating the introduction as your initial pitch of the idea or a thorough examination of the significance of a research problem. After reading your introduction, most readers should have an understanding of what you will be trying to do and gauge the passion you have for the topic. It is important to note that not all proposals include an abstract before the introduction, double-check with your professor or whoever is to receive the proposal. Some questions to help you write the introduction are listed below:

- What is the central research problem?
- What is the topic of study related to that research problem?
- What methods should be used to analyze the research problem?

Background and significance

This section can be melded into your introduction or separated as a different section for organization. Nonetheless, this section is centered on explaining the context of your proposal and describing in detail why it is important. You should approach this section with the idea that the

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readers will not know as much about the research problem as you do. This is not an essay going over everything you have learned about the topic but instead an attempt at explaining relevant topics to explain the aims of your research. You need to choose what is important to cover, but generally, you should try to cover the following:

- State the research problem and provide a more detailed explanation about the purpose of the study than what you stated in the introduction.
- Explain the rationale behind the proposed study. Primarily the goal is to answer the “so what question,” you must show why it is important.
- Explain the methods you plan to use for conducting your research and identify the sources you intend to use. Make sure to explain how they will contribute to your analysis of the topic.

Literature Review

The literature review goes over in more detail the studies that influenced your proposal while also showing how your research is original and innovative. This section is filled with a lot of information and can easily become a space to just dump information. It is important to structure this section into smaller categories so that the readers can grasp the key arguments underlying your argument. This section can also be used to challenge other studies if that will strengthen your argument. To help you write this section, consider the five C’s of writing a literature review:

- Cite the source you are speaking on to keep the focus on that source when explaining something.
- Compare the various arguments, ideas, controversies, and approaches expressed in the literature.
- Contrast the various arguments, ideas, controversies, and approaches expressed in the literature.
- Critique the literature that you are citing to speak about the most persuasive part of the literature. Also, speak about what parts are reliable or questionable and why it is so.
- Connect with the literature to strengthen your research proposal and how does your work draws to the cited literature.

These five sections will help you drive the usage of your literature and how it will strengthen your argument. Using the literature correctly will create a strong proposal and will show how it is important and necessary.

Research Design and Methods

This section needs to be well written because you have not done an actual experiment, so the reader needs to gain confidence from reading this section of the future of the research. In this section, you will speak about the overall research design and the proposed method of analysis to show how this will effectively address the issue brought by your proposal. Describe the overall research design by building upon and drawing examples of the cited pieces of literature. Make sure to also speak about methods to gather data that have not been done yet.

When writing this section make sure you specify how you will be spending time during your research. Do not just give a general statement but specify how you will be spending your time. For example, if you will be surveying individuals in a random community make sure that you state in this section. Also, do not just list the things you will do but specify and explain why it is important that

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you do these anticipated steps. The reader must be convinced at the end of this section that the steps that will be taken will most likely result in a realistic outcome and that it is necessary.

Aside from saying the things you will do, make sure that you specify possible barriers, errors, or negative outcomes that may come from the research. Explain how these may affect or pivot the direction of the experiment. It is important to acknowledge any possible setbacks so that your professor or possible investors is aware of the risks associated with the research. No research proposal is perfect and if you try to present it as a perfect piece you will be questioned or called out for doing so.

Preliminary Suppositions and implications

This section is intended to continue the conversation on how your work will extend, revise, or improve upon other work. As mentioned, it is important to discuss potential implications. Transparency is key so that it is known you have given extensive thought to what may or may not occur. The following are questions that USC advises you to ask yourself:

- What might the results mean in regards to challenging the theoretical framework and underlying assumptions that support the study?
- What suggestions for subsequent research could arise from the potential outcomes of the study?
- What will the results mean to practitioners in the natural settings of their workplace?

Conclusion

The conclusion reiterates your information and ties everything together. In this section, you must summarize the research and its importance. It is important to note that this section should not be longer than two paragraphs.

Citation

Like any scholarly research, you must cite your sources. In a research proposal, there are two ways you can site. You must discuss with the person reviewing the proposal what they prefer. The two options are the following:

1. **References** -- lists only the literature that you used or cited in your proposal.
2. **Bibliography** -- lists everything you used or cited in your proposal, with additional citations to any key sources relevant to understanding the research problem.



Essay writing is a combination of critical thinking, writing skills, research, and persuasive writing. There are different preparations for essays but, in this chapter, we will focus on MLA and APA formatting styles. In this section, we will be covering how to properly format the essays to look professional and well-done.



The MLA formatting style is mostly used within the humanities disciplines, such as language arts and cultural studies. Writers who use this format build their integrity by showing responsibility to the works cited used in the essay. Now, we'll cover some general guidelines to follow when formatting and styling an MLA paper.

General Guidelines

- MLA recommends using double space on the text and using a legible font, such as Times New Roman. The font size should be 12 pt.
- When using regular and italics type styles, the contrast should be distinct from each other.
- After periods, or other punctuation marks, leave one space unless otherwise instructed.
- Set 1-inch margins for all sides of the document.
- “Tab” -indent the first line of each paragraph. The indent should be half an inch from the left margin.
- Number all the pages consecutively using a header. This should be placed on the right upper-hand corner, one-half inch from the top.
- Use italics when necessary to provide emphasis or to indicate titles.
- For any endnotes, write them on a separate page before the Works Cited. This page should be titled as Notes, centered, and unformatted.

Formatting the First Page

- Do not make a title page unless specifically requested or if the paper is assigned as a group project. Use double space.
- List all names of the writers, give them their own line on the header, followed by the next requirement written below.
- The writer's name should be in the upper left-hand corner of the first page, followed by the instructor's name, course name, and date.
- To reference works in the title, use quotation marks or italics.
- Center the title. Do not use underline, italics, or quotations. Use standard capitalization.
- Use italics or quotations to refer to other works in the title.
- Leave double space between the title and the first paragraph.

Using Section Headers

Section headers can be used to improve the readability of the document. Chapters or other parts of a book or essay may be included in the sections.

It is recommended when using section headers to number the sections with an Arabic number, followed by a period and a space.

Examples of section headers.

Numbered:

1. Soil Conservation
- 1.1 Erosion
- 1.2 Terracing
2. Water Conservation

CHAPTER 6

3. Energy Conservation

Formatted, unnumbered:

Level 1 Heading: bold, flush left

Level 2 Heading: italics, flush left

Level 3 Heading: centered, bold

Level 4 Heading: centered, italics

Level 5 Heading: underlined, flush left



Unlike MLA, APA style is used to cite sources in the social sciences field, providing simple and comprehensive guidelines to follow when writing academic papers.

General Guidelines

- The essay should be typed and double-spaced on letter-sized paper.
- The margins should be set to 1 inch on all sides.
- A page header should be included at the top of every page.
- When it comes to choosing the font, the APA guideline recommends 10-point Lucida Sans Unicode, 11-point Calibri, and 12-point Times New Roman, among others.
- The title page should have the title of the paper, the author's name, and the institutional affiliation. A professional paper should also include the author's note.
- The title should be written in upper and lowercase letters and centered.

Using Section Headers

To separate and classify sections, APA Style uses a unique system. There are 5 heading levels; however, regardless of level number, they must always be used in order, starting with lever 1.

APA Headings

Level	Format
1	Centered, Boldface, Title Case Heading Text starts a new paragraph.
2	Flush Left, Boldface, Title Case Heading Text starts a new paragraph.
3	Flush Left, Boldface Italic, Title Case Heading Text starts a new paragraph.
4	Indented, Boldface Title Case Heading Ending With a Period.

5	Paragraph text continues on the same line as the same paragraph. Indented, Boldface Italic, Title Case Heading Ending With a Period. Paragraph text continues on the same line as the same paragraph.
---	--

Figure 22: APA Headings Guide

The Introduction section does not get a heading, which is not indicated by letters or numbers. The number of level headings used will depend on the length and organization of the paper.

Section labels are used when a new section starts on a new page, such as,

- Abstract
- Paper title
- References
- Footnotes
- Appendix A (and so on for subsequent appendices)

These sections should be bolded and centered and have their own line at the top of the page.

WORKS CITED

1. Purdue Writing Lab. “APA Style Introduction // Purdue Writing Lab.” *Purdue Writing Lab*, https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.
2. Purdue Writing Lab. “General Format // Purdue Writing Lab.” *Purdue Writing Lab*, https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html.
3. *Writing in the Disciplines: Business - Writing Business Proposals*, <http://writing2.richmond.edu/writing/wwwb/business/proposals.html>.

BIOGRAPHIES

HUZAIFA BAIG AKA HULK

LIKE HULK, HUZAIFIA IS STRONG.



Huzaifa Baig (Huzaifa) is an Information Technology Major. Huzaifia worked on the Visual Elements and Graphics chapter. Huzaifa holds an Associates degree from Valencia College. After graduation, Huzaifia hopes to get a job. In Huzafia's free time, Huzaifia likes going to the gym.

PARKER BARRY AKA HELA



Parker Barry (She/They) is a Technical Communication major. She is also pursuing a certificate in Italian. She worked on the Diversity and Rhetoric chapter. She is certified in Adobe Creative and has been an editor and chief of multiple literary magazines. Parker hopes to travel to see the world's natural anomalies before they are gone. In the future, she wants to teach English at a high school or collegiate level. In her free time, she enjoys art.

KIRSTEN BEY AKA AGATHA HARKNESS

JUST LIKE AGATHA HARKNESS, KIRSTEN IS CLEVER AND SASSY.



Kirsten Bey (She/Her) is an English Literature major with a minor in Technical Communication. She is also pursuing a certificate in Public and Professional Writing. She worked on the Diversity and Rhetoric chapter. She has an Associate of Arts degree from the University of Central Florida. She is a technical writing intern for Bashpole Software Inc. She is a member of the FTC @ UCF club and the Sigma Tau Delta English Honor Society. After graduation, she plans to become a technical writer. In her free time, she enjoys playing video games.

ELIJAH BOOTH AKA LOKI

LIKE LOKI, ELI IS A YOUNGER SIBLING IN HIS FAMILY AND IS THE MISCHIEVOUS ONE.



Elijah Booth (He/Him) is double majoring in Writing & Rhetoric and Computational Mathematics. He worked on the Research & Documentation chapter. Eli currently has a Cypress Dome Editorship internship. After graduation, he plans to go to graduate school for Math. In his free time, he likes to watch movies.

MALACHI BRUNO AKA IRON MAN

LIKE IRON MAN, MALI IS EXCELLENT WITH TECHNOLOGY.



Malachi Bruno (He/Him) is an Information Technology major. He worked on the Visual Elements and Graphics chapter. After graduation, Mali plans to be a businessman. In his free time, he likes to play video games and basketball.

LIAM CULHANE AKA DEADPOOL



Liam Culhane (He/Him) is a Technical Communication major. He worked on the Visual Elements and Graphics chapter. He holds an Associates degree from Seminole State College. After graduation, he plans to pursue a technical writing or technical editing job for a major game developer such as Nintendo or Riot Games. In his free time, he plays video games and watches anime. One interesting fact about Liam is that he enjoys art, especially tattoos. He has gotten one recently and wants to expand his collection.

GISELLE CHAVIANO AKA GROOT

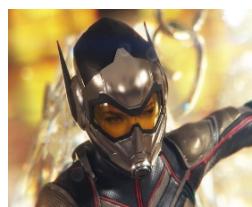
LIKE GROOT, GISELLE IS CUTE AND CARING!



Giselle Chaviano (She/Her) is a Psychology on an Industrial Organizational Track major and is double minoring in Technical Communication and Writing and Rhetoric. She is also pursuing a certificate in Human Resources. She worked on the Research and Documentation chapter. She currently holds an Associate of Arts degree from Miami Dade College. She has been an Organizational Psychology intern for Hull & Associates since January of 2021 and is a current peer advisor for the College of Sciences at UCF. Additionally, she is a research assistant for the Stressful Events and Experiences Lab at UCF. In the future, Giselle wants to go to graduate school for Industrial Organizational Psychology and wants to later become an internal consultant for a major company. In her free time, Giselle enjoys reading and writing poems.

DESIREE FLORES AKA WASP

LIKE THE WASP, DESI ENJOYS HAVING VARIOUS PROJECTS TO WORK ON.



Desiree Flores (She/Her) is an English major. She worked on the Page Elements and Design Layout chapter. She is pursuing a certificate in Editing and Publishing. Desi has a Computer Programming Specialization Certification and B.S in Computer Animation from Valencia College and Full Sail University. She has had an internship with Legacy Book Publishing. After graduation, she plans to work at a publishing company. In her free time, Desi enjoys reading.

CHARLES GONZALEZ AKA SPIDERMAN

SPIDERMAN DEALS WITH MULTIPLE PROBLEMS AND STAYS ON TOP OF HIS FAMILIAL AFFAIRS, SOMETHING THAT RESONATES WITH CHARLES.



Charles Gonzales (He/Him) is an Information Technology major. He holds an Associate of Arts degree from the Seminole State College of Florida. He worked on the Research and Documentation chapter. In the future, he wants to find a job in the Information Technology networking field. In his free time, he enjoys using social media.

ZARAI HUETE AKA GHOST

LIKE GHOST, ZARAI HAS EXPERIENCE IN HACKING AND LOVES ALL THINGS CYBERSECURITY.



Zarai Huete (She/Her) is an Information Technology major. She worked on the Page Elements and Design Layout Chapter. Ghost holds a Computer Science Associate's degree from Miami Dade Honors College. After graduation, she will be moving to Austin to pursue a technical position at Apple. In her free time, she likes to workout.

JANET JAIMES AKA GAMORA

BOTH JANET AND GAMORA ARE FOCUSED AND HAVE A SPIRITED HEART.



Janet Jaimes (She/Her) is a Technical Communication major with a minor in Creative Writing. She is pursuing a certificate in Editing and Publishing. She worked on the Diversity and Rhetoric chapter. She received an Associate of Arts degree from Daytona State College. Currently, Janet is a technical writing intern for flexEngage. She also volunteers as a proofreader for the Samuel Johnson Dictionary. After college, she hopes to become a technical or content writer. Long term, she hopes to become an editor. In her free time, Janet enjoys hiking.

CHRISTOPHER KING AKA DARREN CROSS OR YELLOWJACKET

BOTH CHRIS AND DARREN CROSS ARE SUPERVILLAINS.



Christopher King (He/Him) is majoring in Technical Communication and minoring in Creative Writing. He is also pursuing a certificate in Editing and Publishing. He worked on the Research and Documentation chapter. He holds an Associates degree from Valencia College. Chris is a Federal Work Study student, hired to work on the Samuel Johnson Dictionary project. He plans on going to college for the rest of his life.

SYDNEY MANNS AKA BLACK WIDOW



Sydney Manns (She/Her) is a Technical Communication major with a minor in Spanish and Hospitality Management. She worked on the Mechanics chapter. She currently has an internship as a SEO Writer & Researcher. After graduation, she plans to continue writing for a living, get TEFL (Teaching English as a Foreign Language) certified, and teach English in Spain. In her free time, she enjoys Photography.

MONYKA MANOYRINE AKA AMERICA CHAVEZ OR MISS AMERICA

BOTH JUST MONKYA AND AMERICA CHAVEZ ARE AFRO-PUERTO RICAN.



Monyka Manoyrine (She/They) is a Creative Writing major with a minor in Magazine Journalism. She is also pursuing a certificate in Editing and Publishing. She worked on the Mechanics chapter. She writes for and is on the editing team for Her Campus. She is also a staff writer for the UCF-associated Fashion Society Magazine. After graduation, Just Monkya plans to enter the publishing field while also focusing on a writing career. In her free time, she enjoys reading books and watching films.

MIA MICHAEL AKA CAPTAIN AMERICA

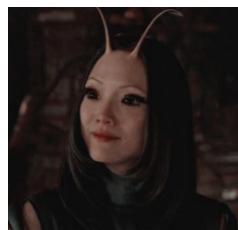
MIA MADE HER FIRST USERNAME MADEINAMERICA BECAUSE IT STANDS FOR MIA.



Mia Michael (She/Her) is majoring in Human Communications on a Business Track and minoring in Technical Communication. She worked on the Written and Online Communication chapter. Currently, she is a Research and Communications intern. She is certified in Abode Photoshop and InDesign. In the future, she wants to work in the entertainment industry. In her free time, she enjoys going to concerts and lake days.

CASSANDRA ORTEGA AKA MANTIS

LIKE MANTIS, CASSANDRA IS PASSIVE BUT LOYAL AND DEDICATED TO FRIENDS.



Cassandra Ortega (She/Her) is majoring in Digital Media on the Web Design track and is minoring in Technical Communication. She worked on the Visual Elements and Graphics chapter. In the future, she wants to be a Front-End Web Developer on a team that creates applications to fulfill client needs. In her free time, Cassandra enjoys singing. She is a member of the UCF SolAl's Chorus.

DANIELLE PORRES AKA SCARLET WITCH

LIKE SCARLET WITCH, DANIELLE IS INTROVERTED AND ENJOYS READING ANY TYPE OF BOOK GENRE.



Daniella Porres (She/Her) is a Technical Communication major with a minor in Writing and Rhetoric. She worked on the Mechanics chapter. She is also pursuing a certificate in Editing & Publishing and TEFL (Teaching English as a Foreign Language). Daniella is a proofreader for the Johnson's Dictionary Project. She is a member and the Secretary of FTC @ UCF. After graduation, she plans to teach English in South Korea for a few years and then become a full-time technical writer/editor for a publishing company. In her free time, she enjoys journaling and listening to music.

JADA SPRAGGINS AKA NEBULA



Jada Spraggins (She/Her) is an English Literature major with a minor in Journalism Studies. She worked on the Written and Online Communication chapter. She is also pursuing a certificate in Editing & Publishing. Jada writes poetry professionally and has been featured in a local newspaper. After graduation, she plans to publish her poetry. Fun fact, Jada lived in Japan for four years.

CALEB YOUNG AKA DOCTOR STRANGE

JUST LIKE DOCTOR STRANGE, CALEB IS STUBBORN. HE ALSO LIKES WRITING.



Caleb Young (He/Him) is a Technical Communication major. He worked on the Page Elements and Design Layout chapter. He is a coordinator at Walt Disney World and has future aspirations to have a management position at Lockheed Martin. In his free time, he enjoys writing.

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