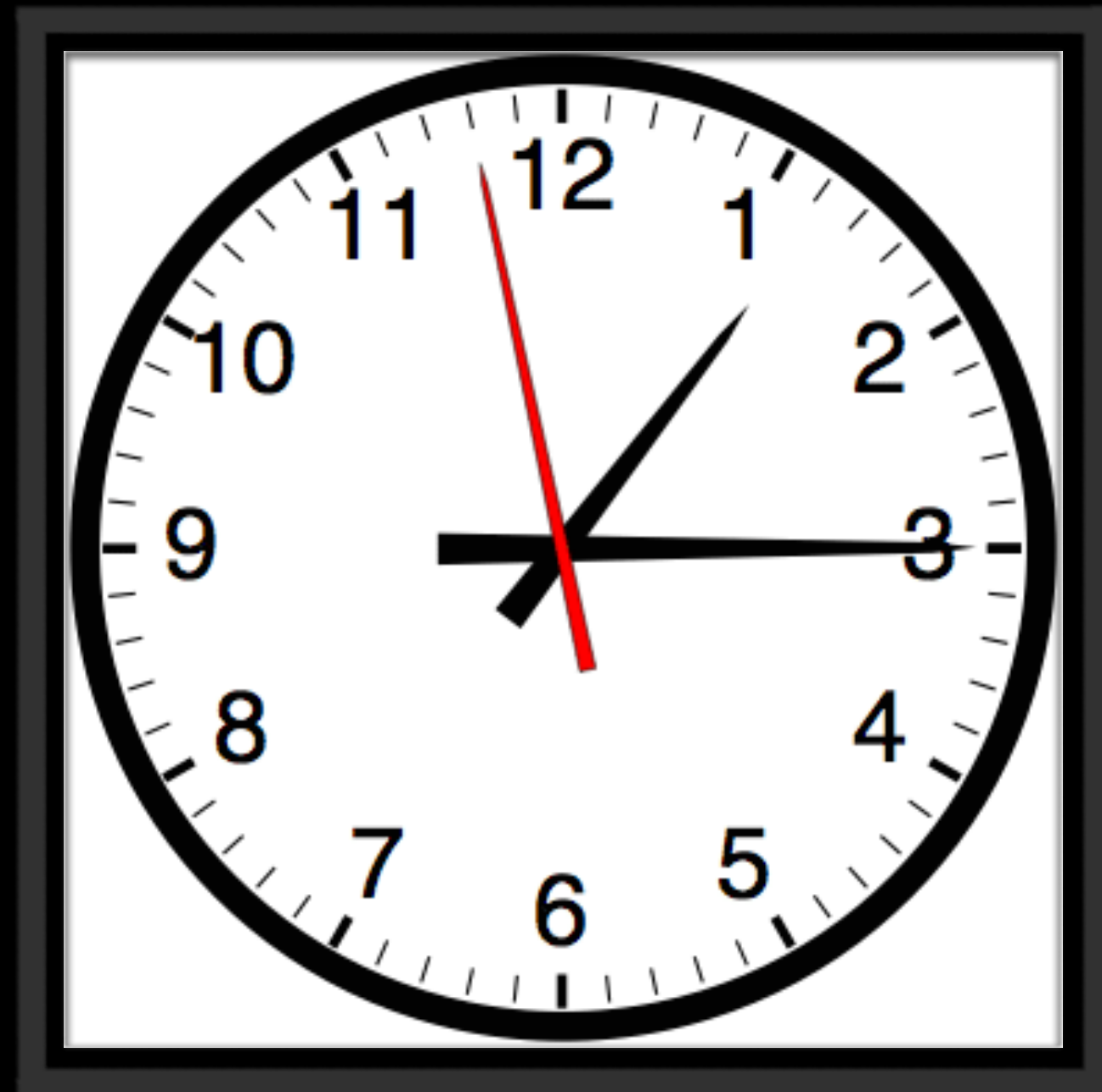


Putting it Together:
Front and **Back** Matter

What do they do?



Crashhopper Cheesecake

- 1 8-ounce package cream cheese
- 1/2 cup all-purpose flour
- 1/2 cup sugar
- 1/2 cup unsweetened cocoa powder
- 1/2 cup butter or margarine
- 1 egg
- 1/2 teaspoon peppermint extract
- 1/2 cup 5 drops green food coloring
- 1/2 cup milk

Scandinavian Almond Bars

- 1/2 cup all-purpose flour
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1/2 cup butter or margarine
- 1 cup sugar
- 2 eggs
- 1/2 teaspoon almond extract
- 1/2 cup sliced almonds, coarsely chopped

Cutting the bars
While the bars are still warm and soft on the outside about, use a sharp knife to cut the baked dough diagonally into 1-inch strips. Cool the strips on a wire rack before serving with lemon.

Miniprep Chef

COOKING TIPS

2 1/2 LB LOAF BEEF CUT IN STRIPS
PUT IN FLAVOR BROWN IN BATH
1 1/2 CUPS ONIONS SHOTED
PLACE BEEF IN
ADD 2 1/4 CUP MUSHROOMS
3/4 CUP TOMATO JUICE
2 CUPS WATER OR STOCK
2/3 CUP SHERY
1/4 CUP SOUR CREAM
1 TEASPOON
375° 30 MIN
SERVE WITH

1 Roll sugar cookies
18 oz cream cheese
1/3 c sugar
1/2 TS. vanilla
Strawberries
blueberries
Kiwi
Peaches
Orange
Marmalade

Preheat Oven to 375°
1 grease a 9x13 pan
Combine first 4 ingredients in a bowl
Bake 10 minutes
Melt caramels with water
Top with nuts, chocolate
Bake 15 to 18 minutes



Not all **matter** are alike.

Find out what's expected & required.

Please send me a very brief report (2 pages text max with appendices as needed) by Friday, June 18.

--Bulleted list of what has been **accomplished** this year in your area/domain. Offer any statistical data or concrete information that I can use about your area of operation/responsibilities.

--Note any **problems**/challenges/changes you have faced in your specific area and proposed future solutions.

--Briefly note any **goals** and projected plans for next year (2010-11). Note any committee charges for standing committees that are needed for the coming year.

--Future **budgetary**/equipment needs and considerations for your area.

Bulleled list of what has been **accomplished** this year.

Annual Report: 2009-2010

—submitted by Jason Luther, Writing Center Administrator

Contents

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Problems and challenges

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Budgetary/equipment needs and considerations

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Appendix A: Writing Center Statistics

Appendix B: SAS Tables from OIRA

Appendix C: OIRA Analyses

Appendix D: Graduate Editing Center Statistics

Appendix E: Learning Community Information

Accomplishments

If last year was a landmark year for the Writing Center, this year was about maintaining our momentum. In June 2009 we began to implement our 3-year strategic plan and this year we commenced the first Writing Center Committee (WCC), the newest of three standing committees within the Writing Program. Among the goals addressed in the strategic plan, the following represent our most significant accomplishments:

- *Gathered survey data in partnership with the Office of Institutional Research and Assessment (OIRA) on student satisfaction and student learning.* Throughout Fall 2009 and Spring 2010 we surveyed first time users on their satisfaction and repeat users on their learning. While these were both indirect assessments, the results of these surveys were extraordinarily positive. In both semesters, 99% of self-selected, first-time users said they planned to return to the Writing Center. Also in both semesters, repeat users (i.e. students who used any of our services 3 or more times), reported agreeing or strongly agreeing with statements about our learning outcomes, including having a better understanding of the writing process, using talking as part of their process, becoming more confident in their ability, and experiencing overall improvement in their writing. Mean scores for these questions were 4 or greater on a 5-point scale. The data for repeat users is particularly credible as it was individually verified through a password-protected interface.

These surveys also provided robust data on the relationship between satisfaction and learning depending on the nature of the service (f2f or online), first language, status, ability, kind and frequency of courses, number of different consultants consulted, and skills addressed

See Appendix B for SAS tables and Appendix C for OIRA's analysis.

Note any **problems**/challenges/changes you have faced in your specific area and proposed future solutions.

Problems and challenges

- *Appointments are limited.* For the last two years we've had an efficiency rate between 82-87% (see Appendix A, Table 1), but are still only reaching 4-6% of SU's student population. More to the point, while our OIRA surveys were overwhelmingly positive, our lowest mean score (3.05) came in the repeater survey when we asked students about the ease of making appointments. Open comments further suggested that students want more time, more appointments, and greater choice for times on the schedule. Given the current economic climate in Arts and Sciences, it seems unlikely that we will receive more consulting sections. If the Writing Center is to grow, it will need a sea change, which will come with its own set of problems. Our current solution is to develop alternative ways to help students, especially via resources on the website.
- *Professional consultant shortage.* As the rigor and accountability of consulting increases and as the Program expands, it is becoming increasingly difficult to find professional consultants to work in the Writing Center. This fall, for example, we are short 10 consultant sections.
- *eWC service must migrate to a new platform.* We have been using Derek Mueller's server and labor to run the eWC for the last two years. I've promised him that this summer would be the last time I'd ask for his support for free. This fall we will either need to pay Derek for his time and resources, find a different way to manage the eWC, or cut the service altogether.
- *Merit/evaluation process for PWIs is incomplete.* After interviewing WP directors and soliciting feedback from PWIs, the WCC settled on an eval/merit process that simply encourages PWI to represent their consulting by submitting relevant materials during their review. While this is a step forward, this step alone limits the depth of the evaluation. I am currently working with OIRA to see if we can develop a system that will provide student evaluations of sessions in an immediate, secure fashion. If we can, we'll be able to evaluate consultants more holistically.

Briefly note any **goals** and projected plans for next year

Goals and plans for 2010-2011

The following is a first draft of possible charges for the WCC next year, organized by goals listed on the 3-year strategic plan.

Goal 1: Develop best practices for all staff in the WC

- Compile feedback from Spring 2010 consultant survey and re-send in Fall 2010
- Discuss possible ESL training series with WC Intern, Melissa Watson
- Continue to meet with consultants once per month
- Continue to work toward a solution on PWI merit/eval process

Goal 2: Strengthen and make consistent the WC's relationships with the WP and the larger university

- Publicize data from OIRA with instructors and other stakeholders
- Publish guide for instructors about classroom support services we offer, including pricing for professional programs
- Explore the possibility of offering 30-, 60-, and 90-minute workshop modules for courses across the curriculum
- Work with Bron Adam to continue workshops for new faculty

Goal 3: Revise and maintain a virtual and physical space that reflects the values of the WC and the university

- Share values statement with VPA and Museum Studies program; explore partnerships (incomplete charge from 2009-10)
- Archive resource materials for students, instructors and consultants on WC website

Future **budgetary**/equipment needs and considerations

Budgetary/equipment needs and considerations

WCOnline subscription: \$715

IWCA membership and subscriptions: \$70

Supplies (tissues, mints): \$100

Print resources: \$100

Total: \$985

Annual Report: 2009-2010

—submitted by Jason Luther, Writing Center Administrator

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These surveys also provided robust data on the relationship between satisfaction and learning depending on the nature of the service (f2f or online), first language, status, ability, kind and frequency of courses, number of different consultants consulted, and skills addressed

See Appendix B for SAS tables and Appendix C for OIRA's analysis.

back matter

APPENDIX A: WRITING CENTER STATISTICS (Fall 2006--Spring 2010)

[Note: In Fall 2008 the Writing Center migrated to a different scheduling platform, which affected how we collected data. Such changes are reflected in this Appendix.]

Table 1—Face-to-face Sessions

▼ Data / Term ►	F 2006	Sp 2007	F 2007	Sp 2008	F 2008	Sp 2009	F 2009	Sp 2010
Reservations	3063	1886	2644	1621	3477	2303	3509	2402
Total clients	-	-	-	-	1235	852	1249	802
% of student body	-	-	-	-	6%	4%	6%	4%
Utilization rate	-	-	-	-	82%	87%	85%	84%
No-show rate	-	-	-	-	9%	12%	10%	12%
Reserved 1 session	-	-	-	-	47%	54%	49%	50%
Reserved 2--9 sessions	-	-	-	-	48%	40%	46%	45%
Reserved 10+ sessions	-	-	-	-	5%	6%	5%	5%
▼ By College/ Term ►	F 2006	Sp 2007	F 2007	Sp 2008	F 2008	Sp 2009	F 2009	Sp 2010*
Arts & Sciences	34%	45%	41%	44%	33%	35%	35%	26%
Others	66%	55%	59%	56%	67%	65%	57%	35%
Did not report	--	--	--	--	--	--	8%	39%
▼ By Class/ Term ►	F 2006	Sp 2007	F 2007	Sp 2008	F 2008	Sp 2009	F 2009	Sp 2010*
Freshman	64%	22%	43%	19%	49%	22%	46%	16%
Sophomore	12%	46%	23%	33%	20%	32%	13%	26%
Junior	6%	7%	9%	23%	10%	17%	11%	9%
Senior	5%	10%	9%	13%	10%	11%	8%	8%
Graduate	12%	12%	14%	12%	9.5%	14%	15%	13%
Did not report	--	--	--	--	--	--	7%	28%

Style Guides

Apple

http://developer.apple.com/library/mac/.../APStyleGuide/APSG_2009.pdf

This chapter provides guidelines on content, definitions, and format for a glossary of terms.

A good glossary can enhance the usefulness of the documentation you produce. A term that one reader sees as jargon is seen by another as an everyday term in constant use.

Audience Considerations

Keep in mind the needs of the people for whom you are writing.

- *First-time users:* If your document is intended for first-time computer users or first-time Apple product users, you'll probably have to include "obvious" terms such as *window*, *screen*, *menu*, *start up*, and *command*. Look at earlier user documentation for ideas about what to include, and ask your developmental editor for suggestions.
- *Intermediate users:* Documentation for intermediate users and installation manuals for peripheral devices lie in a gray area. Can you assume, for example, that the person buying a hard disk has already learned how to use the computer? Perhaps not. But some hard disk buyers will be very advanced users. When deciding which terms to include, you should probably err on the side of including terms that most readers might already know, rather than leaving out those that some readers won't know.
- *Developer documentation:* For developer documentation, you can assume computer literacy on the part of readers; you might not have to define general computer terms such as *microprocessor* or *application*. However, you should probably assume that some readers will not be familiar with Apple terminology. Terms such as *Apple event*, *Aqua*, or *Quartz* should probably be in the glossary if your document uses them.

U.S. Government

<http://www.gpoaccess.gov/stylemanual/browse.html>

15. Footnotes, Indexes, Contents, and Outlines

Footnotes and reference marks

- 15.1. Text footnotes follow the style of the text with the exception of those things noted in Chapter 9 “Abbreviations and Letter Symbols.” Footnotes appearing in tabular material follow the guidelines set forth in Chapter 13 “Tabular Work.”
- 15.2. In a publication divided into chapters, sections, or articles, each beginning a new page, text footnotes begin with 1 in each such division. In a publication without such divisional grouping, footnotes are numbered consecutively from 1 to 99, and then begin with 1 again. However, in supplemental sections, such as appendixes and bibliographies, which are not parts of the publication proper, footnotes begin with 1.
- 15.3. Copy preparers must see that references and footnotes are plainly marked.
- 15.4. If a reference is repeated on another page, it should carry the original footnote; but to avoid repetition of a long note, the copy preparer may use the words “See footnote 3 (6, 10, etc.) on p.—.” instead of repeating the entire footnote.
- 15.5. Unless the copy is otherwise marked: (1) Footnotes to 12-point text are set in 8 point; (2) footnotes to 11-point text are set in 8 point, except in Supreme Court reports, in which they are set in 9 point; (3) footnotes to 10- and 8-point text are set in 7 point.
- 15.6. Footnotes are set as paragraphs at the bottom of the page and are separated from the text by a 50-point rule, set flush left, with no less than 2 points of space above and below the rule.
- 15.7. Footnotes to indented matter (other than excerpt footnotes) are set full measure.
- 15.8. To achieve faithful reproduction of indented excerpt material (particularly legal work) containing original footnotes, these footnotes are also indented and placed at the bottom of the excerpt, separated

S.U.

http://styleguide.syr.edu/images/IIC_style_guide_rev.1.pdf

SYRACUSE UNIVERSITY
SYRACUSE UNIVERSITY



Pantone: 1665 C
C:0 M:83 Y:99 K:0
Hex: #ff5113

Font:
ITC Franklin Gothic
Extra Condensed
Kerning: 100

SYRACUSE UNIVERSITY



Pantone: 021 C
C:0 M:53 Y:100 K:0
Hex: #ff5a00

SCHOLARSHIP IN ACTION SCHOLARSHIP IN ACTION SCHOLARSHIP IN ACTION

Pantone: 431 C
50%



Pantone: 431 C
C:65 M:51 Y:44 K:16
Hex: #5f6a72

Font:
ITC Franklin Gothic
Heavy

The Syracuse University logo should be used as a one color treatment (PMS 1665, or 021), or black and white.

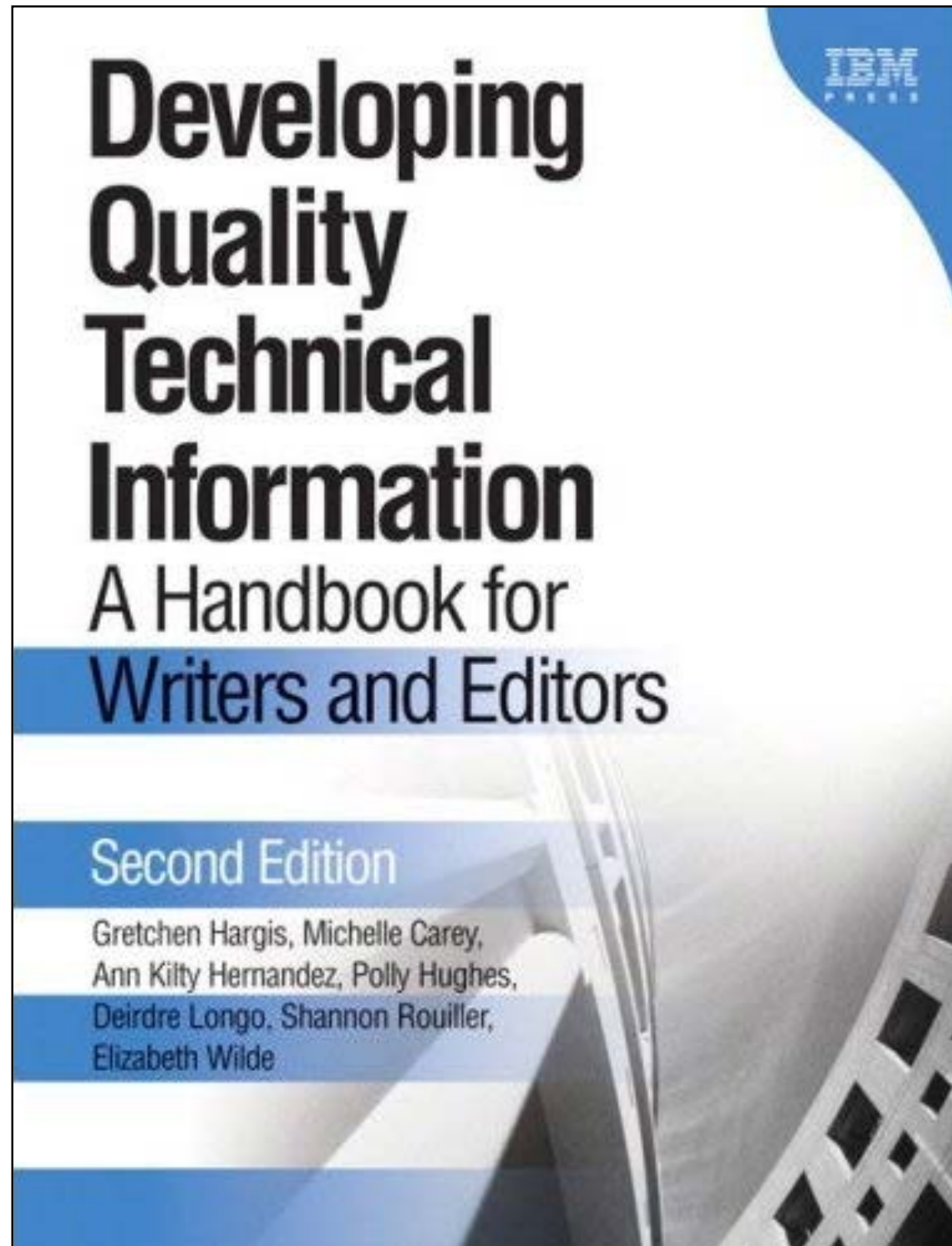
At times it can be appropriate to lock the Insights, Incite, Change logo with the new Syracuse University logo. Please see usage.

In order to maintain the legibility of the Syracuse University logo, the minimum width is two inches. Example:

SYRACUSE UNIVERSITY

IBM

<http://www.ibmpressbooks.com>



NASA

<http://history.nasa.gov/styleguide.html>



National Aeronautics
and Space Administration

+ Visit NASA.gov
+ Contact NASA

Style Guide for NASA History Authors and Editors

The purpose of style guidelines is to achieve consistency in prose style and usage so that readers can become absorbed in the content rather than be distracted by curiosities in form. Authors and editors likewise will have an easier task, composing and revising by the same set of rules. Guidelines are guidelines, however, and not laws etched in stone. Rules of usage, to serve their purpose, must of necessity strike a balance between custom, clarity, and principle.

In general, NASA history authors, editors, printers, and proofreaders should follow *The Chicago Manual of Style*, 14th ed. (1992). Exceptions and frequently recurring expressions are noted in the following sections:

Abbreviations:

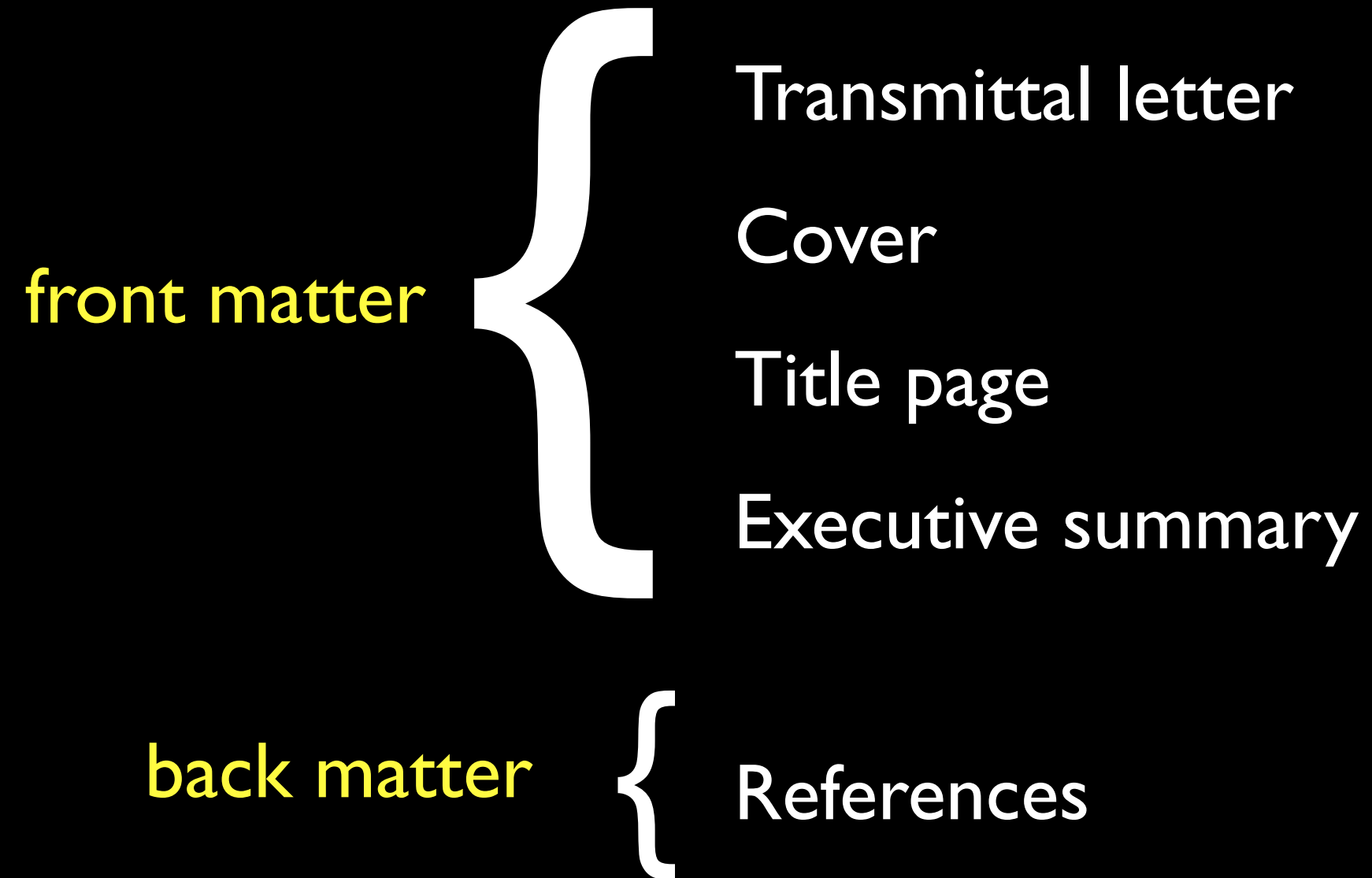
Text:

Except for a carefully controlled selection of the most common abbreviations (U.S., NASA, p.m., R&D, USSR, NACA), avoid them. Try spelling out proper names instead of using acronyms, which are a plague of bureaucratic writing and speech. Example: Vehicle Assembly Building, not VAB. KSC may be so written in a book about the KSC; but in that book the names of other NASA facilities should be written out. In the same chapter, after the first full reference, simply "Goddard" will suffice.

Notes:

In both footnotes and endnotes, make maximum use of abbreviations. Notes will be read by specialists who can tolerate tight writing for the sake of maximum information in minimum space.

What's **required** for this report?



What else is possible?

List of figures and tables

Appendices

Glossary or list of symbols

Hold off on these.

(Your report is too short.)

Table of contents

Index

Front Matter

Transmittal letter

FIGURE 12.1

Memo of Transmittal Written at Work

This letter of transmittal accompanied the empirical research report shown in Figure 24.1 (page 591).

Margaret opens with an introductory sentence that mentions the accompanying report and tells its topic.

In the body of her brief memo, Margaret summarizes the report's findings that will be of most interest to her reader. To do this, she includes very precise information, using exact percentages in the first sentence, for instance. Note that she has not included the broader range of information included in the report's executive summary (page 593).

Again tailoring her memo to her reader, an executive decision maker, Margaret describes in specific detail the next step recommended by the research team.

Margaret closes on an upbeat note and indicates that she would welcome questions.

ELECTRONICS CORPORATION OF AMERICA MEMORANDUM

To Myron Bronski, Vice-President, Research
From MCB
Margaret C. Barnett, Satellite Products Laboratory
Date September 29, 2010
Re REPORT ON TRUCK-TO-SATELLITE TEST

On behalf of the entire research team. I am pleased to submit the attached copy of the operational test of our truck-to-satellite communication system.

The test shows that our system works fine. More than 91% of our data transmissions were successful, and more than 91% of our voice transmissions were of commercial quality. The test helped us identify some sources of bad transmissions, including primarily movement of a truck outside the "footprint" of the satellite's strongest broadcast and the presence of objects (such as trees) in the direct line between a truck and the satellite.

The research team believes that our next steps should be to develop a new antenna for use on the trucks and to develop a configuration of satellites that will place them at least 25° above the horizon for trucks anywhere in our coverage area.

We're ready to begin work on these tasks as soon as we get the okay to do so. Let me know if you have any questions.

Encl: Report (2 copies)

Cover



FIGURE 12.2

Cover of a Formal Report

The authors give greatest visual prominence to the title of the report. Second-level prominence goes to the logo for the Environmental Protection Agency.

The title conveys very specific information about the report's contents:

- It says that the document contains an "evaluation of" rather than using the more general phrase "report on."
- It specifies that the sorting process is "automated."
- It indicates that the waste being sorted was "containers."
- It describes three specific characteristics of the containers: "post-consumer," "mixed," and "plastic."

In the small type across the top of the cover, the writers provide the following:

- Full name of the EPA.
- Name of the EPA office that sponsored the study, along with its address (because this document is available to members of the general public, who might want to contact the office).
- The report's filing number.
- The report's date.



Feasibility Study on Improving the Conditions of Meeting Environment



A FEASIBILITY STUDY OF THE METHODS TO IMPROVE PHI SIGMA SIGMA'S SUCCESS IN SPRINGTIME FORMAL RECRUITMENT

Title page

FIGURE 12.3

Title Page of the Report
Whose Cover Is Shown
in Figure 12.2

Report number

Date

Title

Names and addresses of writers

Contract information

Name and address of project
supervisor

Name and address of organiza-
tion that paid for the report

EPA/600/R-93/165

September 1993

**EVALUATION OF AN AUTOMATED SORTING PROCESS
FOR POST-CONSUMER MIXED PLASTIC CONTAINERS**

by

David V. Bubenick
Charles N. Faulstich, Jr.
wTe Corporation
Bedford, MA 01730

and

Solid Waste Association of North America
Silver Spring, MD 20910

Cooperative Agreement No. 818238

Project Officer

Diana R. Kirk
Waste Minimization, Destruction, and Disposal Research Division
Risk Reduction Engineering Laboratory
Cincinnati, OH 45268

RISK REDUCTION ENGINEERING RESEARCH LABORATORY
OFFICE OF RESEARCH AND DEVELOPMENT
U. S. ENVIRONMENTAL PROTECTION AGENCY
CINCINNATI, OH 45268

**FINAL
COMPLETION REPORT**

**Former Hazardous Waste Management Facility
Perimeter Area
Soil Remediation**

**Brookhaven National Laboratory
Upton, New York**

April 2010

**Prepared for:
Brookhaven Science Associates, LLC
Building No. 460
Upton, NY 11973
Prime Contract No. DE-AC02-98CH10886**

**Prepared By:
P.W. Grosser Consulting, Inc.**

at minimum your title page should include:

report's title

organization's name + address

client's name + title

your name, title, + contact info

date submitted

Executive summaries

for short reports

cut to the chase

100% redundant

1 to 5% of the whole

arrangement depends on audience

2 examples

FIGURE 10–5 Sample Short Report (continued)

EXECUTIVE SUMMARY

From 2004 to 2006, EEW, Inc. granted no maternity leaves for pregnant workers. As a result, more than 50 pregnant workers per year quit their jobs. Less than 10 percent returned after delivery. Late in 2006, the company began granting selective maternity leaves, without pay, based on an employee's record of accomplishment. Because few employees applied for such payless leaves and fewer received them, resignations due to pregnancy still totaled 40 to 45 workers per year in the time period 2006–2007. Since that time, company policy has been liberalized to permit pregnant workers to take maternity leave, still without pay, but with no loss of position in seniority if they return to work within six months. While this policy has helped to stem the steady flow of resignations due to pregnancy, the company should consider a policy of maternity leave with half-pay as an effective way to retain trained employees and, in the long term, to save money.

Executive Summary

This report recommends implementing an in-school credit union that is integrated with Mr. Blasland's personal finance class at Henninger High School. This option will affect approximately 85 students in its first year alone, around 27 of them involved in the actual operation of the credit union. This will provide students the chance to learn the importance of saving their money as well as provide 3 to 4 paid teller positions when the credit union is open, one day a week. This was a better solution than a student club to run an in-school credit union because it is \$1,600 dollars cheaper and more sustainable because it is integrated into a class and does not rely on volunteer work. My recommendation is a better solution than taking no action and allowing the reconstruction of the SCSD to take place as well because there is not much being done in the reconstruction to improve personal finance. Furthermore the proposed solution does not add a significant safety risk as advocates of no action perceive, based on two other local in-school credit unions that have run without incident.

EXECUTIVE SUMMARY

From 2004 to 2006, EEW, Inc. granted no maternity leaves for pregnant workers. As a result, more than 50 pregnant workers per year quit their jobs. Less than 10 percent returned after delivery. Late in 2006, the company began granting selective maternity leaves, without pay, based on an employee's record of accomplishment. Because few employees applied for such payless leaves and fewer received them, resignations due to pregnancy still totaled 40 to 45 workers per year in the time period 2006–2007. Since that time, company policy has been liberalized to permit pregnant workers to take maternity leave, still without pay, but with no loss of position in seniority if they return to work within six months. While this policy has helped to stem the steady flow of resignations due to pregnancy, the company should consider a policy of maternity leave with half-pay as an effective way to retain trained employees and, in the long term, to save money.

Executive Summary

This report recommends implementing an in-school credit union that is integrated with Mr. Blasland's personal finance class at Henninger High School. This option will affect approximately 85 students in its first year alone, around 27 of them involved in the actual operation of the credit union. This will provide students the chance to learn the importance of saving their money as well as provide 3 to 4 paid teller positions when the credit union is open, one day a week. This was a better solution than a student club to run an in-school credit union because it is \$1,600 dollars cheaper and more sustainable because it is integrated into a class and does not rely on volunteer work. My recommendation is a better solution than taking no action and allowing the reconstruction of the SCSD to take place as well because there is not much being done in the reconstruction to improve personal finance. Furthermore the proposed solution does not add a significant safety risk as advocates of no action perceive, based on two other local in-school credit unions that have run without incident.

FIGURE 10–5 Sample Short Report (continued)

EXECUTIVE SUMMARY

From 2004 to 2006, EEW, Inc. granted no maternity leaves for pregnant workers. As a result, more than 50 pregnant workers per year quit their jobs. Less than 10 percent returned after delivery. Late in 2006, the company began granting selective maternity leaves, without pay, based on an employee's record of accomplishment. Because few employees applied for such payless leaves and fewer received them, resignations due to pregnancy still totaled 40 to 45 workers per year in the time period 2006–2007. Since that time, company policy has been liberalized to permit pregnant workers to take maternity leave, still without pay, but with no loss of position in seniority if they return to work within six months. While this policy has helped to stem the steady flow of resignations due to pregnancy, the company should consider a policy of maternity leave with half-pay as an effective way to retain trained employees and, in the long term, to save money.

Executive Summary

This report recommends implementing an in-school credit union that is integrated with Mr. Blasland's personal finance class at Henninger High School. This option will affect approximately 85 students in its first year alone, around 27 of them involved in the actual operation of the credit union. This will provide students the chance to learn the importance of saving their money as well as provide 3 to 4 paid teller positions when the credit union is open, one day a week. This was a better solution than a student club to run an in-school credit union because it is \$1,600 dollars cheaper and more sustainable because it is integrated into a class and does not rely on volunteer work. My recommendation is a better solution than taking no action and allowing the reconstruction of the SCSD to take place as well because there is not much being done in the reconstruction to improve personal finance. Furthermore the proposed solution does not add a significant safety risk as advocates of no action perceive, based on two other local in-school credit unions that have run without incident.

FIGURE 12.6
Executive Summary

In this executive summary, the writers include the key information from each of the report's sections, condensing a 28-page report into fewer than 250 words.

Because an executive summary is addressed to decision makers, the writers present the information on which their readers would decide what action to take. (Compare with the abstract in Figure 12.5.)

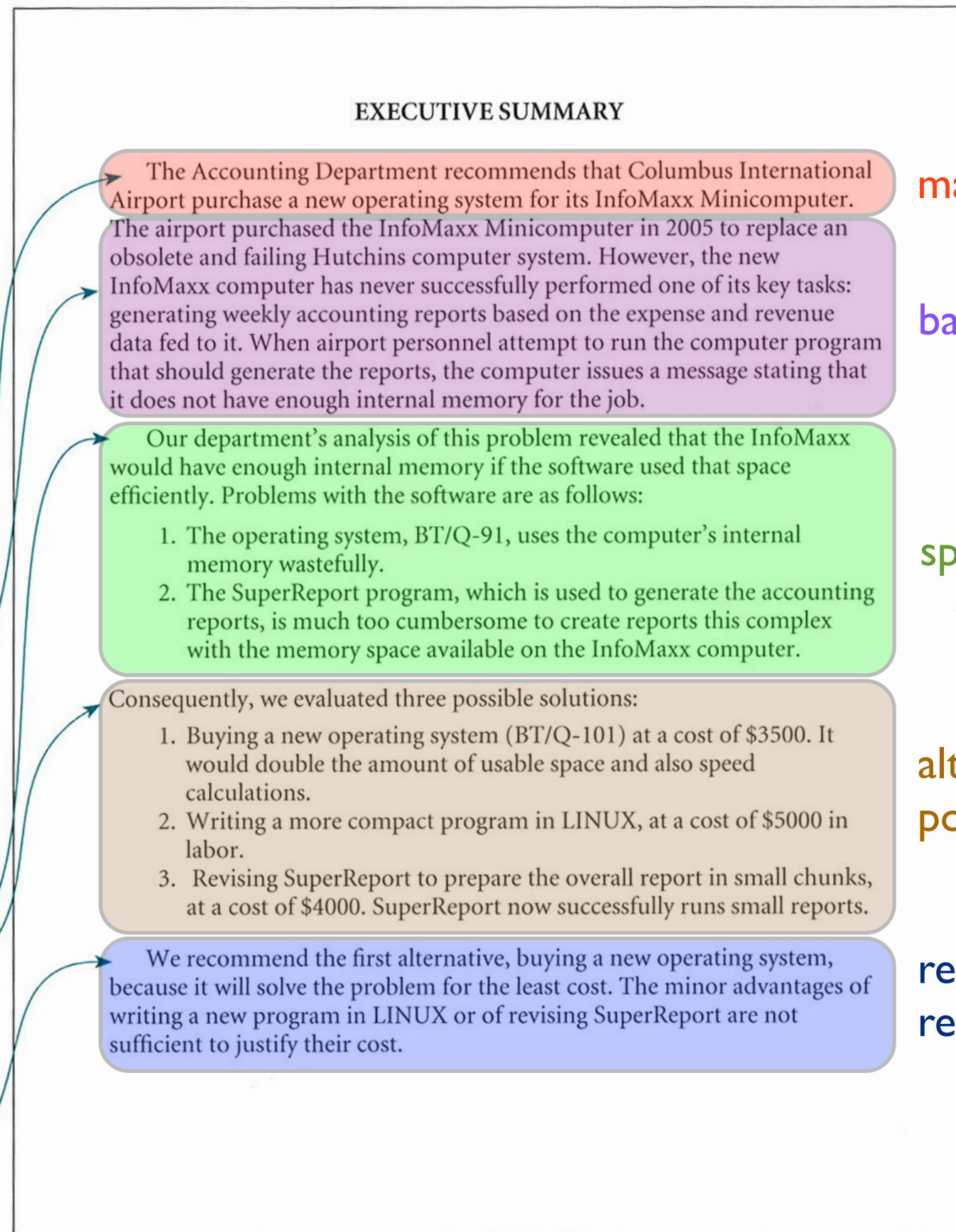
In their first sentence, the writers state the **main point** they make in the body of their report: The airport should purchase a new system.

Because their readers would not be familiar with the details of the Accounting Department's computers, the writers provide the **background information** these readers need in order to understand the rest of the executive summary.

The writers pinpoint the **problem**.

They briefly describe the three **possible solutions** they investigated. Their language echoes the statements they made in the preceding list of the problem's sources.

The writers conclude their summary with their **recommendation and the reason** for it.



main point

background/consequences

specific problems

alternatives/
possible solutions

recommendation +
reason

Back Matter

Citing sources

“Citation style remains the most arbitrary, formulaic, and prescriptive element of academic writing taught in American high schools and colleges.”

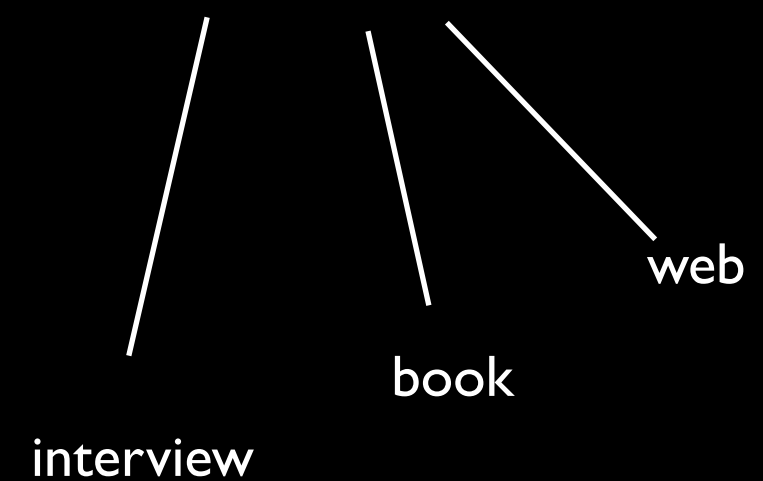
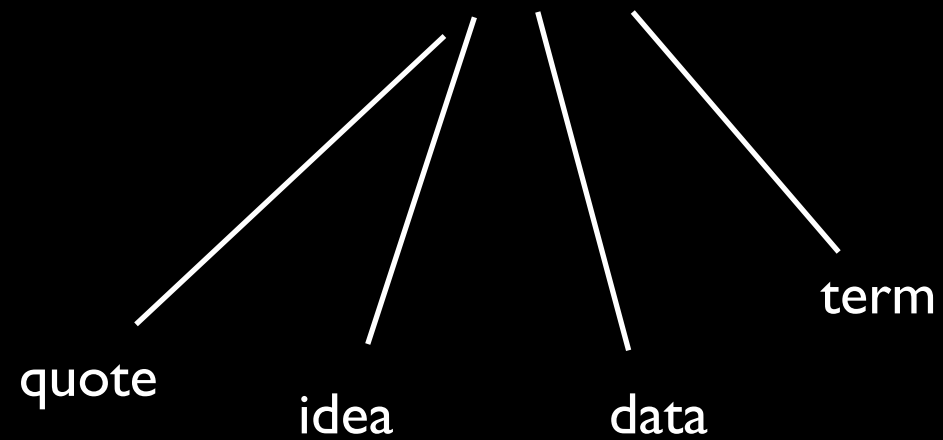
“Citation Obsession? Get Over It!” by Kurt Schick in *The Chronicle of Higher Education* (Oct 30, 2011)

Why must I cite?

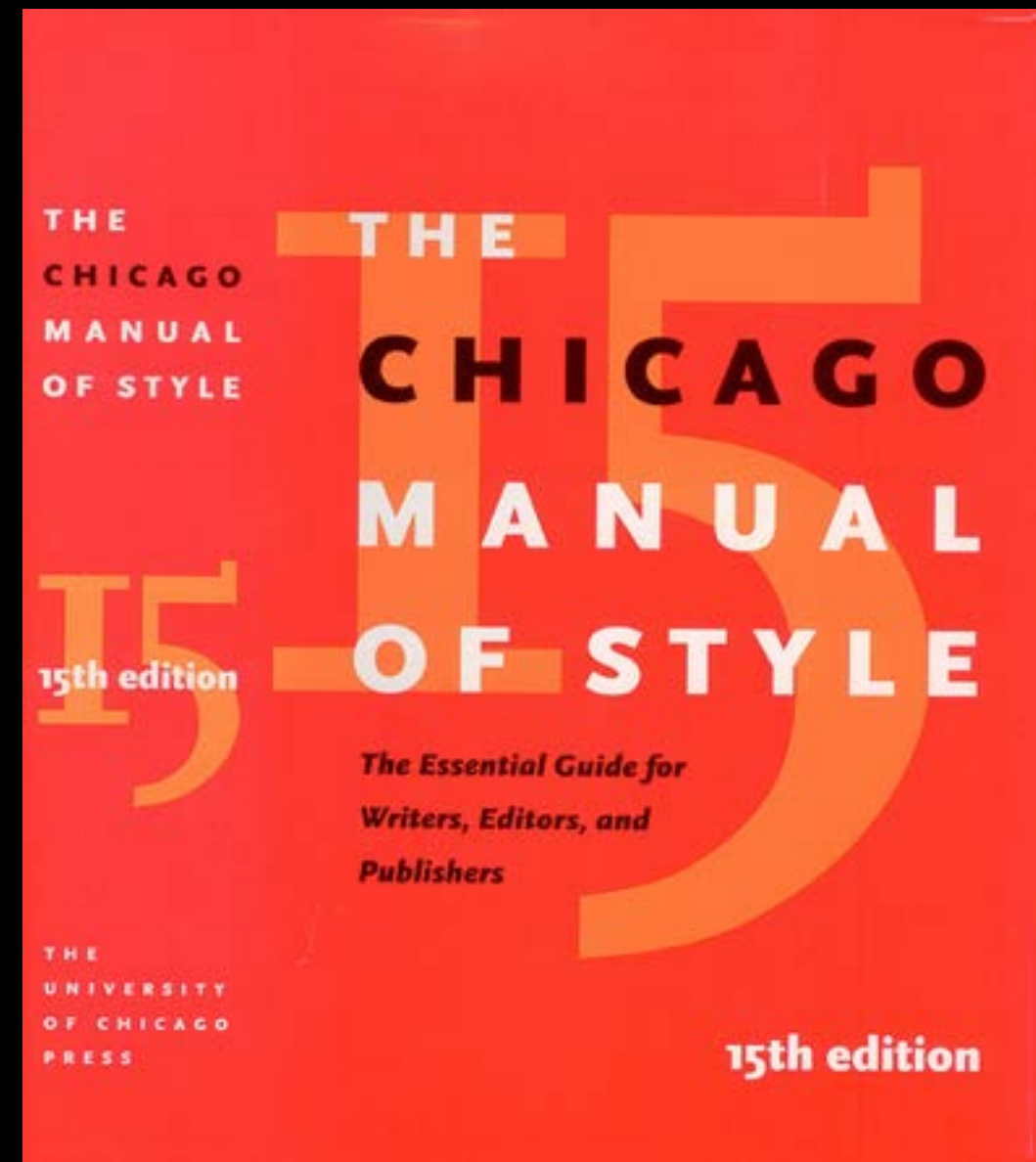
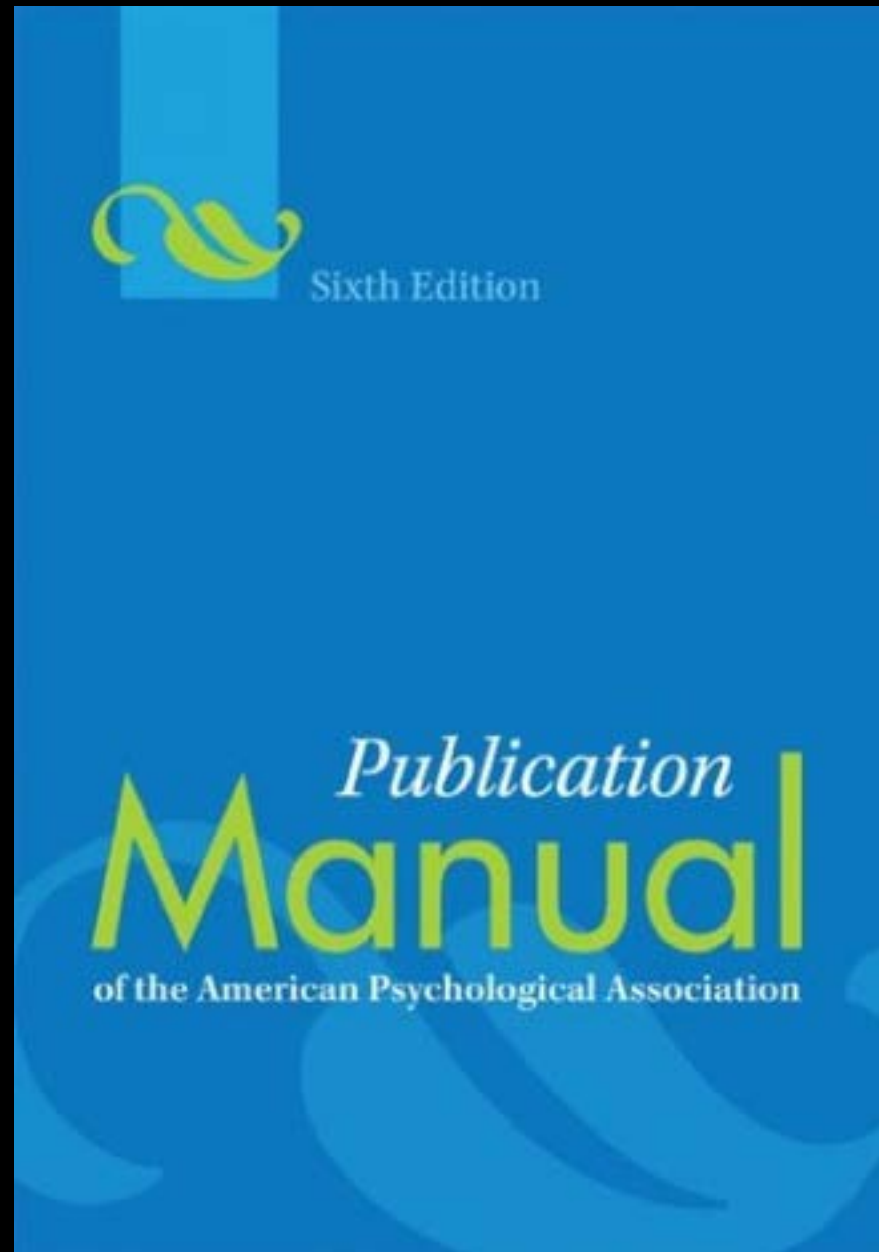
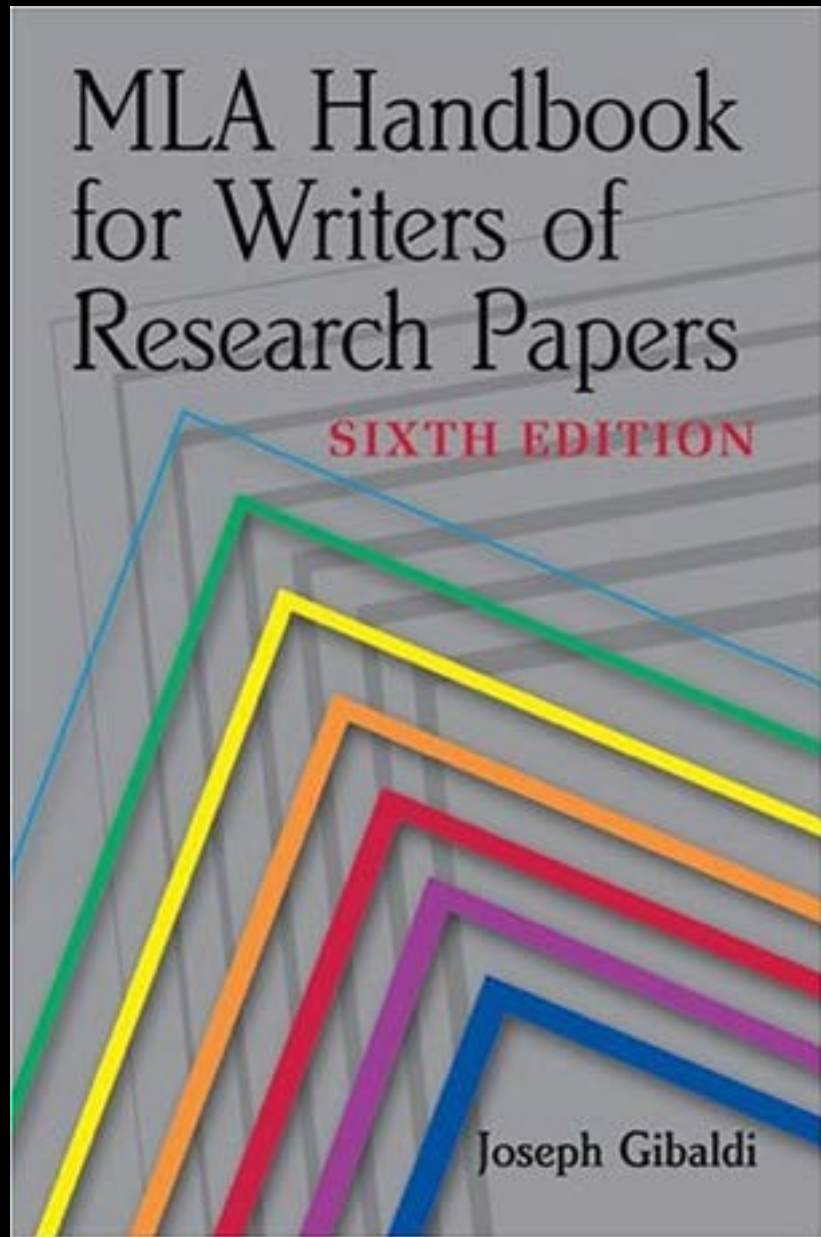
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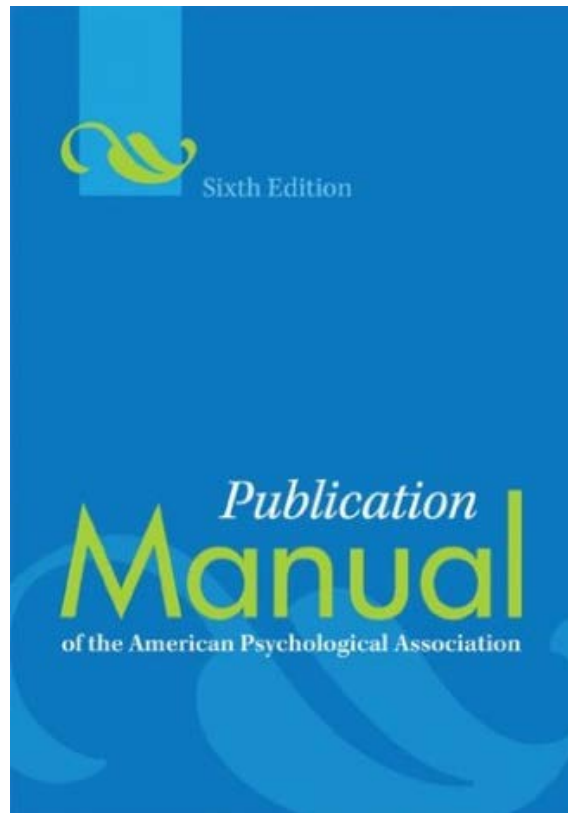
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(Justin, 1998; Skol, 1972;
Weiss, 1966)

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(arrange them in alphabetical order)

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(Burkehardt, 1998a)

(Burkehardt, 1998b)

Completed Work

Task 1. Investigate the extent of the problem by determining if we can use our current speaker system to meet our members' music preferences.

Based on the annual survey data from 2007, about 55 percent of responding members are not satisfied with the music we play. There appears to be no clear consensus regarding the type of music people prefer to listen to while exercising. Our data indicate that 88 percent of responding members are satisfied with the volume of the music. We also reviewed all the Member Suggestion cards submitted from January 2008 through November 2008. During that time, 98 suggestions were submitted, 30 percent of which offered negative comments on the music we play at our facility.

Task 2. Identify our options for addressing the music problem.

We considered three options:

- *Continuing to use the current music system and music format.* We immediately ruled out this option because it would not address our members' concerns and we are likely to lose members to our competitors unless we make a change.
- *Changing our music format.* We ruled out this option because it would not address the majority of our members' concerns. Although four music formats are clearly preferred over other formats, choosing any one of these formats would ignore the music preferences of the majority of our members. We determined that playing a different music format in each area of the gym was impractical.
- *Offering members MP3 players to use while they exercise.* Our research suggested that members are interested in having MP3 players available for checkout. Moreover, a quick look at online articles confirmed what we already knew: music motivates people to exercise more (Mercola, 2004), music helps people focus on their workouts (Emerick, 2006), and music helps people meet their fitness goals (Hitti, 2005). We determined that no intellectual-property issues will prevent us from offering our members the use of MP3 players; we will simply need to comply with the music vendors' stipulations when we load the music on the players. We therefore decided to concentrate our research on finding the best available MP3 player on the market for our needs.

Task 3. Identify the main criteria by which we will compare the MP3 players.

We consulted online advice on the best music players for use in the gym and distributed a questionnaire to 200 randomly selected members of our gym (see Appendix, page 4). Based on our research, we determined our *necessary* criteria: to be considered an option and for us to further evaluate it, an MP3 player will have to meet our necessary durability and cost criteria.

Next we determined four *desirable* criteria against which we will evaluate the different options:

- *Playlist feature.* Data from our member questionnaire (see page 4) suggests that the majority of our members are interested in being able to select from different playlists. Consequently, we need an MP3 player that will allow a member to select a specific playlist during his or her workout.
- *Quality.* A high-quality MP3 player will save the gym money and meet our members' expectations for high-quality gym equipment.

The writers organize their discussion by task, as they did in the proposal.

These data will be presented again in the recommendation report.

✓ Notice that the writers skillfully integrate their secondary research into their discussion. By doing so, they enhance their credibility.

This cross-reference to the questionnaire helps readers find the information quickly.

The writers have devised a logical approach: classifying the criteria into two categories, necessary and desirable. If an MP3 player does not meet the necessary criteria, it will not be considered further.

Again, the writers add a cross-reference to the questionnaire.

format in each area of the gym was impractical.

- *Offering members MP3 players to use while they exercise.* Our research suggested that members are interested in having MP3 players available for checkout. Moreover, a quick look at online articles confirmed what we already knew: music motivates people to exercise more (Mercola, 2004), music helps people focus on their workouts (Emerick, 2006), and music helps people meet their fitness goals (Hitti, 2005). We determined that no intellectual-property issues will prevent us from offering our members the use of MP3 players; we will simply need to comply with the music vendors' stipulations when we load the music on the players. We therefore decided to concentrate our research on finding the best available MP3 player on the market for our needs.

1.4 Site Investigation

A radiological walkover survey performed in 2005 identified contamination the former HWMF Perimeter Area surface soils. Additional investigation and characterization of the former HWMF Perimeter Area was performed in 2007: *Investigation and Characterization of the Brookhaven Avenue Cs-137 Contamination* (BNL, 2007). The investigation identified Cs-137 contamination in the former HWMF Perimeter Area surface soils, specifically in areas north/northeast and east of the former HWMF, as well as to the west along Brookhaven Avenue. Surface soil (0-6") concentrations ranged from near background to 43 pCi/g in the contiguous area, while localized areas of contamination, referred to herein as discrete areas, ranged from 2.8 pCi/g to 322 pCi/g. Concentrations of Cs-137 were not detected above site cleanup criteria in deeper soil sample intervals (>6"). The locations of Cs-137 identified within the former HWMF Perimeter Area are illustrated by Figure 1-3.

BNL = Brookhaven National Laboratory

References

FIGURE A.1
APA References List

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Second and subsequent lines are indented.

When the list includes two or more items by the same author, the oldest appears first.

For the second and subsequent items by the same person, the author's name is repeated.

Items by corporate and government groups are alphabetized by the groups' names (spelled out).

Items without authors are alphabetized by the title.

The conclusion summarizes the status of the project.

Conclusion

Our team has successfully completed Tasks 1–3 and begun Task 4. We are on schedule to complete Tasks 4–6 by the December 22 deadline. We have investigated our facility’s music problem, identified our options for addressing this problem, and determined necessary and desirable criteria for selecting an MP3 player. We are currently assembling a list of MP3 player options. Next, we will evaluate these options using our criteria. We will include our recommendation for addressing the facility’s music problem in the December 22 completion report.

✓ The writers end with a polite offer to provide additional information.

Please contact Jessie Pritiken (extension 4211) if you have questions or comments or would like to discuss this project further.

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Appendix: Member Questionnaire

This is a copy of the questionnaire we asked 200 randomly selected members to complete. We received 120 completed questionnaires. In return for their participation, respondents were given a Total Gym Fitness T-shirt. Their responses are included with each question.

Total Gym Fitness Questionnaire

Presenting the questionnaire—complete with the data it generated—enhances the writers’ credibility.

Directions: We are considering making available for checkout MP3 players with custom playlists. We would like your feedback on this idea and your help deciding which features we should consider when evaluating our MP3 player options, if we choose to offer this service. For each question, please circle only one option.

Each question is designed so that it yields quantitative data. Presenting the data makes it simple for readers to understand the members’ preferences.

1. If MP3 players with custom playlists were offered for checkout at no cost to you, how likely would you be to use this service?
A. Very likely **35%** B. Likely **20%** C. Not sure **15%** D. Unlikely **20%**
E. Very unlikely **10%**
2. If you used this service, how likely would you be to bring your own ear buds or purchase an inexpensive pair available in our pro shop?
A. Very likely **45%** B. Likely **25%** C. Not sure **15%** D. Unlikely **5%**
E. Very unlikely **10%**

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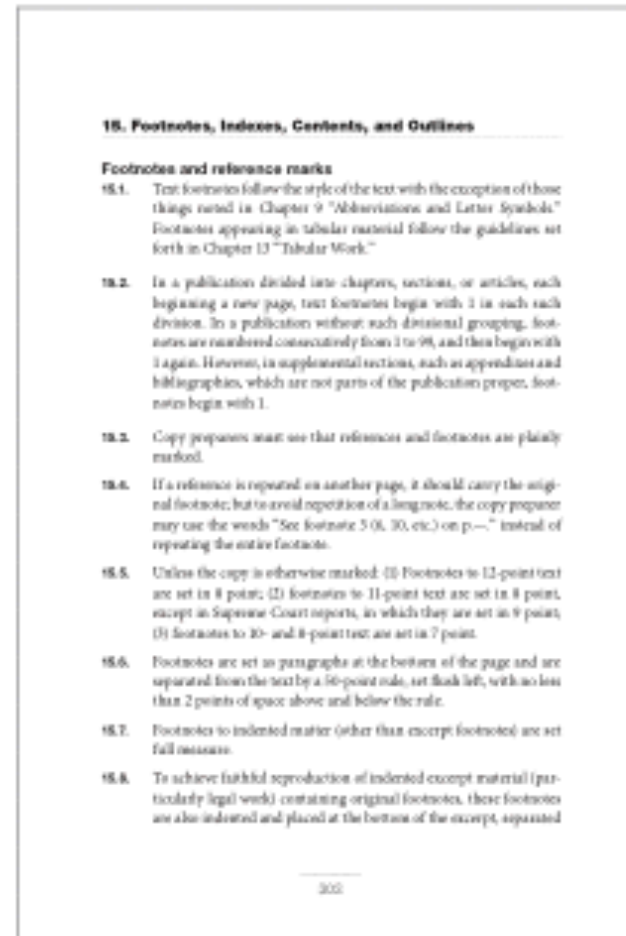


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