Students,

Below are excerpts from three separate Project I research papers: an introduction, a career section (informed by an interview), and a set of appendices. Note here that the citations are appropriately placed but not all in MLA or APA style. Make sure to double check which format your assignment calls for. These examples are not necessarily perfect, but can provide you a sense (in addition to our discussions in class) of what's expected by way of substance and organization in these important sections. The blue text below is from our project instructions. Good luck, and I'm looking forward to reading your papers!

Professor Howland

EXAMPLE OPENING PARAGRAPHS

"Introduction with a clear statement of purpose (explanation of what the paper will be about) and a brief discussion of its elements":

This paper will explore writing in four professional fields – business, public health, natural resource management, and education. In the workplace, written communication in its many forms is essential to getting the job done. For example, restaurateurs provide menus to help customers choose their food, doctors and nurses track patients' health with thorough notes, wildlife ecologists record and analyze data that can be used to draw up management plans, and teachers assemble lesson plans and exercises to help their students learn.

In the pages to follow, this report will explore the definition of technical communication and the importance of workplace writing. Four separate sections, supported by interviews with professionals and a variety of secondary sources, will focus on the purposes of and audiences for a variety of documents in the business, public health, natural resources and education fields. This includes an extensive conversation with Dr. Pete Pekins, a professor of wildlife management at the University of New Hampshire, about his writing. A concluding section will take stock of similarities and differences in written communication across the four fields and lessons professionals have learned about what makes for good writing. An appendix includes some examples of documents written by Pekins and others interviewed for this paper.

EXAMPLE INTERVIEW SECTION

"For at least one of your four chosen fields – perhaps the one that interests you most – you must seek out a professional in that field and conduct a substantive interview with them about the technical writing they do."

High School Band Director

There is more to being a high school band director than meets the eye. A band teacher's main responsibility is to instruct students how to be better musicians and to help a band of kids prepare music for performances. Nothing a band director does, however, would be possible without the help of technical writing. Letters to parents and students, requests to administrators for equipment, articles for school newspapers, emails to colleagues, and powerpoint presentations for the Board of Education are just some examples of the kinds of documents a band director writes (S. Paine, personal communication, September 13, 2012). I conducted an interview with Stephanie Paine, a band director at Sauquoit Valley High School in central New York, about the type of writing she does on the job.

In addition to teaching music, Paine writes letters as part of her job as a band director. These letters go out to both students and parents to inform them about fundraisers, trips, and upcoming events. Paine edits and revises these letters constantly, especially if they are important. Depending on the content, a letter can take anywhere from ten minutes to several days to get just right. Because of her strong connection to her work, Paine often reads over her letters and edits them until she is sure they are concise and sound professional rather than emotional. Time is not usually a factor unless something unexpected happens that forces her to get her letters out quickly. Paine provided me with a sample letter she wrote to parents and students about an upcoming music festival (S. Paine, personal communication, February 10,

2012). The full letter can be found in Appendix B on page 12.

To inform the local community about her students' accomplishments, Paine also writes articles for the school newsletter, *News and Views,* from time to time. The newsletter contains information about students, faculty, school events, and new developments in the community. It is available to anyone who subscribes and can also be found on the school's website. Paine's students have won jazz competitions, made it into Area All-State Band, and have won various awards for their talents, and the *News and Views* provides a perfect platform for letting the community know. In this way, students receive more recognition for their work and the school's music department gains more acknowledgement from the public.

Another important part of Paine's job is writing presentations for the Board of Education. She uses Powerpoint during their meetings to update them on the status of the music department. Each presentation is an opportunity to explain to community members and Board members how important music is in a child's education, which is critical considering school music departments have come increasingly at risk of losing funding. The school board meetings are open to the public, and every presentation serves to make people aware of what the music department is doing as a whole, what the students have accomplished, what the strengths and weaknesses of the department are, and what the department needs financially and logistically. If Paine has an idea for a trip she would like to plan for the students, she presents her idea in a Powerpoint in front of students, parents, and administrators to inform everyone of the costs, activities, and safety precautions of each trip.

EXAMPLE APPENDICES:

"Appendices – One example document from each profession (that's 4 examples total)." Remember to refer to these from the body of your paper and to cite them in your bibliography.

Appendix A: Structural Engineering Field Notes

Satellite Remote Sensing for the 2002 Winter Olympic Games

Paul H. Greenfield, P.E.
Program Leader
Remote Sensing Applications Center

Introduction

The fanfare is over, the athletes have gone home, and life has returned to normal in Utah. By all indications, the 2002 Winter Olympic Games proved to be a success with the only real controversy centering around the judging of some events. Before and during the games though, there was a great deal of concern about security. Following the tragic events of September 11, 2001, the world's eyes were on the United States as we were slated to host a major international event. Could we achieve the level of security necessary for our visitors and residents? Many similar questions were foremost on the minds of Olympic organizers, public officials, and a very concerned public.

The U.S. Department of Agriculture (USDA) Forest Service had a premiere role in Olympic security for the Snowbasin, UT, venue. Snowbasin was the site of the men and women's Alpine ski events, including the downhill, giant slalom, and super-G. Because the Snowbasin Ski Area was located almost entirely on National Forest System (NFS) lands, primary responsibility for the venue's security fell on the USDA Forest Service and the Weber County Sheriff's Office.

Engineering Assistance

The USDA Forest Service Remote Sensing Applications Center (RSAC) became involved with Olympic security after being contacted by Kim Christensen, Region 4 Law Enforcement and Investigations (LEI) and lead USDA Forest Service representative for Olympic security at Snowbasin, and Russ Arthur, R-8 LEI. Russ was involved in security arrangements for the 1996 Summer Olympic Games in Atlanta. RSAC has had an active program supporting USDA Forest Service law enforcement for many years and has been involved with airborne and satellite imagery applications for marijuana detection, timber theft, arson, and other special projects. Operating under the direction of the United States Secret Service, USDA Forest Service LEI was designated as the lead Federal Agency for the 2002 Olympic security at the Snowbasin venue.

Specifically, LEI needed imagery and image-derived products for security planning, officer orientation, and operational use during the games. RSAC had previously collected airborne imagery for road construction related to the access for Snowbasin, but now needed an entirely different product. Because the imagery would be used for different purposes, it was desirable for it to be digital and geo-corrected. That way, many different products could be generated without a great deal of image processing.

The Solution

A relatively new satellite to acquire high-resolution imagery was selected as the most flexible tool. Space Imaging, Inc., had successfully launched the world's first commercial high-resolution satellite in September 1999. Known as IKONOS, this satellite has the capability to image roughly township-size areas, approximately 11 by 11 kilometers, at 1-meter spatial resolution in

black-and-white, and 4-meter resolution in color. RSAC had prior experience with IKONOS imagery and had used the products for various natural resource applications. One 11-by-11-kilometer digital scene costs about $3,500.

One advantage of a stable space-based platform is its ability to produce a geo-corrected image product. Space Imaging claims a 12-meter geolocation accuracy for horizontal distances and a 10-meter accuracy for vertical distances, both without ground control. These are specified as 90 percent circular error for horizontal distances (CE90) and 90 percent linear error for vertical distances (LE90). This means that 90 percent of all measured horizontal points should be within 12 meters of their true location on the Earth. This level of accuracy was important to our intent of using digital elevation models (DEMs) to create a 3-D rendition of the ski area. Unless correlation of the imagery to the elevation data was good, features would not appear as correct.

Traveling at a velocity of 4 miles per second, and at an altitude of 423 miles above the Earth, the IKONOS satellite captured our image of Snowbasin on the morning of August 28, 2001 (figure 1). The image showed the new construction around the base facilities at Snowbasin and did a good job of accentuating the new asphalt concrete (AC) pavement forming the bus turning loop. This was a newly constructed area directly related to the 2002 Olympics that would enable spectators to pass through security before boarding buses at a distant location. Spectators could disembark from these "secured" buses without the need to pass through security clearance again.

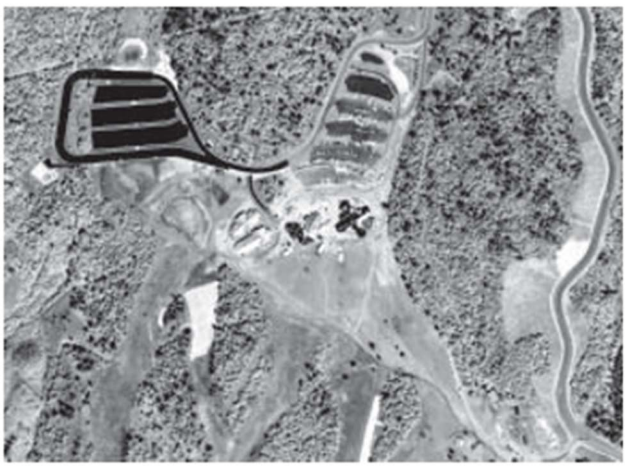

Figure 1. IKONOS satellite image of Snowbasin base facilities.

Appendix B: Example Course Syllabus

Course Syllabus:
E14 — INTRODUCTION TO SOLID MECHANICS

TTh 1:15-3:05 **Winter, 2012-2013 Meyer Forum (124)**

Course Objectives:

By the end of the course, students in E14 should be able to:

(1) Explain giving several examples of the role that analysis and modeling play in engineering design and engineering applications more generally.
(2) Apply analytical skills for evaluating structural response.
(3) Explain the foundations for concepts and equations on structural integrity,
(4) Communicate about systems using mathematical, verbal and visual means, and
(5) Have an intuitive feel and questioning mind about structural performance.

For many students E14 is their first formal introduction to engineering analysis. Therefore the course aims not only to have students learn the mechanics of analysis but also to see its broader application in the engineering professions. The course may also serve to aid in decision-making about pursuing an engineering major.

Instructor: Prof. Sheri D. Sheppard — Office Hours: see Coursework
Room 119, Peterson
721-9433 (office) — Email: sheppard@stanford.edu

Prof. Sarah L. Billington — Office Hours: see Coursework
Room 285A, Y2E2
723-4125 (office) — Email: billington@stanford.edu

Prerequisites: A working knowledge of algebra, trigonometry, calculus & vector algebra. **Physics 41** or its equivalent is required (mainly for the topics of vector notation, free-body diagrams and Newton's Laws).

Course Reading:

The course readings (Parts I and II) are a draft of the 2nd edition of *Statics: Analysis and Design of Systems in Equilibrium,* by S.D. Sheppard, T. Anagnos, and B.H. Tongue, for John Wiley. It will be available for purchase before class on Thursday (1/10) and Tuesday (1/15). The cost is $43, payable in cash or check (to Copyamerica). The first two chapters are available on the E14 website.

Students are expected to have read the material *before* the class session for which it is assigned, as listed in the course calendar. In addition, pointers will be given in Class Notes to particularly useful worked examples in the textbook.

Appendix C: Critical Analysis on Critical Health Literacy

Social Science & Medicine
Volume 73, Issue 1, July 2011, Pages 60–67

Critical health literacy: A review and critical analysis

Deborah Chinn

Abstract

Though there has been a considerable expansion of interest in the health literacy concept worldwide, there has also been criticism that this concept has been poorly defined, that it stretches the idea of "literacy" to an indefensible extent and more specifically, that it adds little to the existing concerns and intervention approaches of the better established discipline of health promotion. This paper takes as a starting point the expanded model of health literacy advanced by Nutbeam (2000) and addresses these concerns by interrogating the concept of "critical health literacy" in order to draw conclusions about its utility for advancing the health of individuals and communities. The constituent domains of critical health literacy are identified; namely information appraisal, understanding the social determinants of health, and collective action, and as far as possible each are clearly delineated, with links to related concepts made explicit. The paper concludes that an appreciation of work undertaken in a range of different disciplines, such as media studies, medical sociology, and evidence-based medicine can enhance our understanding of the critical health literacy construct and help us understand its usefulness as a social asset which helps individuals towards a critical engagement with health information. There is some evidence that aspects of critical health literacy have indeed been found to be a resource for better health outcomes, but more research is needed in this area, both to develop quantitative and qualitative approaches to evaluating health literacy skills, and to offer convincing evidence that investment in programmes designed to enhance critical health literacy are worthwhile.

Keywords

Health literacy; Health inequalities; Health promotion; Concept definition; Health information; Social determinants; Empowerment; Review

Appendix D: Penn Color Marketing Brochure

FOR MORE THAN 50 YEARS,

Penn Color has been a pioneer in producing color and additive concentrates for the Plastics industry. Our global facilities formulate and manufacture a full line of color and additive masterbatches for all thermoplastic polymers, in every conceivable application.

PRODUCTS, APPLICATIONS & SOLUTIONS

CONSUMER GOODS

Primarily for indoor use, these markets include:

- Small appliances
- Toys and infant care
- Power tools
- Storage containers
- Office furniture
- Housewares
- Electronics
- Automotive
- Food service
- Personal care

This family of products often places greater demands on the performance of its masterbatches. From health and safety demands, elevated process temperatures, and color harmony, to faster cycle times and dimensional stability, Penn Color is well positioned to meet these demands.

You go to great lengths to make your product different and better than the rest. We do the same, and we're here to help you make your products better.

PRODUCT DEVELOPMENT

Our skilled color match technicians continually challenge themselves to develop the highest performing masterbatches in the most cost-effective manner.

We are adept in keeping excellent color harmony across multiple polymers, creating sleek and stylish end products.

SAFETY & REGULATORY

Penn Color's EHS group has the knowledge and capabilities to ensure our products meet your compliance requirements, including Global Inventories (TSCA/REACH), food contact (FDA/EU), consumer safety (CPSIA, EN-71 toys, Washington CSPA), environmental (CONEG, EU packaging waste), product certifications (UL, CE) and many others.

PRODUCT CONSISTENCY AND SERVICE

Global standardization of raw materials, extrusion equipment, manufacturing procedures and quality control techniques ensure the most consistent product possible.

Expectations for shorter lead times, smaller order sizes, and tighter specifications have never been greater, and Penn Color strives to constantly exceed those expectations.