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GRADING CRITERIA

A. THESIS/PROPOSED ACTION

1. You did not provide a proposal.
2. a. You assumed a proposal but did not state it.
   b. You stated a proposal, but it was vague or too broad.
   c. You stated a general solution, but did not provide your audience with a specific action to take.
   d. You provided an audience with a proposal, but there is some question whether your audience an act on it.
   e. If the audience followed your recommendation, it would not have the desired effect.
3. You provided an adequate proposal.
4. You provided an outstanding proposal will probably bring about the change you desire.

B. AUDIENCE

1. You did not address an audience.
2. a. Your audience was too broad (for example, you addressed the "readers of Time).
   b. You started with one audience, but switched to another one.
3. Your audience was fairly well defined.
4. Your audience was well defined and you did an excellent job of addressing its self-interest..

C. DEVELOPMENT

1. You had neither topic sentences nor logical development.
2. a. You had topic sentences, but they were not logical.
   b. You had logical development, but you did not provide topic sentences.
   c. You had topic sentences, but they did not support your thesis.
   d. You had topic sentences that did not address the self-interest of your audience.
3. You had both topic sentences and logical development. These provide a competent but uninspired framework for your argument.
4. You had excellent topic sentences and logical development.

D. SUPPORT

1. a. You provide no support
   b. You provide support in an apparently random order.
2. a. You provide some support, but they are too general and vague.
   b. You provide some support, but too many do not belong where you place them.
   c. Your support is of the "crank" variety; i.e., it is unreflective and uninformed and simply reflects popular stereotypes on the subject rather than careful research.
3. You provide support in the proper places and give a basic case for your argument
4. Your support is clear and provides a forceful case for your argument.

E. WRITING THE ESSAY

1. Your essay lacks coherence and cohesion. Transitions are ineffective. The paragraphs read like a list, with no connection between the sentences. Poor use of graphics & formatting.
2. The paragraphs have a general focus, but some sentences are unrelated. Coherence, cohesion, and transitions need work. Several problems with graphics & format.
3. Paragraphs are generally well developed with fewer than three problems of focus, unity, or coherence. Transitions may be a bit forced. Acceptable graphics & formatting.
4. Paragraphs are focused, unified, and coherent. Transitions are logical and effective. Excellent use of format and graphics

F. GRAMMAR (Same as above except for the number of mistakes)

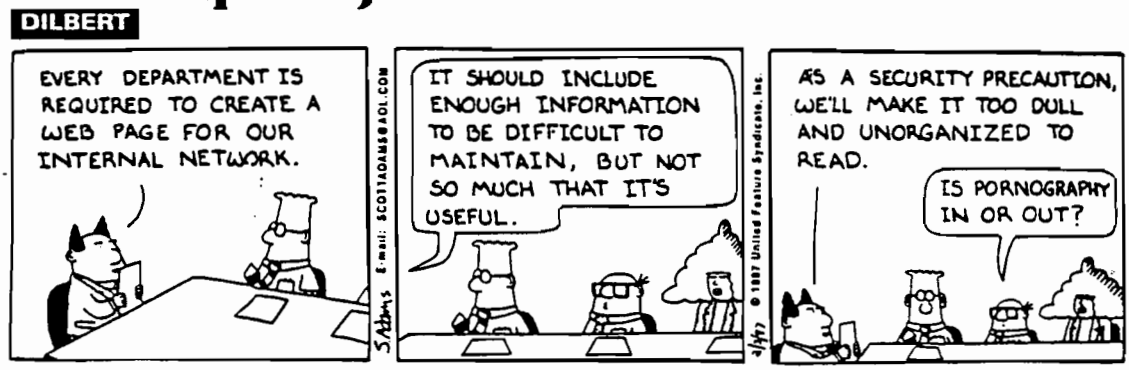
1. 10+ errors. 2. 9 errors. 3. 4-8 errors. 4. 1-3 errors.

2

G. Group Participation (Group Project Only)

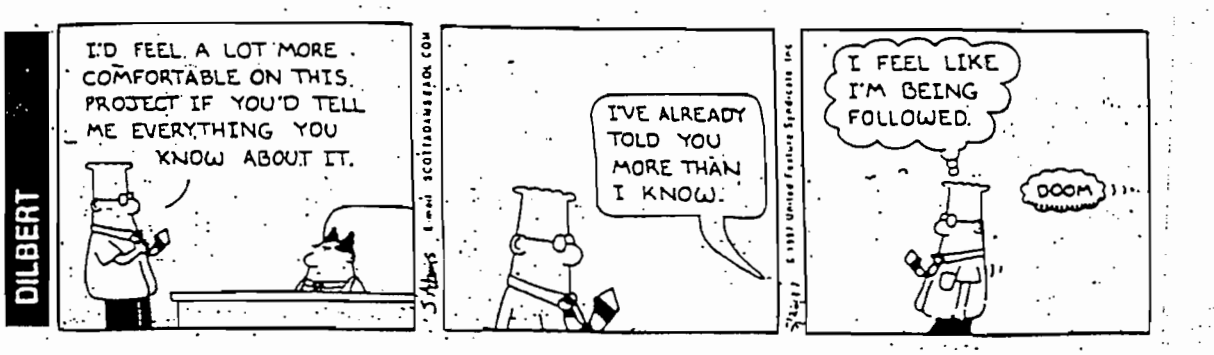
1. You did not participate in your group. You did not attend group meetings, did little or no work on your own, nor did you contribute to the work of the group.
2. You participated minimally in the group, attending some of the meetings, doing a little work on your own, and contributing slightly to the work of the group.
3. You participated adequately in the group, attending most of the meetings, working on your own, and actively contributing to the work of the group.
4. You played a major part in the group project, attending the meetings and helping lead the group. You did substantial individual work, and made a significant contribution to the work of the group.

Group Projects--General Guidelines



I shall grade your group project based on:

i. its organization
ii. its textual content (around 500 words)
iii. its use of HTML elements (format, graphics, links, etc.)



AUDIENCE PROFILE SHEET

1. Reader's name and job title.
   Name_____ Job Title _____
2. Kind of reader Primary___ Secondary___
3. Reader's educational background.
   Formal education_____
   _____
   Training Courses and Workshops _____
   _____
4. Reader's professional background (previous positions or work experience).
   _____
   _____
   _____
5. Reader's chief responsibilities on the job. _____
   _____
   _____
   _____
   _____
6. Reader's personal characteristics. _____
   _____
   _____
7. Reader's likes. _____
   _____
   Reader's dislikes. _____
   _____
8. Reader's attitude toward you and the subject of the document.
   Positive ___ Neutral ___ Negative ___
   Why? In what ways? _____
   _____
   _____
9. Reader's cultural characteristics. _____
   _____
10. How the reader will use the document.
    Skim it ___ Study it ___
    Read a portion of it ___ Which portion? _____
    Modify it and submit it to another reader ___
    Attempt to implement recommendations ___
    Use it to perform a task or carry out a procedure ___
    Use it to create another document ___
    Other? ___ Explain _____
    _____
11. Reader's physical environment. _____
    _____

ENGLISH 303 LONG REPORT

Use the **Applied Science and Technology Index**, the **Monthly Catalog of U.S. Government Publications**, and the **InfoTrac** system as you begin collecting bibliographical sources.

Choose a topic in your major field or a closely related field involving a mechanism, machine, method, or theory that could be used to solve a specific problem or do a specific job. The paper will then compare the competing mechanism, machines, methods, or theories to see which one will best solve the problem or do the job.

To make a comparison of several things meaningful, you must set up a basis by which to compare them. The basis in this paper will be a set of **CRITERIA** or limits that an ideal solution should achieve. For instance, in buying an automobile, a consumer would consider cost and reliability as important considerations; they would then be made the criteria by which two different cars could be compared to see which is best for the consumer. A taxi cab company or a business might have a different set of criteria in choosing an automobile to use as a cab. The taxi company of business would be the **point of view** you will use in setting up the criteria. These criterial will come out of your study of the problem and logical limits on solutions to that problem.

The long report must have the following components to be successful:

1. A clear problem that is currently under study;
2. A point of view for study of the problem, such as a businessman, consumer, or patient;
3. a set of criteria to use in evaluating possible solutions; and
4. at least two different possible solutions to be compared.

The paper must concentrate heavily on a limited number of **very recent periodical sources**; photocopies of parts of the articles and note cards made from the articles will be turned in at specified times during the quarter.

PRELIMINARY TOPICS (0%)
You must turn in a sheet with your topic or list of possible topics accompanied by photocopies of pages from the above bibliographical sources; highlight the articles that might be used. This is an **ungraded** assignment

PROPOSAL (10%)
Each student must write a proposal; this proposal should be on the proposed topic of the student's research paper. This proposal should include a Purpose statement, some preliminary analysis of the problem to be focused on, some idea of the research procedure to be followed, and a preliminary bibliography of recent works--primarily periodical sources--on the topic.

PROPOSAL (10%)

English 303 Proposal Form

I. ☐ Memorandum (Follow THIS form)

Date: [Current date here]
To: [Receipient--Be sure it is not me]
From: [Your name]
Subject: Report on . . . (give the topic area here, such as insider trading)

Purpose: (to find a solution the problem of . . . .)

Present Status of the Problem: (a short summary of prior work on the problem, current work being done on the problem, and a brief review of at least **two written sources**)

Research Procedure: (how you will gather the information or how you will conduct your own research)

Tentative Outline: (of the paper, including at least the Problem section, the Criteria section, and the Possible Solutions section)

Projected Conclusion: (telling which possible solution looks best at this time)

Projected Recommendations: (a list giving possible future actions needed to implement the best solution)

II. ☐ Bibliography (on a separate page. Follow MLA form)

1. The bibliography should include about 15 sources, most of them periodical articles and Internet resources.
2. The bibliography must include at least 5 sources from Government Documents.
3. The sources listed in the bibliography should be primarily from the last two years; it is particularly important that your comparison material be very recent.
4. The bibliography should be written in the current MLA format.

III. ☐ Audience analysis (Fill out the Audience Profile Sheet in your packet or on my web site.). [Do NOT make me your audience.]

THE OUTLINE (10%)

I. ☐ Sentence Outline. Place your **THESIS** over the outline.

A sentence outline should be assigned as the second part of the sequence leading to the completion of the research report. This outline should be used to develop the major divisions of the long report; because it is in sentence form, it will help the student to get the content of the report solidified before the first draft of the report is written. The outline should be written after or at the same time that the student is turning in note cards.

THE OUTLINE (10%)

II. □ Report "Dummy" (A mock-up of the report--focus on format)

The purpose of the report "dummy" is to give you practice in formatting your report. Turn in a title page, abstract, table of contents, etc. However, instead of having the text of your final report, you may substitute a stock paragraph or a series of "x's" (Xxxx xxx xxxx xxxx.). Pay attention to the placement of headings, page numbers, etc. Then when you do your final report, you can fill in the content.

Include in the report dummy the items listed below :

1. **TITLE PAGE** (Not numbered; counted as page i, Roman numbers)
2. **LETTER OF TRANSMITTAL** (Has no heading; numbered as page ii) Woe betide you if you make me your audience!
3. **ABSTRACT** (1st order heading; numbered as page iii)
4. **TABLE OF CONTENTS** (1st order heading; numbered as page iv)
5. **LIST OF FIGURES** (1st order heading; numbered as appropriate)
6. **INTRODUCTION** (1st order heading)
   - A. Purpose (2nd order heading)
   - B. History of the Problem (2nd order heading)
   - C. Review of Recent Literature (2nd order heading)
   - D. Research Procedure (2nd order heading)
7. **BODY** Use the **TITLE OF YOUR REPORT** (Used as a 1st order heading. Begin Arabic page numbering as page 1. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
8. **CONCLUSIONS** (1st order heading. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
9. **RECOMMENDATIONS** (1st order heading. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
10. **BIBLIOGRAPHY** (1st order heading; arranged alphabetically. Do not number the entries.)
11. **APPENDIX A** (1st order heading, with a title below it.

III. □ Audience Analysis (as above) [Do NOT make me your audience.]

IV. □ Notes

Notes are due; 15 note cards (or equivalent) accompanied by photocopies of 5 pages from 5 sources used for the note cards; Begin going over the sections of the long report.

ENGLISH 303 LONG REPORT (30%)

1. **TITLE PAGE** (Not numbered; counted as page i, Roman numbers)
2. **LETTER OF TRANSMITTAL** (Has no heading; numbered as page ii)
   ☹ **Woe betide you if you make me your audience!** ☠
3. **ABSTRACT** (1st order heading; numbered as page iii)
4. **TABLE OF CONTENTS** (1st order heading; numbered as page iv)

ENGLISH 303 LONG REPORT (30%)	
5.	**LIST OF FIGURES** (1st order heading; numbered as appropriate)
6.	**INTRODUCTION** (1st order heading) Purpose (2nd order heading) History of the Problem (2nd order heading) Review of Recent Literature (2nd order heading) Research Procedure (2nd order heading)
7.	**BODY** Use the **TITLE OF YOUR REPORT** (used as a 1st order heading. Begins Arabic page numbering as page 1. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
8.	**CONCLUSIONS** (1st order heading. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
9.	**RECOMMENDATIONS** (1st order heading. The page number is on the bottom center. Subsequent pages are numbered on the top right.)
10.	**BIBLIOGRAPHY** (1st order heading; arranged alphabetically. Do not number the entries.)
11.	**APPENDIX A** (1st order heading, with a title below it.) Example: **APPENDIX A** **Interview with William Faulkner**
12.	Example of a **FIGURE TITLE:** **Figure 1** **Russian Tractor Factory (3:14)**
13. Audience Analysis	

ENGLISH 303 LONG REPORT CHECKLIST:	
Structure :	
1. Emphasis on the problem at the beginning. 2. Clear, definite, separable criteria, explained and justified. 3. Explanation of possible solutions. 4. Possible solutions compared as to how well they meet the criteria. 5. Narrow final conclusion; one of the solutions from #3.	
Sections:	
1.	**Letter**–has title in quotes; has summary; follows correct form.
2.	**Abstract**–has no mention of the paper itself; is the original paper shrunken to 200 words.
3.	**Table of Contents**–lists all paper headings and the pages on which those headings are found.
4.	**List of Figures**–Gives all figure numbers, titles, and page numbers.
5.	**Introduction**–has correct sub-heads; has background of the problem; has mention of possible solutions; has a summary of two written works dealing with the problem of the solution; gives the general research procedure.

ENGLISH 303 LONG REPORT CHECKLIST:

6. **Body**--Text is divided into four heading levels, following the heading system specified in this course; all headings are placed correctly on the page; all materials from any source in any form are documented in the text and listed in the bibliography.
7. **Conclusion**--Narrow; discussed in **paragraph form.**
8. **Recommendations**--Specific future actions; given in a **list.**
9. **Bibliography**--Done according to the textbook.
10. **Appendix**--Who, when, where for the interview; summary of important information.
11. Sections must be in the correct order.
12. Final copy of the paper in a paper (not plastic) folder with pockets.
13. **INCLUDED WITH THE FINAL COPY: original topic sheet; graded proposal; graded outline; checked note cards; all other note cards, notes, and photocopies.**

SAMPLE 303 LONG REPORT TOPICS FOR PROBLEM-SOLVING PAPERS

~~Alternate auto fuels~~
Artificial foot joints
Bank merger regulations
Business data storage systems
CD-ROM data retrieval systems
Comparison of road surface materials
Comparison of materials for aircraft structures
Computer virus prevention
Control of crown gall in ornamental plants
Desulfurization of coal
Detection of wind shear
Disposal of PCB's
Drugs for hyperactive children
Earthquake proof building design
Education funding
Energy efficient home design
Flue gas cleanup
Language for artificial intelligence speech recognition
Lighting in large buildings
Limiting computer access
Mad cow disease
Measurement of blood oxygen levels
Methods of solar heating (or cooling)
Methods of feeding a patient with a physical impairment
Methods of math education
Methods of testing for steroids (or other drugs)
Non-metallic engine components
Oil well tubing corrosion
Prevention of insider trading
Prevention of aircraft fatigue
Prevention of auditing fraud
Radon control methods
Restoration methods for old buildings
Restricting access to multi-user databases
Robot hand dexterity
Savings plan for middle class
Sugar substitutes
Synthetic polymers for artificial hearts
Voice recognition telephone
Waste heat recovery

TURABIAN FORMATTING GUIDELINES

First Order Headings

All major headings [**first order headings** according to the terminology of the textbook] are all caps, centered, and begin on new pages. Begin each one 2 inches or 5 double spaces from the top of the page. Leave 2 double spaces after a first order heading. Use these headings at the beginning of major divisions of the paper (Abstract, Table of Contents, Introduction, Body, Conclusion, etc.).

Second Order Headings (Subheadings)

1:18 In some papers the chapters or their equivalents are divided into sections, which may in turn be divided into subsections, and these into sub-subsections, and so on. Such divisions are customarily given titles, called **second order headings**, which are designated respectively first-, second-, and third-level subheadings and differentiated from one another by typing style. The style of subheading with the greatest attention value should be given to the principal, or first-level, subdivision. On a type written page centered headings have greater attention value than side headings, and underlined headings, centered or side, have greater attention value than those not underlined. A plan for the display of five levels of subheadings in a typed paper follows:

First-level, centered heading, underlined:

<u>Traditional Controversy between Medieval Church and State</u>

Second-level, centered heading, not underlined:

Reappearance of Religious Legalism

Third-level, side heading underlined, beginning at the left margin:

<u>Jesus and Paul</u>

Fourth-level, side heading, not underlined:

The Gospel as initiated by Jesus

Fifth-level, heading run into (at the beginning of) a paragraph and underlined:

<u>The gospel legalized in the Church</u>. The gospel that was offered by the early Christians to the pagans. . . was made available through the Church.

Note that first- and second-level subheadings are typed in capital and small letters, and that lower-level subheadings capitalize only the first word, proper nouns, and proper adjectives.

1:19 If fewer than five levels are required, they may be selected in any suitable descending order, as indicated above. (For spacing subheadings see pars. 13:24-25.)

13:23 Begin every major division (i.e., contents, preface, list of tables, list of illustrations, introduction, each new chapter, bibliography, appendix) on a new page.

Center the heading in capital letters on the twelfth line from the top of the sheet.

If the paper is divided into sections termed "chapters," the chapter number appears alone on the twelfth line, and the chapter title is centered on the third line beneath it.

If the word chapter is not formally expressed and the sections are merely numbered, the number and title are centered on the twelfth line.

If the title is longer than 48 spaces, set it in two or more double-spaced lines, in inverted-pyramid form.

Use no punctuation at the ends of lines.

Begin typing the subheading, the text, or the first entry of a list on the third line below the heading.

13:24 A centered subheading of more than 48 spaces should be divided into two or more single-spaced lines, in inverted- pyramid form.

A side heading of more than a half-line should be divided more or less evenly into two or more single-spaced lines, the runovers beginning at the margin.

Paragraph headings should be underlined and should end with a period.

All other subheadings should omit punctuation at the ends of lines.

13:25 All subheadings begin on the third line below text. if two or more subheadings appear together, a double space should be left between them, and a double space left also between the subheading and the text following.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations.* 4th ed. Chicago: U. Chicago Pr., 1973. 7-8, 195-196.

-----Original Message-----
From: Patterson,Neal
To: DL_ALL_MANAGERS;
Subject: MANAGEMENT DIRECTIVE: Week #10_01: Fix it or changes will be made
Importance: High

To the KC_based managers:

I have gone over the top. I have been making this point for over one year.

We are getting less than 40 hours of work from a large number of our KC-based EMPLOYEES. The parking lot is sparsely used at 8AM; likewise at 5PM. As managers -- you either do not know what your EMPLOYEES are doing; or YOU do not CARE. You have created expectations on the work effort which allowed this to happen inside Cerner, creating a very unhealthy environment. In either case, you have a problem and you will fix it or I will replace you.

NEVER in my career have I allowed a team which worked for me to think they had a 40 hour job. I have allowed YOU to create a culture which is permitting this. NO LONGER.

At the end of next week, I am plan to implement the following:

1. Closing of Associate Center to EMPLOYEES from 7:30AM to 6:30PM.
2. Implementing a hiring freeze for all KC based positions. It will require Cabinet approval to hire someone into a KC based team. I chair our Cabinet.
3. Implementing a time clock system, requiring EMPLOYEES to 'punch in' and 'punch out' to work. Any unapproved absences will be charged to the EMPLOYEES vacation.
4. We passed a Stock Purchase Program, allowing for the EMPLOYEE to purchase Cerner stock at a 15% discount, at Friday's BOD meeting. Hell will freeze over before this CEO implements ANOTHER EMPLOYEE benefit in this Culture.
5. Implement a 5% reduction of staff in KC.
6. I am tabling the promotions until I am convinced that the ones being promoted are the solution, not the problem. If you are the problem, pack you bags.

I think this parental type action SUCKS. However, what you are doing, as managers, with this company makes me SICK. It makes sick to have to write this directive.

I know I am painting with a broad brush and the majority of the KC based associates are hard working, committed to Cerner success and committed to transforming health care. I know the parking lot is not a great measurement for 'effort'. I know that 'results' is what counts, not 'effort'. But I am through with the debate.

We have a big vision. It will require a big effort. Too many in KC are not making the effort.

I want to hear from you. If you think I am wrong with any of this, please state your case. If you have some ideas on how to fix this problem, let me hear those. I am very curious how you think we got here. If you know team members who are the problem, let me know. Please include (copy) Kynda in all of your replies.

I STRONGLY suggest that you call some 7AM, 6PM and Saturday AM team meetings with the EMPLOYEES who work directly for you. Discuss this serious issue with your team. I suggest that you call your first meeting -- tonight. Something is going to change.

I am giving you two weeks to fix this. My measurement will be the parking lot: it should be substantially full at 7:30 AM and 6:30 PM. The pizza man should show up at 7:30 PM to feed the starving teams working late. The lot should be half full on Saturday mornings. We have a lot of work to do. If you do not have enough to keep your teams busy, let me know immediately.

Folks this is a management problem, not an EMPLOYEE problem. Congratulations, you are management. You have the responsibility for our EMPLOYEES. I will hold you accountable. You have allowed this to get to this state. You have two weeks. Tick, tock.

Neal .....
Chairman & Chief Executive Officer
Cerner Corporation www.cerner.com
2800 Rockcreek Parkway; Kansas City, Missouri 64117
"We Make Health Care Smarter"

Atelier n° 4 : Les Communications des Multinationales anglophones, internes et externes
(Co-Directeurs : Benrabah, Cellier, et Schiller)
Atelier 4, article 10
(http://www.u-grenoble3.fr/ciesimsa/ateliers/a4/art4-10.html)

© Edward Wong :
(from *New York Times Service, April 6, 2001*

The E-Mail Read 'Round the World: Executive's Cautionary Tale

NEW YORK The only things missing from the office memo were expletives. It had everything else. There were lines berating employees for not caring about the company. There were words in all capital letters, such as "SICK" and "NO LONGER." There were threats of layoffs and hiring freezes and a shutdown of the employee gym.

The memo was sent by e-mail on March 13 by the chief executive of Cerner Corp., which develops software for the health-care industry and is based in Kansas City, Missouri. The company has 3,100 employees worldwide.

Originally intended only for 400 or so company managers, it quickly took on a life of its own.

The e-mail message was leaked and posted on Yahoo. Its belligerent tone surprised thousands of readers, including analysts and investors.

In the stock market, the valuation of the company, which was $1.5 billion on March 20, plummeted 22 percent in three days. Now Neal Patterson, the 51-year-old chief executive, variously described by people who

know him as "arrogant," "candid" and "passionate," says he wishes he had never hit the "send" button.

"I was trying to start a fire," Mr. Patterson said. "I lit a match, and I started a firestorm."

That is not hard to do in the Internet age, when all kinds of messages in cyberspace are capable of stirring reactions and moving markets. Late last year, for example, a young California investor pleaded guilty to criminal charges that he made $240,000 by sending out a fake news release that resulted in a sharp drop in the stock of Emulex Corp., a communications equipment manufacturer.

But in this case, Mr. Patterson was certainly not trying to manipulate the market; he was simply looking to crack the whip on his troops. That sometimes requires sharp language, he said, and his employees know how to take it with a grain of salt.

Business professors and market analysts apparently need more convincing. They have criticized not only Mr. Patterson's angry tone but also his mode of communication.

Mr. Patterson ran afoul of two cardinal rules for modern managers, they say: Never try to hold large-scale discussions over e-mail; and never, ever, use the company e-mail system to convey sensitive information or controversial ideas to more than a handful of trusted lieutenants - unless you want the whole world looking over your shoulder, that is.

In Mr. Patterson's case, this is what the world saw:

"We are getting less than 40 hours of work from a large number of our K.C.-based EMPLOYEES. The parking lot is sparsely used at 8 a.m.; likewise at 5 p.m. As managers - you either do not know what your EMPLOYEES are doing; or you do not CARE. You have created expectations on the work effort which allowed this to happen inside Cerner, creating a very unhealthy environment. In either case, you have a problem and you will fix it or I will replace you.

"NEVER in my career have I allowed a team which worked for me to think they had a 40-hour job. I have allowed YOU to create a culture which is permitting this. NO LONGER."

Mr. Patterson went on to list six potential punishments, including laying off 5 percent of the staff in Kansas City. "Hell will freeze over," he vowed, before he would dole out more employee benefits. The parking lot would be his yardstick of success, he said: It should be "substantially full" at 7:30 a.m. and 6:30 p.m. on weekdays and half full on Saturdays.

"You have two weeks," he said. "Tick, tock."

That message, management experts say, created an atmosphere of fear without specifying what, if anything, was actually going wrong at the company. Moreover, it established a simplistic gauge of success - measuring worker productivity by the number of cars in a parking lot is like judging a book by its word count.

But the more costly error was releasing such an inflammatory memo to a wide audience. Whenever a company does that these days, it is practically inviting a recipient to relay it to friends or even corporate rivals. At that point, a message of even the mildest interest to others will start churning through the farthest corners of the Internet.

For Cerner, a rapidly growing company that had $404.5 million in revenue last year, the e-mail promoted a market upheaval. On March 22, the day after the memo was posted on the Cerner message board on Yahoo, trading in Cerner's stock, which typically runs at about 650,000 shares a day, shot up to 1.2 million shares.

The following day, volume surged to 4 million. In three days, the stock price fell to $34 from $44. It closed in New York at $30.94 on Wednesday.

Mr. Patterson said that the memo had been taken out of context and that most employees at Cerner understood that he was exaggerating to make a point. He said he was not carrying out any of the punishments he had listed. Instead, he said, he wanted to promote discussion. He apparently succeeded, receiving more than 300 e-mail responses from employees.

As the stock fell began to fall after the posting of his e-mail, Mr. Patterson sent out another e-mail message to his troops. It was both an apology to those he offended and a confirmation of the work-ethic problem within the company.

It began: "Please treat this memo with the utmost confidentiality. It is for internal dissemination only. Do not Copy or E-mail to anyone else."

Retour

23

A Beginner's Guide to HTML

This is a primer for producing documents in HTML, the markup language used by the World Wide Web.

- Acronym expansion - the World Wide Web alphabet soup
- The minimal HTML document
  - Titles
  - Headings
  - Paragraphs
- Linking to other documents
  - Uniform Resource Locator (URL)
  - Anchors to specific sections in other documents
  - Anchors to specific sections in the same document
- Additional markup tags
  - Lists
    - Unnumbered lists
    - Numbered lists
    - Descriptive lists
    - Nested Lists
  - Preformatted text
  - Extended quotes
  - Character formatting
  - Special characters
- Inline images
- External images
- Troubleshooting
- A longer example
- For more information

Introduction

Acronym expansion

WWW
: World Wide Web

SGML
: Standard Generalized Markup Language - This is perhaps best be thought of as a programming language for style sheets.

DTD
: Document Type Definition - This is a specific implementation of document description using SGML. One way to think about this is: Fortran is to a computer program as SGML is to a DTD.

HTML
: HyperText Markup Language - HTML is a SGML DTD. In practical terms, HTML is a collection of styles used to define the various components of a World Wide Web document.

What this primer doesn't cover

This primer assumes that you have:

- at least a passing knowledge of how to use NCSA Mosaic or other WWW browser
- a general understanding of how World Wide Web servers and client browsers work and
- access to a World Wide Web server for which you would now like to produce HTML documents

Creating HTML documents

HTML documents are in plain text format and can be created using any text editor (e.g., Emacs or vi on Unix machines). A couple of WWW browsers (tkWWW for X Window System machines and CERN's WWW browser for the NeXT) do include rudimentary HTML editors in a WYSIWYG environment, and you may want to try one of them first before delving into the details of HTML.

> *You can preview documents in progress with NCSA Mosaic (and some other WWW browers). Open the document using the Open Local option under the* ***File*** *menu. Use the Filters, Directories, and Files fields to locate the document or enter the path and name of the document in the Name of Local Document to Open field. Press* **OK**.

*If you see edits you want to make, enter them in the source file. Save the changes. Return to NCSA Mosaic and press the **Reload** button on the bottom menu. The edits are reflected in the on-screen display.*

The minimal HTML document

Here is a barebones example of HTML:

```
<TITLE>The simplest HTML example</TITLE>

<H1>This is a level one heading</H1>

Welcome to the world of HTML.
This is one paragraph.<P>

And this is a second.<P>
```

Click here to see the formatted version of the example.

HTML uses tags to tell the World Web viewer how to display the text. The above example uses

- the <TITLE> tag (which has a corresponding </TITLE> tag), which specifies the title of the document,
- the <H1> header tag (with corresponding </H1>), and
- the <P> end-of-paragraph tag.

HTML tags consist of a left angular bracket (<), known as a ``less than" symbol to mathematicians, followed by some text (called the directive) and closed by a right angular bracket (>). Tags are usually paired, e.g. <H1> and </H1>. The ending tag looks just like the starting tag except a slash (/) precedes the text within the brackets. In the example, <H1> tells the viewer to start formatting a top level heading; </H1> tells the viewer that the heading is complete.

The primary exception to the pairing rule is the <P> end-of-paragraph tag. There is no such thing as </P>.

Note: HTML is *not* case sensitive. <title> is completely equivalent to <TITLE> or <TiTlE>.

Not all tags are supported by all World Wide Web browsers. If a browser does not support a tag, it should just ignore it, though.

Titles

Every HTML document should have a title. A title is generally displayed separately from the document and is used primarily for document identification in other contexts (e.g., a WAIS search). Choose about half a dozen words that describe the document's purpose.

In NCSA Mosaic, the Document Title field is at the top of the screen just below the pulldown menus.

The directive for the title tag is <title>. The title generally goes on the first line of the document.

Headings

HTML has six levels of headings (numbered 1 through 6), with 1 being the most prominent. Headings are displayed in larger and/or bolder fonts than the normal body text. The first heading in each document should be tagged <H1>. The syntax of the heading tag is:

<H*y*>*Text of heading*</H*y*>

where *y* is a number between 1 and 6 specifying the level of the heading.

For example, the coding for the ``Headings" section heading above is

```
<H3>Headings</H3>
```

Title versus first heading: In many documents (including this one), the first heading is identical to the title. For multi-part documents, the text of the first heading should be suitable for a reader who is already browsing related

information (e.g., a chapter title), while the title tag should identify the node in a wider context (e.g., include both the book title and the chapter title).

Paragraphs

Unlike documents in most word processors, carriage returns and white space in HTML files aren't significant. Word wrapping can occur at any point in your source file, and multiple spaces are collapsed into a single space (except in the <TITLE> field). Notice that in the barebones example, the first paragraph is coded as

```
Welcome to HTML.
This is the first paragraph. <P>
```

In the source file, there is a line break between the sentences. A Web browser ignores this line break and starts a new paragraph only when it reaches a <P> tag.

Important: You must end each paragraph with <P>. The viewer ignores any indentations or blank lines in the source text. Without the <P> tags, the document becomes one large paragraph. HTML relies almost entirely on the tags for formatting instructions. (The exception is text tagged as ``preformatted," explained below.) For instance, the following would produce identical output as the first barebones HTML example:

```
<TITLE>The simplest HTML example</TITLE><H1>This is a level
one heading</H1>Welcome to the world of HTML. This is one
paragraph.<P>And this is a second.<P>
```

However, to preserve readability in HTML files, headings should be on separate lines, and paragraphs should be separated by blank lines.

Linking to other documents

The chief power of HTML comes from its ability to link regions of text (and also images) to another document (or an image). These regions are typically highlighted by the browser to indicate that they are hypertext links.

> *In NCSA Mosaic, hypertext links are in color and underlined by default. It is possible to modify this in the Options menu as well as in your .Xdefaults file.*

HTML's single hypertext-related directive is `A`, which stands for anchor. To include anchors in your document:

1. Start by opening the anchor with the leading angle bracket and the anchor directive followed by a space: `<a`
2. Specify the document that's being pointed to by giving the parameter `href="filename.html"` followed by a closing angle bracket: >
3. Enter the text that will serve as the hypertext link in the current document (i.e., the text that will be in a different color and/or underlined)
4. Enter the ending anchor tag: `</A>`

Below is an sample hypertext reference:

```
<a href="MaineStats.html">Maine</a>
```

This entry makes ``Maine" the hyperlink to the document `MaineStats.html`.

Uniform Resource Locator

A Uniform Resource Locator (URL) refers to the format used by WWW documents to locate other files. A URL gives the type of resource being accessed (e.g., gopher, WAIS) and the path of the file. The format used is:

`scheme://host.domain[:port]/path/filename`

where scheme is one of:

`file`
: a file on your local system, or a file on an anonymous ftp server

`http`

a file on a World Wide Web server

`gopher`
: a file on a Gopher server

`WAIS`
: a file on a WAIS server

The scheme can also be `news` or `telnet`, but these are used much less often than the above. The port number can generally be omitted from the URL.

For example if you wanted to insert a link to this primer, you would insert

```
<A HREF="http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html">
NCSA's HTML Primer</A>
```

into your document. This would make the text ``NCSA's HTML Primer" a hyperlink leading to this document.

Refer to the Addressing document prepared by CERN for additional information about URLs. *A Beginner's Guide to URLs* is located on the NCSA Mosaic Help menu.

Anchors to Specific Sections in Other Documents

Anchors can also be used to move to a particular section in a document. Suppose you wish to set a link from document A and a specific section in document B. First you need to set up what is called a named anchor in document B. For example, to add an anchor named ``Jabberwocky" to document B, you would insert

```
Here's <A NAME="Jabberwocky">some text</a>.
```

Now when you create the link in document A, you include not only the filename, but also the named anchor, separated by a hash mark(``#"):

```
This is my <A HREF="documentB.html#Jabberwocky">link</a>.
```

Now clicking on the word ``link" in document A would send the reader directly to the words ``some text" in document B.

Anchors to Specific Sections within the Current Document

The technique is exactly the same except the file name is now omitted.

Note: The NCSA Mosaic **Back** button does not work for an anchor within a document because the **Back** button is designed to move to a previous document. Move back manually within the document using the scroll bar. (The **Back** button will return to the start of a hyperlink effective with Version 2.0 of NCSA Mosaic.)

Additional markup tags

The above is sufficient to produce simple HTML documents. For more complex documents, HTML also has tags for several types of lists, extended quotes, character formatting and other items, all described below.

Lists

HTML supports unnumbered, numbered, and descriptive lists. For list items, no paragraph separator is required. The tags for the items in the list terminate each list item.

Unnumbered Lists

1. Start with an opening list `<ul>` tag.
2. Enter the `<li>` tag followed by the individual item. (Remember that no closing tag is needed.)
3. End with a closing list `</ul>` tag.

Below an example two-item list:

```
<UL>
<LI> apples
<LI> bananas
</UL>
```

The output is:

- apples
- bananas

Note that different viewers display an unordered list differently. A viewer might use bullets, filled circles, or dashes to show the items.

Numbered Lists

A numbered list (also called an ordered list, from where the abbreviation comes) uses the `<ol>` directive to start a list rather than the `<ul>` directive. The items are tagged using the same `<li>` tag as for a bulleted list. For example:

```
<OL>
<LI> oranges
<LI> peaches
<LI> grapes
</OL>
```

The list looks like this online:

1. oranges
2. peaches
3. grapes

Descriptive Lists

A description list usually consists of alternating a description title (abbreviated as dt) and a description description (abbreviated as dd). The description generally starts on a new line, because the viewer allows the full line width for the contents of the dt field.

Below is an example description list as included in your source file:

```
<DL>
<DT> National Center for Supercomputing Applications
<DD> NCSA is located on the campus of the University
of Illinois at Urbana-Champaign. NCSA is a one of
four member institutions in the National Metacenter for
Computational Science and Engineering.
<DT> Cornell Theory Center
<DD> CTC is located on the campus of Cornell
University in Ithaca, New York. CTC is another member
of the National Metacenter for  Computational Science
and Engineering.
</DL>
```

The output looks like this:

National Center for Supercomputing Applications
: NCSA is located on the campus of the University of Illinois at Urbana-Champaign. NCSA is a one of four member institutions in the National Metacenter for Computational Science and Engineering.

Cornell Theory Center
: CTC is located on the campus of Cornell University in Ithaca, New York. CTC is another member of the National Metacenter for Computational Science and Engineering.

The `<DT>` and `<DD>` entries can contain multiple paragraphs (separated by paragraph tags), lists, or other description information.

Nested Lists

Lists can be arbitrarily nested. A list item can itself contain lists. You can also have a number of paragraphs, each themselves containing nested lists, in a single list item, and so on.

Remember that the display of an unordered list varies with the viewer. A browser may not provide successive levels of indentation or modify the bullets used at each level.

> *NCSA Mosaic indents the second level in the following list and changes the ``bullet'' from a bullet to a*

small box.

An example nested list:

```
<UL>
<LI> A few New England states:
  <UL>
  <LI> Vermont
  <LI> New Hampshire
  </UL>
<li> One Midwestern state:
  <UL>
  <LI> Michigan
  </UL>
</UL>
```

The nested list is displayed as

- A few New England states:
  - Vermont
  - New Hampshire
- One Midwestern state:
  - Michigan

Preformatted Text

Use the `pre` tag (which stands for ``preformatted") to include text in a fixed-width font and to cause spaces, new lines, and tabs to be significant. This is useful for program listings. For example, the following lines in your source file:

```
<PRE>
  #!/bin/csh
  cd $SCR
  cfs get mysrc.f:mycfsdir/mysrc.f
  cfs get myinfile:mycfsdir/myinfile
  fc -O2 -o mya.out mysrc.f
  mya.out
  cfs save myoutfile:mycfsdir/myoutfile
  rm *
</PRE>
```

display as:

```
#!/bin/csh
cd $SCR
cfs get mysrc.f:mycfsdir/mysrc.f
cfs get myinfile:mycfsdir/myinfile
fc -O2 -o mya.out mysrc.f
mya.out
cfs save myoutfile:mycfsdir/myoutfile
rm *
```

Hypertext references (and other HTML tags) can be used within <pre> sections.

Extended quotes

Use the `<blockquote>` and `</blockquote>` tags to include quotations in a separate block on the screen.

For example

```
<blockquote>
Let us not wallow in the valley of despair. I say to you, my
friends, we have the difficulties of today and tomorrow. <P>

I still have a dream. It is a dream deeply rooted in the
American dream. <P>

I have a dream that one day this nation will rise up and
live out the true meaning of its creed. We hold these truths
```

```
to be self-evident that all men are created equal. <P>
</blockquote>
```

The result is

> Let us not wallow in the valley of despair. I say to you, my friends, we have the difficulties of today and tomorrow.
>
> I still have a dream. It is a dream deeply rooted in the American dream.
>
> I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

Addresses

The <ADDRESS> tag is generally used within HTML documents to specify the author of a document and provides a means of contacting the author (e.g., an email address). This is usually the last item in a file and generally starts on a new, left-justified line.

For example, the last part of the HTML file for this primer is

```
<ADDRESS>
A Beginner's Guide to HTML / NCSA / pubs@ncsa.uiuc.edu
</ADDRESS>
```

The result is:

A Beginner's Guide to HTML / NCSA / pubs@ncsa.uiuc.edu

Character formatting

Individual words or sentences can be put in special styles. Logical styles are those that are configured by your viewer. For example, <CITE> may be defined as italic by your viewer. Each time you enter <CITE> tags, the viewer automatically displays the text in italics.

A physical style is one that you determine, and the viewer displays what you have coded. For example <I> tells the viewer to display your text in italics.

For HTML-coded documents, you should use logical styles whenever possible. Future implementations of HTML may not implement physical styles at all.

- Italic
  - <I>text</i> puts text in italics (*HTML Primer*)
  - text also italicizes text (only one viewer)
  - <cite>text</cite> is used for citations of names of manuals, sections, or books (*HTML Primer*)
  - <var>text</var> indicates a variable (*filename*)
- Bold
  - text puts text in bold (**Important**)
  - text also emphasizes text (**Note:**)
- Fixed width font
  - <tt>text</tt> puts text in a fixed-width font (1 SU = 1 CPU hour)
  - <code>text</code> also puts text in a fixed-width font (1 SU = 1 CPU hour)
  - <samp>text</samp> formats text for samples (-la)
  - <kbd>text</kbd> displays the names of keys on the keyboard (HELP)
- Other (the following special tag currently does not display in NCSA Mosaic)
  - <dfn>text</dfn> displays a definition in italics

Special Characters

Three characters out of the entire ASCII (or ISO 8859) character set are *special* and cannot be used ``as-is" within an HTML document. These characters are left angle bracket (<), right angle bracket (>), and ampersand (&).

The angle brackets are used to specify HTML tags (as shown above), while the ampersand is used as the escape mechanism for these and other characters:

- < is the *escape sequence* for <

- `>` is the escape sequence for >
- `&` is the escape sequence for &

Note that ``escape sequence'' means that the given sequence of characters represents the single character in an HTML document and that the semicolon is required. The conversion to the single character itself takes place when the document is formatted for display by a reader.

There are additional escape sequences, such as a whole set of sequences to support 8-bit character sets (ISO 8859-1). For example:

- `ö` is the escape sequence for a lowercase o with an umlaut: ö
- `ñ` is the escape sequence for a lowercase n with an tilde: ñ
- `È` is the escape sequence for an uppercase E with a grave mark: È

Many such escapes exist and are available in a listing from CERN.

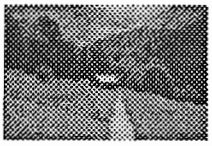
Inline Images

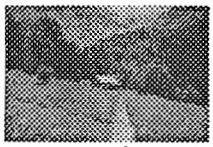
NCSA Mosaic is can display X Bitmap (XBM) or GIF format images inside documents. *Each image takes time to process and slows down the initial display of the document.* Using a particular image multiple times in a document causes very little performance degradation compared to using the image only once.

NOTE: The `<img>` tag is an HTML extension first implemented in NCSA Mosaic. Currently it is not understood by most other World Wide Web browsers.

To include an inline image in your document, enter:

```
<IMG SRC="filename.GIF">
```

 By default the bottom of an image is aligned with the text as shown in this paragraph.

 Include the `align=top` parameter if you want the viewer to align adjacent text with the top of the image as shown in this paragraph. The full inline image tag with the top alignment is:

```
<IMG ALIGN=top SRC="filename.GIF">
```

If you have a larger image (i.e., one that fills most of your screen), you should insert an end of paragraph tag (<p>) before inserting the image parameter. End with another paragraph tag. (Or you might want to have the image open a new window, which is explained below.)

External Images

You may want to have an image open as a separate document when a user activates a link on either a word or a smaller version of the image that you have inlined into your document. This is considered an external image and is particularly useful because (assuming you use a word for your hypertext link) you do not have any processing time degradation in the main document. Even if you include a small image in your document as the hyperlink to the larger image, the processing time for the ``postage stamp'' image is less than the full image.

To include a reference to a graphic in an external document, use

```
<A HREF = "filename.gif">link anchor</A>
```

Make certain the image is in GIF, TIFF, JPEG, RGB, or HDF format.

Troubleshooting

- While certain HTML constructs can be nested (for example, you can have an anchor within a header), they cannot be overlapped. For example, the following is *invalid* HTML:

```
<h1>This is <a name="foo">invalid HTML.</h1></a>
```

Because many current HTML parsers aren't very good at handling invalid HTML, avoid overlapping constructs.

- In NCSA Mosaic, when an `<img>` tag points at an image that does not exist or cannot be otherwise obtained from whatever server is supposed to be serving it, the NCSA logo is substituted. For example, entering `<img href="DoesNotExist.gif">` (where "DoesNotExist.gif" is a nonexistent file) causes the following to be

  displayed:

  If this happens to you, first make sure that the referenced image does in fact exist and that the hyperlink has the correct information in the link entry. Next verify that the file permission is set appropriately (world-readable).

A Longer Example

Here is a longer example of a HTML document:

```
<TITLE>A Longer Example</TITLE>
<H1>A Longer Example</H1>

This is a simple HTML document. This is the first
paragraph. <P>

This is the second paragraph, which shows special effects.  This is a
word in <I>italics</I>.  This is a word in <B>bold</B>.
Here is an inlined GIF image: <IMG SRC="myimage.gif">.
<p>

This is the third paragraph, which demonstrates links.  Here is
a hypertext link from the word <A HREF="subdir/myfile.html">foo</A>
to a document called "subdir/myfile.html". (If you
try to follow this link, you will get an error screen.) <P>

<H2>A second-level header</H2>

Here is a section of text that should display as a
fixed-width font: <P>

<PRE>
    On the stiff twig up there
    Hunches a wet black rook
    Arranging and rearranging its feathers in the rain ...
</PRE>

This is a unordered list with two items: <P>

<UL>
<LI> cranberries
<LI> blueberries
</UL>

This is the end of my example document. <P>

<address>Me (me@mycomputer.univ.edu)</address>
```

Click here to see the formatted version.

For More Information

More information on HTML is available through the following hyperlinks.

- HTML Quick Reference Guide, which gives a comprehensive listing of HTML codes
- the official HTML specs

- the in-development HTML RFC (Request for Comments)
- a description of SGML, the Standard Generalized Markup Language
- the URL (Uniform Resource Locator) specification
- the style guide for online hypertext document structures

A Beginner's Guide to HTML/ NCSA / pubs@ncsa.uiuc.edu
Copied by webadmin@eng.cam.ac.uk on April 22nd 1994

Creating Your Own Home Page

Note: The following directions are Louisiana Tech - specific, but with modifications could work elsewhere.

To create a home page, follow these instructions:

<*> UNIX accounts

1 **Give your home directory the appropriate permissions .** This means search (execute) permissions for others. Type the following from your Unix terminal:

```
cd .. <enter>
chmod o+x .<enter>   [that's o plus x space period]
Y <enter>  You will be asked to confirm this command.  Type Y for
      yes.
```

2 **Create a directory in your home directory called public_html and give it the appropriate permissions .** This is the directory in which you can put all of your HTML pages and graphics so that others can access them.

```
cd <enter>
mkdir public_html <enter>
chmod o+rx public_html <enter>
```

<*> VM/CMS Mainframe accounts

1 If you are in the **shared filesystem (SFS),** you want to create a directory named webshare: create dir webshare. Follow the directions below for creating HTML documents, and place them in the webshare directory. Use help sfs to get information on managing SFS files and directories.

2 If your account uses a **minidisk**, you need to create a file named **webshare filelist** on your 191 (A) minidisk listing the files you want exported to the web. Each entry should contain the filename, filetype, and file mode; one per line, with a blank (space) in the first column.

Now it's time to actually create the home page . HTML pages are created using something called HTML (hypertext markup language). An excellent reference is A Beginner's Guide to HTML . It will give you instructions on how to create the page, using your favorite text editor (emacs, vi xedit...). Once you do that, save it in your **public_html** or webshare directory or on your 191 minidisk under the name **index.html**. (**Index.html** is the default file that the World Wide Web looks under in a directory if a file name isn't specified.) You can also check the HTML commands used to create any WWW page you see currently on your screen. To do that, pull down the File menu at the top of the page and click on View Source. To access your pages, you will use one of the following URL's (Uniform Resource Locator):

http://www.latech.edu/~bmagee/	Unix systems
http://vm.cc.latech.edu/~if33933/	VM/CMS mainframe accounts.

Make sure you substitute your userid at Tech for my userid (bmagee and if33933), and be sure to include the ~. Other people can access your page using the same address, too.

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Daily
Reveille
4/30/85

Cats

Editor:

On Friday, April 12th, my cat, Sunshine, died from a blow to the head by the fanbelt of a car. I had lost my friend, Sunshine, and the other person gained a tragic memory. What can we do to help prevent accidents like this? Two possible solutions came to mind.

The first possibility was to not let my other cat, Cheshire, outside ever again. After a day of listening to my cat cry by the door and remembering how happy and playful she was outside, I changed my mind. I decided that a short happy life is better than a long unhappy one and felt that Cheshire would agree. This possibility was a jail sentence, not a solution. But taking it into account that she would probably be killed, I had to make a compromise. Now, Cheshire and I go outside together for 30 minutes to an hour each day. It helps ensure her safety and I have the joy of watching her play. But what about the day when my interest wanders to let's say, maybe a conversation with a neighbor that's passing by. All it would take is a minute or two, Cheshire could wander and be left to the mercy of cars and the people who drive them.

What could I do as the driver of a car to help Cheshire and other people's pets to be safe? What follows is my answer. All it would take is a few minutes of your time to help keep an accident, like the one that happened to Sunshine, from happening again. Each time you go to get in your car, the following precautions could help ensure a pet's safety.

1. Look under the hood to see if a cat's in the engine or bang on the hood a few times to scare one away.

2. Blow your horn, wait about 30 seconds, blow it again and wait another 30 seconds before starting.

3. After starting, hesitate a moment then back out slowly to give a pet time to run that may be under the car.

If you feel that looking under the hood is too inconvenient, at least use the blow-the-horn method and back out slowly. Another way to cut down on pet accidents is to go slow through subdivisions and apartment areas. I'm not asking you to "crawl," but to go the speed limit. A watchful eye wouldn't hurt either.

Through Sunshine's death, I learned to take the time to care. But my efforts alone can only do so much in preventing accidents like this. I'm asking you, as the driver of a car, to care.

CHARLOTTE KYZAR

Frogs

Editor:

In the Tuesday, April 30 Reveille, there was a letter about the tragic death of one cat named Sunshine, and delightfully helpful hints on how to prevent further repetitions of the senseless catkillings going on in our society. This letter prompted me to reveal another tragic story to you.

I had, until a few months ago, a lovely little frog named "Amphibeneur", short for AMPHIBian entrepENEUR. Well, one fateful day, Amphy (as we fondly abbreviated his name) escaped from his cage. He made his way to my neighbor's yard. There, my neighbor's cat attacked and maimed poor, defenseless, wart-giving little Amphy, but not enough to kill him. My little frog, Amphy, was left to die in my neighbor's yard. But before he expired from the cat's wounds, my neighbor was mowing the grass, and accidentally splattered Amphy all over creation.

This left a trauma on my neighbor, and also on his little girl, who was riding on the mower with him. Oh, I have another frog now, Eliza-ann, but he'll never replace the special place in my heart that Amphy had. I have some suggestions to stop things like this from ever happening again.

First, please, people, keep your frog in a secure cage, and when letting him browse around, keep him in sight and away from tall grass.

Second, kill all the cats in your neighborhood. They are hair-balled, disloyal, cold-blooded creatures anyway, who only use you for food and a home. Everyone hates cats anyway. A good way to accomplish this is to put one under the hood of your car, and then start the engine. You can always claim it was an accident then. Also, be aware when driving through your subdivision, in order to strike, and therefore eliminate, any cat you happen to see crossing the road.

Third, before you mow the grass, walk every square inch of your yard, looking for maimed, or even healthy, frogs. This may take a few hours, but isn't it worth a little frog's life? Also, if you have a chance to hit a cat while mowing the grass, do so. They make quite a strange noise: "Meoowwroowroooowww—thunk!"

Please, show you care.

STEPHAN KINSELLA

D.R. 5/6/85

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You work for a student organization that is ranking faculty members for your school's annual teaching award. Your job is to use the data from student evaluations given below to make a recommendation on which instructor should receive this year's award. You must rank the instructors in 1,2,3,4 order, and you are expected to explain your choices. Be explicit in your reasoning so the reader knows how you made your choices.

Name	The instructor expected a reasonable amount of work and clearly explained the grading policy.	The instructor was enthusiastic about the subject.	The instructor explained the course material clearly.	The instructor showed genuine interest in students and was available outside of class.
Fred Jackson	B	E	A	B
Karen Thomas	A	D	B	C
James Radney	B	A	B	E
Jane Benson	D	C	C	A

Student evaluations of faculty. Key: A = Best; B = Better than Average; C = Average; D = Below Average; E = Worst.

Task 2: Faculty Teaching Awards

Rate individual papers on each of the variables described below. (1 = least effective; 4 = most effective)

A. Meeting the Demands of the Rhetorical Situation

1. The writer does not provide an introduction that describes the task-at-hand, i.e. the rating of faculty members to determine which instructor should receive the teaching award.
2. The writer provides a brief, inadequate introductory sentence or two.
3. The writer provides an introduction but fails to describe the task-at-hand in detail and/or fails to suggest that the essay is written for a particular audience.
4. The writer provides an introduction that fully describes the task-at-hand. It is clear from the introduction that the audience is assumed to be other members of the committee charged with recommending a recipient of the teaching award.

B. Establishing Priorities Among Rating Categories

1. The writer establishes no priorities among rating categories.
2. The writer suggests that *one* particular rating category was an important factor in determining how a particular teacher was ranked, but does not apply this evaluation to all of the teachers in any systematic fashion.
3. The writer suggests that two or three of the features were important factors in determining how the teachers were ranked, but still neglects one or two features in his or her evaluations.
4. The writer clearly establishes a priority system for weighting the various categories for which ratings are given (e.g., clarity and effectiveness of presentation are more important than enthusiasm).

C. Rating Individual Teachers

1. The writer mentions the rating categories in the discussion of particular teachers, but in no apparent order of importance. Individual categories are occasionally neglected, and no clear 1–2–3–4 ranking is demonstrated.
2. The writer mentions all of the rating categories in the discussion of particular teachers, but merely repeats from the task itself how each teacher rated in each category. A 1–2–3–4 ranking is established, but the reasons for the ranking are not clear.
3. The writer discusses all four features for which ratings are given but occasionally leaves gaps in his or her explanation of their relative importance with regard to each of the teachers. Some reasons for the 1–2–3–4 ranking may not be evident.
4. The writer discusses each teacher in terms of the categories for which ratings are given, stressing the *relative* importance of each of the categories. The teachers are rank-ordered, and the reasons for the 1–2–3–4 ranking are explicit.

D. Making a Recommendation for the Award

1. The writer does *not* make a clear recommendation on which teacher should receive the award. Often the writer "cops out," using such statements as "after all, it's the reader's decision."
2. The writer makes a recommendation, but it is not supported by a discussion of the data.
3. The writer makes a recommendation, but there is no *explicit* indication that the recommendation derives from the discussion of the data.
4. The writer makes a clear recommendation on which instructor should receive the teaching award. The recommendation is patterned inductively, i.e., "Given these data, the teacher who should receive the award is . . . " Moreover, the recommendation serves as a conclusion to both the inductive evaluation and the paper as a whole.

follow memo format on packet 36A

AMERICAN EXPRESS EXERCISE

American Express commercials used to show people losing their cash while on vacation. Spokesman Carl Malden would then glower out from the television and direly warn: "This could happen to you. What would you do?" He would then offer the security and serenity of American Express Traveler's Checks. I do not know about the record of American Express Traveler's Checks, but I have had some experience with the "security" and "serenity" of the American Express charge card.

My wife and I got an account with two cards in the early 1980s (around 1984). The account was in my name, but I did not use my card, so we did not renew it after the first year. My wife continued to use her card uneventfully for the next ten years until we moved in 1994. When she called the company to change the billing address, the operator refused to make the change because the account was not in my wife's name. My wife then sent in a change of address form. The bill started coming to our new address, and we thought no more about the incident.

The next time my wife tried to use the American Express card, she was at a local department store. The card would not work. The clerk offered to call American Express to try to find out what was wrong. They reached a rude operator who told my wife and the clerk that a hold had been placed on the card because it was being used by an unauthorized person. (They had made no attempt to inform ME that the card was being misused or was possibly stolen.) The operator tried to get the clerk to take the card back from my wife and cut it up on the spot. Fortunately, the clerk was not so inclined, and my wife paid the bill with a check.

"What would you do?" I, the authorized user, cut up the card myself. You, of course, will write a letter. Place yourself in this situation (use your name rather than mine so I won't get confused). Write a letter of persuasion to American Express. What exactly you want to persuade American Express to do is up to you. Do not just fire of a rant & rave letter cancelling the account--that does not really take persuasion. Instead, try to get some satisfaction from the company. Decide what it is you would want in such a situation and then try to get it effectively.

Follow letter format on Packet 36 A

client), focus on what your reader is interested in: how to follow up on the trip and maintain a good business relationship with the client.

Figure 16.3 shows a typical trip report.

Dynacol Corporation

INTEROFFICE COMMUNICATION

To: G. Granby, R&D
From: P. Rabin, Technical Services
Subject: Trip Report—Computer Dynamics, Inc.
Date: September 20, 19XX

This memo presents my impressions of the Computer Dynamics technical seminar of September 18. The purpose of the seminar was to introduce their new PQ-500 line of high-capacity storage drives.

Summary

In general, I was impressed with the technical capabilities and interface of the drives. Of the two models in the 500 series, I think we ought to consider the external drives; not the internal ones. I'd like to talk to you about this issue when you have a chance.

Discussion

Computer Dynamics offers two models in its 500 series: an internal drive and an external drive. Each model has the same capacity (100 M of storage), and they work the same way. They act just like any other kind of drive, preserving the user's directory structure.

Although the internal drive is convenient—it is already configured for the computer—I think we should consider only the external drive. So many of our employees do teleconferencing that the advantages of portability outweigh the disadvantage of inconvenience. The tech rep from Computer Dynamics walked me through the process of reconfiguring the drive for a second machine; the process will take most of our employees only a few minutes to learn. A second advantage of the external drive is that it can be salvaged easily when we take a computer out of service.

Recommendation

I'd like to talk to you, when you get a chance, about negotiating with Computer Dynamics for a quantity discount. I think we should ask McKinley and Rossiter to participate in the discussion. Give me a call (x3442) and we'll talk.

This memo uses headings for the main sections. These headings make the memo easier to read—and easier to write, because they prompt the writer to provide the kind of information the readers need.

The writer and the reader appear to be relatively equal in rank. Still, the writer goes to the trouble of organizing the discussion clearly so it is easy to read and to refer to later.

FIGURE 16.3
A Trip Report

ROBBINS CONSTRUCTION, INC.
255 Robbins Place Centerville, MO 65101 (417) 555-1850

August 19, 19XX

Mr. David Larsen
Larsen Supply Company
311 Elmerine Avenue
Anderson, MO 63501

Dear Mr. Larsen:

As steady customers of yours for over 15 years, we came to you first when we needed a quiet pile driver for a job near a residential area. On your recommendation, we bought your Vista 500 Quiet Driver, at $14,900. We have since found, much to our embarrassment, that it is not substantially quieter than a regular pile driver.

We received the contract to do the bridge repair here in Centerville after promising to keep the noise to under 90 db during the day. The Vista 500 (see enclosed copy of bill of sale for particulars) is rated at 85 db, maximum. We began our work and, although one of our workers said the driver didn't seem sufficiently quiet to him, assured the people living near the job site that we were well within the agreed sound limit. One of them, an acoustical engineer, marched out the next day and demonstrated that we were putting out 104 db. Obviously, something is wrong with the pile driver.

I think you will agree that we have a problem. We were able to secure other equipment, at considerable inconvenience, to finish the job on schedule. When I telephoned your company that humiliating day, however, a Mr. Meredith informed me that I should have done an acoustical reading on the driver before I accepted delivery.

I would like you to send out a technician—as soon as possible—either to repair the driver so that it performs according to specifications or to take it back for a full refund.

Your truly,

Jack Robbins

Jack Robbins, President

Enclosure

FIGURE 19.9
Claim Letter

ITS A MAD, MAD WORLD:

BOVINE SPONGIFORM ENCEPHALOPATHY

Prepared for
Dr. Bruce R. Magee
Acting Assistant Professor
English Deptartment
Louisiana Tech University
Ruston, Louisiana

By
April E. Storey
English 303 Student

May 1, 1996

7095 Sentell Rd
Shreveport, LA 71107
April 29, 1996

Ms. Kendra Pratt
Animal and Plant Health Inspection Services
U.S. Department of Agriculture } address?

Dear Ms. Pratt:

Here is my report on Bovine Spongiform Encephalopathy and its possible link to the human brain disorder Creutzfeldt-Jakob Disease. In preparing my report, I have learned a great deal about this disease and its possible epidemic effects on the U.K. and the U.S. I believe my report will be of help to anyone of interest including the U.S. Department of Agriculture.

} This sentence undermines your status as an expert.

Since this disease has become such a hot media topic, I had no trouble finding sources. Everyone had a great deal of information to give, but definite answers were hard to find. I found that a majority of the information on this disease is speculation, which justifies my conclusion that further research must be done. My research was done by the Internet, libraries, and medical specialists in this field.

In doing this research, I found that the government plays an important role in the eradication of this disease. In the United Kingdom, the government overlooked this disease in years past, and now is having to make amends for its mistakes. One of my recommendations for the U.S. government is to keep the public informed about the disease and to not overlook this disease. Do not make the same mistake the U.K government did.

I would be happy to answer any further questions you might have on this subject.

Sincerely,

April E. Storey

align with return address

Signature?

ii

space 2 inches

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ABSTRACT

Bovine Spongiform Encephalopathy is a fatal brain disease in cattle. Recent findings show that there is a definite possibility of BSE contaminated meat being a link to Creutzfeldt-Jakob disease, a fatal human brain disease. Since there are no definite anzwers, only speculation, there is a must for extensive research on this disease. This research needs government funding from not only the United Kingdom but also the United States.

Bovine Spongiform Encephalopathy, also known as mad cow disease, has become an epidemic in recent years in the U.K. The cattle get thise disease from eating ground up sheep parts (known as offal) that are infected with the sheep form of BSE called Scrapie. If cattle can get this disease from eating sheep, it is most likely that humans can get this disease from eating beef. Until the early 1990's, the parts that could cause a CJD infection in humans, such as the brain, nervous tissue, lymphoid tissue and the spinal cord, were allowed into the human food chain. This means that a substantial portion of the British population could be infected with CJD and not know it, especially since the incubation period of the disease in humans is up to thirty years. This news has been well publicized in the media, causing a panic among British citizens. Although BSE is not known in the United States, the possibility of an outbreak is always there. This possibility is the reason that the U. S. government must take action so that BSE and CJD do not became the problem it became in the United Kingdom.

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INTRODUCTION

Purpose

The purpose of this paper is to attempt to clarify the necessity for the U.S government to take immediate action to eradicate the possibility of BSE not only entering the country but also making sure it is not already present. The United States government needs to do the following to keep BSE out of the United States: keep the ban on British cattle importation, pass a law forcing farmers to comply with the ban on sheep and cow offal, and research possible vaccines.

History

Bovine Spongiform Encephalopathy, or BSE, is a fatal brain disease affecting cattle in the United Kingdom. The disease was first discovered in 1986 in Britain. BSE causes actual holes in the brain and throughout the entire nervous system. BSE is not a bacteria or a virus; it is thought to be an infectious protein known as a prion.

– you should quote 2 sources!

Review of Recent Literature

BSE, dubbed "Mad Cow Disease" by British newspapers, has become one of the hottest media topics in not only Britain but in the U.S. as well. From local papers to national and international magazines to television programs, BSE has been well

publicized (see Fig. 1). Texas A&M University posted a special "Fact sheet on Mad Cow Disease" on their home page, which included a question and answer setup for concerned and interested students. Even Oprah Winfrey had a special show which included views from opposing sides on BSE.

Figure 1. Mad cow cartoon. (Minister).

It could be Moo!

Cartoon originally published in Daily Telegraph 21 March 1996. Copyright The Telegraph plc, London, 1996

Research Procedure

Since the topic of "Mad Cow Disease" is so recent, my research was done mostly by way of the Internet. I also consulted several experts in their fields on their opinions of the recent scare of BSE. Newspapers, magazines, and television shows were also part of my learning experience on BSE.

IT'S A MAD, MAD WORLD: BOVINE SPONGIFORM ENCEPHALOPATHY

History of Disease

"BSE (see glossary) is a chronic, degenerative disease affecting the nervous system of cattle" (Pratt). The disease causes loss of muscular coordination, nervousness, and severe muscular twitching (Fact Sheet). Infected cattle tend to stand away from the herd and lose weight, although no loss of appetite occurs. The disease gets its name "spongiform" because it literally bores microscopic holes in the brain, making the brain appear spongy (see Figs. 2&3). Once clinical signs appear, the disease is always fatal. Although a fairly recent disease, over 150,000 cows have been diagnosed.

Figure 2. Cow brains with BSE (Typical). Magnification 250x

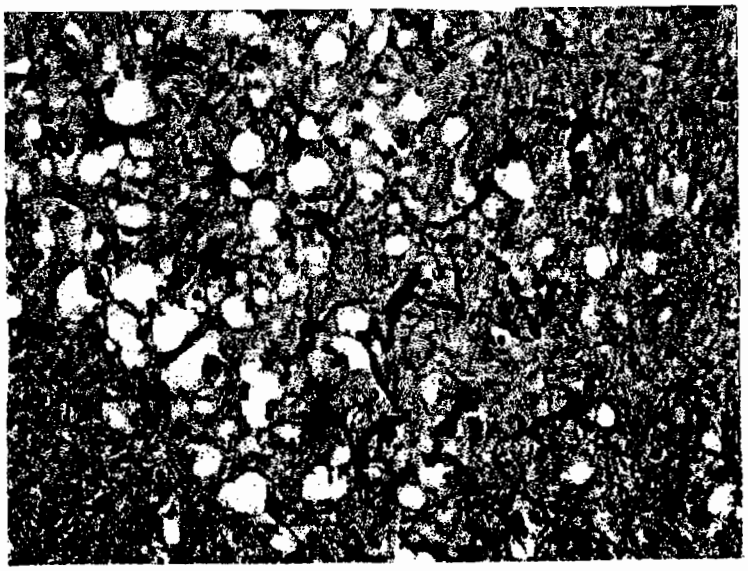
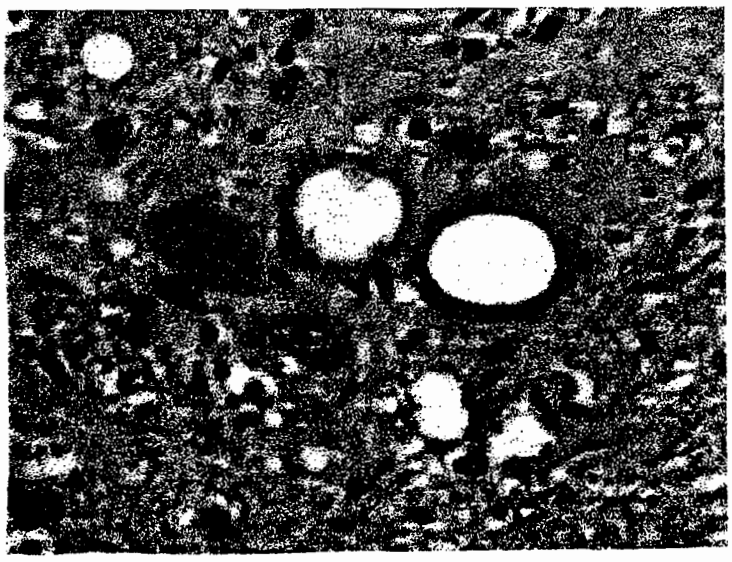


Figure 3. Magnification 500x



BSE was first discovered in 1986 in Great Britain. By 1990, BSE had claimed the lives of just under 20,000 cows (Gregor). "The epidemic peaked in January 1993 at almost 1,000 new cases per week" (Pratt). Today the number of cases of mad cow disease is around 300 cases per week.

→ black space when it's this long

History of Prions

"Scientists think that cattle may get the disease from eating protein in feed that was probably contaminated with a spongiform disease agent. Scientific evidence suggests that BSE is not a viral or bacterial infection. Rather, it seems to point to a protein material or 'prion' as the cause of the disease" (Fact Sheet). Normal protein material is converted into dangerous ones (prions) by simply changing shape. "Prions are indeed responsible for transmissible and inherited disorders of protein conformation" (Prusiner).

Prions are extremely resistant to heat meaning the average cooking heat will have no effect on them. They are also resistant to normal sterilization processes. "Without detectable DNA nor RNA, not only does no one know how they replicate, but the whole concept challenges the basic tenets of biology. Prions can survive for years in the soil. Even domestic bleach and formaldehyde have little or no effect" (Gregor).

Transmission from Sheep to Cow

In sheep there is a naturally occurring prion disease called

Scrapie. When a sheep shows signs of Scrapie the sheep is slaughtered to prevent further infection of the herd. This sheep is then usually made into a "protein concentrate (euphemism for mashed-up bits of other animals left over from the slaughterhouse)" (Gregor). This protein concentrate, sometimes referred to as offal, is then fed to cows, who are naturally vegetarians, to increase cow size and milk production. The Scrapie infected sheep parts then infect the cow, making the cattle form of Scrapie - BSE.

In July 1988, Great Britain banned the feeding of Scrapie infected sheep parts to ruminants. Britain also made BSE a notifiable disease and all animals showing signs of BSE were to be destroyed. Farmers that reported the disease were compensated fifty percent of the value of the cow by the greedy government. This low compensation would obviously cause a low report rate because farmers could just overlook a staggering cow and get full market value for its meat. "Cases of BSE are becoming severely under-reported. For instance only forty percent of clinical cases of BSE reached U.K. government statistics in 1993" (Dealler).

Transmission from Cow to Human

Before the ban in 1988, the nervous, lymphoid, and gut tissues of an estimated two million cows reached human food. BSE is more prevalent in dairy cattle, and although milk is thought to be safe, most dairy cows are quickly retired into hamburger (Gregor). "Most parts of the cow are used to make burgers, sausages, pies, stocks and pet food. Until 1989, this also included the brain" (Lacey).

Recently, a new variant of Creutzfeldt-Jakob disease claimed the lives of ten people in Britain. "Experts in Great Britain are concerned there may be a link between BSE and this group of people. If there is a risk, it would be linked to consumption of brain or spinal cord from infected cattle" (Fact Sheet). On March 20 the SEAC (see glossary) met and concluded that "the most likely explanation at present is that these cases are linked to exposure to BSE before the introduction of the ban in 1989" (BSE). Sir Kenneth Calman, Chief Medical Officer also stated on March 20, "these new findings are important and further research is urgently required and this will be funded" (Calman).

Risk Factors to Humans

Although so far only ten people have shown clinical signs of this new variant of CJD, the possibility of a BSE caused CJD epidemic is very possible. Since the incubation period of CJD in humans is up to thirty years, this disease can become "much more serious than AIDS" in years to come. Dr Richard Lacey asserts that a "substantial danger for man exists" (Gregor). In an essay written on mad cow disease in 1993 by Michael Gregor, he stated "The earliest we could even expect to see people dying from BSE is probably around 1995." Well, surprise, surprise, it all began in late 1995.

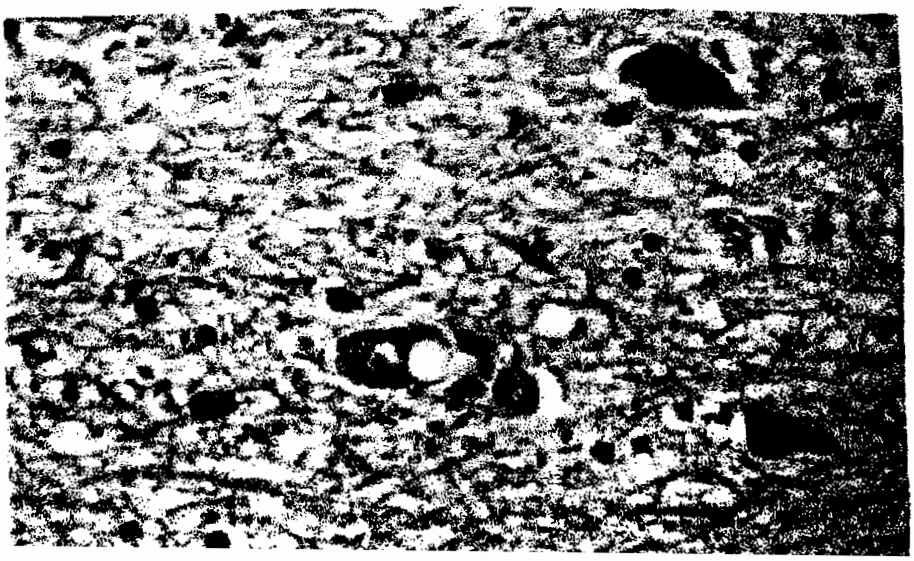
Yes, the government says its safe to eat British beef, but do they really mean what they say? "Neuropathologist Sir Bernard Tomlinson announced to the world that he had personally decided to forgo the humble hamburger for fear that he might succumb to the

ravages of CJD" (Fitzpatrick). "It is now clear that probably a large percentage of the population will have been exposed to BSE in the UK" (Dealler). "Or as Dr. Lacey put it, virtually a whole generation of people may die" (Gregor).

History of CJD

Creutzfeldt-Jakob disease occurs worldwide. This disease, like Bovine Spongiform Encephalopathy, bores actual hole into the brain (see Fig. 4). It appears sporadically, striking one person in a million (Prusiner). The disease is so contagious that a majority of neurologists refuse to do autopsies on these patients, making the estimated "1 in a million" possibly severly underestimated. The incubation period is very long in humans. An innocent child could be slowly dying of this disease and not know it until their late thirties. Clinical symptoms start with changes in sleeping and eating and deteriorate over a few weeks. People with CJD will "wake up one morning twitching and deteriorate weekly into blindness and epilepsy while their brain perforates into a sponge" (Gregor).

Figure 4. Human Brain with CJD.



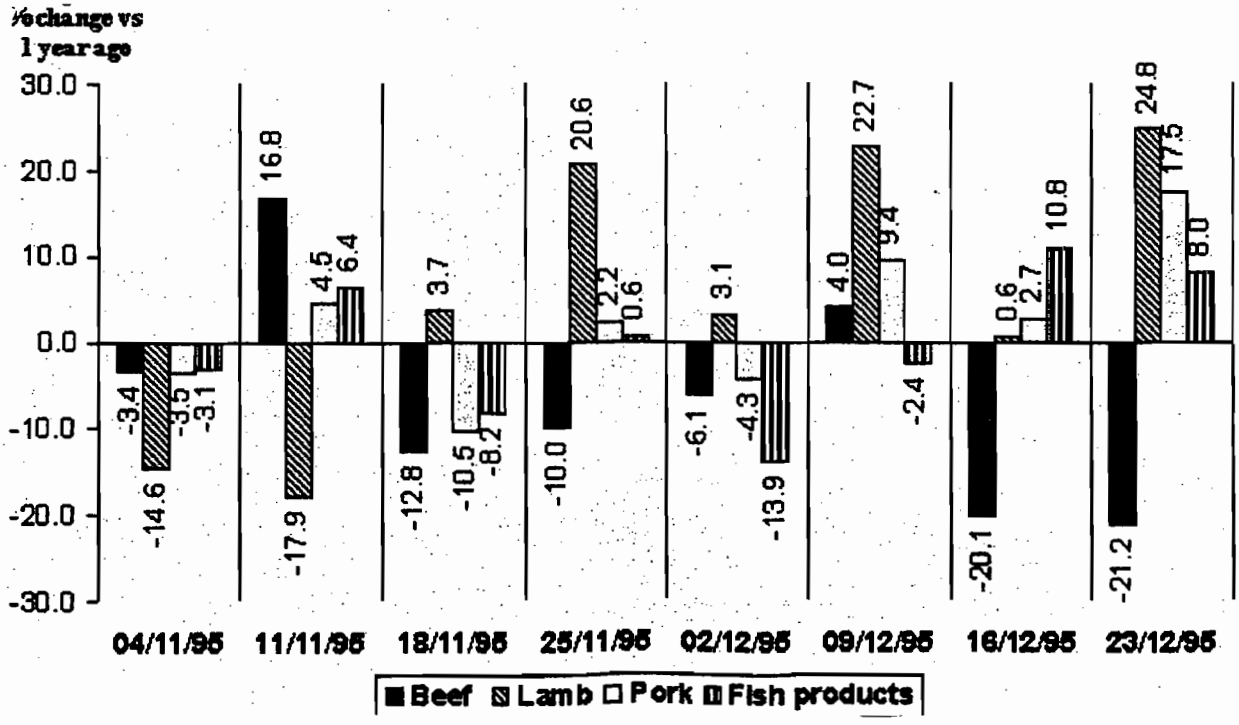
↑ 1 inch

CJD claimed the lives of two dairy farmers who had tended herds with BSE infected cattle. A fifteen year old Welsh girl developed CJD, despite no family history of the disease, meaning the most probable source of infection is food (Lacey). Since the new cases of CJD, the U.K. community, as well as other communities, have become not only angry but scared.

Angry Community

Since BSE and its possible link to CJD has been so well publicized by the media, many people of the British community are scared. When people get scared they stop doing whatever the cause of the scare is; in this case, that means stop buying beef. "By May 1990, a quarter of the British population refused to eat beef (Gregor). Also in 1990 a ban was implemented on British beef in school meals (Lacey). Since the recent scare with the new variant of CJD the community has again stopped buying beef (see Figure 5).

Figure 5. Meat Consumption Graph (Annual).



U.K. Government Actions

In the late 1980's, when BSE was first discovered, the U.K. government seemed unconcerned with the disease as a whole. The government said the disease would be completely eradicated by 1995 because of the ban on sheep and cow offal. They denied the fact that BSE was a disease of vertical transmission (see glossary) and overlooked scientists' claims that BSE was more of a problem than first thought. In 1990, a then confident Minister of Agriculture, John Gummer munched on a burger along with four year old daughter, in front of the press to restore community confidence. (See Fig 6).

Figure 6. Minister of Agriculture with daughter.

May 1990:
Agriculture minister John Gummer attempts to allay public fears about the safety of beef by feeding his daughter, Cordelia, a hamburger

YVM

Today the government has an angry and confused public to deal with about BSE and its link to CJD. On March 29, 1996, European Union leaders promised substantial financial help towards destruction of hundreds of thousands of older cattle (Major). Recently, seventeen incidents where traces of spinal cord - a material banned from the human food chain - were found on beef

carcasses in slaughterhouses in the United Kingdom. Minister of Agriculture said "that he was considering tighter safeguards on abattoirs" (Fletcher). On April 3, "Britain agreed to destroy millions of head of older cattle during the next five years in return for partial European Union compensation for farmers whose cattle will be incinerated in an effort to eliminate human exposure to the fatal ailment" (Cowell).

U.S. Government Actions

In the past, the United States government banned the importation of British cattle to the U.S. Since 1991, there has been a strictly voluntary ban in place on the use of rendered products from adult sheep in animal feeds (Fact Sheet). APHIS established a program for BSE surveillance in the U.S., that now has become know as clumsy, unorganized and ineffective.

Today, as well as in the past, the United States government seems confident, perhaps overconfident, of themselves and their ability to keep BSE out of the U.S. This overconfidence has an eery ring to it - sounds all too familiar to the U.K. government about a decade ago when BSE was first discovered. The overconfidence of the United Kingdom government got them no where but into a deeper hole that they are now attempting to dig out of. Unless the United States government applies strict rules concerning BSE they will be in the same situation in years to come.

CONCLUSION

Summary of Findings

During my research of Bovine Spongiform Encephalopathy, I learned a great deal. BSE is in epidemic form in cattle in the U.K. Although a ban was implemented years ago that was supposed to completely eradicate the possibility of a disease called BSE in 1996, it is still around. A newly found possible link of BSE contamination to the human brain disease Creutzfeldt-Jakob disease, causes a definite risk factor to humans. In years past the U.K government overlooked the fact that BSE could be a problem and is now facing a very angry community that wants answers. Presently the government is facing a debt of over five-hundred million pounds to help eradicate the disease.

Interpretation of Findings

Although the governments of the U.K. and the U.S. tend to overlook the fact that BSE is a risk to humans, I feel that the community formed their own opinions which differ completely from that of the government. The U.K. government finally realized their mistakes and are now taking actions to eradicate the disease in Britain. The U.S. government remains overconfident and nonchalant about the situation of BSE. In my opinion, BSE is a definite possible link to CJD and an immediate risk to any beef consumer.

RECOMMENDATIONS

The following are recommendations for the United States Department of Agriculture from my research on BSE:

1. Keep the ban on British importation of British cattle AND British beef.
2. Research for possible vaccines.
3. Funding for research.
4. Make the voluntary ban on sheep and cattle offal a law.
5. Do not overlook this disease.
6. Keep the public informed; secrets only make them scared and angry.
7. Research possible testing in live cattle.
8. Even though BSE has never been seen in the U.S., make BSE a reportable disease, making farmers required by law to report a cow that has possible signs of BSE.

↑

Parallel form

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GLOSSARY

BSE: Bovine Spongiform Encephalopathy

Creutzfeld-Jakob disease: A TSE that gives rise to a pre-senile dementia in humans.

Downer Cows: Cattle that show neurological problems (an American term).

Epidemiology: The changes in the numbers of cases of disease in relation to time and space.

EU: European Union.

Kuru: A disease found in the Fore tribe in New Guinea, and due to the eating of infected tissue by members of the tribe. In general the women ate brain tissue rather than the mean and it was the women and children that died relatively rapidly of the disease.

MAFF: Ministry of Agriculture Fisheries and Food in the UK.

Prion: This is the protein that makes up the infectious agent claimed by a large number of groups now to be the infectious particle that transmits the disease from one cell to another and from animal to another. It is made from the normal protein PrPc (the c stands for chromosomal) that is produced in small quantities on many cells and especially in the lymphoid and the nervous.

PrP: The prion protein. It can exist in various forms. One is

PrPc and is the normal type of protein that is found in a cell. One is called PrPsc (or PrPscrapie) that is found in the infectious cells.

RNA: Ribonucleic acid. Often found in viruses as the nucleic acid that carried the genome of the agent.

Scrapie: The TSE of sheep or goats.

SEAC: Spongiform Encephalopathy Advisory Committee. Tyrrell Committee.

TSE: Transmissible Spongiform Encephalopathy. A disease that can be transmitted from one animal to another and will produce changes in the brain that appear similar to a sponge.

Vertical transmission: The transmission of an illness from the parents to the offspring.

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ITS A MAD, MAD WORLD: BOVINE SPONGIFORM ENCEPHALOPATHY

Prepared for
Dr. Bruce R. Magee
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Ruston, Louisiana

By
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May 1, 1996

7095 Sentell Rd
Shreveport, LA 71107
April 29, 1996

Kendra Pratt
Animal and Plant Health Inspection Services
U.S. Department of Agriculture

Dear Ms. Pratt:

Here is my report on Bovine Spongiform Encephalopathy and its possible link to the human brain disorder Creutzfeldt-Jakob Disease. In preparing my report, I have learned a great deal about this disease and its possible epidemic effects on the U.K. and the U.S. I believe my report will be of help to anyone of interest including the U.S. Department of Agriculture.

Since this disease has become such a hot media topic, I had no trouble finding sources. Everyone had a great deal of information to give, but definite answers were hard to find. I found that a majority of the information on this disease is speculation, which justifies my conclusion that further research must be done. My research was done by the Internet, libraries, and medical specialists in this field.

In doing this research, I found that the government plays an important role in the eradication of this disease. In the United Kingdom, the government overlooked this disease in years past, and now is having to make amends for its mistakes. One of my recommendations for the U.S. government is to keep the public informed about the disease and to not overlook this disease. Do not make the same mistake the U.K government did.

I would be happy to answer any questions you might have about this report.

Sincerely,

April E. Storey

ABSTRACT

Bovine Spongiform Encephalopathy is a fatal brain disease in cattle. Recent findings show that there is a definite

possibility of BSE contaminated meat being a link to Creutzfeldt- Jakob disease, a fatal human brain disease. Since there are no definite anzwers, only speculation, there is a must for extensive research on this disease. This research needs government funding from not only the United Kingdom but also the United States.

Bovine Spongiform Encephalopathy, also known as mad cow disease, has become an epidemic in recent y.ars in the U.K. The cattle get thise disease from eating ground up sheep parts (known as offal) that are infected with the sheep form of BSE called Scrapie. If cattle can get this disease from eating sheep, it is most likely that humans can get this disease from eating beef. Until the early 1990's, the parts that could cause a CJD infection in humans, such as the brain, nervous tissue, lymphoid tissue and the spinal cord, were allowed into the human food chain. This means that a substantial portion of the British population could be infected with CJD and not know it, especially since the incubation period of the disease in humans is up to thirty years. This news has been well publicized in the media, causing a panic among British citizens. Although BSE is not known in the United States, the possibility of an outbreak is always there. This possibility is the reason that the U. S. government must take action so that BSE and CJD do not became the problem it became in the United Kingdom.

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INTRODUCTION

Purpose

The purpose of this paper is to clarify the necessity for the U.S government to take immediate action to eradicate the possibility of BSE not only entering the country but also making sure it is not all ready present. The United States government needs to do the following to keep BSE out of the United States: keep the ban on British cattle importation, pass a law forcing farmers to comply with the ban on sheep and cow offal, and research possible vaccines.

History

Bovine Spongiform Encephalopathy, or BSE, is a fatal brain disease affecting cattle in the United Kingdom. The disease was first discovered in 1986 in Britain. BSE causes actual holes in the brain and throughout the entire nervous system. BSE is not a bacteria or a virus; it is thought to be an infectious protein known as a prion.

Review of Recent Literature

BSE, dubbed "Mad Cow Disease" by British newspapers, has become one of the hottest media topics in not only Britain but in the U.S. as well. From local papers to national and international magazines to television programs, BSE has been well publicized (see Fig. 1). Texas A&M University posted a special "Fact sheet on Mad Cow Disease" on their home page, which included a question and answer setup for concerned and interested students. Even Oprah Winfrey had a special show which included views from opposing sides on BSE.

Figure 1. Mad cow cartoon. (Minister).

Research Procedure

Since the topic of "Mad Cow Disease" is so recent, my research was done mostly by way of the Internet. I also

consulted several experts in their fields on their opinions of the recent scare of BSE. Newspapers, magazines, and television shows were also part of my learning experience on BSE.

IT'S A MAD, MAD WORLD: BOVINE SPONGIFORM ENCEPHALOPATHY

History of Disease

"BSE (see glossary) is a chronic, degenerative disease affecting the nervous system of cattle" (Pratt). The disease causes loss of muscular coordination, nervousness, and severe muscular twitching (Fact Sheet). Infected cattle tend to stand away from the herd and lose weight, although no loss of appetite occurs. The disease gets its name "spongiform" because it literally bores microscopic holes in the brain, making the brain appear spongy (see Fig. 2&3). Once clinical signs appear, the disease is always fatal. Although a fairly recent disease, over 150,000 cows have been diagnosed.

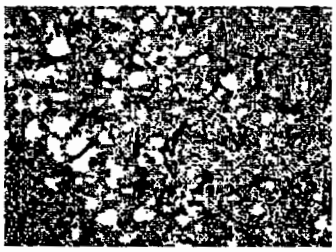


Figure 2. Sheep brain with scrapie. Magnification 250x (Typical).

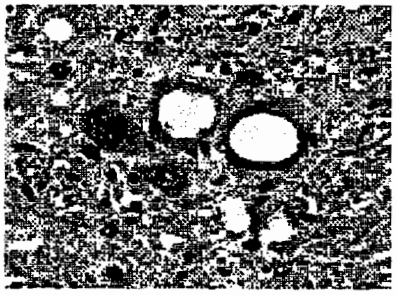


Figure 3. Sheep brain with scrapie. Magnification 500x (Typical).

BSE was first discovered in 1986 in Great Britain. By 1990, BSE had claimed the lives of just under 20,000 cows (Greger). "The epidemic peaked in January 1993 at almost 1,000 new cases per week" (Pratt). Today the number of new cases of mad cow disease is around 300 cows per week.

History of Prions

"Scientists think that cattle may get the disease from eating protein in feed that was probably contaminated with a spongiform disease agent. Scientific evidence suggests that BSE is not a viral or bacterial infection. Rather, it seems to point to a protein material or 'prion' as the cause of the disease" (Fact Sheet). Normal protein material is converted into dangerous ones (prions) by simply changing shape. "Prions are indeed responsible for transmissible and inherited disorders of protein conformation" (Prusiner).

Prions are extremely resistant to heat meaning the average cooking heat will have no effect on them. They are

also resistant to normal sterilization processes. "Without detectable DNA nor RNA, not only does no one know how they replicate, but the whole concept challenges the basic tenets of biology. Prions can survive for years in the soil. Even domestic bleach and formaldehyde have little or no effect" (Greger).

Transmission from Sheep to Cow

In sheep there is a naturally occurring prion disease called Scrapie. When a sheep shows clinical signs of Scrapie the sheep is slaughtered to prevent further infection of the herd. This sheep is then usually made into a "protein concentrate (euphemism for mashed-up bits of other animals) left over from the slaughterhouse" (Greger). This protein concentrate, sometimes referred to as offal, is then fed to cows, who are naturally vegetarians, to increase cow size and milk production. The Scrapie infected sheep parts then infect the cow, making the cattle from of Scrapie - BSE.

In July 1988, Great Britain banned the feeding of Scrapie infected sheep parts to ruminants. Britain also made BSE a notifiable disease and all animals showing signs of BSE were to be destroyed. Farmers that reported the disease were compensated fifty percent of the value of the cow by the greedy government. This low compensation would obviously cause a low report rate because farmers could just overlook a staggering cow and get full market value for its meat. "Cases of BSE are becoming severely under-reported. For instance only forty percent of clinical cases of BSE reaches U.K. government statistics in 1993 (Dealler).

Transmission from Cow to Human

Before the ban in 1988, the nervous lymphoid, and gut tissues of an estimated two million cows reached human food. BSE is more prevalent is dairy cattle, and although milk is thought to be safe, most dairy cows are quickly retired into hamburger (Greger). "Most parts of the cow are used to make burgers, sausages, pies, stocks and pet food. Until 1989, this also included the brain" (Lacey).

Recently, a new variant of Creutzfeldt-Jakob disease claimed the lives of ten people in Britain. "Experts in Great Britain are concerned there may be a link between BSE and this group of people. If there is a risk, it would be linked to consumption of brain or spinal cord from infected cattle" (Fact Sheet). On March 20 the SEAC (see glossary) met and concluded that "the most likely explanation at present is that these cases are linked to exposure to BSE before the introduction of the ban in 1989" (BSE). Sir Kenneth Calman, Chief Medical Officer also stated on March 20, "these new findings are important and further research is urgently required and this will be funded" (Calman).

Risk Factors to Humans

Although so far only ten people have shown clinical signs of this new variant of CJD, the possibility of a BSE caused CJD epidemic is very possible. Since the incubation period of CJD in humans is up to thirty years, this disease can become "much more serious than AIDS" in years to come. Dr Richard Lacey asserts that a "substantial danger for man exists" (Greger). In an essay written on mad cow disease in 1993 by Michael Greger, he stated "The earliest we could even expect to see people dying from BSE is probably around 1995." Well, surprise, surprise, it all began in late 1995.

Yes, the government says its safe to eat British beef, but do they really mean what they say? "Neuropathologist Sir Bernard Tomlinson announced to the world that he had personally decided to forgo the humble hamburger for fear that he might succumb to the ravages of CJD" (Fitzpatrick). "It is now clear that probably a large percentage of the population will have been exposed to BSE in the UK (Dealler). "Or as Dr. Lacey put it, virtually a whole generation of people may die" (Greger)

History of CJD

Creutzfeldt-Jakob disease occurs worldwide. This disease, like Bovine Spongiform Encephalopathy, bores actual holes into the brain (see Fig. 4). It appears sporadically, striking one person in a million (Prusiner). The disease is so contagious that a majority of neurologists refuse to do autopsies on these patients, making the estimated "1 in a million" possibly severly underestimated. The incubation period is very long in humans. An innocent child could

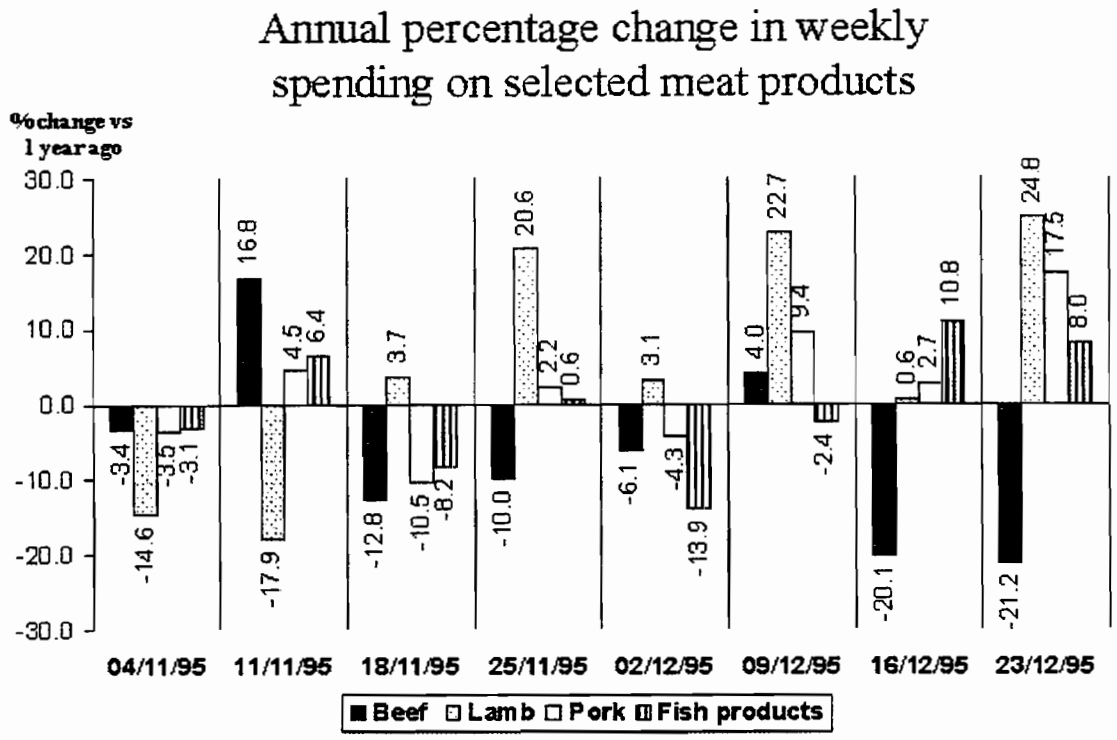
be slowly dying of this disease and not know it until their late thirties. Clinical symptoms start with changes in sleeping and eating and deteriorate over a few weeks. People with CJD will "wake up one morning twitching and deteriorate weekly into blindness and epilepsy while their brain perforates into a sponge" (Greger).

Figure 4. Human Brain with CJD (Creutzfeldt).

CJD claimed the lives of two dairy farmers who had tended herds with BSE infected cattle. A fifteen year old Welsh girl developed CJD, despite no family history of the disease, meaning the most probably source of infection is food (Lacey). Since the new cases of CJD, the U.K community, as well as other communities, have become not only angry but scared.

Angry Community

Since BSE and its possible link to CJD has been so well publicized by the media, many people of the community are scared. When people get scared they stop doing whatever the cause of the scare is; in this case that means to stop buy beef. "By May 1990, a quarter of the British population refused to eat beef (Greger). Also in 1990 a ban was implemented on British beef in school meals (Lacey). Since the recent scare with the new variant of CJD the community has again stopped buying beef. (see Figure 5).



Source: Nielsen Homescan

Copyright: Nielsen

Figure 5. Meat Consumption Graph. (Annual).

U.K Government Actions

In the late 1980's when BSE was first discovered the U.K government seemed unconcerned with the disease as a whole. The government said the disease would be completely eradicated by 1995 because of the ban on sheep and cow offal. They denied the fact that BSE was a disease of vertical transmission (see glossary) and overlooked scientists claims that BSE was more of a problem than first thought. In 1990, a then confident Minister of Agriculture, John Gummer munched on a burger, along with four year old daughter, in from of the press to restore community confidence. (See Fig 6).

May 1990:
Agriculture minister John Gummer attempts to allay public fears about the safety of beef by feeding his daughter, Cordelia, a hamburger.

Figure 6. Minister of Agriculture with Daughter. (Minister)

Today the British government has an angry and confused public to deal with about BSE and its link to CJD. On

March 29, 1996, European Unions leaders promised substantial financial help towards destruction of hundreds of thousands of older cattle. (Webster). Recently, seventeen incidents where traces of spinal cord - a material banned from the human food chain - were found on beef carcasses in slaughterhouses in the United Kingdom. Minister of Agriculture said " that he was considering tighter safeguards on abattoirs" (Fletcher). On April 3, Britain agreed to destroy millions of head of older cattle during the next five years in return for partial European Union compensation for farmers whose cattle will be incinerated in an effort to eliminate human exposure to the fatal ailment.

U.S. Government Actions

In the past, the United States government banned the importation of British cattle to the U.S. Since 1991, there has been a strictly voluntary ban in place on the use of rendered products from adult sheep in animal feeds (Fact Sheet). APHIS established a program for BSE surveillance in the U.S., that now has become known as clumsy, unorganized and ineffective.

Today, as well as in the past, the United States government seems confident, perhaps over confident, of themselves and their ability to keep BSE out of the U.S. This overconfidence has an eery ring to it -- sounds all to familiar to the U.K. government about a decade ago when BSE was first discovered. The overconfidence of the United Kingdom government got them no where but into a deeper hole that they are now attempting to dig out of.

CONCLUSION

Summary of Findings

During my research of Bovine Spongiform Encephalopathy, I learned a great deal. BSE is in epidemic form in cattle in the U.K. Although a ban was implemented years ago that was supposed to completely eradicate the possibility of a disease called BSE in 1996, it is still around. A newly found possible link of BSE contamination to the human brain disease Creutzfeldt-Jakob disease, causes a definite risk factor to humans. In years past the U.K government overlooked the fact that BSE could be a problem and is now facing a very angry community that wants answers. Presently the government is facing a debt of over five- hundred million pounds to help eradicate the disease.

Interpretation of Findings

Although the governments of the U.K. and the U.S. tend to overlook the fact that BSE is a risk to humans, I feel that the community formed their own opinions which differ completely from that of the government. The U.K. government finally realized their mistakes and are now taking actions to eradicate the disease in Britain. The U.S. government remains overconfident and nonchalant about the situation of BSE. In my opinion, BSE is a definite possible link to CJD and an immediate risk to any beef consumer.

RECOMMENDATIONS

The following are recommendations for the United States

Department of Agriculture from my research on BSE:

1. Keep the ban on British importation of British cattle AND British beef.
2. Research for possible vaccines.
3. Funding for research.
4. Make the voluntary ban on sheep and cattle offal a law.

5. Do not overlook this disease
6. Keep the public informed; secrets only make them scared and angry.
7. Research possible testing in live cattle.
8. Even though BSE has never been seen in the U.S., make BSE a reportable disease, making farmers required by law to report a cow that has possible signs of BSE.

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GLOSSARY

BSE:
Bovine Spongiform Encephalopathy.

Creutzfeld-Jakob disease:
A TSE that gives rise to a pre-senile dementia in humans.

Downer Cows:
Cattle that show neurological problems (an American term).

Epidemiology:
The study of changes in the numbers of cases of disease in relation to time and space.

EU:
European Union.

Kuru:
A disease found in the Fore tribe in New Guinea, and due to the eating of infected tissue by members of the tribe. In general the women ate brain tissue rather than the mean and it was the women and children that died relatively rapidly of the disease.

MAFF:
Ministry of Agriculture Fisheries and Food in the UK.

Prion:
This is the protein that makes up the infectious agent claimed by a large number of groups now to be the infectious particle that transmits the disease from one cell to another and from animal to another. It is made from the normal protein PrPc (the c stands for chromosomal) that is produced in small quantities on many cells and especially in the lymphoid and the nervous.

PrP:
The prion protein. It can exist in various forms. One is PrPc and is the normal type of protein that is found in a cell. One is called PrPsc (or PrPscrapie) that is found in the infectious cells.

RNA:
Ribonucleic acid. Often found in viruses as the nucleic acid that carried the genome of the agent.

Scrapie:
The TSE of sheep or goats.

SEAC:
Spongiform Encephalopathy Advisory Committee. Tyrrell Committee.

TSE:
Transmissible Spongiform Encephalopathy. A disease that can be transmitted from one animal to another and will produce changes in the brain that appear similar to a sponge.

Vertical transmission:
The transmission of an illness from the parents to the offspring.

Today's job seekers rely on Net

By CECIL G. BRUMLEY
Staff Writer

Recent Northeast Louisiana University graduate George Curry would be running all over town trying to find a job in the past.

Now he sits down at a computer at the Monroe Job Service office and can browse through thousands of jobs from throughout the country on the Internet's World Wide Web.

ECONOMY

"I'm looking for a job as an insurance claims adjuster, in outside sales in pharmaceuticals or food," Curry said. "I've been looking in Arkansas, Louisiana, Mississippi and Texas. All of them are on the job bank."

The Internet job bank service has grown rapidly, but it shouldn't replace all of the traditional ways of getting a job. Still, there is free access to it at the Monroe Job Service and more access is coming at the Ouachita Parish Library.

The state Department of Labor's CareerNet Website (http://www.ldol.state.la.us) has hit a high of being called up 88,000 times daily, said Melanie Guste, CareerNet director. "There's a tremendously high demand for it."

The Labor Department's Website went online in July 1995 and had a daily average of 6,000 log-ons until Feb. 23 when it was announced to the general public. Then log-ons increased to 70,000 a day.

Proving the breadth of its coverage, World Wide Web log-ons to the state's Website are coming from 18 foreign countries.

"We had 191 people from Indonesia requesting information on our home page in one day," Guste said.

But state labor departments aren't the only ones putting jobs on the Web, she said. "There are other data bases online, such as the federal job database. Associations are posting their job banks, such as the American Mathematical Association."

Most of the job listings still require a visit to the Job Service office to file an application, but that is changing, Guste said. "Job service traditionally has provided a screening function for employers.

"If you need 2,000 welders overnight or a casino moves to town, they need a service of screening a large number of employees," she said. "But if it's just one or two jobs, could do it directly."

The federal government already has a direct e-mail function along with its job postings and Guste expects other employers will begin providing that service, she said. "That's coming."

The News Star/Margaret Croft

George Curry uses the Internet to search for a job after graduating recently from NLU.

Also, employers now have the ability to post jobs directly to the American Job Bank, Guste said. "Previously they had to go to the department of labor."

Users shouldn't be worried about what they see in the job bank listings at first, such as low wages, she said. "What's posted there is what's provided there by the employer.

"A lot of times the employer doesn't want to reveal exactly what they're offering," she said. "They want to wait until you come in to interview for the job."

"There's some real oddities," Guste said. "After surfing for a while, you start to understand the discrepancies."

But the job bank also can help educate workers about differences in wages and job availability across the country, she said. "It pushes people to ask about the state of our economy. It's a value added to this tool."

Still, Guste notes the Internet job bank is just one tool in finding a job.

Without it, Curry said, "I would have to do some networking with friends and past co-workers, and checking at the career placement office at NLU."

Curry and other job seekers shouldn't stop doing the other legwork, Guste said. "Networking with friends, that's the most valuable resource for finding a job.

"If you look at what in the end secured a person a job, often it's through friends or acquaintances," she said.

Still, the state's Web site is a valuable resource, Guste said. Louisiana is one of only 18 states that has begun consolidating federally funded educational and work-based training and services programs, as well as labor market information into one comprehensive system on the Internet.

"The Internet is a new tool; we've yet to see some of the ways it will be beneficial," she said. "We're doing that kind of analysis . . . What are people really helped by?"

For now, the Monroe Job Service office is on the cutting edge of using the Internet.

The Monroe office has five computers hooked up to the Internet and offers free access to them, manager Lou Ann Copeland said. "Right now we're not that strict on (time limits), but at some point we will have to."

The office now includes Internet browsing in its job search training programs and plans to go out into the field, Copeland said. "We've got some grant money ($100,000) and have asked for a lap-top computer and projector to do presentations for groups.

The grant also will allow the office to buy other equipment to help with its "one-stop shop" for jobs and careers, she said.

Internet access for people who can't afford their own computers also is expanding to the Ouachita Parish Library, director Ben Brady said. "Requests for information from the Internet still has to go through the reference librarian right now.

"We want to get a couple of computers for public access within the next few months," Brady said. "We'll start it at the main library and then we'll add it to all the branches."

http://www.ldol.state.la.us

The News-Star
Sunday, April 21, 1996
Monroe, LA
6B

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FIRST NAME Initial. LAST NAME

EDUCATION

Louisiana Tech University, Ruston, Louisiana.
Bachelor of Science in Accounting, May 1996, GPA: 3.38/4.00.
Worked part-time while attending college.

SKILLS

- Microsoft Office
- WordPerfect
- Quattro Pro
- Excel
- Effective oral and written communication abilities

EXPERIENCE

Louisiana Tech University Environmental Health and Safety Department, Ruston, Louisiana, November 1992 to May 1996. Student Worker. Utilized computer skills with hands-on experience on word processing and spreadsheet software, updated chemical inventory for all campus departments, and contributed to the completion of the University Safety Plan.

State Farm Insurance Company, Bossier City, Louisiana, June 1995 to August 1995. Intern. Assisted in the handling of automobile claims: set up claims, contacted policyholders, and concluded claims. Utilized customer interaction and organization skills.

Alloy Piping Products, Shreveport, Louisiana, May 1992 to December 1994 (summers and holidays). Accounting Assistant. Worked in sales, purchasing, and insurance departments. Customer relations, filed claims, updated employee information, etc.

HONORS

- President's List
- Dean's List
- Outstanding Student Scholarship
- Lawson L. Swearingen Scholarship

ACTIVITIES

- Beta Alpha Psi Honorary Accounting Fraternity
  - Vice President for Alumni Relations
- Delta Sigma Pi Professional Business Fraternity
  - President
  - Vice-President for Pledge Education
- Business Students Association
  - President
  - Secretary

References provided upon request.

Last modified 5/6/96

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<I>State Farm Insurance Company</I>, Bossier City, Louisiana, June 1995 to August 1995. Intern. Assisted in the handling of automobile claims: set up claims, contacted policyholders, and concluded claims. Utilized customer interaction and organization skills.<P>

<I>Alloy Piping Products</I>, Shreveport, Louisiana, May 1992 to December 1994 (summers and holidays). Accounting Assistant. Worked in sales, purchasing, and insurance departments. Customer relations, filed claims, updated employee information, etc.<P>
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<LI>Dean's List
<LI>Outstanding Student Scholarship
<LI>Lawson L. Swearingen Scholarship
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<LI> Vice President for Alumni Relations
</UL>

<LI> Delta Sigma Pi Professional Business Fraternity

<UL>
<LI> President
<LI> Vice-President for Pledge Education
</UL>

<LI> Business Students Association
<UL>
<LI> President
<LI> Secretary
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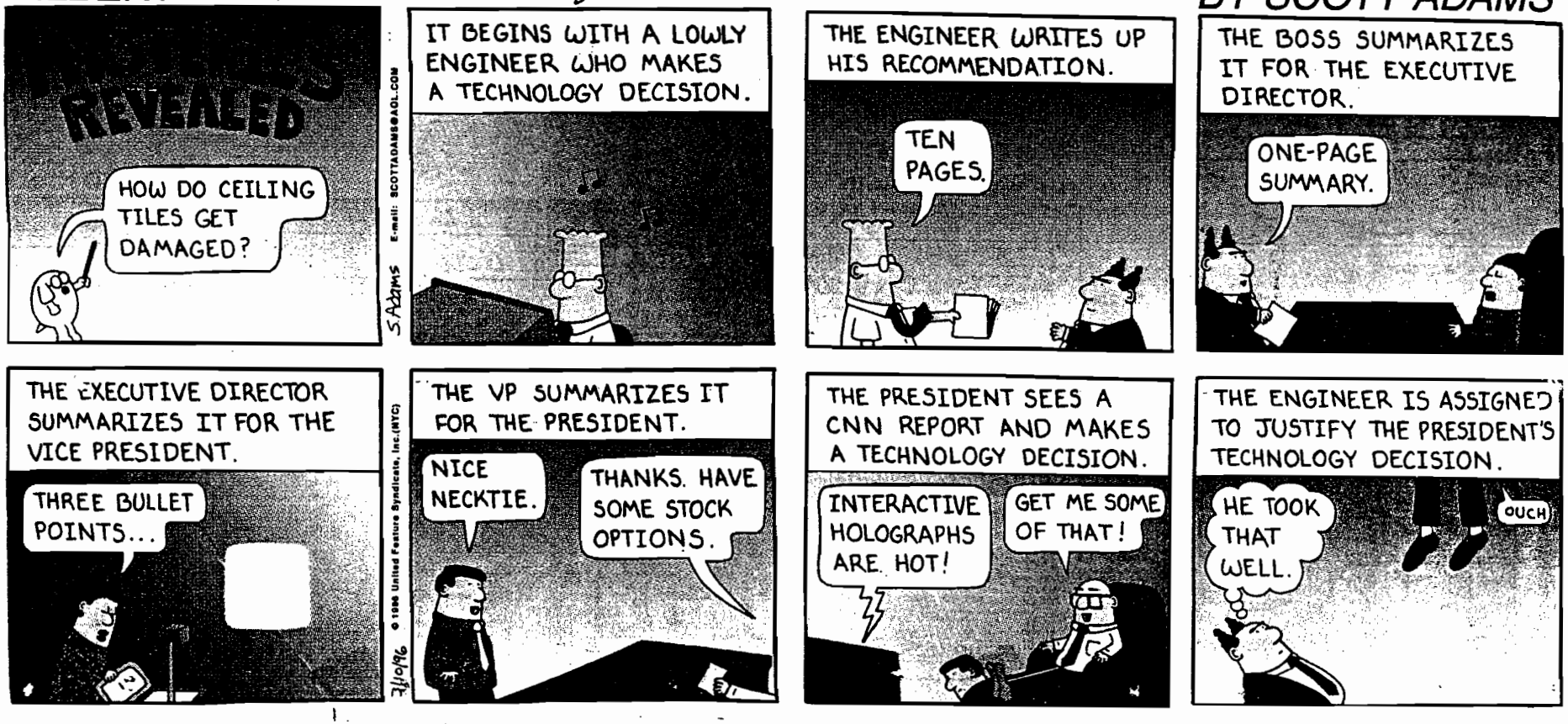
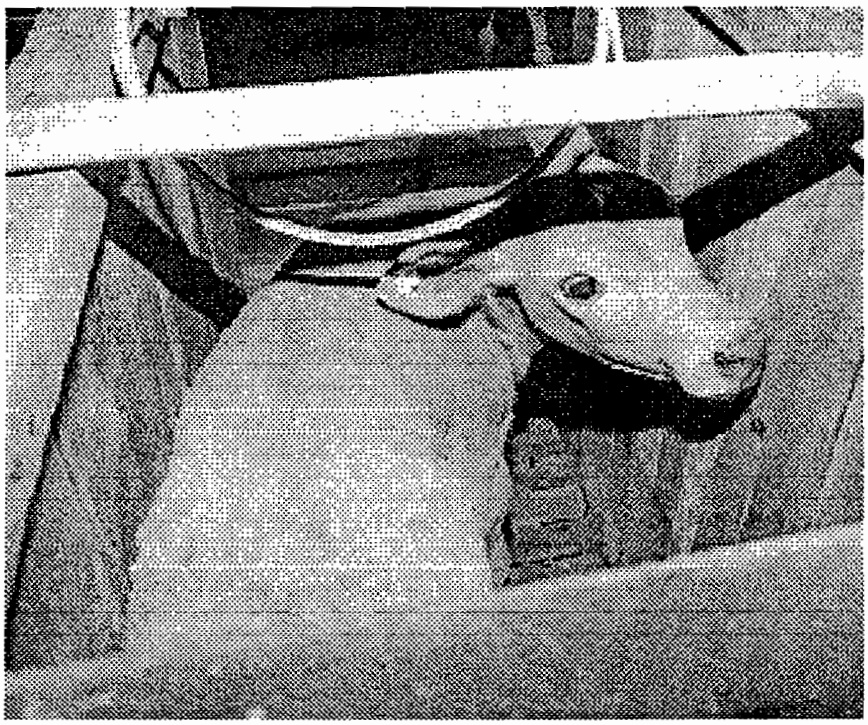
DILBERT

BY SCOTT ADAMS



Cathy
by
Cathy Guisewite
WHY NOT?
DEAR... NO... HI, THERE... ..NO... OH, YOO, HOO... NO...
Dear zxmp2897@wwcc.com, You were so amazing online tonight, but next time let's meet in a private chat room for some real connection.....
...HA, HA!... I CAN'T SAY THAT! HOO, HA, HA!! IF ANYONE SAW THAT, I'D...
AACK!! TWIRLING CIRCE! I CLICKED ON "SEND NOW" BY ACCIDENT!!!
NO! DON'T SEND NOW! DON'T SEND EVER! UNDO! WHAT'S THE COMMAND FOR UNDO??
TECH SUPPORT!! I NEED EMERGENCY TECH SUPPORT!!
AACK!! PHONE DOESN'T WORK BECAUSE MODEM IS ON! CAN'T UNPLUG MODEM BECAUSE MIGHT DISCONNECT ONLY CHANCE TO UNDO EMAIL!!
WHAT AM I SAYING? THE MESSAGE IS GONE! INSTANT TRANSMISSION! CYBER-HUMILIATION!!
ANOTHER USER ENJOYS THE LIBERATING ANONYMITY OF THE INTERNET.
SCREEN NAME... HOW DO I CHANGE MY PHONY SCREEN NAME?...
© 1996 CATHY GUISEWITE distributed by Universal Press Syndicate

Q: Why can't this veal calf walk?



A: He has only two feet.

Actually, less than two feet. Twenty two inches to be exact. His entire life is spent chained in a wooden box measuring only 22 inches wide and 56 inches long. The box is so small the calf can't walk or even turn around.

Most people think animal abuse is illegal. It isn't. In veal factories, it's business as usual. "Milk-fed" veal is obtained by making a calf anemic. The calf is not fed mother's milk. He's fed an antibiotic laced formula that causes severe diarrhea. He must lie in his own excrement— choking on the ammonia gases. He's chained in a darkened building with hundreds of other baby calves suffering the same fate. They are immobilized, sick, and anemic.

Toxic Veal

The reckless use of oxytetracycline, mold inhibiting chemicals, chloramphenicol, neomycin, penicillin, and other drugs is not just bad for calves. It is toxic to you.

But doesn't the USDA prevent tainted veal from being sold? Absolutely not. The USDA itself admits that most veal is never checked for toxic residue.

Antibiotics in veal and other factory farm products create virulent strains of bacteria that wreak havoc on human health. Salmonella poisoning is reaching epidemic proportions.

Veal factories maximize profits for agribusiness drug companies because they are a breeding ground for disease. To keep calves alive under such torturous conditions, They are continually given drugs which can be passed on to customers.

It doesn't have to be this way. And with your help, it won't be. Please, don't buy veal!

Campaign Against Factory Farming

YES! Factory farms must be stopped from misusing drugs, abusing farm animals, and destroying America's family farms. Enclosed is my tax- deductible contribution of:

☐ $20 ☐ $50 ☐ $100 ☐ $500 ☐ Other _____

Name _____

Address _____

City, State, Zip _____

A free Customer Alert pack is available upon request.

THE HUMANE FARMING ASSOCIATION

1550 California St. Suite 12 San Francisco, CA 94109

Audience analysis questions

1. Who was the original audience?
2. What magazines would they have seen this in?
3. Whese does the ad appeal to the audience's sympathy? Its self-interest?
4. What is the proximate (immediate) goal? The ultimate goal?
5. How will the proximate goal lead to the long-term goal?
6. If you changed the audience to farmers, how would the argument change?
7. How would the short-term goal change?

JARGON AND DOUBLESPEAK

"Jargon" can refer to the specialized language of a profession or field of study (a neutral term in the usage).

"Jargon" can also describe language which is artificial or pretentious, more complex than it needs to be, marked by euphemism, vagueness and insincerity.

"Doublespeak" is jargon at its worst: language designed to deceive.

1. Examples of the "officialese" form of jargon.

Verbal contact with Blank regarding the attached notification of promotion has elicited the attached representation intimating that he prefers to decline the assignment. (Mr. Blank didn't want the job.)

The nursery school teacher education training sessions involve active interfacing with preschool children of the appropriate age as well as intensive peer interaction in the form of role plays. (Training for nursery school teachers involves interaction with preschoolers and role playing with peers.)

2. Just how mindless and empty can officialese become? Just how vulnerable are we to its pretentiousness? Try out the S.B.P.P. (Systematic Buzz Phrase Projector) below, which was popularized by a U.S. Public Health official named Phillip Broughton. Just select any three digit number and select the corresponding "buzz words" from the three columns. All combinations are guaranteed to mean absolutely nothing but with the ring of absolute authority!

0.	Integrated	Management	Options
1.	Total	Organizational	Flexibility
2.	Systematized	Monitored	Capability
3.	Parallel	Reciprocal	Mobility
4.	Functional	Digital	Programming
5.	Responsive	Logistical	Concept
6.	Optional	Transitional	Time-Phase
7.	Synchronized	Incremental	Projection
8.	Compatible	Third-Generation	Hardware
9.	Balanced	Policy	Contingency

3. Examples of "weasel words" and "Doublespeak"

From advertisers: "pre-owned" or "reconditioned" cars (used cars) "aids in the prevention of" (might work, might not)

From government: The best examples I could find won the N.C.T.E. 1985 award for "Doublespeak." First prize went to the State Department for announcing that it will no longer use the word "killing" in its reports on human rights around the world. Instead, it will refer to such acts as "unlawful to arbitrary deprivation of life." The National Transportation Safety Board was cited for labeling plane crashes "controlled flights into terrain." The Defense Department won honorable mention for calling peace "permanent prehostility" combat "violence processing," and civilian casualties "collateral damages."

EXERCISE: Try your hand at translating the following examples of

jargon.

a. It is incumbent on the administration to maximize defense expenditures, to ensure a credible U.S. defense posture vis-a-vis our adversaries.

b. The various facts of human personality so greatly impinge on behavior that the concept of free will become problematic.

c. Our relationship seems to suffer from a fundamental lack of communication which seems to set up barriers between us in every area of interpersonal relations.

4. At its worst, jargon deliberately masks meaning by using language which is unintelligible or empty. "Euphemisms," or polite ways of saying what is offensive or shocking, are often a major weapon of those who, for whatever reason, prefer to "protect" us from unpleasant realities.

During the most "unpleasant" years of Vietnam, government officials routinely used what Vincent Barry calls "a litany of euphemisms." Here is a partial list, with translations:

pacification center	concentration camps
incursion	invasion
protective reaction strike	bombing
surgical strike	precision bombing
incontinent ordinance	off-target bombs (usually when they kill civilians)
friendly fire	shelling friendly villages or troops by mistake
specified strike zone	area where soldiers could fire at anything
interdiction	bombing
strategic withdrawal	retreat (when the U.S. and its allies did it)
advisor	military officer or CIA agent (before U.S. admitted involvement in Vietnam) termination killing
infiltrators	enemy troops moving into the battle area
reinforcements	friendly troops moving into the battle area

1. EXERCISE: On separate sheets, rewrite the following euphemism-filled paragraph, "translating" it into straightforward English with the help of the list above:

The planned INCURSION of REINFORCEMENTS went into effect under the direction of ADVISORS. It was preceded by a PROTECTIVE REACTIVE STRIKE. The INTERDICTION experienced an INCONTINENT ORDINANCE. The SPECIFIC STRIKE ZONE was widened. FRIENDLY FIRE temporarily caused consideration of STRATEGIC WITHDRAWAL. However, losses were deemed minimal. INFILTRATORS

http://www.LaTech.edu/~bmagee/jargon.txt

not TERMINATED have been relocated to PACIFICATION CENTERS in the area.

2. EXERCISE: Now write a paragraph in which you compare and contrast the effects of the two versions.

PROPOSAL

Date: March 25, 1997
To: Bill Archer
From: Rebecca D. Kubs
Subject: Report on Flat Tax

Purpose:

~~To attempt~~ To prove that the regulation of a flat tax in the United States is of great importance.

Present Status of the Problem:

According to Principles of the Flat Tax, "Today's graduated income tax system is a morass of deductions, exemptions, allowances, credits and other loopholes," This tax code is needlessly confusing and very complex. The citizens of the United States work hard to improve their standard of living only to be punished by being pushed up into a higher tax bracket. They are working longer and harder, often having little or nothing to show for it after Uncle Sam receives his share of their earnings. The current tax system does allow multiple tax breaks for certain individuals, but not others who are earning the same income. A flat tax would decrease, if not eliminate, a majority of the progressive tax discrepancies.

Implementing a flat tax would ensure that all taxpayers were paying their equivalent share to the government with less complexity. All of the deductions and multiple tax rates permitted by the nation's tax would be eliminated and replaced with one low rate. Thus, saving Americans a lot of time, money, and heartache during the tax season. A flat tax would also abolish the double and triple taxation involved in the current system.

> Americans, regardless of how they make their money, would pay taxes when their income is earned. However, the returns (interest and dividends) on after-tax income that is saved or invested would not be taxed again. All but those in the lowest income groups would pay taxes on their income, but they would pay once at a single low rate. (Why)

People would be rewarded, instead of punished, when trying to build for their future. A low percentage flat tax would benefit both the citizens and the government by encouraging entrepreneurial spirit and increasing economic growth.

Research Procedure:

Upon gathering information on the World Wide Web, I have contacted several expertise on flat tax for further information. I plan to research this possible solution to income tax extensively through the World Wide Web, libraries, and personal contacts with experts in this field.

Tentative Outline:

Thesis: The U.S. Government needs to implement a flat tax for simplicity, equality, and economic growth.

I. Introduction
   A. Purpose
   B. History of the Problem
   C. Review of Recent Literature
   D. Research Procedure

II. Flat Tax
   A. What the Flat Tax Is?
   B. Advantages of the Flat Tax
      1. for Taxpaying Citizens
      2. for the Economy
   C. Effects of the Flat Tax
      1. on Taxpaying Citizens
      2. on the Economy

III. Conclusion

IV. Recommendations

capitalize the 1st word

Projected Conclusion:

From the information I have gathered so far, it is my opinion that it is of great necessity for the United States to acquire the flat tax system. A single low-rate flat tax would eliminate the loopholes of the current tax system.

Projected Recommendations:

1. Convince America flat tax is the right decision
2. Change tax system to flat tax
3. Regulate a rate

- 3 - longer list
- apply to your audience

CRAIG J. SMITH

OBJECTIVE:	Seeking the position of Airfield Manager with opportunity to utilize = management experience with airport operations.
EDUCATION:	Louisiana Tech University, Ruston, Louisiana. Bachelor of Science in = Business Management and Entrepreneurship, May 2000, GPA: 3.45/4.00. = Worked part-time while attending college. New Mexico Military Institute, Roswell, New Mexico. = Associates Degree in Communications. May 1996, GPA: = 3.25/4.00.
EXPERIENCE:	Shreveport Regional Airport, Shreveport Airport Authority, = Shreveport, Louisiana. May 1997 to August 1997. Intern. Assisted = the airport director in everyday operations of an airport:: Learned =

airfield maintenance operations, experienced airline contract = negotiations, worked on human resource projects, and helped manage air = traffic control operations.

Shreveport Regional Airport, Tac Air, Shreveport, Louisiana. May = 1996 to August 1997. Linesman. Received hands-on experience in refueling = airline transport aircraft, towing general and corporate aircraft and = preparing corporate aircraft for flight.

Ruston Regional Airport, Louisiana Aircraft Inc., Ruston, = Louisiana. August 1996 to May 1997. Linesman. Refueled general aviation = and corporate aircraft, prepared aircraft for flights, managed = landscaping on the airport grounds, and managed the front desk.

Brookshires Grocery Company, Haughton, Louisiana. May 1993 to = July 1996 (summers and holidays). Grocery

	Sacker and Stocker. Sacked = groceries and stocked store shelves.
HONORS:	- President=92s List = - Outstanding = Student Award = - Veterans of Foreign World Wars National Award = - Edgar H. Hoover Military = Honor Scholarship
ACTIVITIES:	- Baptist Student Union = -- Parable Drama Team = Ministries = - Alpha Eta Rho Professional Aviation Fraternity = - Louisiana Tech Student = Government Association = -- Senator = = -- Members-at-Large = = - Louisiana Tech University College Republicans
COMMUNITY:	- Bossier Fire District #1 Volunteer Fireman = - Church Youth Group = - = Key Club

References are available on request

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1231 Skokie Street

85

Ruston, LA 710270

November 7, 1997

Mr. Gene Couvillion

Director of Airports

Lafayette Airport Authority

51036 Acadiana Avenue, Suite 300

Lafayette, LA 71109

Dear Mr. Couvillion:

In May I will graduate from Louisiana Tech University with a = Bachelor of Science degree in Business Management and Entrepreneurship = with a minor in Aviation Management. I am writing to explore the = possibility of filling the position as the new Airfield Manager at the = Lafayette Regional Airport.

I am aware that the Lafayette Airport is preparing to enter = into a massive terminal remodeling project and exploring the avenues of = new airline service. Many of my elective classes were in the field of = air carrier management and operations; therefore I am familiar with = airline operations and procedures. Through my major I have extensive = knowledge of operating practices, such as record keeping, office layout, = personnel and budgetary requirements, and performance to create new = systems essential to airfield and terminal management. My internship = experience with the Deputy Director of Airports at the Shreveport = Airport Authority, after my sophomore year provided vast opportunities = for me to gain experience in coordinating airport services and = activities of personnel in the airport organization. I learned the = responsibility of studying management methods in order to improve = workflow and implement cost-reduction. I also had the privilege of = working with air carriers to promote air service. As a person who seeks = a challenge, I am dependable, creative, flexible, and resourceful.

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Sincerely,

Craig J. Smith

Enclosure

86

CRAIG J. SMITH

1313 Mockingbird Lane
Ruston, LA 71270
(318) 555-0101
Email: CSmith@LaTech.Edu

OBJECTIVE Seeking the position of Airfield Manager with opportunity to utilize management experience with airport operations.

EDUCATION **Louisiana Tech University,** Ruston, Louisiana. Bachelor of Science in Business Management and Entrepreneurship, May 2000, GPA: 3.45/4.00. Worked part-time while attending college.

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- Assisted the airport director in everyday operations of an airport.
- Learned airfield maintenance operations.
- Experienced airline contract negotiations.
- Worked on human resource projects.
- Helped manage air traffic control operations.

Shreveport Regional Airport, Tac Air, Shreveport, Louisiana. May 1996 to August 1997. Linesman.

- Refueled airline transport aircraft.
- Towed general and corporate aircraft.
- prepared corporate aircraft for flight.

Ruston Regional Airport, Louisiana Aircraft Inc., Ruston, Louisiana. August 1996 to May 1997. Linesman.

- Refueled general aviation and corporate aircraft.
- Prepared aircraft for flights.
- Managed landscaping on the airport grounds.
- Managed the front desk.

Brookshires Grocery Company, Haughton, Louisiana. May 1993 to July 1996 (summers and holidays). Grocery Sacker and Stocker.

Sacked groceries and stocked store shelves.

HONORS

- President's List
- Outstanding Student Award
- Veterans of Foreign World Wars National Award
- Edgar H. Hoover Military Honor Scholarship

ACTIVITIES	Baptist Student Union -- Parable Drama Team Ministries
	Alpha Eta Rho Professional Aviation Fraternity
	Louisiana Tech Student Government Association Senator
	Louisiana Tech University College Republicans
COMMUNITY	Bossier Fire District #1 Volunteer Fireman
	Church Youth Group
	Key Club

References are available on request

1313 Mockingbird Lane
Ruston, LA 71270
November 7, 1997

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Director of Airports
Lafayette Airport Authority
51036 Acadiana Avenue, Suite 300
Lafayette, LA 71109

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Sincerely yours,

Craig J. Smith

Craig Smith - original HTML

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1313 Mockingbird Lane</P> <FONT SIZE=3D2><P>					</FONT>
Ruston, LA 710270</P> <P>					November 7, 1997</P>

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<P> 					

Sincerely,</P> <P> </P><DIR>
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<P>					

Craig J. Smith </P></DIR> </DIR> </DIR> </DIR> </DIR> </DIR> </DIR> </DIR> </DIR>
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<TR>
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<B>OBJECTIVE</B>
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<TD VALIGN="TOP">
Seeking the position of Airfield Manager with opportunity to
utilize management experience with airport operations.
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<TR>
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<B>EDUCATION</B></TD>

<TD VALIGN="TOP">
<b>Louisiana Tech University</b>, Ruston, Louisiana. Bachelor of Science in Business Management and
Entrepreneurship, May 2000, GPA: 3.45/4.00.
Worked part-time while attending college.<br><br>

<b>New Mexico Military Institute</b>, Roswell, New Mexico. Associate Degree in Communications. May
1996, GPA: 3.25/4.00.
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<B>EXPERIENCE</B>
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<TD VALIGN="TOP">
Shreveport Regional Airport, Shreveport Airport Authority,
Shreveport, Louisiana. May 1997 to August 1997. Intern.

<ul type=circle>
Assisted the airport director in everyday operations of an
airport.
Learned airfield maintenance operations.
Experienced airline contract negotiations.
Worked on human resource projects.
Helped manage air traffic control operations.

Shreveport Regional Airport, Tac Air, Shreveport,
Louisiana. May 1996 to August 1997. Linesman.

<ul type=circle>
Refueled airline transport aircraft.
Towed general and corporate aircraft.
prepared corporate aircraft for flight.

Ruston Regional Airport, Louisiana Aircraft Inc., Ruston,
Louisiana. August 1996 to May 1997. Linesman.

<ul type=circle>
Refueled general aviation and corporate aircraft.
Prepared aircraft for flights.
Managed landscaping on the airport grounds.
Managed the front desk.

Brookshires Grocery Company, Haughton, Louisiana. May 1993 to
July 1996 (summers and holidays). Grocery Sacker and Stocker.

Sacked groceries and stocked store shelves.
</TD>
</TR>

<TR><TD VALIGN="TOP">
<B>HONORS</B></TD>
<TD VALIGN="TOP">
<ul type=circle>
President's List
Outstanding Student Award
Veterans of Foreign World Wars National Award
Edgar H. Hoover Military Honor Scholarship

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<B>ACTIVITIES</B>

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Baptist Student Union -- Parable Drama Team Ministries <br>
Alpha Eta Rho Professional Aviation Fraternity        <br>
Louisiana Tech Student Government Association Senator     <br>
Louisiana Tech University College Republicans<br>
</TD>
</TR>

<TR>
<TD VALIGN="TOP">
<B>COMMUNITY</B>
</TD>

<TD VALIGN="TOP">
Bossier Fire District #1 Volunteer Fireman<br>
Church Youth Group<br>
Key Club<br>
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References are available on request</B></FONT>
<P>

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<tr><td>
                1313 Mockingbird Lane<br>
                Ruston, LA 71270<br>
                November 7, 1997
<td></tr>
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<P>
<P>
Mr. Gene Couvillion<br>
Director of Airports<br>
Lafayette Airport Authority<br>
51036 Acadiana Avenue, Suite 300<br>
Lafayette, LA 71109<P>

Dear Mr. Couvillion:<P>

In May I will graduate from Louisiana Tech University with a Bachelor of Science degree in Business Management and Entrepreneurship with a minor in Aviation Management. I am writing to explore the possibility of filling the position as the new Airfield Manager at the Lafayette Regional Airport.<P>

I am aware that the Lafayette Airport is preparing to enter into a massive terminal remodeling project and
```

exploring the avenues of new airline service. Many of my elective classes were in the field of air carrier management and operations; therefore I am familiar with airline operations and procedures. Through my major I have extensive knowledge of operating practices, such as record keeping, office layout, personnel and budgetary requirements, and performance to create new systems essential to airfield and terminal management. My internship experience with the Deputy Director of Airports at the Shreveport Airport Authority, after my sophomore year provided vast opportunities for me to gain experience in coordinating airport services and activities of personnel in the airport organization. I learned the responsibility of studying management methods in order to improveworkflow and implement cost-reduction. I also had the privilege of working with air carriers to promote air service. As a person who seeks a challenge, I am dependable, creative, flexible, and resourceful. <P>

My resume, which contains information about my education, work experiences, campus activities, and honors, is enclosed for your review. I believe I am well qualified to fill the position and experienced enough to assist you with the new terminal remodeling project. I will call within two weeks to follow up on my application. Meanwhile, if you want to contact me, I can be reached at (318) 555-0101 or <A HREF="mailto:CSmith@LaTech.Edu">CSmith@LaTech.Edu</A><P>

<Table border=0>
<tr><td>
Sincerely yours,<P><P><P><P>

Craig J. Smith
<td></tr>
</table>

</BODY>

</HTML>

SENTENCE OUTLINE

THESIS: This thesis is weak; the thesis needs to make a proposal
Deinstitutionalization prevents many mentally ill people from receiving necessary treatment.

I. INTRODUCTION:

A. Purpose
This report describes the major problems with deinstitutionalization and recommends several solutions to help alleviate the problem.

B. History
The deinstitutionalization movement began as a reaction to overcrowding, understaffing, and underfinancing in state mental hospitals.

C. Review of Recent Literature
The inherent problems in deinstitutionalization are emerging, and many journal articles and internet sites present articles debating possible solutions.

D. Research Procedure
I gathered information for this report from government documents, periodicals, and a book in Prescott Memorial Library. Also, because my topic is a current and on-going controversy, I downloaded information from the World Wide Web on the Internet.

II. DEINSTITUTIONALIZATION: FROM HOSPITALS TO PRISONS AND STREETS

pg 1 **A. Early Treatment of Mental Illness**

1. Early Asylums
In the fifteenth and sixteenth centuries, the first asylums were created to confine and care for the mentally ill.

2. Humanitarian treatment
Realizing the deplorable conditions of the asylums, in 1793 Philippe Pinel began the movement for more humane treatment of patients.

2 **B. Current Treatment of Mental Illness**

1. Mental Hospitals
Although the deinstitutionalization movement has greatly reduced the number of patients in mental hospitals today, some state and private institutions remain.

2. Community Health Care
Many mentally ill patients have been displaced from mental hospitals to less restrictive community health care. avoid passive

3 **C. Mental Illness in the Homeless**

1. Prevalence and Identification
Up to 600,000 people are homeless in the United States, and among them, one-third are mentally ill (Outcasts 7).

2. Treatment
Most of the mentally ill people who are homeless do not receive any type of treatment.

4 **D. Reducing Mental Illness in the Homeless**

1. **Systems Integration**
   To reduce the problem of homelessness in the mentally ill population, systems must integrate to improve all aspects of the poeple's lives.

5 **E. Mental Illness in Prison Populations**

1. **Prevalence and identification of mental illness in prisons**
   Another place where mentally ill people are found after being discharged from a hospital is in prison.
2. **Treatment**
   Prisons are becoming primary treatment centers for mentally ill people.

6 **F. ~~Reasons for Imprisonment~~** Reducing Mental Illness in Prison Pop

1. **Why the mentally ill are imprisoned**
   Many mentally ill people reside in jail because they are waiting for a psychiatric evaluation, and the majority were charged with minor offenses.
2. **Laws**
   Because of various legal issues, many mentally ill people are housed in prison.

7 **G. Mental Health Financing**

1. **Public Financing**
   To increase the number of mentally ill people who receive treatment, the government needs to reevaluate public financing for the treatment of mental illness.
2. **Health Care Coverage**
   Health care coverage for mental illness is rarely sufficient for patients to receive adequate treatment.

10 **III. CONCLUSION:**

10 **A. Summary of Findings**
Through researching deinstitutionalization, I have discovered much information about the problems associated with the movement.

10 **B. Interpretation of Findings**
Although in theory deinstitutionalization works well, in practice many mentally ill people live without treatment.

12 **IV. RECOMMENDATIONS:** address this to an individual

These recommendations are for the National Institute of Mental Health, a section of the U.S. Department of Health and Human Services.

1. Propose policies for the housing and treatment of severely mentally ill people.
2. Coordinate groups to plan and integrate services for severely mentally ill homeless people.
3. Outline responsibilities for the coordination of hospital and community programs.
4. Foster communication between mental health and criminal justice systems.
5. Encourage expansion of health care coverage for mental illness.
6. Do not underestimate the inherent problems in deinstitutionalization.

13 Sources

15 Appendix A

You can talk about the cost involved w/ incarcerations

DEINSTITUTIONALIZATION:
FROM HOSPITALS TO PRISONS AND STREETS

Prepared for
Dr. Bruce R. Magee
Acting Assistant Professor
English Department
Louisiana Tech University

By
Joanna M. Clark
English 303 Student

April 8, 1997

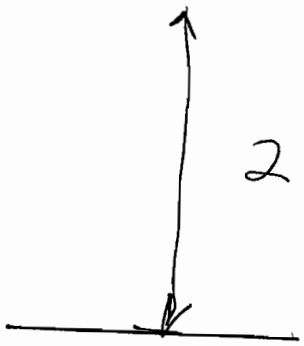
4704 Woodland Ave.
Metairie, LA 70002
April XX, 1997

Dr. Steven E. Hyman
Director of the National Institute of Mental Health
U.S. Department of Health and Human Services

} full address! The post office can't deliver this!

Dear Dr. Hyman:

XXXX



[this is bold] **ABSTRACT** (Triple space)

[The text is not bold]

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- History vi
- Review of Recent Literature vi
- Research Procedure vii

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- Current Treatment of Mental Illness X
- Mental Illness in the Homeless X
- Reducing Mental Illness in the Homeless X
- Mental Illness in Prison Populations X
- Reasons for Imprisonment X
- Mental Health Financing X

CONCLUSION X

- Summary of Findings X
- Interpretation of Findings X

RECOMMENDATIONS X

REFERENCES X

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2. XXXXXXXXXXXXXXXXX.....X
3. XXXXXXXXXXXXXXXXX.....X
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5. XXXXXXXXXXXXXXXXX.....X
6. XXXXXXXXXXXXXXXXX.....X

INTRODUCTION

Purpose

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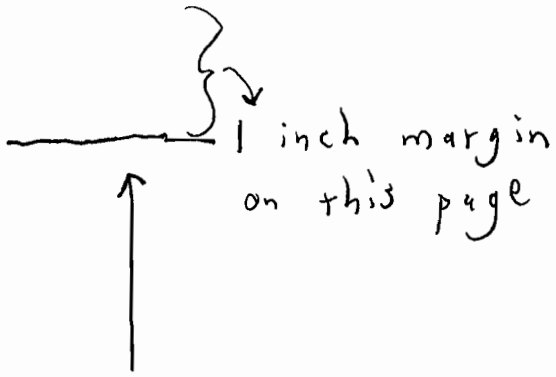

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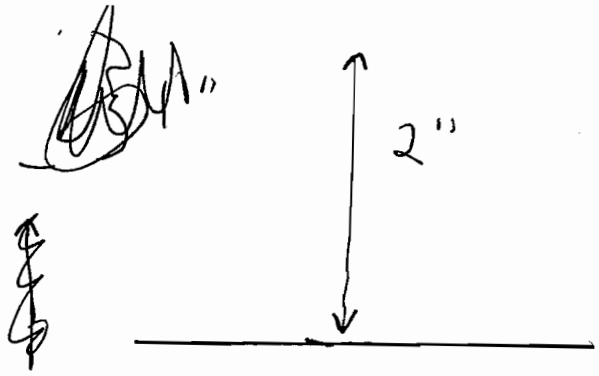

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DEINSTITUTIONALIZATION: FROM HOSPITALS TO PRISONS AND STREETS

Early Treatment of Mental Illness

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Mental Illness in the Homeless

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Reducing Mental Illness in the Homeless

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Mental Illness in Prison Populations

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Mental Health Financing

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CONCLUSION

Summary of Findings

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RECOMMENDATIONS 335

These recommendations are for the National Institute of Mental Health, a section of the U.S. Department of Health and Human Services:

1. Propose policies for the housing and treatment of severely mentally ill people.
2. Coordinate groups to plan and integrate services for severely mentally ill homeless people.
3. Outline responsibilities for the coordination of hospital and community programs.
4. Foster communication between mental health and criminal justice systems.
5. Encourage expansion of health care coverage for mental illness.
6. Do not underestimate the inherent problems in deinstitutionalization.

SOURCES 335

Davidson, Gerald C., and John M. Neale. Abnormal Psychology. 6th ed. New York: John Wiley and Sons, 1996.

Fleck, Stephen. "Dehumanizing Developments in American Psychiatry in Recent Decades." The Journal of Nervous and Mental Disease 183.4 (1995): 195-200.

Grob, Gerald. "The Paradox of Deinstitutionalization." Society 32.5 (1995): 51-59.

Lakin, K., David Braddock, and Gary Smith, eds. "Children and Youth in State MR/DD Institutions." Mental Retardation 33.3 (1995): 203.

Martin, John. "Deinstitutionalization: What Will It Really Cost?" *Schizophrenia Digest.* Http://www.mentalhealth.com/mag1/p51-sc02.html (March 25, 1997).

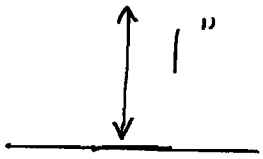
Satel, Sally. "The Madness of Deinstitutionalization." *The Wall Street Journal.* Http://www.psych~health.com/madness.html (March 25, 1997).

Torrey, E."Jails and Prisons--America's New Mental Hospitals." Editorial. American Journal of Public Health 85.12 (1995): 1611-1612.

United States. Caring for People with Severe Mental Disorders: A National Plan of Research to Improve Services. Washington: DHHS, 1991.

United States. Deinstitutionalization, Mental Illness, and Medicines. Washington: United States Government Printing Office, 1994.

United States. Outcasts on Mainstreet: Report of the Federal Task Force on Homelessness and



Severe Mental Illness. Maryland: NIMH, 1993.

APPENDIX 3 35

XXXX

AUDIENCE PROFILE SHEET

1. Reader's name and job title.
   Name Steven E. Hyman MD Job Title Director of the National Institute of Mental Health
2. Kind of reader Primary X Secondary__
3. Reader's educational background.
   Formal education
   Dr. Steven Hyman completed a B.S. in Psychology from the University of South Carolina. He then received his medical degree from Harvard Medical School.
   Training Courses and workshops
   He attended a workshop on brain abnormality at the University of Maryland.
4. Reader's professional background (previous positions or work experience).
   Psychiatrist at Clark Memorial Hospital in New York
   Director of the Research Program at Clark Memorial Hospital in New York
5. Reader's chief responsibilities on the job.
   Dr. Steven Hyman oversees the activities of the different committees and directs NIMH to serve its goals (improving the mental health of Americans, facilitate better understanding of diagnosis, treatment, and rehabilitation of the mentally ill).
6. Reader's personal characteristics.
   Dr. Steven Hyman is a middle-aged, caucasian male.
7. Reader's likes.
   He likes learning about new medical discoveries regarding mental illness.
   Reader's dislikes.
   He dislikes the bureaucracy regarding implementing mental health programs.
8. Reader's attitude toward you and the subject of the document.
   Positive X Neutral_____ Negative_____
   Why? In what ways?
   Dr. Hyman is directing NIMH. One major area of study includes mental illness and the homeless. Deinstitutionalization contributes to the number of mentally ill people who are homeless.
9. Reader's cultural characteristics.
   Dr. Hyman grew up in a large, northeastern city in the United States. He has been exposed to people of varied cultural beliefs.
10. How the reader will use the document.
    Skim it_____ Study it_____
    Read a portion of it_____ Which portion?_____

Modify it and submit it to another reader____
Attempt to implement recommendations_X__
Use it to perform a task or carry out a procedure
Other?____ Explain_____

11. Reader's physical environment
Dr. Hyman works in an office building in Rockville, Maryland.

MLA Style

These guidelines on MLA documentation style are the only ones available on the Internet that are authorized by the Modern Language Association of America.

- What Is MLA Style?
- Citing Sources from the World Wide Web
- Frequently Asked Questions about MLA Style
- *MLA Handbook for Writers of Research Papers* (for high school and undergraduate college students)
- *MLA Style Manual and Guide to Scholarly Publishing* (for graduate students, scholars, and professional writers)

■ What Is MLA Style?

The style recommended by the Modern Language Association for preparing scholarly manuscripts and student research papers concerns itself with the mechanics of writing, such as punctuation, quotation, and documentation of sources. MLA style has been widely adopted by schools, academic departments, and instructors for nearly half a century.

MLA guidelines are also currently used by over 125 scholarly and literary journals, newsletters, and magazines with circulations over one thousand; by hundreds of smaller periodicals; and by many university and commercial presses. MLA style is commonly followed not only in the United States but in Canada and other countries as well; Japanese translations of the *MLA Handbook for Writers of Research Papers* appeared in 1980, 1984, and 1988, and a Chinese translation was published in 1990.

In a 1991 article on style manuals, *Booklist* cited MLA documentation style as one of the "big three," along with the guidelines published by the American Psychological Association and the University of Chicago Press.

For an authoritative explanation of MLA style, see the *MLA Handbook for Writers of Research Papers* (for high school and undergraduate college students) and the *MLA Style Manual and Guide to Scholarly Publishing* (for graduate students, scholars, and professional writers).

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■ Citing Sources from the World Wide Web

These guidelines on MLA documentation style are the only ones available on the Internet that are authorized by the Modern Language Association of America.

Sources on the World Wide Web that students and scholars use in their research include scholarly projects, reference databases, the texts of books, articles in periodicals, and professional and personal sites. Entries in a works-cited list for such sources contain as many

items from the list below as are relevant and available. Following this list are sample entries for some common kinds of Web sources. (For an authoritative explanation of the full MLA system of documentation, see the *MLA Handbook for Writers of Research Papers* .)

1. Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by an abbreviation, such as *ed.*, if appropriate
2. Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description *Online posting*
3. Title of a book (underlined)
4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as *Ed.*
5. Publication information for any print version of the source
6. Title of the scholarly project, database, periodical, or professional or personal site (underlined); or, for a professional or personal site with no title, a description such as *Home page*
7. Name of the editor of the scholarly project or database (if available)
8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
9. Date of electronic publication, of the latest update, or of posting
10. For a posting to a discussion list or forum, the name of the list or forum
11. The number range or total number of pages, paragraphs, or other sections, if they are numbered
12. Name of any institution or organization sponsoring or associated with the Web site
13. Date when the researcher accessed the source
14. Electronic address, or URL, of the source (in angle brackets)

Scholarly Project

Victorian Women Writers Project. Ed. Perry Willett.
Apr. 1997. Indiana U. 26 Apr. 1997 <http://
www.indiana.edu/~letrs/vwwp/>.

Professional Site

Portuguese Language Page. U of Chicago. 1 May 1997
<http://humanities.uchicago.edu/romance/port/>.

Personal Site

Lancashire, Ian. Home page. 1 May 1997 <http://
www.chass.utoronto.ca:8080/~ian/index.html>.

Book

Nesbit, E[dith]. Ballads and Lyrics of Socialism.
London, 1908. Victorian Women Writers Project.
Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr.

1997 <http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>.

Poem

Nesbit, E[dith]. "Marching Song." Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html#p9>.

Article in a Reference Database

"Fresco." Britannica Online. Vers. 97.1.1. Mar. 1997. Encyclopaedia Britannica. 29 Mar. 1997 <http://www.eb.com:180>.

Article in a Journal

Flannagan, Roy. "Reflections on Milton and Ariosto." Early Modern Literary Studies 2.3 (1996): 16 pars. 22 Feb. 1997 <http://unixg.ubc.ca:7001/0/e-sources/emls/02-3/flanmilt.html>.

Article in a Magazine

Landsburg, Steven E. "Who Shall Inherit the Earth?" Slate 1 May 1997. 2 May 1997 <http://www.slate.com/Economics/97-05-01/Economics.asp>.

Posting to a Discussion List

Merrian, Joanne. "Spinoff: Monsterpiece Theatre." Online posting. 30 Apr. 1994. Shaksper: The Global Electronic Shakespeare Conference. 27 Aug. 1997 <http://www.arts.ubc.ca/english/iemls/shak/MONSTERP_SPINOFF.txt>.

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■ Frequently Asked Questions about MLA Style

How do I cite sources from the World Wide Web?

What is the difference between the *MLA Handbook* and the *MLA Style Manual*?

How many spaces should I leave after a period or other concluding mark of punctuation?

Should I use underlining or italics?

What is the difference between the *MLA Handbook* and the *MLA Style Manual*?

The *MLA Handbook for Writers of Research Papers* is aimed at high school and undergraduate students. It contains chapters on preparing, writing, and formatting the research paper. The *MLA Style Manual and Guide to Scholarly Publishing* is aimed at graduate students, scholars, and professional writers. It contains chapters on common practices among these groups and on legal issues in scholarly publishing. Each book also offers chapters on topics common to both student and scholarly writing--such as the mechanics of writing and the documentation of sources--but the discussion in each is appropriate to the intended audience. Both books fully explain MLA style.

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How many spaces should I leave after a period or other concluding mark of punctuation?

Publications in the United States today usually have the same spacing after a punctuation mark as between words on the same line. Since word processors make available the same fonts used by typesetters for printed works, many writers, influenced by the look of typeset publications, now leave only one space after a concluding punctuation mark. In addition, most publishers' guidelines for preparing a manuscript on disk ask authors to type only the spaces that are to appear in print. Because it is increasingly common for papers and manuscripts to be prepared this way, a single space is shown after all punctuation in the examples in the *MLA Handbook* and the forthcoming second edition of the *MLA Style Manual*. As a practical matter, however, there is nothing wrong with using two spaces after concluding punctuation marks unless an instructor or editor requests that you do otherwise.

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Should I use underlining or italics?

Most word-processing programs and computer printers permit the reproduction of italic type. In material that will be graded or edited for publication, however, the type style of every letter and punctuation mark must be easily recognizable. Italic type is sometimes not distinctive enough for this purpose. In printed material submitted for grading and editing, therefore, words that would be italicized in a publication are usually underlined to avoid ambiguity. If you wish to use italics rather than underlining, check your instructor's or editor's preferences. When preparing a manuscript for electronic publication, consult your editor on how to represent italicization.

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Modern Language Association

The *Modern Language Association (MLA)* has developed standardized methods of citing sources for research. The MLA has also formulated guidelines for citing electronic sources. The list of sources at the end of the text is called Works Cited.

Basic citation format:

Author's Last Name, First Name. "Title of work." *Article's original source* and publication date: page numbers. *Product name.* Publisher. Date researcher visited site. <Electronic Address, or URL, of the source>.

For example:

Tator, Charles, James D. Carson, and Robert Cushman. "Hockey Injuries of the Spine in Canada, 1966-1996." *CMAJ: Canadian Medical Association Journal* 162.6 (2000): 787. Available from *Academic Search Elite EBSCOhost.* 15 November 2000. <http://search.epnet.com>.

Instead of footnotes or endnotes, the author's last name and a shortened version of the title are place in parentheses within the body of the text.

For example: (Tator, Carson, and Cushman, 787).

The examples shown above are basic examples of the MLA style. For more information on electronic reference formats recommended by the Modern Language Association, see the *MLA Handbook for Writers of Research Papers - Sixth Edition* (2003) or the *MLA Style Manual and Guide to Scholarly Publishing - Second Edition* (1998). Basic information on MLA Style is available at http://ww.mla.org.

Note: When citing EBSCO*host*, EBSCO is always uppercase, *host* is always lowercase, italics.

Always consult your library resources for the exact formatting and punctuation guidelines.

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The Modern Language Association (MLA) publishes the *MLA Style Manual and Guide to Scholarly Publishing*, the authoritative style guide for many arts and humanities disciplines. A copy of the most recent edition is available at the Leddy Library reserve desk (PN147 .G444 1998). Other copies are held in the Leddy Library reference collection under the same call number.

This research guide provides a basic outline of citations using the MLA style. For a more comprehensive, Web-based guide to the MLA style, see A Guide for Writing Research Papers prepared by Capital Community College.

A. Reference Citations in the Text

B. Sample Citations
- Direct quotation - One author
- Indirect reference or paraphrase - One author
- Long quotation - Two authors
- Two authors
- Three authors
- Four or more authors
- Corporate author
- No author
- Poetry - Two or three lines
- Poetry - Four or more lines
- Drama - dialogue

C. Formatting the Works Cited List

D. Sample Works Cited Entries - Print
- Book with one author
- Book with two, three, or more authors
- Book by a corporate author
- Book with no author
- Anthology or compilation
- Work in an anthology or compilation
- Translation
- Journal article
- Newspaper article
- Article in an encyclopedia or dictionary

E. Sample Works Cited Entries - Internet
- Online scholarly project, personal, or professional web site
- Scholarly journal article
- Article in an online newspaper or magazine
- Online book
- Online dictionary or encyclopedia entry

F. Sample Works Cited Entries - Other Media
- Television or radio program
- An entire sound recording
- A specific song on a sound recording
- A film or video recording
- A work of art

Guidelines for Abbreviating Publisher's Names

return to top

A. Reference Citations in the Text

The *MLA Style Manual* encourages the use of parenthetical citations which appear in the text. Consult the *Manual* itself if you are required to use footnotes or endnotes.

Parenthetical references should be as brief as possible. The reference should include the author's name and the page to which the reference refers. If the author's name appears in the text of your paper, the citation should include only the page number. In a case where the author's name is unknown, use a shortened form of the title in the reference. Take careful note of the placement of punctuation in the examples.

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B. Sample Citations

Each of the references in the following examples corresponds to an item in the sample works cited entries.

Direct quotation - One author

Lentz asserts that "the most obvious signifier of Maude's feminism is her big personality" (71). view works cited entry

OR As has often been noted, "the most obvious signifier of Maude's feminism is her big personality" (Lentz 71). view works cited entry

Indirect reference or paraphrase - One author

As Riasanovsky makes clear, Boris Gudonov ascended the throne only after considerable political manipulation (160). view works cited entry

OR Boris Gudonov ascended the throne only after considerable political manipulation (Riasanovsky 160). view works cited entry

Long quotation - Two authors

Adaman and Devine point out the role of innovation in development:

> At each stage in the innovation process choices have to be made, both in the course of generating innovations and in selecting across them. The generation of innovations takes place within interlocking institutions, with decisions inevitablybeing made by groups of people, by committees. (253)
> view works cited entry

OR Such is the role of innovation in development:

> At each stage in the innovation process choices have to be made, both in the course of generating innovations and in selecting across them. The generation of innovations takes place within interlocking institutions, with decisions inevitablybeing made by groups of people, by committees. (Adaman and Devine 235)
> view works cited entry

Two authors

On the other hand, Galtung and Vincent argue that "Media can be used to improve economic, social, and political balances throughout the world" (246) view works cited entry

OR On the other hand, "Media can be used to improve economic, social, and political balances throughout the world" (Galtung and Vincent 246) .view works cited entry

Three authors

Beesing, Nogosek and O'Leary describe the use of the Enneagram as a means to discover one's personality type: "According to the Enneagram system there are nine, and only nine, types of personality" (5). view works cited entry

OR The Enneagram is a means to discover one's personality type: "According to the Enneagram system there are nine, and only nine, types of personality" (Beesing, Nogosek and O'Leary 5). view works cited entry

Four or more authors

Conrad et. al. emphasize the extent to which the Hudson's Bay Company dominated Canada's economy during the period leading up to Confederation (101-4) .view works cited entry

OR The Hudson's Bay Company dominated Canada's economy during the period leading up to Confederation (Conrad et. al. 101-4). view works cited entry

Corporate Author

According to the MLA Reports, during the 1959-60 school year only seven states offered any programming in Italian as a second language (3). view works cited entry

OR During the 1959-60 school year only seven states offered any programming in Italian as a second language (MLA 3). view works cited entry

No author

Reading Sir Gawain, it is easy to sympathize with the astonishment of Arthur's courtiers as the Green Knight "started strongly forward on stiff shanks where the men were standing, and caught hold of his head and lifted it up (79). view works cited entry

OR It is easy to sympathize with the astonishment of Arthur's courtiers as the Green Knight "started strongly forward on stiff shanks where the men were standing, and caught hold of his head and lifted it up (Sir Gawain79). view works cited entry

Poetry - Two or three lines

When citing poetry, indicate the line numbers, not the page numbers. Indicate a line break using a slash (/).

One is reminded of Cogswell's "green and twisted leaf / One autumn day caught in her hair" (1-2). view works cited entry

OR One is reminded of the "green and twisted leaf / One autumn day caught in her hair" (Cogswell 1-2). view works cited entry

Poetry - Four or more lines

When citing poetry, indicate the line numbers, not the page numbers.

Note Grandbois's use of repetition in the following:

I know that you will hear my voice of dull stone
I know that my voice will shake the leaden sails
I know that you will arise from shadow to the engulfed fates
I know that you will shake the ashes from your dead hair.
(4-7) view works cited entry

OR Note the function of repetition in the following:

I know that you will hear my voice of dull stone
I know that my voice will shake the leaden sails
I know that you will arise from shadow to the engulfed fates
I know that you will shake the ashes from your dead hair.
(Grandbois 4-7) view works cited entry

Drama - dialogue

When citing dialogue from a single character, treat it as prose or poetry as covered above. When citing dialogue, give the characters' names in block capitals. Indent the first of each characters' lines 25mm (1 inch); subsequent lines should be indented 30mm (1 1/4 inches).

Drama example one shows a dialogue written as prose. Citations are by page number.

A critical issue in the play focuses on Willy's failure to recognize that he is implicated in Biff's decision not to attend summer school:

BERNARD: Yeah, but Willy, all he had to do was go
to summer school and make up that subject.
WILLY: That's right, that's right.
BERNARD: Did you tell him not to go to summer school?
WILLY: Me? I begged him to go. I ordered him to go!
(Miller 93) view works cited entry

Drama example two shows a dialogue written as poetry. The reference gives act, scene, and line numbers.

Such a notion of unity is echoed by Celia upon witnessing Rosalind's banishment in As You Like It:

CELIA: Prithee be cheerful. Know'st thou not the Duke
Hath banish'd me his daughter?

```
ROSALIND:                        That he hath not.
CELIA: No, hath not? Rosalind lacks then the love
  Which teacheth thee that thou and I am one. (1.3.90-94)
```
view works cited entry

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C. Formatting the Works Cited List

The *MLA Style Manual* recommends preparing the list of works cited before you begin writing your paper. This will simplify creating citations to those sources while you write. As a general rule, the list of works cited should include only sources which you have actually cited in the text of your paper. The following formatting rules apply in most cases. Examine the sample entries (Print | Electronic | Other Media) for further information.

- The list of works cited should appear at the end of your paper.
- Begin the list on a separate page.
- Continue the page numbering from the rest of your paper.
- Centre the title: Works Cited
- Double-space between the title and the first entry.
- Begin each entry at the left margin; the second and subsequent lines of each entry should be indented one-half inch
- Double-space the entire list, both between and within entries
- Reverse the author's name for alphabetizing. Give the author's name in full as it appears. Omit degrees, affiliations, etc.
- State the full title of the item, including subtitles. Underline the entire title, but do not underline the period that follows the title.
- Give the city of publication; if more than one city is listed, give the first.
- Shorten the publisher's name according to the Guidelines for Abbreviating Publisher's Names.

View a formatted sample

MLAsamp.pdf

D. Sample Works Cited Entries - Print

Book with a one author

Miller, Arthur. Death of a Salesman. Harmondsworth, Eng.: Penguin, 1976. view citation

Riasanovsky, Nicholas Valentine. A History of Russia. 4th ed. New York: Oxford UP, 1984. view citation

Shakespeare, William. As You Like It. Ed. Agnes Latham. The Arden Shakespeare. London: Methuen, 1975. view citation

Sire, James W. The Universe Next Door: A Basic World View Catalog. Downers Grove, IL: InterVarsity, 1976.

Book with two, three, or more authors

Beesing, Maria, Robert J. Nogosek, and Patrick H. O'Leary. The Enneagram: A Journey of Self Discovery. Denville, NJ: Dimension, 1984. view citation

Conrad, Margaret, et al. History of the Canadian Peoples. Toronto: Copp Clark Pitman, 1993. view citation

Galtung, Johan, and Richard C. Vincent. Global Glasnost: Toward a New World Information and Communication Order? Cresskill, NJ: Hampton, 1992. view citation

Book by a corporate author

Modern Language Association of America. Reports of surveys and studies in the teaching of modern foreign languages, 1959-1961 New York: MLA, 1961. view citation

University of Windsor. Handbook Regarding Research Associates and Postdoctoral Fellows. Windsor, ON: U of Windsor, 1971.

Book with no author

The Canadian Encyclopedia: Year 2000 Edition. Toronto: McClelland and Stewart, 1999.

Sir Gawain and the Green Knight Trans. Ernest J. B. Kirtlan. London: Epworth, 1912. view citation

Anthology or compilation

Newman, Charles Hamilton, ed. The Art of Sylvia Plath, a Symposium Bloomington: Indiana UP, 1970.

O'Brien, Gregory, and Christopher Gillberg, eds. Developmental Disability and Behaviour. London: Mac Keith, 2000.

Work in an anthology or compilation

Cogswell, Fred. "The Leaf." The Poets of Canada. Ed. John Robert Columbo. Edmonton: Hurtig, 1978. 148-149. view citation

Cornwell, Neil. "European Gothic." A Companion to the Gothic. Ed. David Punter. Oxford: Blackwell, 2000. 27-38.

Williams, William Carlos. "The Use of Force." Points of View: An Anthology of Short Stories. Eds. James Moffett and Kenneth R. McElheny. New York: New American Library, 1966. 229-232.

Translation

Freud, Sigmund. Civilization and its Discontents Trans. and ed. James Strachey. New York: Norton, 1989.

Grandbois, Alain. "It Is to All of You. . .". Trans. Peter Miller. The Poets of Canada. Ed. John Robert Columbo. Edmonton: Hurtig, 1978. 10-11. view citation

Horkheimer, Max, and Theodor W. Adorno. Dialectic of Enlightenment. Trans. John Cumming. New York: Herder and Herder, 1972.

Marx, Karl. Economic and Philosophic Manuscripts of 1844 Trans. Martin Milligan. Ed. Dirk J. Struik. New York: International, 1964.

Journal article

Adaman, Fikret and Pat Devine. "Participatory Planning as a Deliberative Democratic Process: A Response to Hodgkin's Critique." Economy and Society 30.2 (2001):

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229-239. view citation

Grobman, Laurie. "(Re)Interpreting Storyteller in the Classroom: Teaching at the Crossroads." College Literature 27.3 (2000): 88-110.

Lentz, Kirsten Marthe. "Quality versus relevance: feminism, race and the politics of the sign in 1970s television." Camera Obscura 43 (2000): 44-93. view citation

Newspaper article

McCarthy, Shawn, and Campbell Clark. "Canada Will Make Its Own Laws, PM Vows. Globe and Mail. 20 Sept. 2001: A1.

"Museum to Trace History of Teenage Heart-throbs." Windsor Star. 7 Aug. 2001: B7.

Article in an encyclopedia or dictionary

"Copper." The Merck Index. 12th ed. 1996.

"Marguerite de Valois." The Encyclopaedia Britannica 11th ed. 1910.

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E. Sample Works Cited Entries - Internet

Generally speaking, works cited entries for Internet resources follow the same basic pattern as those for traditional sources: Author (if appropriate), title, and date of publication must be listed. In addition, give the publisher (where known), the date on which you accessed the resource, and the URL.

Online scholarly project, personal, or professional web site

Biota.org: The Digital Biology Project Sept. 2001. The Contact Consortium. 7 Oct. 2001. <http://www.biota.org/>.

Mallen, Enrique. On-line Picasso Project. 12 Sept. 2001. <http://www.tamu.edu/mocl/picasso/emblem.html>.

Rhyno, Art. Home page. 18 Sept. 2001. <http://web2.uwindsor.ca/library/leddy/people/art.html>.

Scholarly journal article

Canseco, Mario. "Covering the Home Team." Thunderbird Online Magazine 3.4 (April 2001). 8 August 2001. <http://www.journalism.ubc.ca/thunderbird/2000-01/April/sports.html>.

Sherwood, Patricia. "Buddhist Contribution to Social Welfare in Australia. Journal of Buddhist Ethics 8 (2001). 12 Oct. 2001. <http://jbe.la.psu.edu/8temp/sherwood011.html>.

Article in an online newspaper or magazine

"Pledgers & Members: Different Folks Want Different Strokes." Current Online. 2001. 6 Oct. 2001. <http://www.current.org/funding/funding0106pledgers.html>.

Soloman, Norman. "The Digital Promise of a Global Village." Z Magazine. May 2001. 17 Sept. 2001. <http://zena.secureforum.com/Znet/zmag/may01solomon.htm.

"South Africa expels Zimbabwean workers."The Globe and Mail. 14 Oct. 2001. 14 Oct. 2001. <http://www.globeandmail.ca/>.

Online book

Dostoevsky, Fyodor. Crime and Punishment. Trans. Constance Garnett. 1917. 7 Mar. 2001. <http://www.bartleby.com/318/>.

Eliot, George. Silas Marner: The Weaver of Raveloe 1861. 25 June 2001. <http://www.pemberley.com/janeinfo/silsmarn.html>.

Online dictionary or encyclopedia entry

"General." Oxford English Dictionary Online 2001. Oxford UP. 25 Aug. 2001. <http://dictionary.oed.com/>.

"Modernist Theory and Criticism."The Johns Hopkins Guide to Literary Theory and Criticism Online. Ed. Michael Groden and Martin Kreiswirth. 1997. Johns Hopkins UP. 15 Oct. 2001. <http://www.press.jhu.edu/books/hopkins_guide_to_literary_theory/>.

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F. Sample Works Cited Entries - Other Media

Television or radio program

The dates shown are those on which the programs were broadcast.

Feldman, Seth. "We, The Animals." 2 episodes.Ideas. CBC Radio One. 8-9 May, 2001.

"The Pious Pornographers." Narr. Hana Gartner.The Fifth Estate. CBC Television. 28 Mar. 2001.

Pray. This American Life. PBS. WBEZ Chicago. 14 Oct. 2001.

An entire sound recording

If the sound recording is NOT a compact disc, include the format (LP, audiocassette).

Lamon, Jeanne, cond. Dido and Aeneas. By Henry Purcell. Tafelmusik. CBC Records, 1995.

Mravinsky, Eugen, cond. Symphony No. 6 in B Minor, op. 74. By Peter Ilich Tchaikovsky. Leningrad Philharmonic Orchestra. LP. Deutsche Grammaphone, 1957.

Raffi. Baby Beluga. LP. Troubador, 1980.

Stone Temple Pilots. Purple. Audiocassette. Atlantic, 1994.

A specific song on a sound recording

If the sound recording is NOT a compact disc, include the format (LP, audiocassette).

"Les Filles de Sandwich." Vieilles Chansons du Détroit vol 1 Arr. Marcel Bénéteau. Petite Cote, 1992.

Strauss, Richard. "Mein Hertz ist Stumm." Op. 19 no. 6.Lieder. Perf. Edith Wiens and Rudolf Jansen. CBC Records, 1996.

Young, Neil. "Cinnamon Girl." Everybody Knows This Is Nowhere LP. Reprise, 1969.

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A film or video recording

A film citation usually begins with the title, unless you are citing the contribution of a specific individual. If you are NOT citing the film version, include the format (videocassette, videodisc).

Acting Techniques of Topeng: The Masked Theatre of Bali Dir. Larry McMullen. Narr. John Emigh. Videocassette. Instructional Media Center, Michigan State U, 1980.

Branagh, Kenneth, dir. Hamlet. By William Shakespeare. Perf. Kenneth Branagh, Julie Christie, Gerard Depardieu, Charlton Heston, Derek Jacobi, Jack Lemon, Kate Winslet. Castle Rock Entertainment, 1996. Videocassette. Warner Home Video, 1996.

Bride of Frankenstein. Dir. James Whale. Perf. Boris Karloff, Colin Clive, Elsa Lanchester, Ernest Thesiger. Universal, 1935.

A work of art

Franciabigio. Portrait of a Medici Steward Collection of Queen Elizabeth II, Hampton Court. Dynasty and Destiny in Medici Art By Janet Cox-Rearick. Princeton, NJ: Princeton UP, 1984. Pl. 114.

Gris, Juan. The Open Window. 1921. M. Meyer Collection, Zurich.

Mondrian, Piet. Composition No. 10. 1939-1942. Private Collection. Webmuseum, Paris. Ed. Nicolas Pioch. 16 Feb. 1996. 15 Oct. 2001. <http://www.oir.ucf.edu/wm/paint/auth/mondrian/comp-10.jpg>.

Velázquez, Diego. The Dwarf Sebastien de Morra Museo del Prado, Madrid.

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Guidelines for Abbreviating Publisher's Names

The following are basic guidelines for abbreviating publisher's names. For complete guidelines and lists of standard abbreviations, consult the *Style Manual*.

- Omit articles (A, An, The), business abbreviations (Co., Corp., Inc., Ltd.), and descriptive words (Books, House, Press, Publishers, Librairie, Verlag).
- Abbreviate the word University to U. When citing a university press, use the abbreviation UP.
- If the publisher's name includes the name of one person, cite only the surname.
- If the publisher's name includes the names of more than one person, use only the first surname.
- Use standard abbreviations whenever possible. E.g. Assoc. Acad.
- If the publisher's name is commonly abbreviated with capital letters (MLA, UMI), use the abbreviation.
- Use standard, two-letter postal abbreviations for US states and Canadian provinces.

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Arts and Humanities Librarian
updated September 2002

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