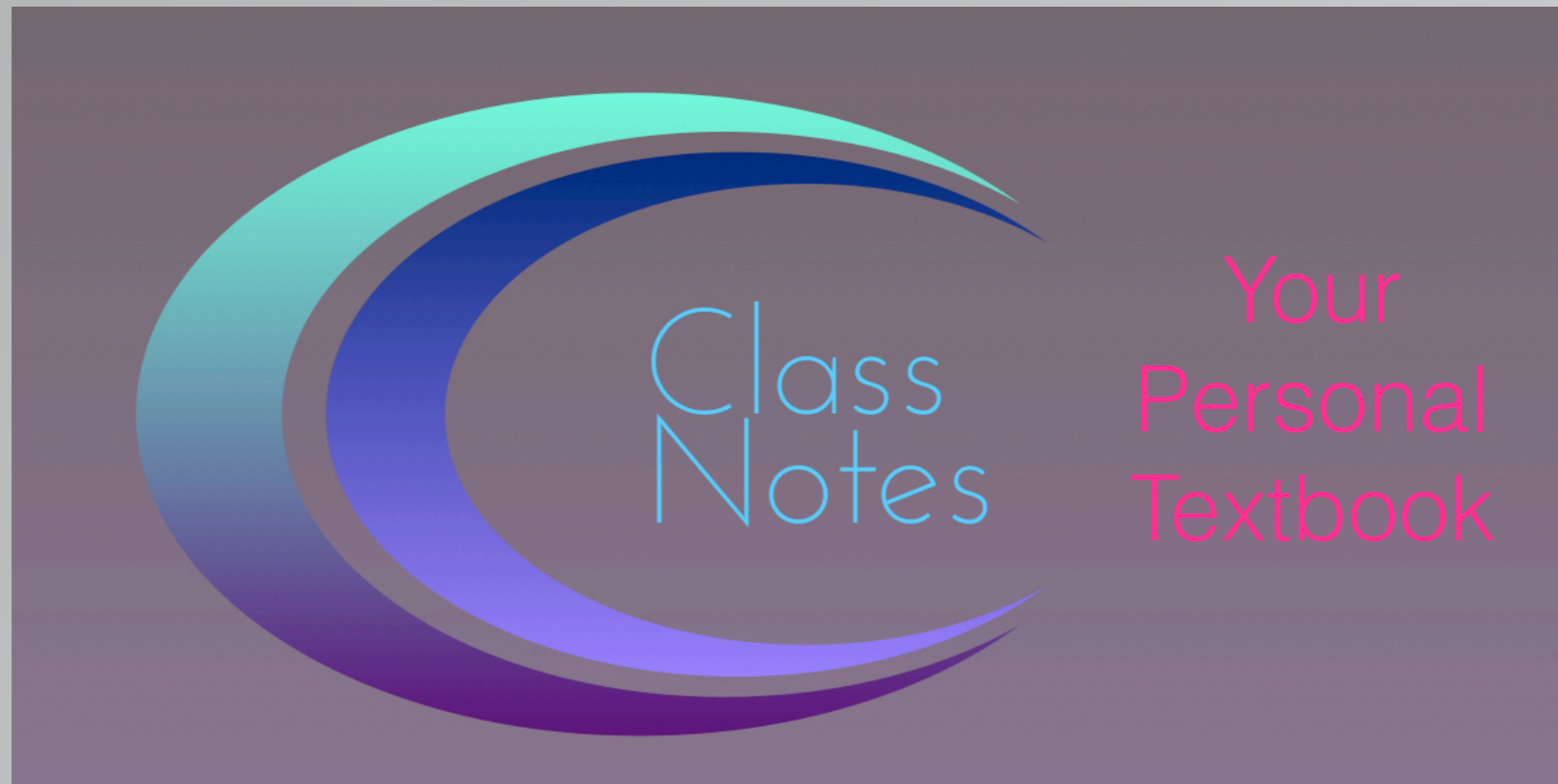


Remember to save this document
to your own computer



The Class Notes should be used in conjunction with the Video Lessons for completing assignments and learning Professional Writing principles.

Class Notes: Writing 212

Table of Contents

Overview/Major Concepts	3
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When completing assignments, you may need to refer to more than one section.

Be sure to use the templates on the web site for the writing assignments.

Professional Writing

Overview and Major Concepts

Two Major Purposes of Communication

To inform

- Reason
- Logic
- Data
- Statistics
- Numbers
- Measurements
- "The Head"
- No judgments
- Adjective and adverb free
- No inferences
- No figures of speech
- No poetic language

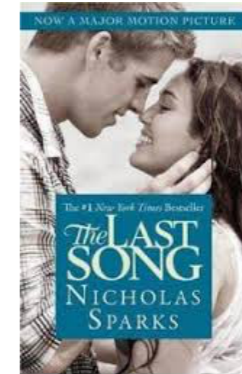
10%-15% of all communication



To affect

- Feeling
- Emotion
- Intuition
- "Illogic"
- "The Heart"
- Colorful, descriptive
- Figures of speech
- Metaphors, similes
- Judgments
- Inferences
- Relationships
- Motivations
- Persuasions

85%-90% of all communication
(Particularly verbal communication)



*Not in
this class*

**Professional
Writing**

The primary **purpose** of Professional Writing is:

To communicate and interpret
specialized information
for the **reader's use**



The primary **characteristics** of Professional Writing are:

- **User Oriented**

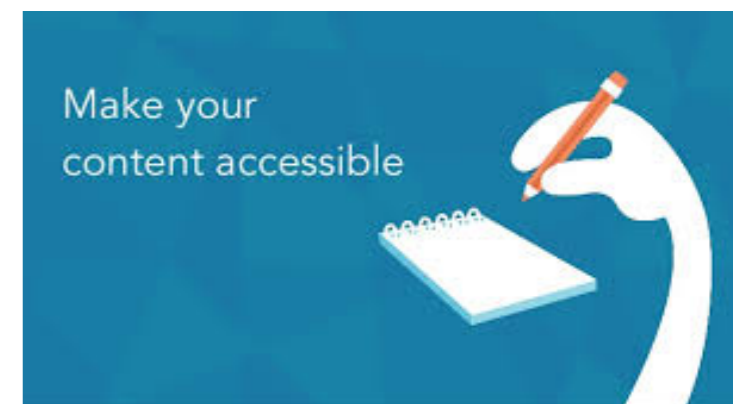
- *Focus on what the reader needs, not the feelings or desires of the writer*

- **Accessible**

- *Focus on specific parts as a whole because often readers read only the parts of documents they need; they should be able to find the information they need easily*

- *Sorting, organizing, and interpreting information the reader needs*

- *The reader should not have to work hard to obtain the information they need*



Examples of Informational Language

- The living room was 30 feet wide, 70 feet deep, and 10 feet high.
- The Klockenspeil speakers had a range of 3,000 decibels and could be heard a mile away.
- John's Ford Mustang had a 750 horsepower engine and a fuel rating of 1.5 miles per gallon.
- The Apple MacBook Pro has 24 gigabytes of random access memory and 5 terabytes of storage.
- Coca-Cola is 99% water and 1% caramel coloring.
- The score of the Boston Celtics and Los Angeles Lakers game was 134 to 12.
- Hulk Hogan weighs 237 pounds and has achieved blond hair through use of L'Oréal XE 95 Max.
- The Economics textbook weighs 45 pounds, has 2,945 pages, and costs \$1,002.95.

*Professional
Writing
Language*

Examples of Affective Language

- Her last smile to me wasn't a sunset. It was an eclipse, the last eclipse, noon dying away to darkness where there would be no dawn.
- My Uber driver looked like a deflating airbag and sounded like talk radio on repeat.
- The old man was bent into a capital C, his head leaning so far forward that his beard nearly touched his knobby knees.
- The painting was a field of flowers, blues and yellows atop deep green stems that seemed to call the viewer in to play.
- My dog's fur felt like silk against my skin and her black coloring shone, absorbing the sunlight and reflecting it back like a pure, dark mirror.
- The sunset filled the sky with a deep red flame, setting the clouds ablaze.
- The waves rolled along the shore in a graceful, gentle rhythm, as if dancing with the land.
- Winter hit like a welterweight that year, a jabbing cold you thought you could stand until the wind rose up and dropped you to the canvas.

Professional Writing is **not just information.**

Never, never, never, ever write just to provide information. (There's always Google and other search engines...)



Professional documents should be *useful* in one or more of the following ways:

- *Making things happen*
- *Causing change*
- *Facilitating decisions*
- *Bringing about improvements*
- *Stimulating thought*



Purposes of Professional Writing

Every professional document should accomplish one of four purposes:

- ***Solve problems***
- ***Answer questions***
- ***Make decisions or provide choices***
- ***Provide directions or instruction***

Note: If your professional document does not do one of these things, it is useless and may as well not have been written.

Professional documents should be **efficient**.

They should:

- *Save time and energy for the reader (**not the writer; the writer's job is to help the reader**)*
- *Provide the reader quick access to useful information*
- *Be written for the reader's level of expertise*
- *Use visuals that substitute for words whenever possible*
- *Provide a map for the reader to navigate the document*
- *Have an inviting appearance so that readers will be attracted to them*



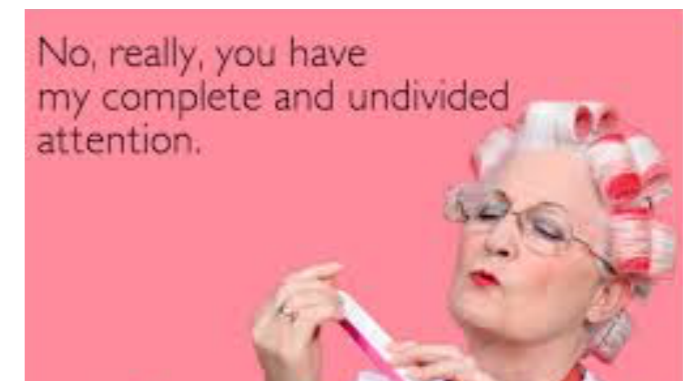
Professional Document Design:

- Professional documents must be **designed**, not just written.
- The way the document looks on the page: **its appearance is just as important — probably more important— than the content.**
- Readers will read documents which are inviting and provide a good impression; they will ignore those which are not inviting.
- Computers make good design possible; familiarity with software which allows for good design is important.



Professional Writing Characteristics

- Professional documents are **designed** differently from most other forms of writing.
- Professional documents rarely get readers' undivided attention.
- People read work-related documents only **because they have to**—generally, not because they want to.
- Documents compete for readers' attention (as computers generate more and more paper), so documents must be designed to attract attention.



Usability (Usefulness)

A document's usability is a measure of how well that document meets the needs of its audience.

Readers should be able to easily:

- **Locate** the information they need
- **Understand** the information immediately
- **Use** the information successfully
- **Remember** the information for future use

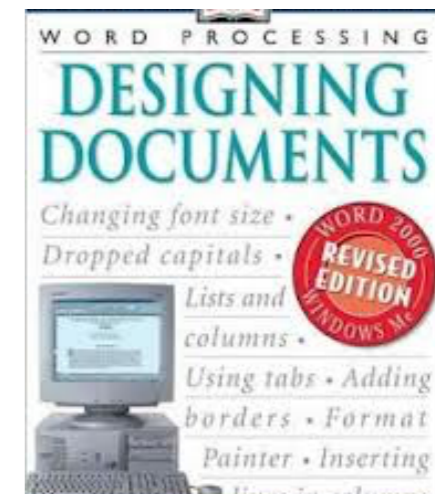
The writer's responsibility is to ensure that readers will be able to accomplish these things.

Levels of Technicality

Who will use the document?	At what level of technicality?	How much information do they need?
Experts	Highly technical	Just the facts and figures
Informed Persons (some knowledge of the subject)	Semi-technical	Facts and figures explained or interpreted
Laypersons (little knowledge of the subject)	Non-technical	Facts and figures explained in simplest terms

Professional Writing Tasks

- Writing proposals for projects for management and external clients
- Writing analytical reports with recommendations
- Preparing internal and external communications
- Writing product technical descriptions and specifications
- Seeking funding for a project or activity, including grant writing
- Writing informational or instructional brochures
- Designing materials for transfer to electronic media



Types of Professional Communication

Professional communication is used in the *workplace* — whether a business, a profession, or any other situation providing gainful employment and organization. Organizations often succeed or fail depending upon how successful they are in communications related to the workplace.

- Letters
- Memos
- Brochures
- Pamphlets
- Fact Sheets
- Instructional Materials
- Handbooks, Manuals
- Proposals
- Analytical Reports
- Electronic Media
 - CD's
 - DVD's
 - Web Pages
 - E-Manuals
 - Internet

Professional Communicators:

- Write content
- Design documents
- Edit the work of others
- Supervise publishing projects
- Interpret the work of others for different audiences

Writing and Communicating is Part of Most Careers:

- Ability to write and communicate clearly with others
- Ability to produce professional written documents
- Ability to collaborate and communicate with others
- Ability to communicate at many levels with varied audiences
- Ability to express ideas visibly and authoritatively

Job performance and evaluation are significantly based on these factors!

Professional Writing

Specific Language

Details:

Technical Definitions

Technical Descriptions

Specifications

Details: Types of Words

There are two basic kinds of words: Abstract (general) and Concrete (specific). See examples below. Professional writing uses concrete (specific) words and strives for precision so that there is no doubt about the meaning.

Abstract (general): (Avoid in Professional Writing)

- Thing
- Justice
- Soap
- Car
- College class

Concrete (specific): (Use in Professional Writing)

- 2" x 4" 10 foot long Cedar board
- #2 lead Everhard pencil
- 12 oz. Filet Mignon Medium Rare with Mushrooms
- 2 scoops Baskin-Robbins Pralines and Cream Ice Cream
- UAA English 212 Technical Writing MW 10:00 a.m. - Smith

Levels of Abstraction

*From
Abstract
(General)*

Technology

Electronic Device

Controller

Home Technical Assistant

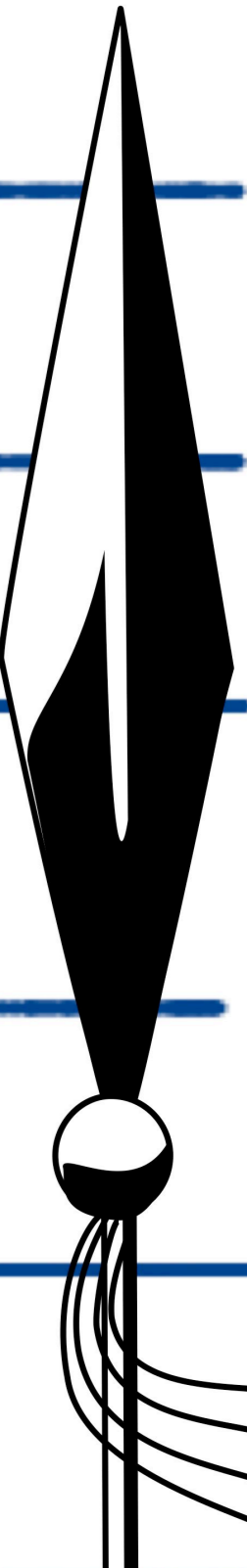
To

Home Pod

*Concrete
(Specific)*

Professional Writing Level

Home Pod Model 1234



The Ladder of Abstraction



My wonderful qualities...

Excellent computer skills

High on the abstraction ladder

Computer skills

Word 97
Excel
Power Point

Lower on the abstraction ladder

MUSICIAN

Abstract/General

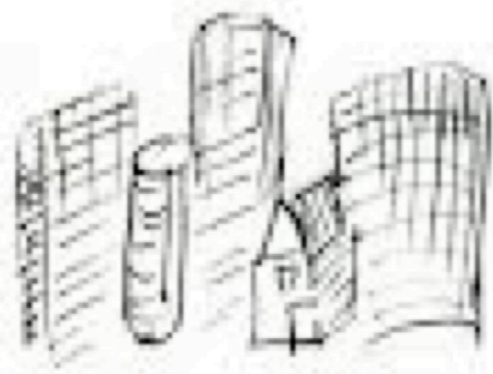
GUITARIST

ROCK GUITARIST

JERRY GARCIA

Concrete/Specific

Abstract
↑ buildings



houses

detached
houses

Henrietta's
house



↓
Concrete

Abstract

↑ produce



fruit

apple

Braeburn
apple

The Braeburn
apple I had for
breakfast



↓
Concrete

Information

Publications

Books

Novels

**Pulitzer Prize winning
novels**

**To Kill A
Mockingbird**

**My copy of To Kill A
Mockingbird**

Abstract

- If a writer is trying to describe a person, and she mentions that the person wore Birkenstock's and a jeans skirt, an image is evoked in the reader's mind
- If the writer says the person was dressed in casual attire, the reader's impression of the character is not as strong, and the reader will be free to interpret the writer's meaning in any number of non-specific ways

Concrete

DETAILS:
DEFINITIONS

Definitions

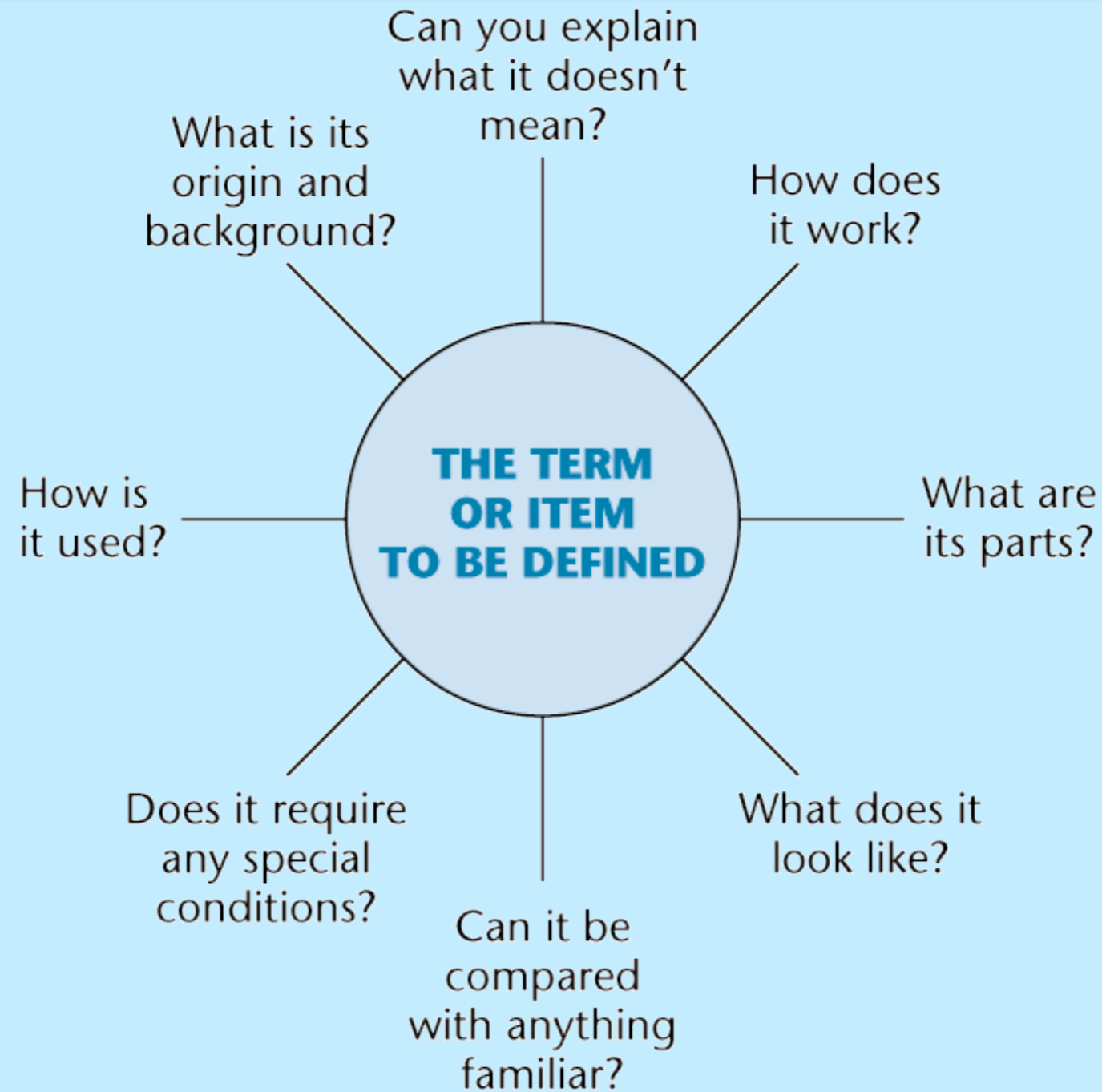
Components and Guidelines

- **Answer the questions of:**
 - What exactly are we talking about?
 - What exactly is it?

Levels and Types of Definitions:

- **Parenthetical definition:** clarifies the meaning by using a more familiar synonym
- **Sentence definition (Fixed pattern):**
 - Name of item
 - Class to which the items belongs
 - Features which differentiate the item from all others in its class
- **Expanded Definition:** extends to a short paragraph or even several pages depending upon the complexity of the item

DIRECTIONS IN WHICH A DEFINITION CAN BE EXPANDED



WELL-LABELED VISUALS HELP CLARIFY DEFINITIONS

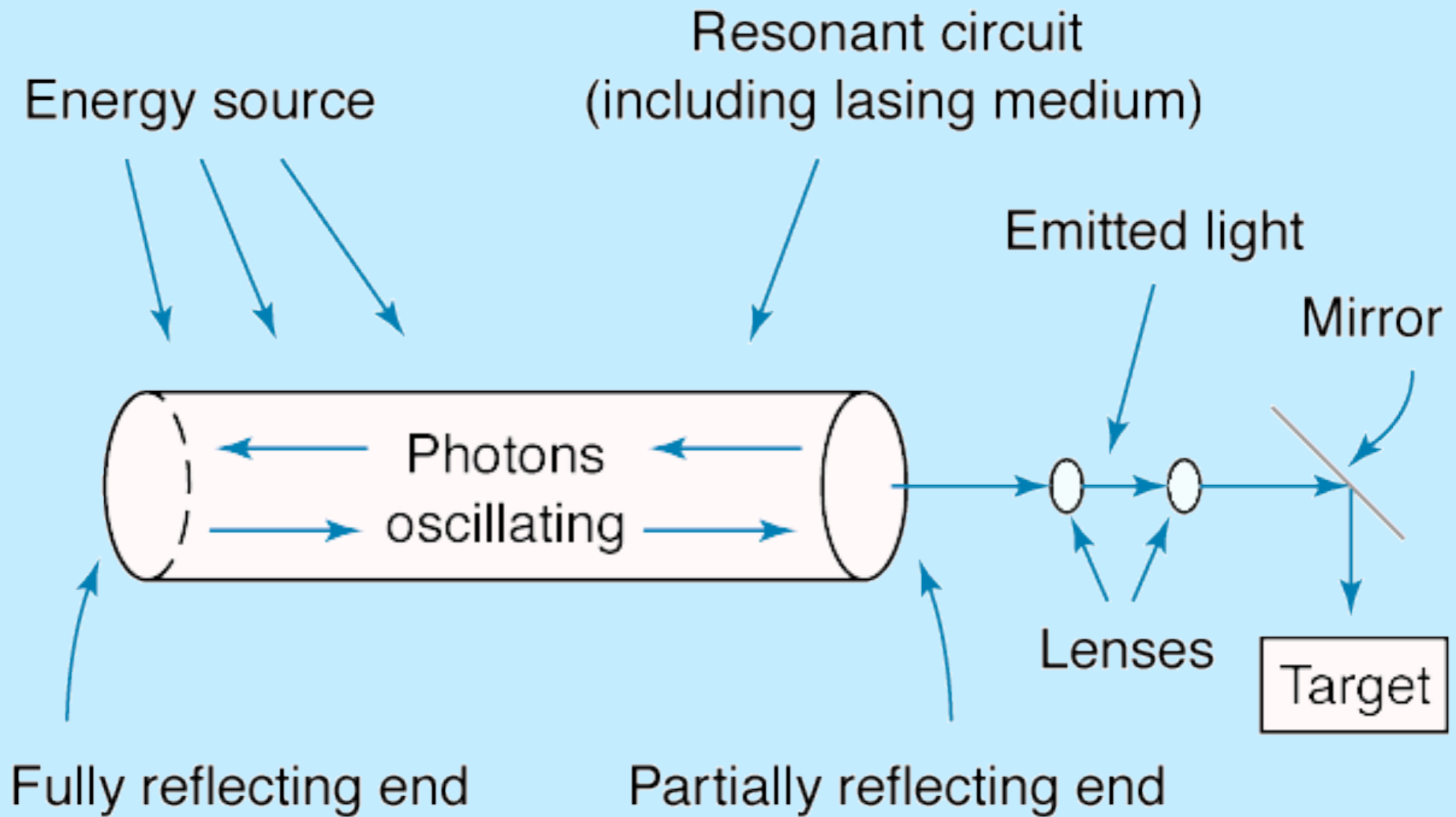


FIGURE 1 Description of a Simple Laser

Definitions

Directions for Expansion and Understandability:

- **What is its origin and background?**
- **How is it used?**
- **How does it work?**
- **What does it look like?**
- **What are its parts or sections?**
- **Can it be compared with anything familiar?**
- **Does it require any special conditions?**
- **What doesn't it mean? Limitations, etc.**

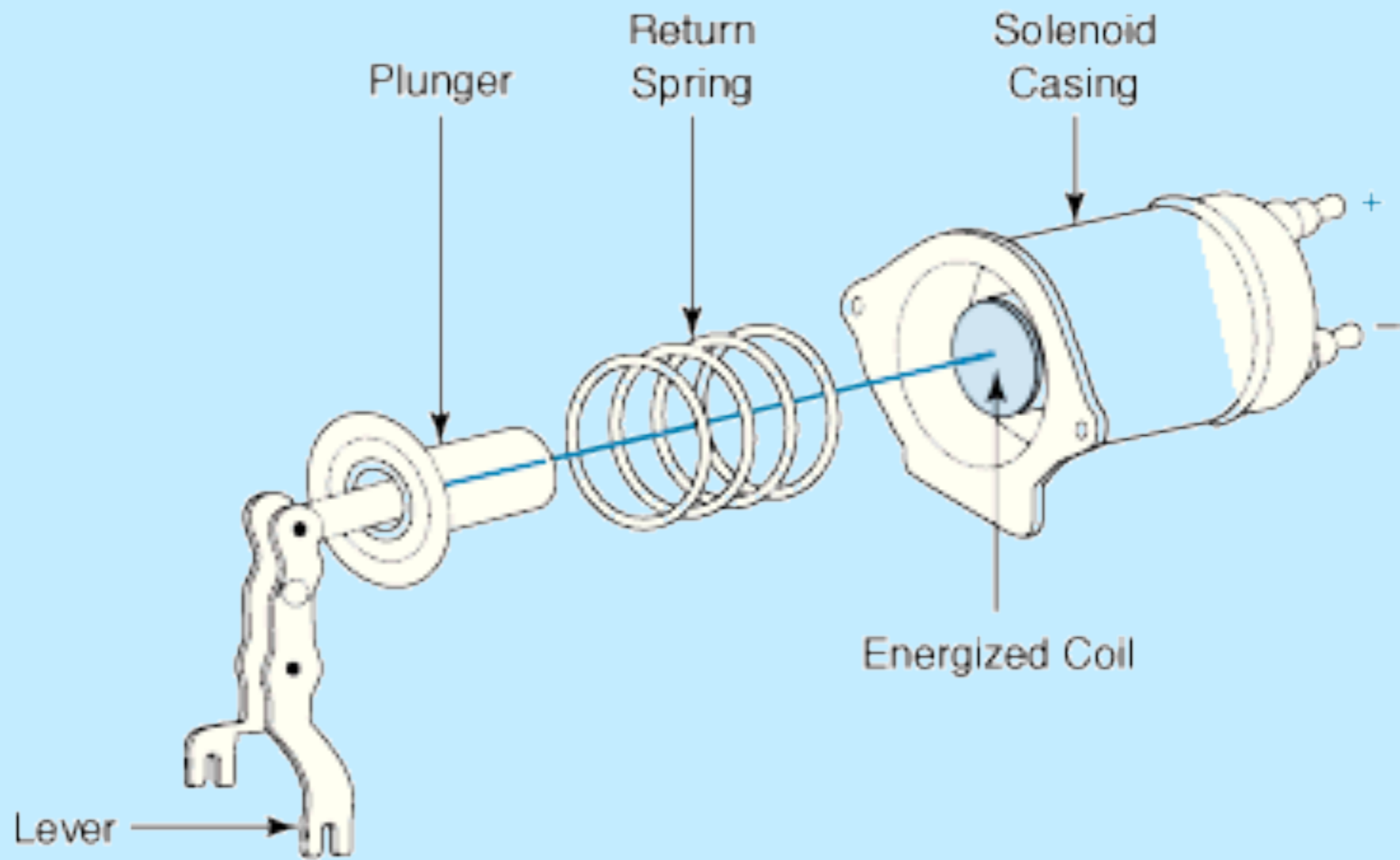


FIGURE 1 Exploded View of a Plunger-Type Solenoid

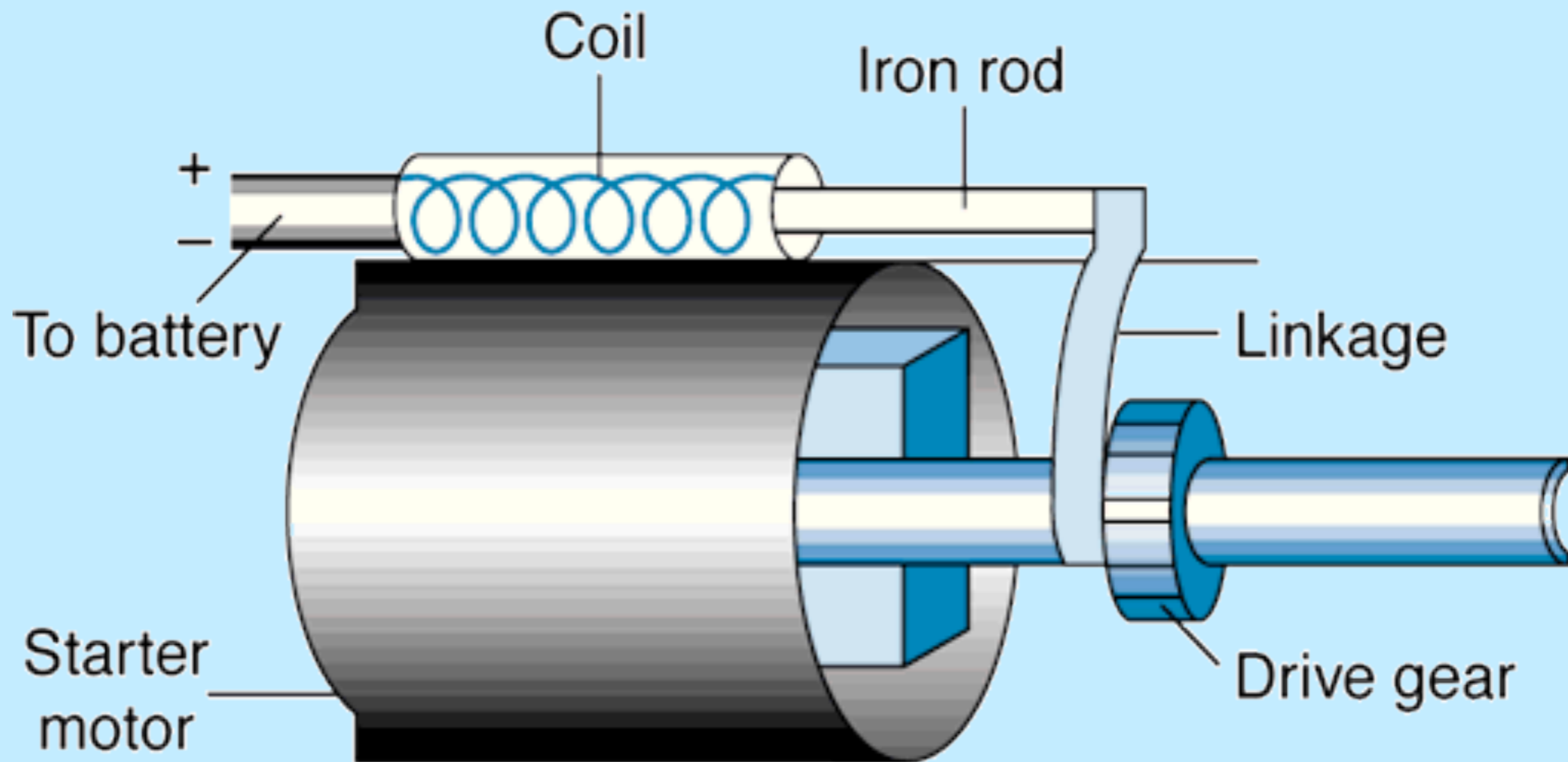


FIGURE 2 Side View of Solenoid and Starter Motor

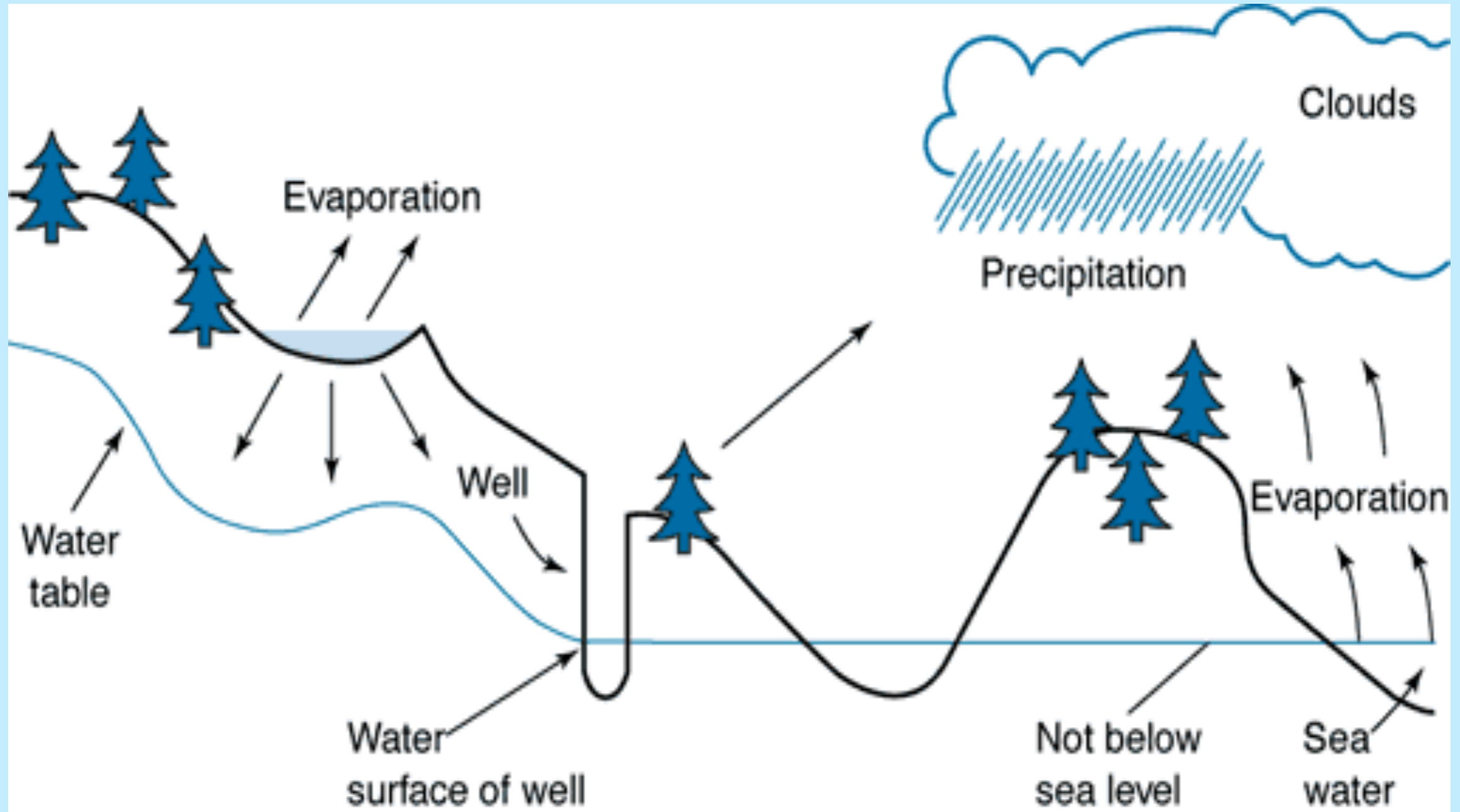


FIGURE 1 A Typical Water Table (Eastern United States)

Definitions

Situations Requiring Definitions

- Each time an audience or reader encounters an unfamiliar term or concept

Placement of Definitions

- The flow of reading should not be interrupted
- No more than three definitions on one page
- A glossary should be used if there are a significant number of definitions in a document

Guidelines for Clear and Precise Definition

- Decide on the level of detail
- Classify the item precisely (what group does it belong to?)
- Differentiate the item accurately
- Avoid circular definitions
- Expand the definition selectively

DETAILS:
*TECHNICAL
DESCRIPTIONS*

Technical Descriptions

Two Main Types

- Product (item) descriptions
- Process descriptions

Elements of a Usable Description

- Clear and limiting title
- Appropriate level of technicality
- Visuals
- Clearest descriptive sequences

Descriptive Sequence

- **Spatial:**
 - *What is it?*
 - *What does it do?*
 - *What is it made of?*
 - *What does it look like?*
- **Functional:**
 - *How does it work?*
- **Chronological:**
 - *How it put together?*
 - *How does it work?*
 - *How does it happen?*

Technical Descriptions

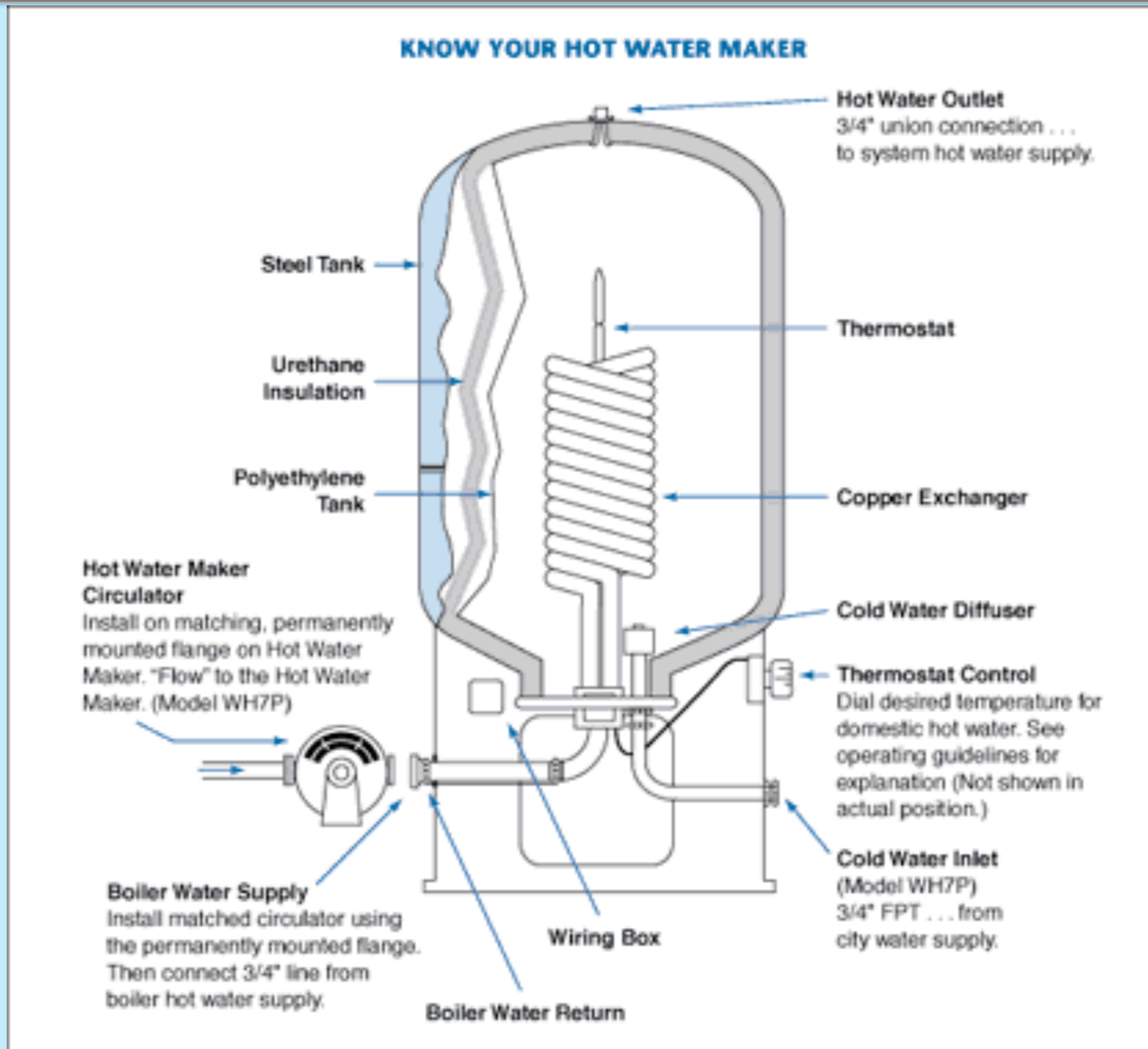
Outline for Product (Item) Description

- **Introduction**
 - *Gives only enough information for reader to understand product or item*
- **Description and function of parts**
 - *Describes each major part*
- **Summary and operating description**
 - *Explains how parts work as a whole*

Outline for Process Description

- **Introduction**
 - *Definition, purpose, and brief description of the process*
- **Stages in the process**
 - *Chronological or logical order*
- **Conclusion**
 - *Summary of major stages or one complete process cycle*

TECHNICAL DESCRIPTION OF A MECHANISM



TECHNICAL DESCRIPTION AND FUNCTION

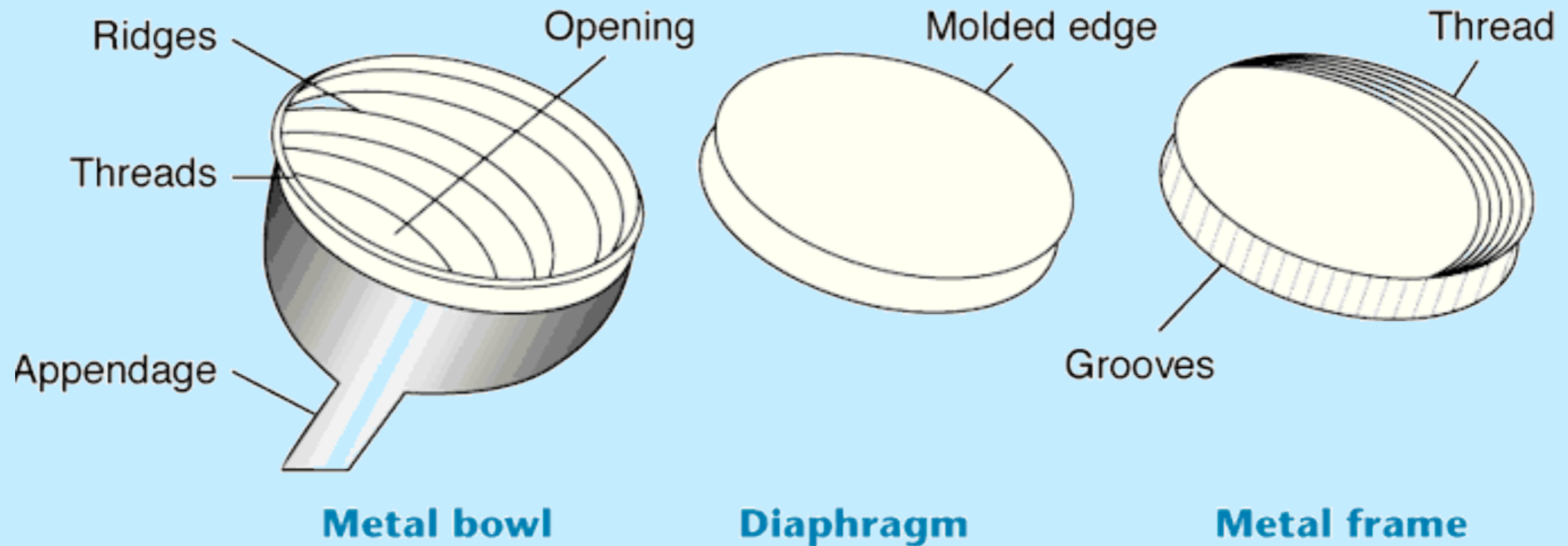


FIGURE 2 Exploded View of a Diaphragm Contact Piece

DETAILS:
SPECIFICATIONS

Specifications

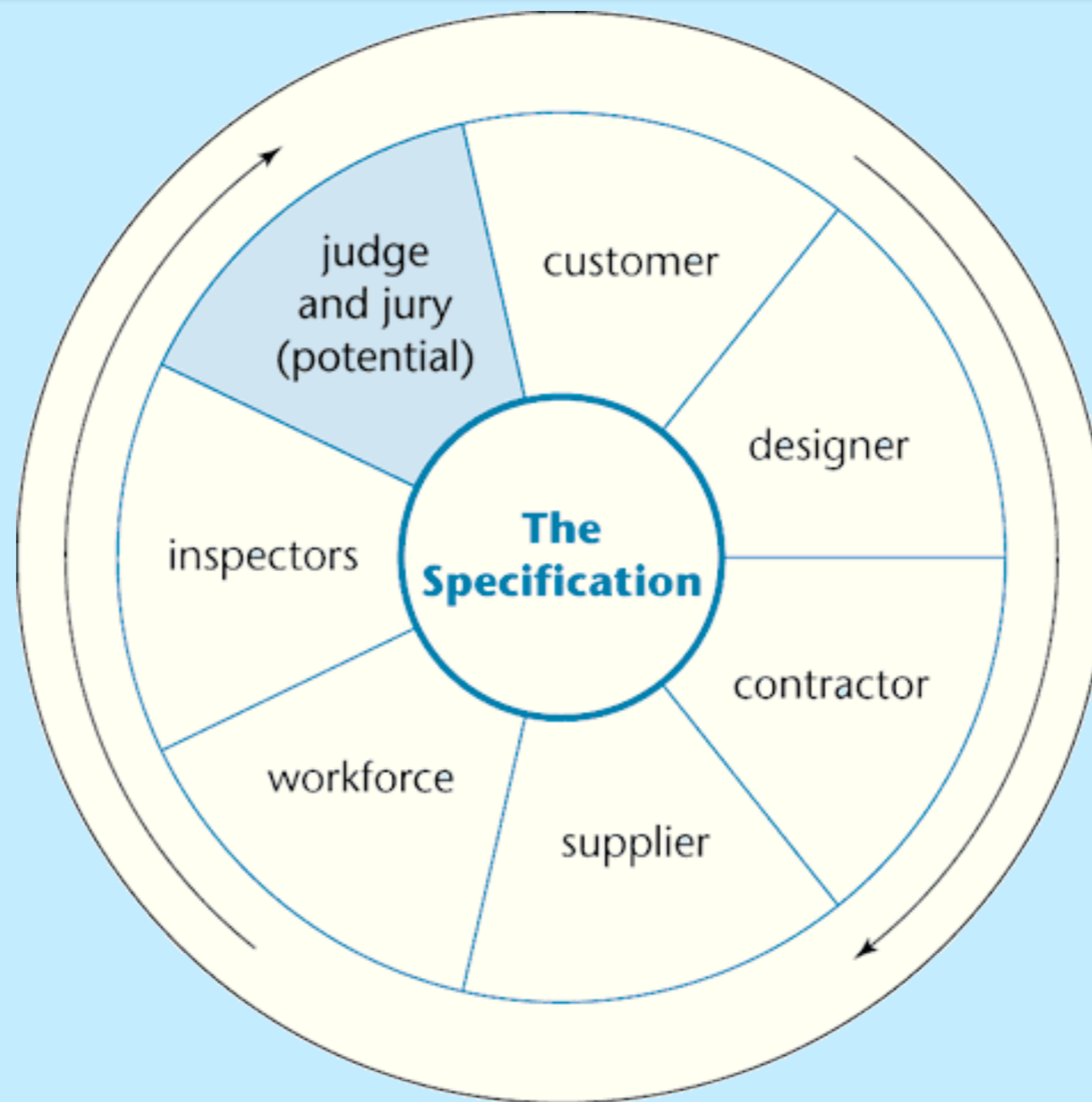
Standards for Performance, Safety, and Quality

- Methods for manufacturing, building, or installing a product
- Materials and equipment to be used
- Size, shape, and weight of the product
- Specific testing, maintenance, and inspection procedures

Uses of Specifications

- Ensure compliance with a particular safety code, engineering standard, or government or legal ruling
- Meet legal implications
- Provide accessibility to broad audiences
 - Customers
 - Designers
 - Contractors or Manufacturers
 - Suppliers
 - Workforce
 - Inspectors

USERS AND POTENTIAL USERS OF SPECIFICATIONS



SPECIFICATIONS

FOR THE COLOR STYLEWRITER™ 2400

General specifications

Marking engine

- Thermal ink jet engine

Resolution

- 360 dots per inch (dpi) for text and graphics (180 dpi for draft quality)

Engine speed

- Printing speed depends on the images printed and on the Macintosh computer used.

Connector cable

- Apple System/Peripheral-8 cable

Interface

- High-speed serial (RS-422)
- Optional LocalTalk

Paper feed in pounds (lb.) and grams/meter² (g/m²)

- Sheet feeder holds up to 100 sheets of 20-lb. (75-g/m²) paper or 15 envelopes.

Professional Writing

Visuals

Visuals

- *Convey information quickly and efficiently*
- *Make your point clearer*
- *Enhance the text*
- *Help readers to understand:*
 - Which information is most important
 - What numbers mean
 - How processes work
 - How something is organized
 - What something looks like

Visuals:

- Enhance comprehension by displaying abstract concepts in concrete, geometric shapes or illustrations
- Make meaningful comparisons possible
- Depict relationships
- Serve as a universal language
- Provide emphasis
- Focus and organize information
- Assist in remembering information

Selecting Visuals:

- What is the purpose of the visual?
- What is the level of understanding of the reader?
- What form of information will help the reader achieve understanding?

Visuals:

Readers:

- Expect them
- Want to find what they need quickly and easily
- Want information to be understandable
- Want to feel intelligent and understand the message at a glance

Help Readers:

- Process information
- Understand information
- Remember information

Four Types of Visuals:

- **Tables**

 - display organized lists of data

- **Charts**

 - depict relationships

- **Graphs**

 - display numerical relationships

- **Illustrations/Pictures**

 - provide images for enhanced understanding

Tables

- Display dense textual information, such as:
 - Specifications
 - Comparisons
 - Conditions
- Simplify information for audience level of understanding
- Depict relationships
- Serve as a universal language
- Provide emphasis
- Focus and organize information
- Assist in remembering information

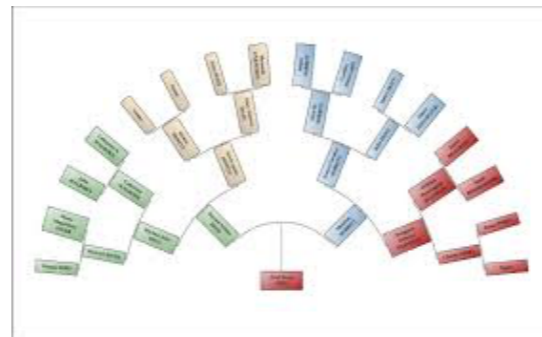
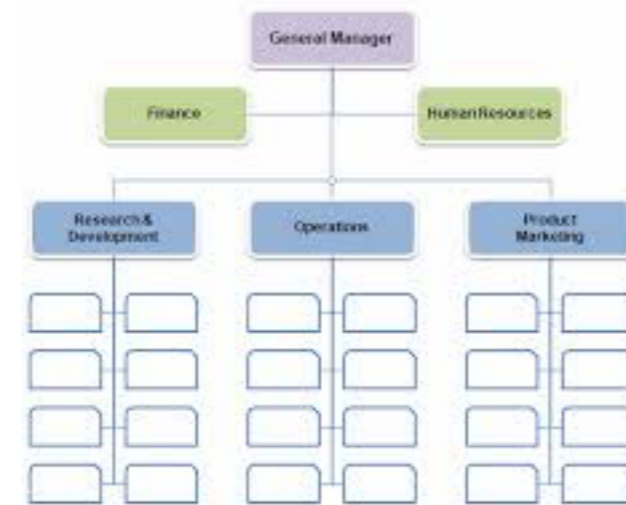
Death Rates for Heart Disease per 100,000 pop.		
Year	Male	Female
1980	369	305
1990	298	282
2000	256	260
2010	240	245

Charts:

- Pie charts
- Organization charts
- Flow charts
- Tree charts
- GANTT and PERT charts
- Pictograms
- Genealogy charts
- Grade charts
- Any item or concept that says “chart”



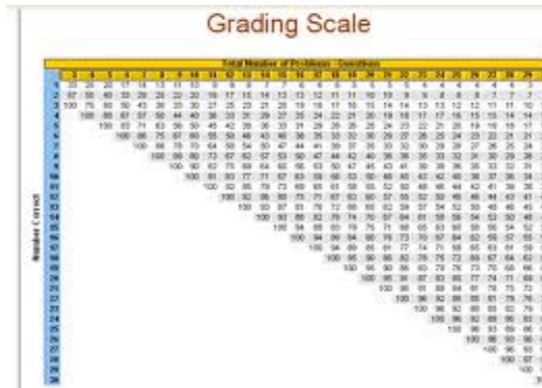
Functional Organizational Structure



PERT Chart Example



Grading Scale



THE PROCRASTINATION FLOWCHART



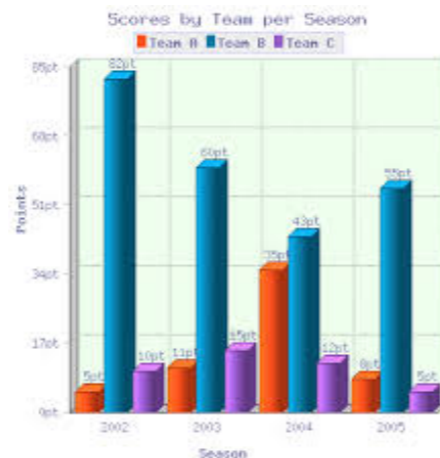
Graphs:

- Translate numbers into shapes that are easy to interpret and compare
- The two most frequently used types of graphs are:

Bar Graphs

(deal primarily with comparisons)

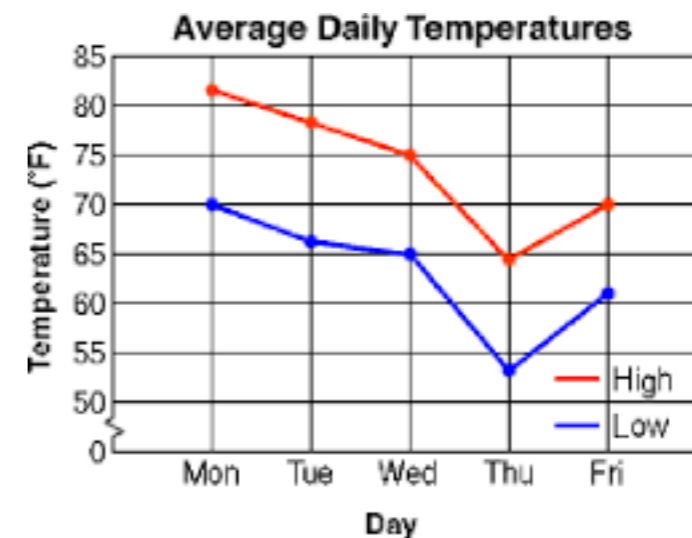
- Simple bar graphs
- Multiple bar graphs
- Horizontal bar graphs
- Stacked bar graphs
- 100% bar graph
- Deviation bar graph
- 3-D bar graph



Line Graphs

(deal with trends and data points over time)

- Simple line graphs
- Multiline graphs
- Deviation line graphs
- Band or area graphs

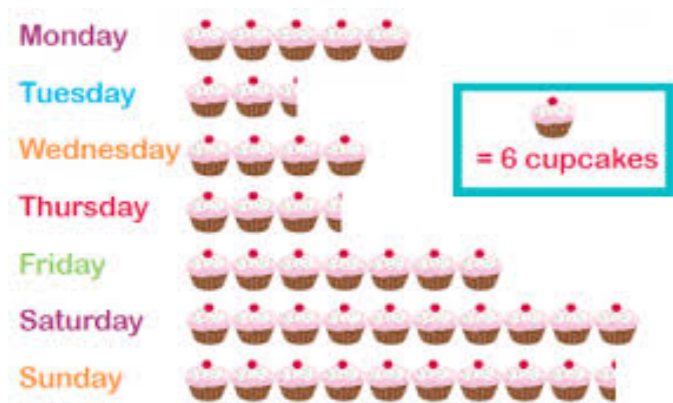


Illustrations/Pictures:

- Use symbols and pictures to provide clarity of understanding
- The two most frequently used types are:

Pictograms

- Common and related images

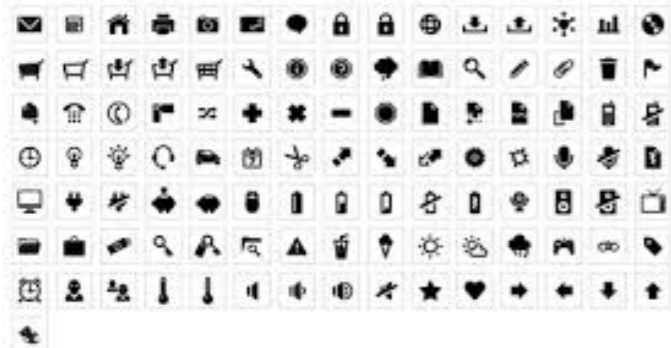


idea



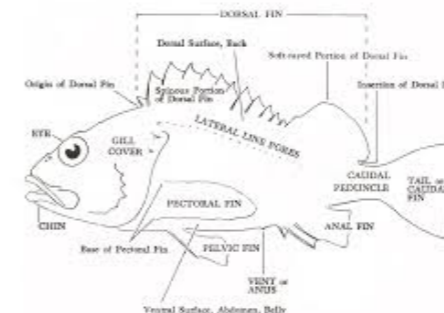
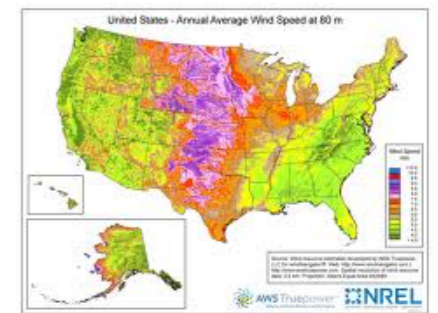
Free Icons & Pictogram

www.pictoico.com



Graphic Illustrations

- Maps
- Photographs
- Diagrams
 - Exploded
 - Cutaway
 - Block



Professional Writing

Page Design

Page Design

Page Design is critical because:

- Professional documents rarely get reader's undivided attention.
- People read work-related documents because they have to.
- Readers are attracted by documents that are inviting and accessible.
- **The way a document looks on a page is more important than the text, because readers avoid boring and unattractive presentations.**


Design Skills Needed

Effective documents cannot be created by basic typing or word processing. The producer of the document needs to become more proficient in the following skills:

- Desktop publishing programs
- Advanced word processing including graphics and other design elements
- Electronic publishing; web development
- Using style sheets and company style guides
- Presentation software

Designing Pages and Documents

Shaping the Page

- Use the right paper and ink; light colored paper and dark ink is best
- Use consistent page numbers, headers, and footers
- Use a grid for “blocking out” or shaping the page
- Use adequate white space
- Provide ample and appropriate margins and font sizes
- Keep line length reasonable
- Keep line spacing consistent — within and between paragraphs and sections;
- double spacing between paragraphs and sections, single spacing within
- Tailor each paragraph to its purpose; short paragraphs for emphasis
- **Make *lists* for easy reading** 

Highlighting for Emphasis

- Fonts: Different sizes; bold; italic; minimal underlining; color
- White space around important items; the document should not be “cramped”
- Other graphics devices: lines; shapes; borders; visuals

Using Typography Effectively

- Select appropriate fonts that are easy to read
- Use type sizes that are easy to read
- Use capital letters sparingly and never for more than a few words

Designing Pages and Documents

Fonts (Typefaces): Proper Usage

- Use standard type sizes (10 to 12); larger for headers
- Use appropriate fonts “professional, businesslike”
- Use serif fonts for large amounts of text (See below)
- Use sans serif fonts for headers, visuals, etc. (See below)
- **Do not use capital letters** for more than a word or two
- Highlight with bold or italic; avoid underlining
- Do not use unusual, “funky,” or non-professional fonts such as:
 - Comic Sans MS
 - Cracked
 - Edwardian Script
 - Broadway

Formatting a Resume



Education

- Associate in Arts (A. A.) Degree, cum laude, University of Alaska Anchorage
- Fentwick’s Surface Finishing School, Lizard Gulch, Arizona
- Currently enrolled at University of Alaska Anchorage pursuing Bachelor’s Degree in Concrete Psychology; specialization in Technical Writing



Employment History

July 1990 -
Present

- Lead Troweler, *Troweling, Trawling, and Toweling*,
1200 Troweling Road, Suite 200, Anchorage, AK 99501
- Supervised 2,700 trowelers in special project work with Goopo 1-2-3
 - Instructed staff in finishing techniques
 - Mixed ingredients (shaken, not stirred)
 - Maintained trowel inventory
 - Put the finishing touches on assigned surfaces
 - Fished for compliments



Designing Pages and Documents

Fonts (Typefaces): Most Used

The most used *serif* type faces are:

- Times New Roman (most used by far for readability)
- Palatino
- Cambria (default serif font in Microsoft Word)

This section uses the Times New Roman Font

The most used *sans serif* type faces are:

- Arial
- Helvetica
- Tahoma (used on many websites)
- Calibri (default sans serif font in Microsoft Word)

This section uses the Arial font.

Professional documents use only two to three fonts — at least one serif font (for larger bodies of text) and one sans serif font for titles, headers, etc.

Page Design Guidelines

Line Spacing

- Professional writing is always single spaced within paragraphs (not like academic papers or other documents)
- Double spacing is used to separate paragraphs and sections
- Paragraphs should not be indented
- Triple spacing should never be used
- New major sections should begin on a new page
- Spacing for signatures should leave enough room for the size of the signature

Page Design Guidelines

Lists

- ***Best method for creating readable documents***
- Replacing comma after comma after comma
- For three or more items
- Bullets are always used with lists to make them stand out
 - Bullets for random, non-prioritized lists
 - Numbers for prioritized or sequential or chronological lists (steps, for example)
- Excellent method for answering questions

Note: If you learn nothing else, make sure you use lists in your writing.

Page Design Guidelines

Parallelism

- Assuring that all items in a list begin the same way, such as:
 - Nouns (including gerunds - verbs changed to nouns by adding “ing”)
 - Verbs (particularly imperative voice - “do this” when giving directions)

Examples:

- *Directions (imperative voice)*
 - Open the package
 - Read the directions
 - Insert Tab A into Slot B
 - Stand on your head
 - Call your grandmother for help
- *Verbs (Employment History in a resume, for example):*
 - Supervised 20,000 minions
 - Managed \$200 million in offshore accounts
 - Jumped out of tall buildings
 - Shredded two tons of accounting documents
 - Provided bail for associates
- *Nouns (often a list, such as a shopping list)*
 - Tomatoes
 - Doughnuts
 - Rib-eye Steaks
 - Excedrin
- *Gerunds (nouns from verbs)*
 - Jumping
 - Diving
 - Walking
 - Running
 - Sniffing

Formatting Headings

Headings should follow the format below:

Section Heading

Section headings in boldface and enlarged type are more appealing and readable than headings in full capital letters. Use a font size roughly four (4) points larger than body copy; for example, 16 point section headings for 12 point body (paragraph) copy. Avoid overly larger section heads, and use no other highlights. Set these and all lower headings one extra space below any preceding text.

Major Topic Heading

Major topic headings are flush with the left margin and the block style paragraph. Each important word begins with an uppercase letter. Use boldface and a font size roughly two (2) points larger than body copy, with no other highlights.

Major Topic Heading

Minor topic headings are also flush with the left margin and the block style paragraph. Each important word begins with an uppercase letter. Use boldface (italics optional) and a font size the same as the body copy, with no other highlights.

Subtopic Heading. Instead of placing the heading above the paragraph, place subtopic heading flush left to the margin and the block style paragraph on the same line as the following text. Each important word begins with an uppercase letter. Use boldface and a font size the same as the body copy, with no other highlights.

Professional Writing

Letters and Resumes

Memos and Short Reports

RESUMES

Resumes

Typical Components

- Contact Information
- Education/Training
- Certifications
- Skills
- Work Experience (paid and unpaid)
- References (by request)

Note: A *Portfolio* is used in some professions to provide work samples

Resumes

Guidelines:

- Begin resume well before job search
- Include only information relative to the job you are applying for; omit other information
- Use high quality paper in a professional color that will copy clearly on a copy machine
- Stick to relevant experience
- Never invent or overstate credentials
- Do not discuss salary
- **Use past tense action verbs (not “responsible for”) - what you did - not a job description**
- Use key words; resume may be electronically scanned
- Use punctuation and formatting to clarify and emphasize
- *Proofread, proofread, proofread*...spelling, grammar, and format errors will cause your resume not to be considered
- Make sure the focus is on your qualifications; don't use extra large print for your name

Resumes

- There are two major parts to a resume; everything else should go in the application letter.
- The resume is only facts in two areas:
 - Your training and education and special skills
 - Your employment history (what you did) - use past tense action verbs ***even in your present job***
 -
- Your qualities (dependability, problem solver, leader, etc.) should go in your application letter
 - You can use judgments about yourself and other affective language in your application letter, ***but not in your resume***

Resume: Part I

Education/Training

PROFESSIONAL RESUME

*Major training, education,
degrees, licenses,
certifications*

Johnny Jumpup
7000 South North Street
Anchorage, Alaska 99502
(H) 907-868-1000 (W) 907-265-5555
E-Mail: jjjump@aolgc.com



Education

- Associate in Arts (A. A.) Degree, Paralegal Studies, Lizard Gulch University
- Bouncin' Bears Paratrooper Training, Brown Parachute Level
- Currently enrolled at University of Alaska Anchorage pursuing Bachelor's Degree in Jumping Psychology; specialization in Professional Writing

Resume: Part 2

Employment History

All bullets are followed by past tense action verbs - WHAT YOU DID - not what you were responsible for and not your job description

July 1990 - *Jump Starter, Secret Paramilitary Organization*
Present 2000 Underground Road, Bunker 212A, Anchorage, AK 99501

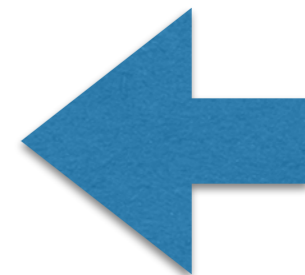
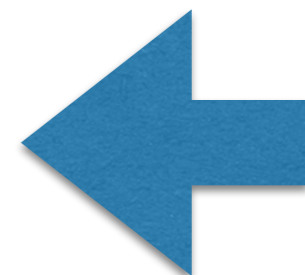
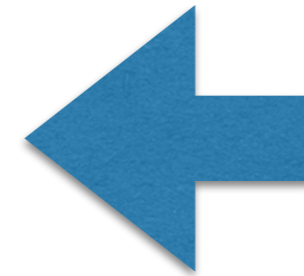
- Folded 10,000 parachutes
- Patched defective parachutes with fishing line
- Designed parachutes in pretzel shapes
- Captured 1,500 Pokemons using stealth technologies
- Tested parachutes by jumping off one story buildings
- Acted as parachute crash dummy as well as general dummy
- Wrote book entitled: *Parachuting for dummies*

August 1988 - *Chief Executive Officer, Bed, Bath, and Bedbugs*
July 1990 11403 B Street, Suite 75894, Anchorage, Alaska 99501

- Threw in the towel whenever moist humor needed to be dry
- Managed a corporation of nearly 20,000 people using a fluffy approach
- Taught short sheeting classes to Scout Troops
- Showered employees with praise and confetti
- Developed a prototype pillow computer called Headsoft

August 1986 - *Office Machine Equipment Operator, United States Department of State*
August 1988 1202 Innuendo Street, Suite 200, Washington, D. C. 00502

- Copied 100,000,000 documents each year, most of which were blank
- Shredded 200,000,000,000 documents both existent and non-existent
- Cloned employees through innovative use of copying process
- Maintained and repaired non-electric office machines



APPLICATION LETTERS

Application Letters

Guidelines:

- Always submit a cover application letter with your resume; the cover application letter:
 - Should include material not appropriate for your resume
 - May describe personal characteristics with adjectives and judgments
 - May explain things in your resume, such as gaps in your employment history or job history
- Write or update a letter (using a template) for each new job opportunity
- Address the letter to a specific person if possible
- Get to the point quickly; use direct language
- Use “please” and “thank you” in your letter
- Request an interview
- Provide contact information

Note: Make sure your phone voice mail has an appropriate message in case an employer calls.

Application Letter Format

Johnny Jumpup
7000 South North Street
Anchorage, Alaska 99502
(H) 907-868-1000 (W) 907-265-5555
E-Mail: jjjjump@aol.com

February 4, 2017

Ms. Gidget Widget
Chief Executive Officer
Fidget, Bridget, Gidget and Widget: Attorneys-at-Law
2017 Fridge Ridge Road
Anchorage, Alaska 99502

Re: Application – Paralegal Trooper Position *Always a topic line*

Dear Ms. Widget: *Salutation line: Always title and last name; never first; always following by colon (:)*

Please consider my application for the Paralegal Trooper position with your organization. I am uniquely qualified because I have spent a lot of time in courtrooms accompanied by troopers and it has been suggested that I could benefit by spending all of my time in the confines of the legal system. I have recommended by both Judge Judy and Judge Jeanine, two of the most alliterative judges in the courtroom today.

I recently graduated from Lizard Gulch University with an online Paralegal Honcho Degree (PHD). I completed my online courses while jumping out of airplanes and using my iPhone at the same time, extending my online and internet time by using bigger parachutes. I did in depth analysis by parachuting over oceans wearing Carhartt lead boots. I also worked in a secret military organization which I am not at liberty to reveal, but I can indicate that many of our missions were up in the air. On the civilian level, I worked for an experimental start-up company, *Airheads, Inc.*, who were trying to create a technology for parachuting upward. I have other skills, which although not directly related, may be of some usefulness in your organization, such as: managing e-mails for Hillary Clinton, filing nails and hammers, and knowledge of matters related to in-laws and outlaws.

I understand the need to work hard, to be dependable, punctual, and loyal; at some point soon I hope that my level of understanding will lead to my ability to have these characteristics. Like all attorneys, I have learned obfuscatory communication by ignoring all the principles taught in Professional Writing.

I am confident that with my motivation, charm, chutzpah and winning smile, I would be a valuable asset to your team. I have attached a professional resume that provides an overview of my education and work experience and would look forward to the opportunity for an interview. I will be happy to provide any additional information that you require. I can be contacted at (907) 868-1000; also, I will contact your office to follow up on this application. Thank you very much for your consideration.

Sincerely, *Opportunity to “blow your own horn” - personal characteristics, experience and explanations which do not belong in the resume*

Johnny Jumpup

This is a cover letter, which means it is introducing a professional document, in this case, a resume (Resume and application letter always go together)

Attachment: Professional Resume

***THANK YOU
LETTERS***

Thank You Letter

Guidelines:

- Should be sent within a day of the interview
- Should not be e-mailed or tweeted or texted or any other electronic communication
- Be brief, but personal
- Indicate your continued and enthusiastic interest in the position (if that is still the case after the interview)

If, after the interview, you are not longer interested in the position, either:

- Do not send a thank you letter **OR**
- Send a letter indicating that you no longer wish to be considered, being polite, prompt, and allowing for future opportunities (not “burning bridges...)

Thank You Letter Format

Johnny Jumpup
7000 South North Street
Anchorage, Alaska 99502
(H) 907-868-1000 (W) 907-265-5555
E-Mail: jijump@aolgci.com

February 4, 2017

Ms. Gidget Widget
Chief Executive Officer
Fidget, Bridget, Gidget and Widget: Attorneys-at-Law
2017 Fridge Ridge Road
Anchorage, Alaska 99502

Re: Application – Paralegal Trooper Position *Always a topic line*

Dear Ms. Widget: *Salutation line: Always title and last name; never first; always following by colon (:)*

Thank you for the opportunity to interview with you and the other members of the Fidget, Bridget, Gidget and Widget Law Firm. I enjoyed meeting with all of you very much and spending time after the interview down at the local bar reflecting on legal issues.

Even though I am a midget compared to all of you, I still believe that I can make a significant contribution to your organization and am hopeful that my experience at the cellular level can make my bars experience congruent with your experience at the bar.

Sincerely,

Johnny Jumpup

MEMORANDUMS
(MEMOS)

Memorandums (Memos)

Components and Guidelines:

- A major form of internal communication in most organizations
- *An attachment or cover to internal workplace documents*
- A brief summary and recommendation based on a workplace document, such as a report
- Should be usable:
 - Easy to scan
 - Easy to file
 - Easy to retrieve
 - Effective headers, subject lines, and body text
 - Short paragraphs, direct statements
 - No more than a page (some documents are inappropriately labeled as memos when they are more than a page; if they are more than a page, they may be instructions or serve some other purpose)
- A memo should not:
 - Be complaining, critical, or judgmental
 - Be too formal or informal
 - Be too “bossy”
 - Be neglectful of providing a copy to the appropriate people



Fidget, Bridget, Gidget, and Widget: Attorneys-at-Law

Memo Format

A Well-Balanced Firm

Memorandum

Line up with a tab setting

Date: February 28, 2018

To: Grace Gidget

From: William Widget  *Initial next to your name*

Re: Selection for Paralegal Trooper Position

A total of 2,017 persons applied for the Paralegal Trooper position which was originally advertised in the *Anchorage Dispatch* and the *Underground Parachutist* on February 1, 2018. After all applicants were screened by the “fog the mirror” test, a finalist group of five applicants was selected for further evaluation. The five finalists underwent an intensive evaluation concerning five attributes that have been determined to relate to Paralegal Trooper success. The attached report indicates the rating process that was used.

The highest rated candidate was clearly Johnny Jumpup. His ability to parachute 3,000 feet from a 2,000-foot building, his courtroom experience requiring judgments, and life in a parallel universe will allow him to bond well with our company. I am recommending him for hire immediately.

If you have any questions, please let me know.

Make a recommendation based on the information in the Short Report; you’re not just providing general information.

Attachment: Evaluation Report for Paralegal Trooper Finalists

The memo is a cover document attached to a professional document (in this case a short report); they always go together

SHORT REPORTS

Short Reports

Components and Guidelines:

- Never more than a page
- **Primarily composed of visuals**
- Understandable within a few seconds
- No paragraphs; minimal, if any, sentences
- Data only that is easy to interpret
- Recommendations made in an attached cover letter or memo
- Usually created by a spreadsheet or graphics computer program
- Clearly titled and formatted

FBGW: Attorneys-at-Law

Short Report Format

Report on Paralegal Trooper Selection

Criteria

Applicant Name:

Measurement

	Speed	Accuracy	Chutzpah	Jumping	Smile	Total
Mike Tyson	9	2	9	4	0	24
Dr. Laura	8	8	4	7	10	37
Michael Jordan	10	10	0	0	6	26
Harrison Fjord	4	8	9	2	7	30
Britney Spears	0	0	10	0	10	20
Johnny Jumpup	10	10	10	10	10	50

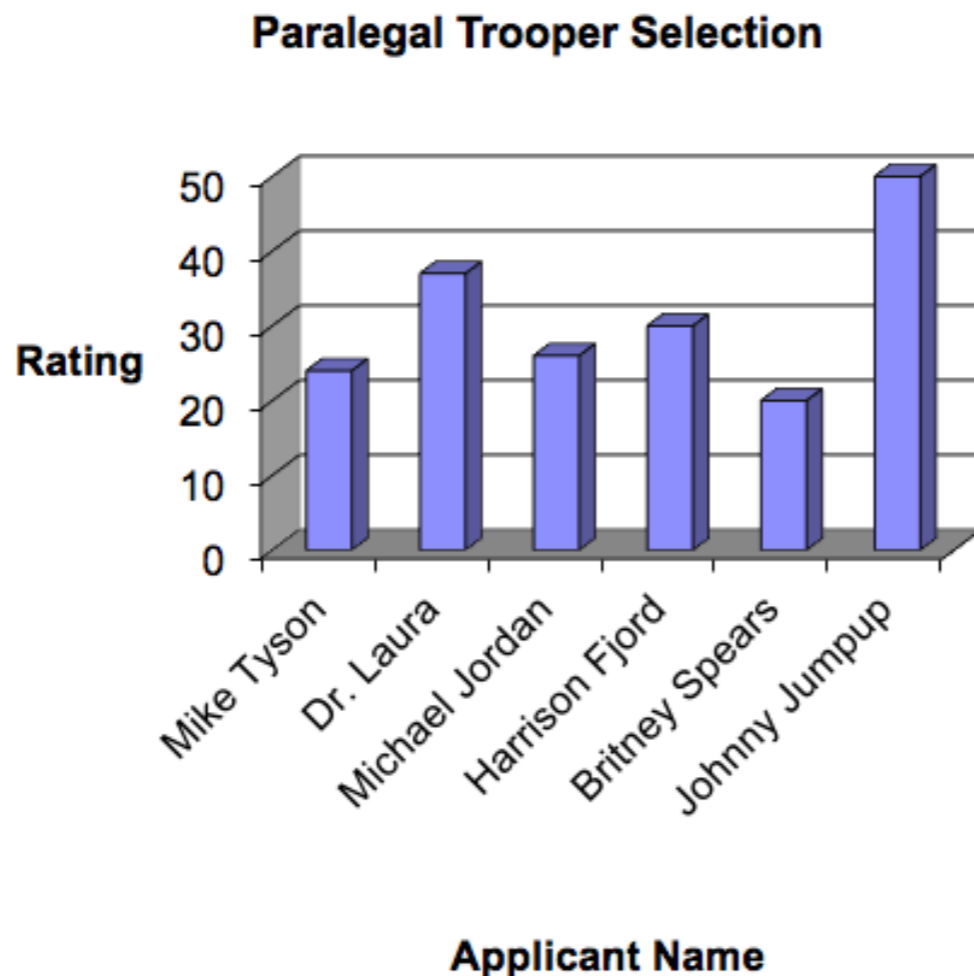
Rankings

High Score Emphasized

Short Reports are best with visuals:

- Table above
- Graph to the left

A Short Report should be read and understood within a few seconds



Professional Writing

Instructional Documents:

Manuals

Guides

Handbooks

Directions

Instructional Documents

Formats

- **Instructional brochures**
- **Manuals**
- **Guidebooks**
- **Handbooks**
- **Recipes/Cookbooks**
- **Brief reference cards**
- **Online documentation**

Purposes

- **Why am I doing this?**
- **How do I do it?**
- **What materials and equipment will I need?**
- **Where do I begin?**
- **What do I do next?**
- **What could go wrong?**

Instructional Documents

Outline for Instructions

- **Introduction**
Definitions, purposes, warnings
- **Required Steps**
Each step with definitions, materials, and sub-steps
- **Conclusion**
Review and troubleshooting advice

Procedures

- Provide rules and guidance for people who know how to perform the task, but are required to follow accepted practice
- Direct that everyone must do something exactly the same way
- Standardize tasks

Faulty Instructions — Failure to:

- Instruct users in the proper use of a product
- Warn against hazards from proper use of a product
- Warn against the possible misuses of a product
- Explain a product's benefits and risks in accessible language
- Convey the extent of risk with forceful language
- Display warnings prominently

Instructional Documents

Elements of Usable Instructions

- **Clear and limiting title**
 - *Gives an immediate forecast*
- **Informed content**
 - *Demonstrates knowledge of procedure*
- **Visuals**
 - *Illustrate any step that might be hard for users to visualize*
 - *Parallel the user's angle of vision*
 - *Avoid illustrating any simple action*
- **Appropriate level of detail and technicality**
 - *Provide background*
 - *Provide adequate detail*
 - *Provide examples*
 - *Include troubleshooting advice*
- **Logically ordered steps**
 - *Arranged in chronological order, with precautions for specific steps*
- **Notes and hazards**
 - *Alert users to special considerations and hazards*
- **Readability**
 - *Use direct address, active voice, and imperative mood (Do this...)*
 - *Use short logically shaped sentences*
 - *Use parallel phrasing*
 - *Phrase instructions affirmatively*
 - *Use transitions to mark time and sequence*
- **Effective design**
 - *Clear and open design that draws attention to important details*

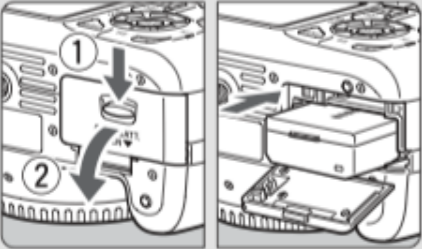
Instructional Document Format

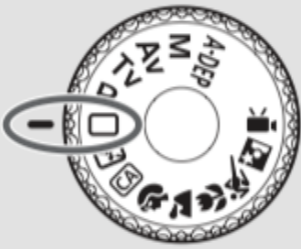
(check previous page for format principles)

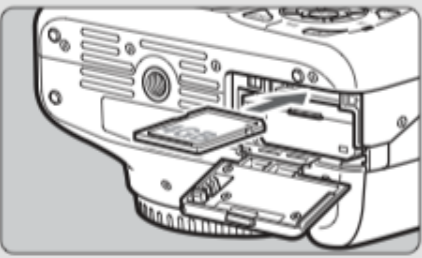
Canon


EOS
REBEL T3
EOS 1100D

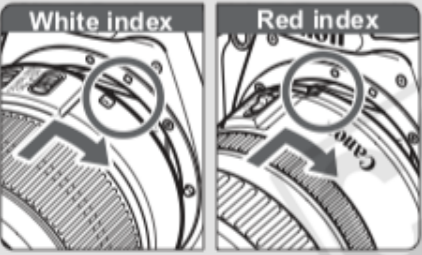


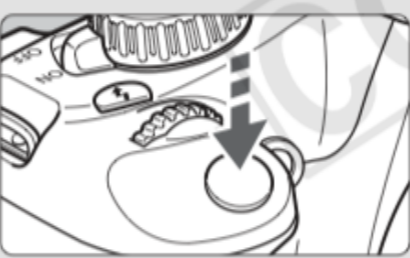
1  **Insert the battery.** (p.22)
● To charge the battery, see page 20.

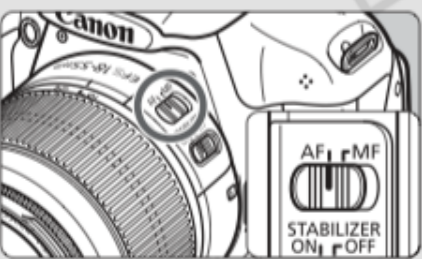
6  **Set the Mode Dial to <□> (Full Auto).** (p.42)
● All the necessary camera settings will be set automatically.



2  **Insert the card.** (p.22)
● With the card's label facing toward the camera back, insert it into the slot.

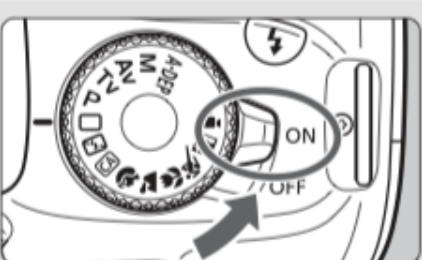
7  **Focus the subject.** (p.33)
● Look through the viewfinder and aim the viewfinder center over the subject.
● Press the shutter button halfway, and the camera will focus the subject.
● If necessary, the built-in flash will pop-up automatically.

3  **Attach the lens.** (p.29)
● Align the lens' white or red index with the camera's index in the matching color.

8  **Take the picture.** (p.33)
● Press the shutter button completely to take the picture.

4  **Set the lens focus mode switch to <AF>.** (p.29)

9  **Review the picture.** (→) 
● The captured image will be displayed for approx. 2 sec. on the LCD monitor.
● To display the image again, press the <▶> button (p.70).

5  **Set the power switch to <ON>.** (p.25)
● When the LCD monitor displays the Date/Time setting screen, see page 27.

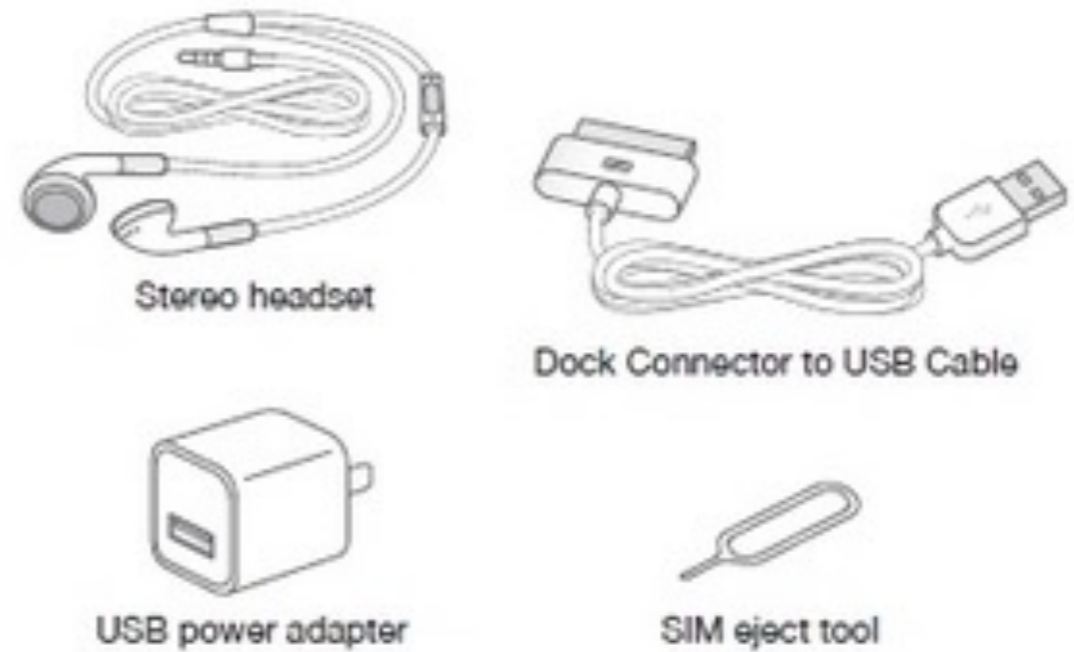
- To shoot while looking at the LCD monitor, see "Live View Shooting" (p.55).
- To view the images captured so far, see "Image Playback" (p.70).

Good Example #1

iPhone at a Glance



iPhone Included Accessories



UserGuideManual.Com

Other Good Examples


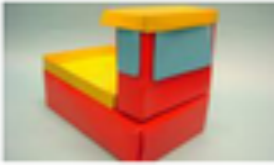



How to make a dumper truck

You will need:

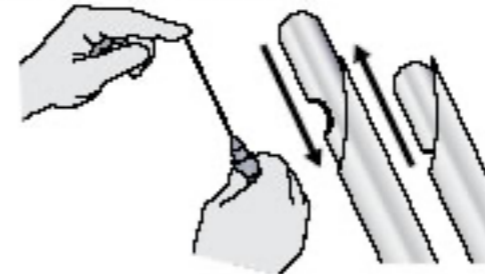
- 1 large cereal box
- 2 small cereal boxes
- Shoe box lid
- Thin strip of blue paper
- 4 bottle tops
- Red and yellow paint to decorate
- 4 round lids
- Scrunched up newspaper
- Grey paint
- Black paint
- Sticky tape



Method:

	1. Cut the small cereal box in half, lengthways. 2. Stick it on top of the larger cereal box using sticky tape on one side only.
	3. Cut the second small cereal box in half, widthways and stick this on the other end of the large cereal box, standing upright. 4. Stick a shoebox lid on the highest part of the truck to make a roof. 5. Stick a strip of blue paper just underneath the roof to make a window.
	6. Stick two bottle tops onto the lower front of the truck to make the headlights. 7. Paint the truck red and yellow.
	8. Paint four round lids black. When they are dry, stick them around the bottom of your truck to make the wheels.
	9. Scrunch up pieces of old newspaper and paint them grey to make some boulders for your truck to carry.

Ensure that the needle tip is not damaged from using excessive force. If the blunt stylet tip does not return and/or retract, do not use the insufflation and access needle.



NOTE: Ensure the hole in distal end of the blunt tip (for CO₂ during insufflation) is visible when insufflation and access needle is re-assembled after cleaning; if not properly assembled, the insufflation rate may be lower.

The stopcock should be in the closed position prior to insertion of the needle into the secondary abdominal sites to prevent loss of pneumoperitoneum.

CREATING THE PNEUMOPERITONEUM

CAUTION
Proper technique for the insertion of the Reposable Step® device, as with any endoscopic access device, must be used. Exercise caution during insertion/dilation to avoid damage to internal organs. Consult the literature for information regarding safe techniques.

(2) Make skin incision at least the diameter of the desired working channel (Recommend using gray barrel as template).



(3) For primary insertion, using conventional techniques, insert bare insufflation needle into the abdominal/thoracic cavity. Verify correct placement in the cavity by standard techniques¹.

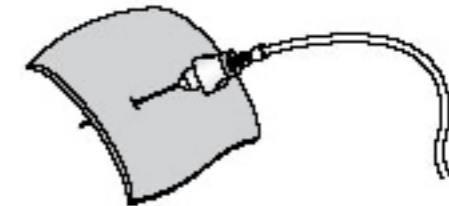
CAUTION

When inserting the needle for insufflation, or when inserting the needle/sleeve assembly, the needle bevel should be oriented up toward the user. This will help facilitate placement.

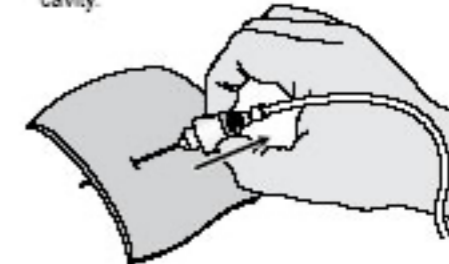
Ensure that stopcock at proximal end of needle can retract freely with stylet to prevent blunt insertion. Do not use a "palming" technique for needle insertion.



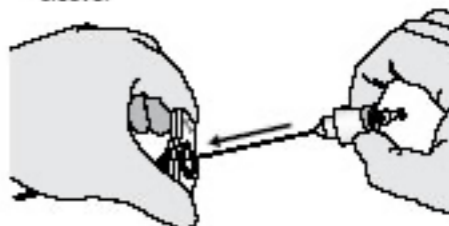
(4) Insufflate the cavity, if appropriate, by attaching gas source to the stopcock and insufflating to the desired level.



(5) Remove insufflation/access needle from cavity.



(6) Insert insufflation/access needle making sure wings set in opening radially expandable sleeve.



Bad Example #1



Included with the ASR-102/ACR-201

- ☑ ASR-102 or ACR-201 Radio
- ☑ 5V DC Adapter and Power cord
- ☑ USB Power Cord
- ☑ White Straight-through UTP Cat5 Cable
- ☑ Blue Crossover UTP Cat5 Cable (ASR-102)
- ☑ ASR-102/ACR-201 CD with technical manual
- ☑ Sticky Velcro Mounting Pad
- ☑ Radio Clip

For installing ACR-201 only, go directly to Section 2.

1. Connecting the ASR-102 Access Point (Server radio)

Connect the bundled 5V DC Adapter to the DC input on the bottom of the ASR-102 unit. Connect the Adapter to a wall outlet to power the ASR-102 unit.

For wireless Internet connections, use the (white) straight-through Cat5 cable to connect ASR-102 to a DSL modem, cable modem, or router.

Check that the orange LED, labeled, "LINK" is blinking regularly. If the LED is solid, use the (blue) crossover Cat5 cable.

For wireless networking, connect one end of the (blue) crossover cable to connect the ASR-102 unit to a network hub or switch. Check

that the LED labeled, "LINK" is blinking regularly. If the LED is solid, use the (white) straight-thru cable. See the following table:

LED Indicator	Radio ON
ON	On (red)
TX	Blink (red)
RX	On (green)
Link	Blink (orange)



2. Connecting the ACR-201 Station (Client radio)

Connect the 5V DC adapter or USB Power Cord to the DC input on the bottom of the ACR-201 unit. Connect the USB Power Cord to any USB port or DC adapter to proper wall outlet to power the ACR-201 unit.

Use the (white) straight-through Cat5 cable to connect the ACR-201 unit to your PC or notebook computer. Check that the orange LED labeled, "Link" is blinking regularly. See the table above.

Peel and attach the bundled Velcro mounting pad to the back of ACR-201 unit.

If you are using a notebook PC, affix the ACR-201 unit by pressing firmly against the back of the notebook's LCD display. If you are using a desktop PC, affix the ACR-201 unit by pressing firmly against the side of your CRT monitor or CPU case.

Alternatively, radio clip can be used to hold ACR-201 unit on a notebook computer.



3. Check Radio Configuration and Wireless Connection

Connect your ASR-102 or ACR-201 to a PC. Open a Web browser and enter in the location field <http://169.254.98.200>. When prompted, enter "admin" as the user name and "public" as the password. Configure your radio accordingly. Note: The computer must have its network card configured for the same subnet as above to access the device web page. Refer to the technical manual on the CD for more details and technical explanations.

To check the wireless connection, connect the ASR-102 or an Access Point (AP) to a router and connect ACR-201 or a Station to a PC. Use a web browser (e.g. Internet Explorer) to confirm a wireless connection to the Internet. If the ASR-102 or the AP is connected to a switch, use your network browser (e.g. Network Neighborhood) to confirm access to your Local Area Network.

If the ACR-201 cannot connect with an Access Point, you need to check that the SSID and the encryption settings match that of the Access Point in your area.

IMPORTANT: save your configuration to template right after making any change

For technical assistance, please call OTC Wireless at 1-800-770-8898 (Inside USA) or 011-510-490-8288 (Outside USA) or visit <http://www.otcwireless.com>

ASR-102/ACR-201 Quick Start Guide v 2.1

Get Fit Rules

For your safety, it is required that you observe the following:

- Registered guests only.
- Individuals utilizing this facility do so at their own risk.
- Individuals should not undertake exercise routines unless physically qualified and have a physician's approval to do so.
- It is highly recommended that the following individuals not use the exercise equipment:
 - persons under the influence of alcohol, stimulants or depressants
 - unsupervised children under the age of 16
 - children under the age of 14
- Should you need any assistance please contact the Front Desk.
- Equipment should be used in the presence of others.
- Shoes and appropriate exercising attire are necessary.
- Smoking is prohibited.
- Always practice safety and courtesy to others.
- Report any unsafe conditions to the management.

Thank you for your attention and cooperation.

Professional Writing

Document Supplements:

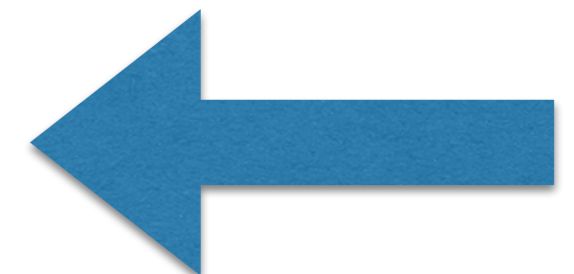
Front Matter

End Matter

Document Supplements

Document Supplement Types

- **Front Matter**
 - **Cover page**
 - *Title, Author, Reader/Client, Date*
 - *Used for long documents (more than 10 pages)*
 - **Title page**
 - *Same content as Cover Page (numbered as “i” in Table of Contents)*
 - **Letter of Transmittal**
 - **Table of Contents**
 - **List of Tables and Figures** *(if used in the document)*
 - **Abstract** *(brief summary of report or proposal; written after the report, placed at the beginning)*
- **End Matter** (Examples: not all are required)
 - **Glossary**
 - *Alphabetically, as needed if significant numbers of terms or definitions are used in the document*
 - **Appendixes**
 - *Relevant and detailed material that could bog readers down in the middle of a document due to its size; or is relevant only to some readers (technicians, etc.)*
 - **Works cited; references**
 - *Used to credit sources*



Note: You can't write a summary until you have completed the document!

Document Supplements

Letter of Transmittal

- Acknowledge those who helped with the report
- Thank the recipient for any special assistance
- Refer to sections of special interest
- Discuss any limitations or problems
- Discuss possible follow-up investigations
- Offer personal observations
- Suggest some special uses for the information
- Urge the recipient to immediate action concerning the recommendation

Summaries/Abstracts

(Summarizing information)

An abstract or summary:

- Gives an overview of what the document is about
- Helps users/readers decide how much to read
- Gives a framework for understanding the body of the document
- *Is prepared after* the document has been completed
- *Is presented at the beginning* of the document, describing what the document contains or covers
- Helps guide the thinking of decision makers

Document Supplements:
Front Matter and End Matter
are not part of the basic
document as noted below

Proposals

- Front Matter
- **Introduction**
- **Proposed Plan**
- **Conclusion**
- End Matter

Analytical Reports

- Front Matter
- **Introduction**
- **Collected Data**
- **Conclusion**
- End Matter

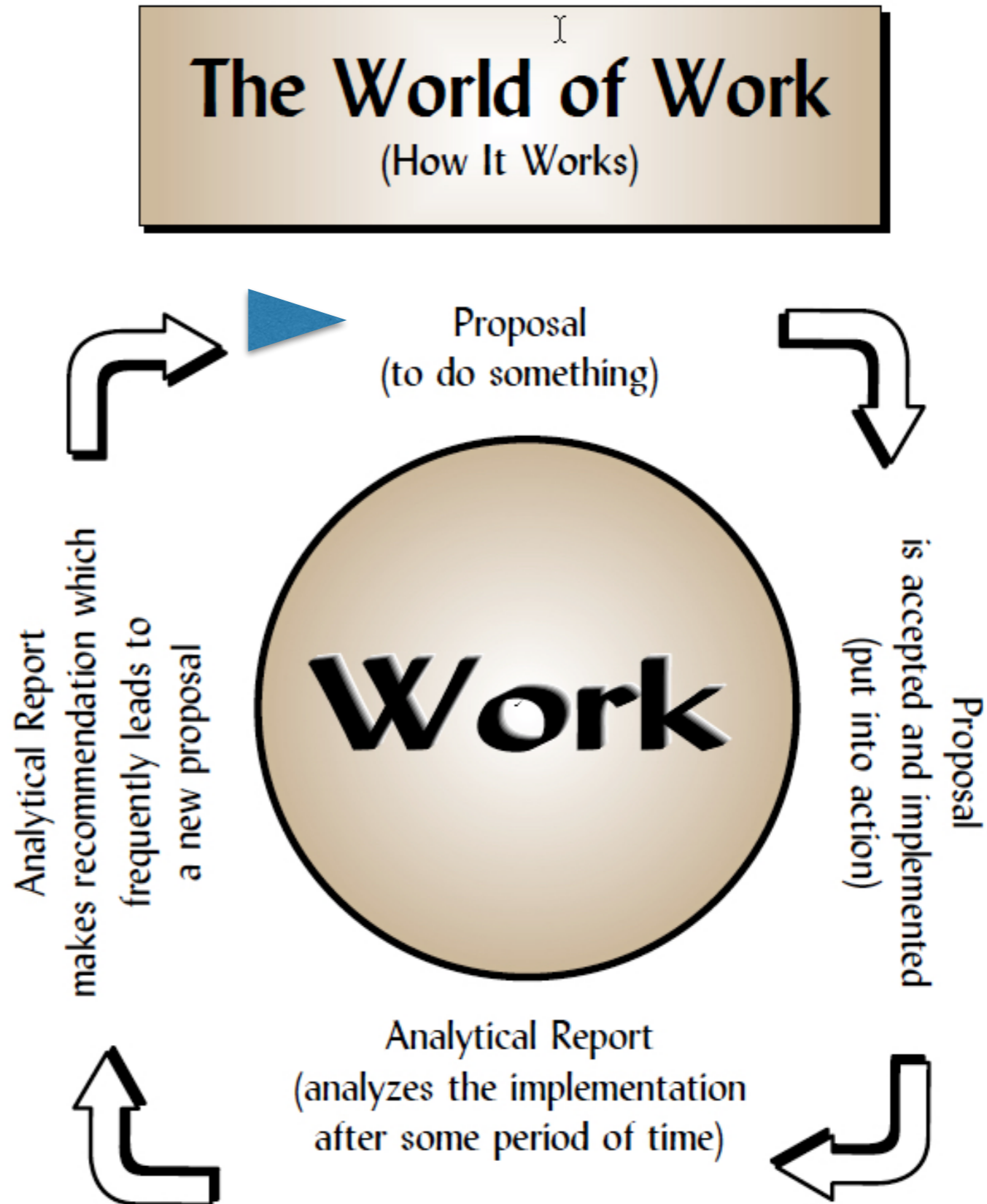
Professional Writing

Proposals

Work

This is the cycle that makes things happen in the work place. It keeps business and organizations going. Without this cycle, businesses and organizations will fail. Writing is the key to this process.

Note: Manual labor—from digging ditches to doing dishes (for pay)—requires this work to have been done by someone or some organization.



The Work Cycle: Another View

Focus on Proposal as Beginning Point

1. **Proposal:** Proposing what should be done
2. **Implementation of Proposal:** Applying an accepted proposal and putting it into use
3. **Analytical Report:** analysis of the implementation
4. **Recommendation:** based on Analytical Report
5. **Proposal:** Providing method or solution to recommendation

The cycle or “steps” then repeat themselves, always focusing on improvement and progress.

Proposals

A Proposal is written:

- To SOLVE A PROBLEM
- To SOLVE SOMEONE **ELSE'S** PROBLEM
- To someone who knows they have a problem and have asked for a solution (a solicited proposal often with a formal Request for Proposal)
- To someone or some organization who will pay them if the proposal is accepted
- To offer a solution in the future, using the future tense
- To propose a solution using a Proposed Plan — in the “World of Work” - a planning proposal

Note: There are a few very minor exceptions which are not part of this class.

Proposals

There are many different kinds of proposals; for example:

- Sales proposals
- Marriage proposals
- Research proposals
- Project proposals
- Indecent proposals
- Political proposals
- Etc., etc., etc.

In the professional world (the world of work), the primary type of proposal is a:

Planning Proposal

This is the type of proposal covered in this class.

Proposals

The only purpose of a Proposal is:

To solve a problem

- Someone else's (or some organization's) problem
- Not your problem (or your organization's) problem
- Generally for someone or some organization seeking a solution to their problem

Proposals

Model for a Proposal

COVER PAGE
TITLE PAGE
LETTER OF TRANSMITTAL
TABLE OF CONTENTS
ABSTRACT

INTRODUCTION

Background and Need
Purpose of Proposal
Benefits
Qualifications of Personnel
Data Sources
Scope and Limitations

PROPOSED PLAN

Methods
Timetable
Materials and Equipment
Personnel
Facilities
Cost
Expected Results
Feasibility

CONCLUSION

APPENDIXES

Appendix A. Technical Specifications of the Turbo BS
Appendix B. List of Clients
Appendix C. Complete Cost Summary
Appendix D. Sample Article

Primary Sections

Cover Page
TitlePage
Letter of Transmittal
Table of Contents
Abstract

Introduction

Proposed Plan

Conclusion

Appendixes
Glossaries

Front Matter

Main Sections

End Matter

Proposals

ALL of these elements or sections from the PROPOSED PLAN:

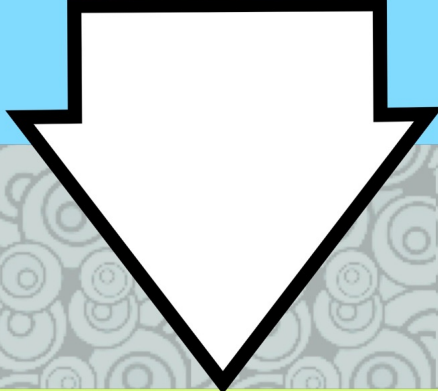
- Methods
- Timetable
- Materials and Equipment
- Personnel
- Facilities
- Cost
- **Expected Results** *If a proposal is accepted and implemented, this section will be used by an Analytical Report to determine if the expected results were fully or partially achieved*
- Feasibility

are needed in order for the plan to be:

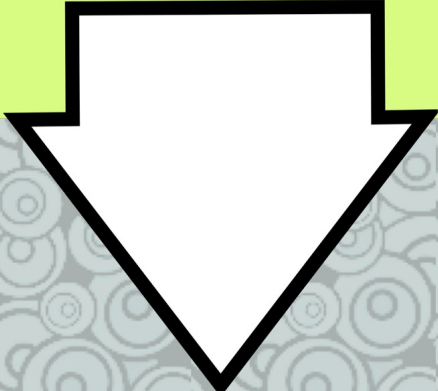
SUCCESSFUL

The Proposal Process

Client X needs a service or product (generally through publishing and communicating an RFP (Request for Proposal))

A large white downward-pointing arrow with a black outline, indicating the flow from the first step to the second.

Proposers A, B, C or more present proposals for meeting Client X's needs.

A large white downward-pointing arrow with a black outline, indicating the flow from the second step to the third.

Client X awards the job to the firm or individual offering the best proposal.

Proposals

Proposal Types

- Classified according to origin, audience, and purpose
- Solicited or unsolicited
- Internal or external
- Depending upon audience: planning proposals, research proposals, and sales proposals *(The class is focused on planning proposals.)*

Connect with Your Reader or Client

- Spell out the problem and its causes clearly and convincingly
(may reiterate understanding of the Client's Request for Proposal)
- Point out the benefits of solving the problem
- Offer a realistic, cost-effective solution
- Address anticipated objections to your solution
- Induce readers or clients to act

Proposal Review Criteria (by Reader/Client)

- Understanding the client's needs
- Clarity and feasibility of the plan
- Quality of the project's organization and management
- Ability to complete the project/solution by deadline
- Ability to control costs
- Experience and records on similar projects
- Qualifications of staff

Proposals

Proposal Types

- **Planning Proposal** (Used in this class)
 - *Offers solutions to a problem or improvements to conditions*
 - *Used primarily in business and profit/non-profit organizations*
 - *Responds to RFP's (Requests for Proposals) and Analytical Reports*
- **Research Proposal**
 - *Requests approval or funding for some type of study*
 - *Used primarily in universities or government agencies*
 - *Includes grant writing*
- **Sales Proposal**
 - *A marketing tool that offers a service or product*
 - *Far less structured than other types of proposals*
 - *Often unsolicited*
 - *Oriented toward individuals and non-professionals*

Proposals

Proposal Approaches

- **Unsolicited Proposal**
 - *More difficult approach*
 - *Another person or organization must first be convinced that they have a problem (no one wants to spend money to solve a problem unless it is clear that they have one)*
 - **Solicited Proposal (Used in this class)**
 - *Responds to RFP's (Requests for Proposals) and Analytical Reports*
 - *Designed to solve someone else's problem*
 - *Another person or organization knows they have a problem and are looking for solutions from outside their organization*
- **Note:**
 - *Proposals are almost never used inside an organization because organizations have other internal means of solving problems*
 - *Proposals can't be for the benefit of the proposer or an organization to which the proposer belongs - they are to solve other's problems*

Proposals

Elements of a Effective Proposal

- **Convincing language**
- **Supported facts and data**
- **Appropriate visuals**
- **Accessible page design**
- **Supplements tailored for a diverse audience**
- **Proper citation of sources and contributors**
- **Logical organization**
- **Clear process from problem to solution**

Proposals

Conclusion Elements in the Proposal

- Remind the reader/client what a well developed plan you have provided
- Include any conditions related to the proposal (time constraints, increasing costs, etc.)
- But most of all, remind them that they have received your proposal, and
- **URGE THEM TO ACTION**

Summaries/Abstracts

(Summarizing information)

An abstract or summary:

- Gives an overview of what the document is about
- Helps users/readers decide how much to read
- Gives a framework for understanding the body of the document
- ***Is prepared after*** the document has been completed
- ***Is presented at the beginning*** of the document, describing what the document contains or covers
- Helps guide the thinking of decision makers

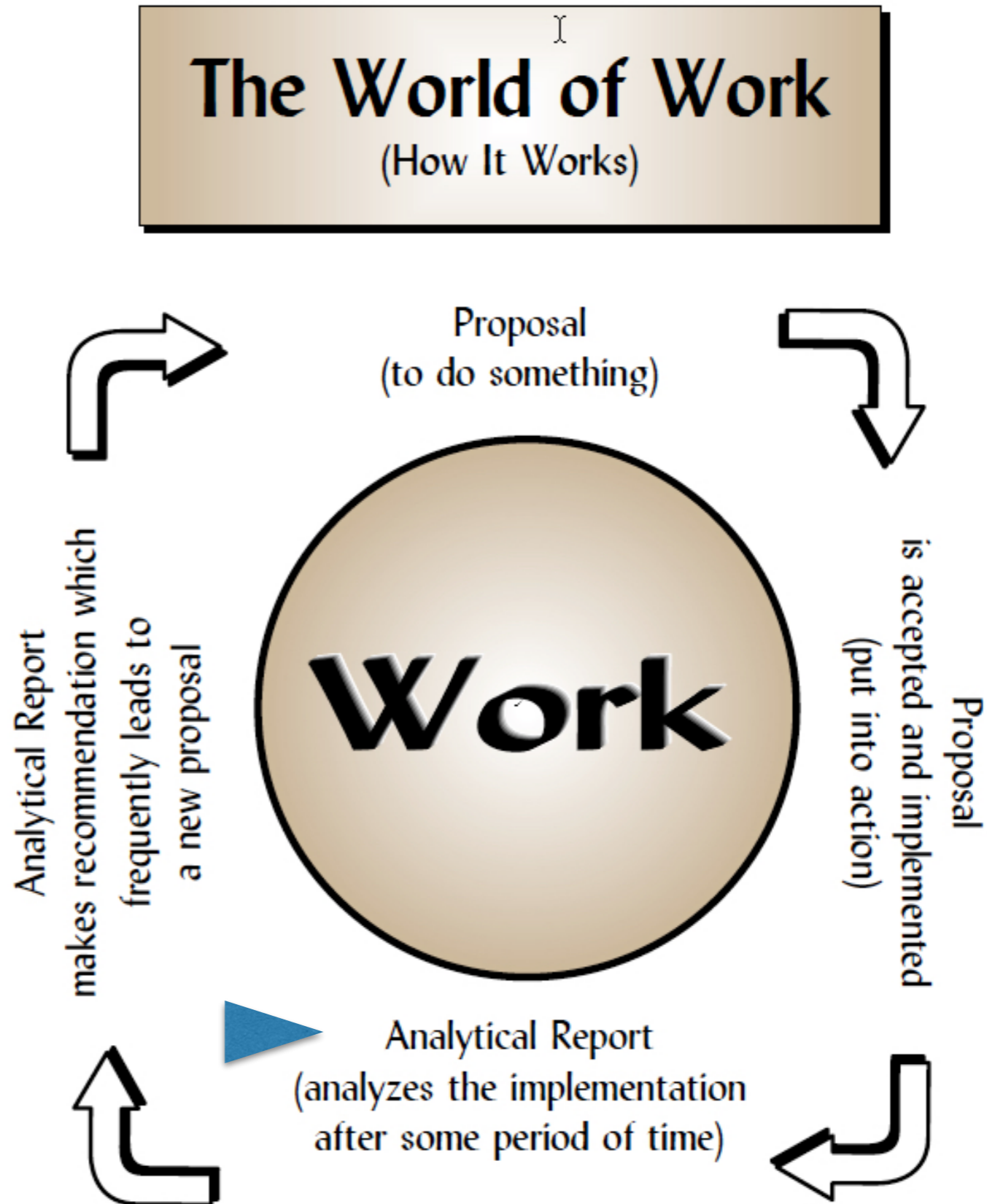
Professional Writing

Analytical Reports

Work

This is the cycle that makes things happen in the work place. It keeps business and organizations going. Without this cycle, businesses and organizations will fail. Writing is the key to this process.

Note: Manual labor—from digging ditches to doing dishes (for pay)—requires this work to have been done by someone or some organization.



The Work Cycle: Another View

Focus on Analytical Report as Beginning Point

1. ***Analytical Report:*** analysis of a particular situation
2. ***Recommendation:*** based on Analytical Report
3. ***Proposal:*** Providing method or solution to recommendation
4. ***Implementation of Proposal:*** Applying an accepted proposal and putting it into use
5. ***Analytical Report:*** analysis of the implementation

The cycle or “steps” then repeat themselves, always focusing on improvement and progress.

Analytical Reports

An Analytical Report is written:

- To find a cause (to solve a problem) OR
- To determine an effect (to answer a question) OR
- To make a comparison (to make a choice or decision)
- To report on a study, an experiment, an investigation, or other research which has already been completed, written in the *past tense*, reporting on what has previously been done
- To make a **Recommendation**, based on the **Findings and Conclusion ...** never, ever just to provide information ... ***this is what makes it different from other types of reports***

Note: See the following page about why an analytical report is written.

Analytical Reports

No one writes an analytical report, unless:

Someone or some organization:

- Pays you to write it
- Requires you to write it (your boss or your Writing 212 Professor)
- Requests you to write it (a friend, work associate, or family member)

Note 1: Unlike a proposal for which you are paid if your proposal is accepted (after the writing) — with an analytical report, you are paid (at least partially) before you begin.

Note 2: If you write analytical reports for fun, you need serious therapy.

Analytical Reports

The only purpose of an Analytical Report is:

To make a recommendation

- The recommendation is based upon the Findings and Conclusion Sections of the Report
- The recommendation is the last thing you do in the Analytical Report itself (Front Matter and End Matter may be added afterward, but they are not part of the actual report)
- The recommendation is what sets an Analytical Report apart from all other reports

Analytical Thinking and Writing: How We Think

Every analysis or analytical report requires a particular approach to begin the analysis: a pattern of thinking. ***There are six (and only six) possible approaches to begin an analysis.***

The Six Basic Thought Patterns Are:

- **Cause:** What causes X? or Why does X happen?
- **Effect:** What are the effects or results of X?
- **Comparison:** How does X compare to Y (and Z, etc.)
- **Improvement:** How can X be improved?
- **Alternative:** How does X work in other situations or at other times?
- **Feasibility:** Is X feasible? Can it be done?

One or more of these questions ***must be used*** to begin an analysis or analytical report.

Obtaining Information for an Analytical Report

First Hand Information

- **Laboratory testing or other scientific methods**
- **Direct observation on on-site**

Second or Third Hand Information

- **Books, Magazines, Journals, etc:** Print media
- **Internet, Search Engines, Social Sites:** Electronic media
- **Experts:** Persons certified in a specialized area
- **Surveys and Interviews:** Information filtered by judgment and bias
- **Classes, Seminars, Training:** Information filtered by instructors

The best and most reliable information is first hand; all other information has been filtered at least once (including college classes and college teachers); reference must be made to this information — that is, where it came from.

Analytical Reports

Analytical Report Characteristics

- Used to address situations that require critical thinking, direct observation, and research to arrive at a conclusion
- Ends with a **recommendation** (the difference between analytical reports and other kinds of reports) or an action plan which may have the following results:
 - The recommendation may be accepted and implemented
 - The recommendation may be ignored or rejected
 - The recommendation may cause additional studies to be conducted
 - The recommendation may lead to requesting proposals to carry out the recommendations (the World of Work cycle)

Analytical Reports

Model for an Analytical Report

COVER PAGE
TITLE PAGE
LETTER OF TRANSMITTAL
TABLE OF CONTENTS
ABSTRACT

INTRODUCTION

Background
Purpose of Report
Qualifications of Consultant
Data Sources
Scope and Limitations

COLLECTED DATA

Analysis of Product #1
Laboratory Analysis
Client/User Surveys
Review of Specialized Literature
On-Site Testing
Summary of Findings
Interpretation of Findings
Analysis of Product #2
Laboratory Analysis
Client/User Surveys
Review of Literature
On-Site Testing
Summary of Findings
Interpretation of Findings

CONCLUSION AND RECOMMENDATIONS

Summary of Findings
Conclusions
Recommendation

APPENDIXES

Appendix A. Laboratory Testing
Appendix B. Sample Questionnaire
Appendix C. Internet Sources
Appendix D. Comparative Statistics

Primary Sections

Cover Page
Title Page
Letter of Transmittal
Table of Contents
Abstract

Introduction

Collected Data

Conclusion

Appendixes
Glossaries
References

Front Matter

Main Sections

End Matter

Analytical Reports

Elements of a Effective Analytical Report

- **Clearly identified problem or goal**
- **Adequate but not excessive data**
- **Accurate and balanced data**
- **Objective data without personal bias**
- **Fully interpreted data**
- **Supported facts and data**
- **Appropriate visuals**
- **Accessible page design**
- **Valid conclusions and recommendations**
- **Self assessment**
- **Logical organization**
- **Clear process from identification to recommendation**

Analytical Reports

Sample Analytical Report Types

- **Causal Analysis**
 - *Make sure the cause fits the effect*
 - *Make the links between cause and effect clear*
 - *Clearly distinguish between possible, probable, and definite causes*
- **Comparative Analysis**
 - *Make the comparison on clear and definite criteria*
 - *Give each item balanced treatment*
 - *Support and clarify the comparison through credible examples*
 - *Follow either a block pattern or a point-by-point comparison*
 - *Order points for greatest emphasis*
 - *In a recommendation (e.g., X is better than Y), offer final judgment based on criteria presented*
- **Feasibility Analysis**
 - *Consider the strength of supporting reasons*
 - *Consider the strength of opposing reasons*
 - *Recommend a realistic course of action*

Organizing Information

Partitioning and Classifying

- **Partitioning** separates information into parts, sections, or categories
- **Classifying** sorts a variety of things that share certain similarities

Sequencing

- **Spatial:** begins at one location, ends at another
- **Chronological:** follows the sequence of events
- **Effect-to-cause:** identifies a problem, then traces its cause
- **Cause-to-effect:** follows an action to its results
- **Emphatic:** reasons are offered in support of a particular viewpoint
- **Problem-causes-solution:** describes problem, diagnosis, offers solution
- **Comparison-contrast:** evaluates two or more items in relation to each other

Chunking

- Breaks information down into discrete, digestible, understandable units
- Uses visual design techniques to highlight information

Findings

Findings are the information you provide to the reader. Keep in mind the following:

Evaluating Information

- Is the information accurate, reliable, objective and unbiased?
- Is the information verifiable?
- How much of the information is useful?
- Has all the necessary information been provided?

Interpreting Information

- Are my findings in keeping with the intent of the research?
- Does any of the information conflict?
- Should the evidence be reviewed or reconsidered?
- What, if anything, should be done?
- Do the findings lead to conclusions and recommendations?
- Are other interpretations possible?
- Has any personal bias affected the interpretations?

Sources for Findings (Where to find information)

Hard Copy (Print) Sources	Electronic Sources
<i>Plus (+) and Minus (-)</i>	
+Organized and searched by librarians and other professionals	+More current, efficient, and accessible
+Often screened by experts for accuracy	+Searches can be narrowed or broadened
+Easier to preserve and keep secure	+Can offer material that has no hard copy equivalent
-Time consuming and inefficient to research	-Access to recent material only
-Offers only text and images	-Not always reliable
-Hard to update	-User (reader, audience) might get lost

Summaries/Abstracts

(Summarizing information)

An abstract or summary:

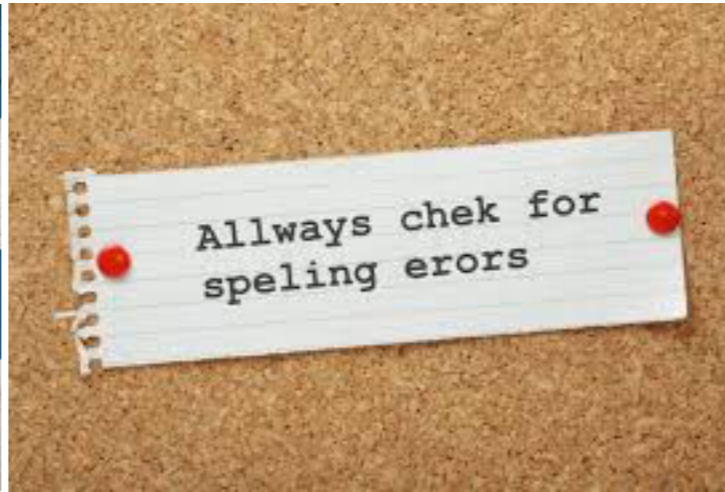
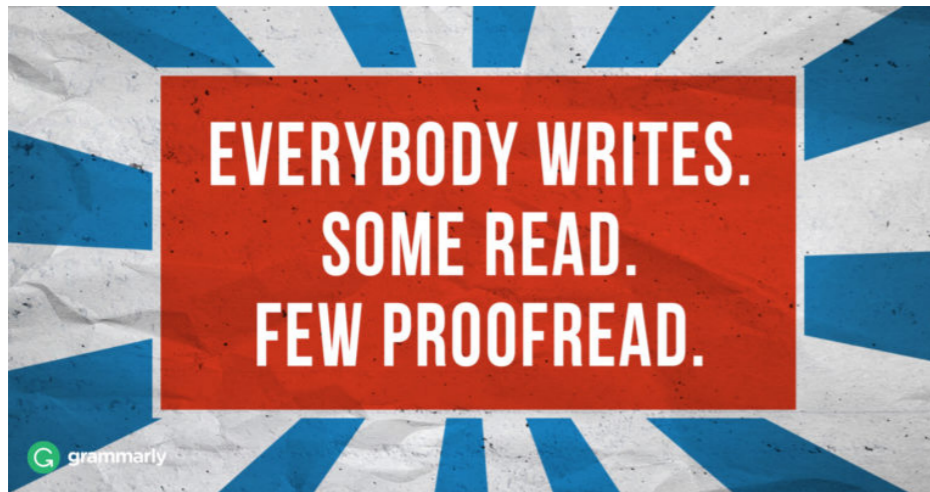
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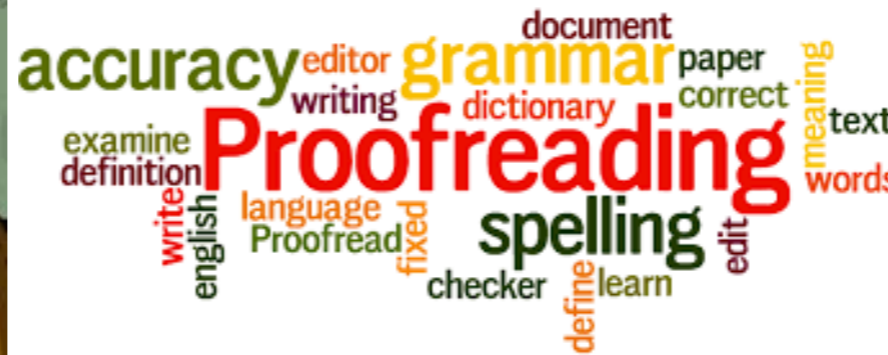
Writing and Editing

Proof Read

(or proofread)



What if told you that proofreading is of the the utmost importance? Make sure you're frist impression is a good one.



Writing Style

- The way you construct each sentence
- The length of sentences
- The way you connect sentences
- The words and phrases you choose
- The tone you convey

Tone

- Use an occasional contraction
- Address the reader/user directly when appropriate
- Use the active voice and action words
- Emphasize the positive
- Be professional, but not overly formal or stilted
- Avoid personal bias or opinion
- Avoid sexist language
- Avoid offensive usage or current overused words

Using Exact and Specific Words

- Use simple and familiar wording
- Avoid abstract words; use specifics — words you can “point to”
- Avoid useless jargon
- Use acronyms selectively
- Avoid triteness, overused phrases, and “what everyone says”
- Avoid misleading euphemisms
- Avoid overstatement
- Avoid imprecise wording
- Be specific and concrete; not abstract and general
- Make sure spelling and grammar are correct; don’t rely on “word processor corrections”

Writing and Editing for:

Clarity

- Avoid ambiguous pronoun references
- Avoid ambiguous modifiers
- Unstack modifying nouns
- Arrange word order for coherence and emphasis
- Use active voice whenever possible
- Use passive voice selectively
- Avoid overstuffed sentences

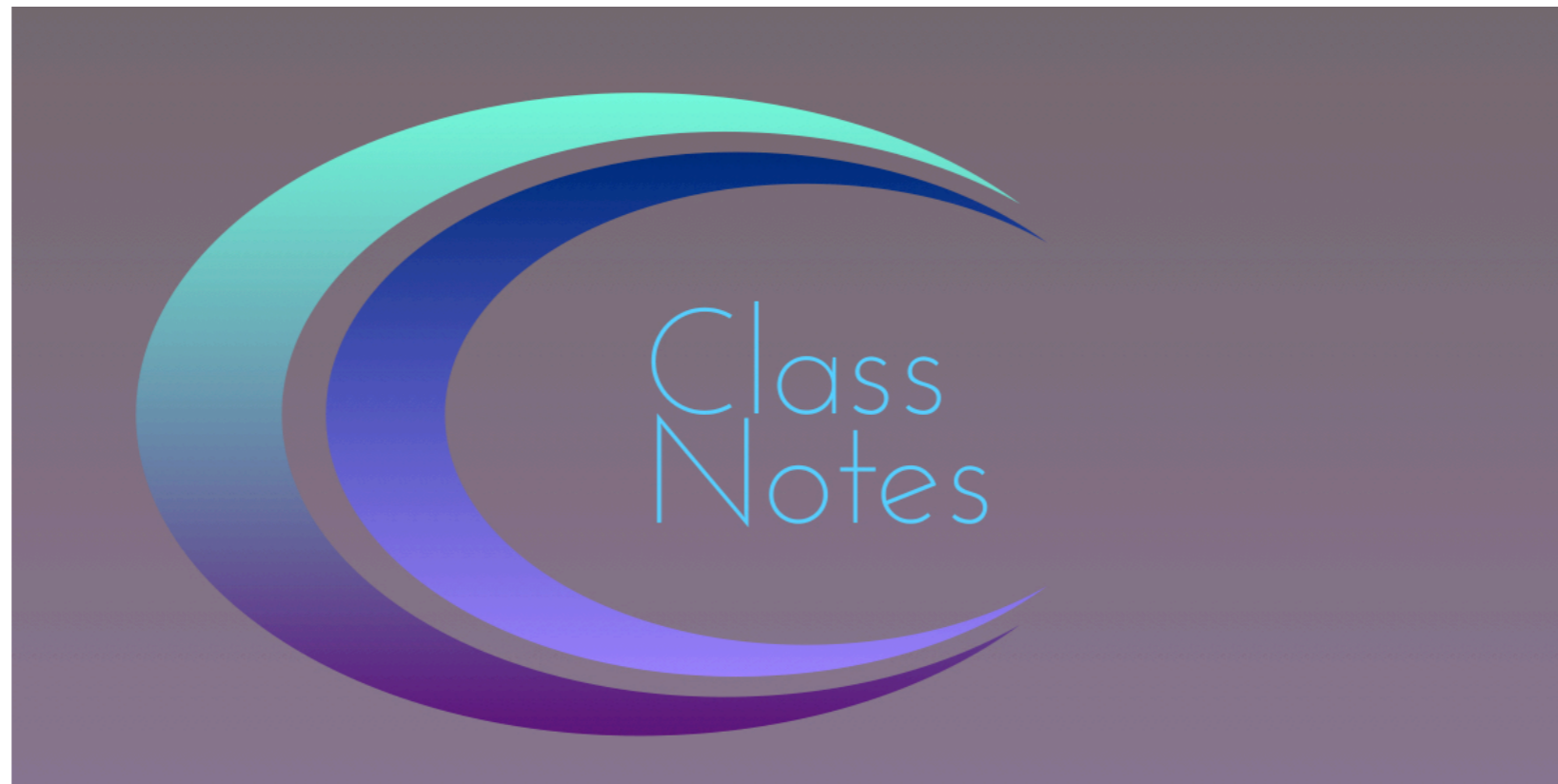
Conciseness

- Delete needless *to be* constructions
- Avoid excessive prepositions
- Fight noun addition; use simple action words
- Make negatives into positives
- Clean out clutter or excess words
- Delete needless modifiers

Fluency

- Combine related ideas
- Vary sentence construction and length, but keep them simple
- Use short sentences for special emphasis

Save these notes for future reference; they might just come in handy and bring you a fulfilled and joyful life.



2021