



Report Writing

Dr. Sally Saad
Lec 7: Writing a Report II
(Report Body and Lists)

DropBox Link

https://www.dropbox.com/sh/uj901zzhw62xsfd/AAANPprGJmh6rCQyo53n2_vla?dl=0

Email

SallySaad@cis.asu.edu.eg

Recap: Report Sections



Abstract

Introduction

Material and Methods

Results and Discussion

Conclusion

Writing Order



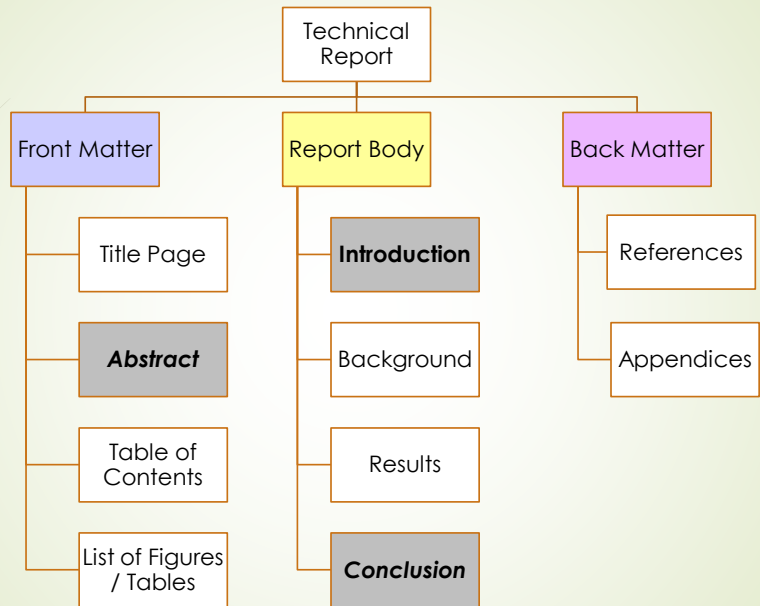
Material and Methods

Results and Discussion

Conclusion

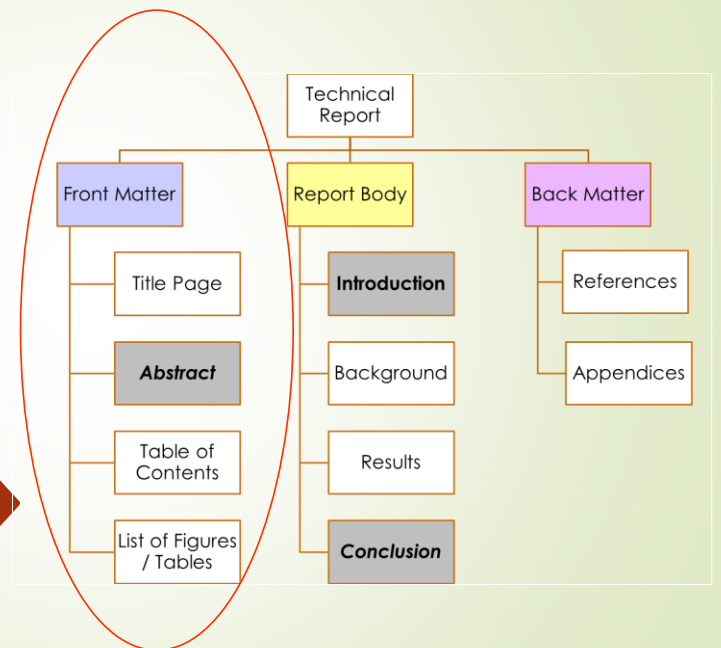
Introduction

Abstract



Front Matter

5



Title Page

- ▶ Report title.
- ▶ Who the report was prepared for.
- ▶ Who the report was prepared by.
- ▶ Date of submission.

6



Group Project -Illustrations

Effective Public Communication

[FCOM0102]

Joshua Chua Shu Min	(0313572)
Lim Zhen Wei	(0313830)
Tong Tang Lee Lung	(0314002)
Wee Boon Bing	(0313569)
Wong Yeong Cherng	(0313378)

Final July 2013 Semester 2 -
FCOM0102: Effective Public
Communication

Names of group members: Joshua Chua Shu Min, Lim Zhen Wei,
Tong Tang Lee Lung, Wee Boon Bing, Wong Yeong Cherng

Table of Contents

- They show:
 - What topics are covered in the report.
 - How those topics are discussed.
 - On which page numbers the sections and subsections start.
- Use indentation for a clear view.

7

Table of Contents

1 Executive Summary	5
1.1 Objectives	6
1.2 Mission	6
2 Services	7
3 Market Analysis Summary	8
3.1 Market Survey	8
3.2 Customer Forecast	8
4 Strategy and Implementation Summary	9
4.1 Competitive Edge	9
4.1.1 Main Competitors	9
4.2 Marketing Strategy	10
4.3 Sales Strategy	10
4.3.1 Pricing and Profitability	10
Average Table Turn Estimate	11
4.3.2 Sales Forecast	10
5 Management Summary	13
5.1 Personnel Plan	13
6 Financial Plan	14
6.1 Important Assumptions	14
Startup Funding Requirements	15
6.1.1 Other Current Assets	16
6.2 Break-even Analysis	16
6.3 Projected Profit and Loss	17
6.4 Projected Cash Flow	18
6.5 Projected Balance Sheet	19
6.6 Exit Strategy and Risk	20
Appendix	
12-Month Sales Forecast (12-Month Detail)	21
12-Month Personnel Forecast (12-Month Detail)	22
12-Month Profit & Loss Forecast (12-Month Detail)	23
12-Month Cash Flow Forecast (12-Month Detail)	24
12-Month Balance Sheet Forecast (12-Month Detail)	25

Page Numbering

- ▶ Title Page (not numbered)
- ▶ Abstract
- ▶ Table of Contents
- ▶ List of Figures
- ▶ List of Tables
- ▶ List of Abbreviations
- ▶ Introduction
- ▶ Body
- ▶ Conclusion
- ▶ References

Lower case roman
numerals (i, ii, iii, iv...etc)

Arabic Numbers (1, 2, 3,...etc)

Section Numbering

Decimal system

- 2. Results and Discussion
 - 2.1 Frequency of recycling
 - 2.2 Reasons for not recycling
 - 2.2.1 Inconvenient location of recycling bins
 - 2.2.2 Inadequate encouragement to recycle
 - 2.3 Ways to improve recycling

Section Numbering

Alphanumeric system

- A. Results and Discussion
 - i) Frequency of recycling
 - ii) Reasons for not recycling
 - a) Inconvenient location of recycling bins
 - b) Inadequate encouragement to recycle
 - iii) Ways to improve recycling

Headings / Sub-Headings

1. Should be specific, self-explanatory, and precise.
 - ✓ Introduction to Windows Vista
 - ✗ Introduction
2. Ensure that the heading fits in a single line.
3. Every word in the heading should be in proper case.
 - ✓ Guidelines for Technical Documentation
 - ✗ Guidelines for technical documentation

Headings / Sub-Headings Cont.

4. Avoid articles in headings.

✓ Introduction to Windows Vista

✗ An Introduction to Windows Vista

5. Avoid special characters in headings.

✓ White Papers

✗ What are White Papers?

6. Keep the heading levels to a maximum of three.

1 Introduction to Windows Vista

1.1

1.1.1

✗ 1.1.1.1

List of Figures and Tables

- Readers use them to find the illustrations, diagrams, tables, and charts in your report.
- For longer reports, create separate lists of figures and tables.

List of Figures

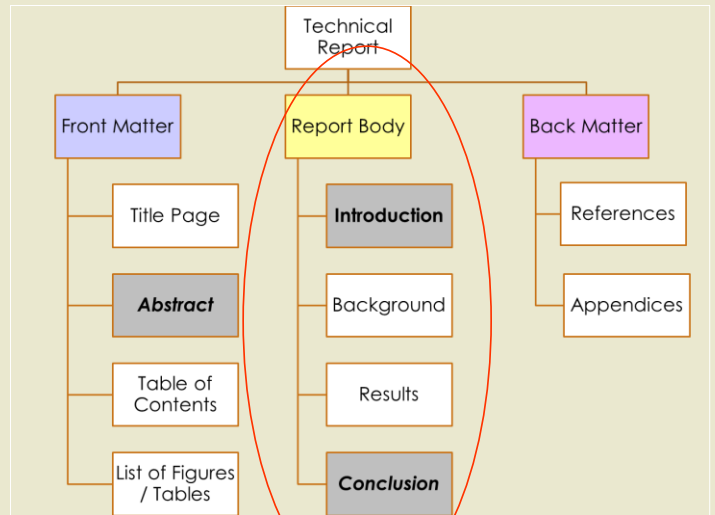
1	Three dimensional graph	2
2	Second 3d plot	2
3	Scattered plot	3

List of Tables

1	First table	3
2	Dummy table	4
3	Third table	4

Report Body

14



Grouping your Information

Across the top, you develop and record headings.

These headings reflect the categories of information you think are most relevant in helping you to extract crucial information from your sources in order to answer the essay question you have been set.

Source	Category 1	Category 2	Category 3	Useful quotes & page no.
Source A				
Source B				
Source C				
Source D				
Source E				

Record the bibliographical details of your sources in the left-hand column.

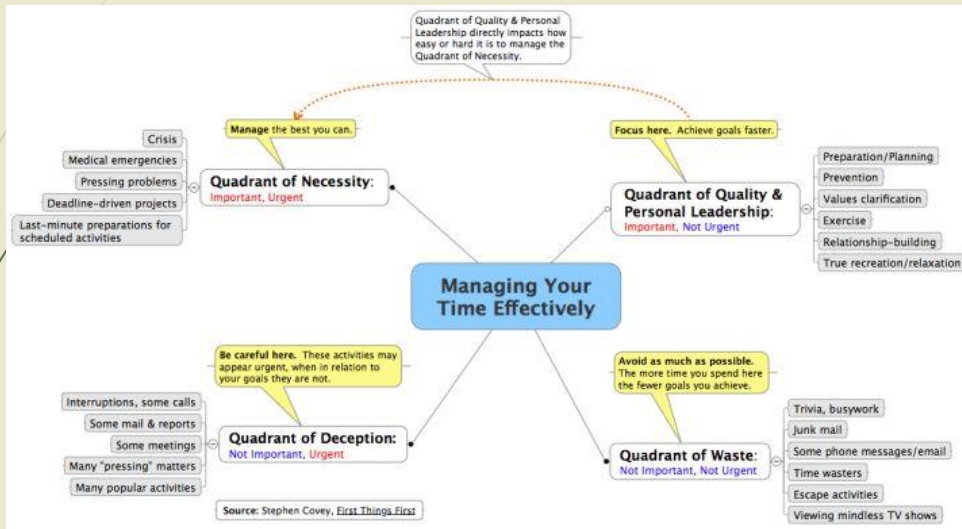
Helps you make connections between the different sources you have read, and to organize your essay using these connections, rather than simply reporting information source-by-source in an un-synthesised way.

It is particularly useful when you are skim reading your sources trying to get a quick overview of:

- the breadth of topic.
- the major researchers in the field.
- the major approaches and perspectives.
- significant differences and similarities between individual pieces of research.
- the major points of agreement or dispute.
- related areas of research.

Grouping your Information

Mind Map



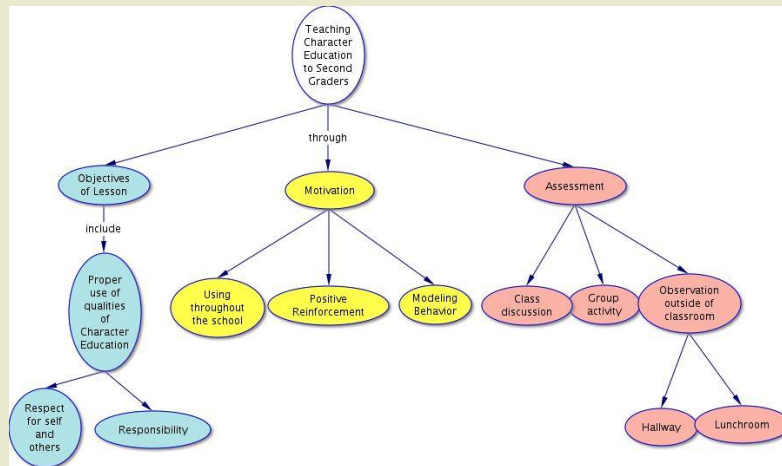
Grouping your Information

Mind Map



Grouping your Information

Concept Map



Paragraph Guidelines

► **Unity**

- The entire paragraph should concern itself with a single focus.

► **Coherence**

- The same idea of a topic is carried over from sentence to sentence.
- Successive sentences can be constructed in parallel form (same tense).
- Transition words can be used to link ideas from different sentences.

Paragraph Structure

1. Topic Sentence

- Introduce and clearly state the main idea.

2. Development Sentence(s)

- Elaborate the new idea or point that you have introduced.

3. Concluding Sentence

- Round off what you have said so far in your paragraph
- Link the current paragraph to the next paragraph

1. Paragraph Structure: Topic Sentence

1. Topic Sentence

- Introduce and clearly state the main idea.
- Demonstrate (to reader) the kinds of information that the rest of the paragraph is likely to contain.
- To link back to the immediately preceding argument.

2. Paragraph Structure: Development Sentence(s)

Development Sentence can be:

- **describing** - presenting more information about the controlling idea.
- **exemplifying** - using examples to illustrate the controlling idea.
- **analyzing** - comparing and contrasting concepts associated with the controlling idea.
- **challenging** – questioning the information or perspectives in source material related to the controlling idea.
- **persuading** - building an argument around the controlling idea and its relationship to both the individual argument it is part of and the wider thesis being supported.
- using **supporting evidence** - giving references to sources which are useful in either establishing or supporting the controlling idea.

Example

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

Criticize

■ Topic Sentences:

1. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
2. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
3. Clouds are white.

1. contains **too many details**. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, *My hometown is famous for several amazing geographical features*.

2. not appropriate as a topic sentence because it **mentions two topics**, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.

3. **too general**

Cause and Effect Paragraph

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Cause/effect paragraphs generally follow basic paragraph format.

That is, they begin with a **topic sentence** and this sentence is followed by **specific supporting details**.

For example, if the topic sentence introduces an **effect**, the supporting sentences all describe **causes**.

Comparison Paragraph

My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population of only about 10,000 people. Similarly, my college town, Subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. A second way in which these two towns are similar is that they are **both** located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. **In the same way**, Subnormal lies in the center of farmland which is used to raise hogs and cattle . . .

The passage above is from a **comparison** paragraph. that is, a paragraph which discusses the **similarities** between two subtopics. Notice how the ideas in this paragraph are organized. As usual, the **topic sentence** is at the beginning of the paragraph.

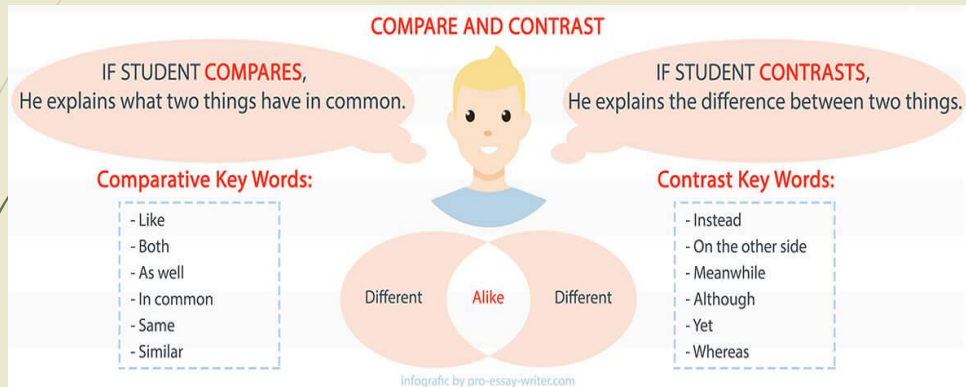
After that, the paragraph continues by discussing one point of similarity between the towns of Gridlock and Subnormal, namely, their small population. **Specific details** are given to support the statement that "both are small rural communities." Following this, the paragraph briefly discusses a second point of similarity between the two towns, that is, their geographic surroundings. Here, the paragraph also gives supporting details to illustrate their similarity, namely, that they are "both located in rural areas."

Contrast Paragraph

Even though Arizona and Rhode Island are both states of the U.S., they are strikingly different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles, whereas Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has....

contrast paragraph discusses the differences between (at least) two things.

Compare and Contrast



Problem: Long Paragraphs

Does everything in my paragraph relate to the same idea?

If not:

- ▶ Subdivide the paragraph by identifying more than one idea.
- ▶ Re-paragraph around each identified idea.

If so:

- ▶ Look for ways of subdividing the information into shorter paragraphs.
- ▶ Rewrite the information to a certain extent to make sure that your new paragraphs link well to each other.

Problem: Short Paragraphs

Have I really identified a major new idea/point in each paragraph?

If Not:

- ▶ Look for ways of regrouping your information by incorporating it into the preceding or following paragraph.

Have I developed each idea adequately within the paragraph?

If Not:

- ▶ Extend your paragraph by further elaborating and supporting the idea.

Tables & Figures

31

Guidelines

- ▶ **Numbered** in separate series (e.g., Table 1, Table 2, Figure 1, Table 3, Figure 2).
- ▶ Informatively **titled**.
- ▶ Properly formatted, with the title for **tables above** and that for **figures below**.
- ▶ **Referred** to and discussed in the report body.
- ▶ Place them immediately **after their first mention**.
- ▶ Accompanied by a **source citation, if the information was borrowed or adapted**.
- ▶ **All units** should be clearly **indicated**.

Reference to a figure should include a brief description of what it contains and what it contributes to the point under consideration.

Figures and tables should be merged into the text or placed on a separate page immediately following the first page on which they are mentioned; they should not be collected at the end of the report.

- **Table 1 lists** the project benefits for the various stakeholders: company, clients, and suppliers.
- Improving the planning process has several advantages to both the company and its customers (**Table 1**).
- **As shown in Table 1**, implementation of the proposed process improvements will benefit not only the firm but also its clients.
- **As shown in Table 1, on the following page**, implementation of the proposed process improvements will benefit not only the company but also its customers.

Table 4. Population variation in hatch success (mean percent) of unfertilized eggs for females from populations sampled in 1997. N = number of females tested.

Population	mean (%)	Standard deviation	Range	N
Beaver Creek ¹	7.31	13.95	0-53.16	15
Honey Creek ¹	4.33	7.82	0-25.47	11
Rock Bridge Gums Creek ¹	5.66	13.93	0-77.86	38
Cedar Creek ¹	6.56	9.64	0-46.52	64
Grindstone Creek ¹	8.56	14.77	0-57.32	19
Jacka Fork River ¹	5.28	8.28	0-30.96	28
Meramec River ¹	5.49	10.25	0-45.76	45
Little Dixie Lake ¹	7.96	14.54	0-67.66	71
Little Prairie Lake ¹	6.86	7.84	0-32.40	36
Rocky Forks Lake ¹	3.31	4.12	0-16.14	43
Wingar Lake ¹	10.73	17.58	0-41.64	5
Whetstone Lake ¹	7.36	12.93	0-63.38	57

¹ = temporary stream, ² = permanent streams, ³ = lakes

←--Table legend
←--Column titles

←--Table body
(data)

←--Lines demarcating
the different parts
of the table

Referring to Figures

- ▶ **Figure 2 depicts** the company's current recycling waste stream.
- ▶ With only minor design changes, the efficiency of the pumping mechanism can be significantly improved (**Fig. 2**).
- ▶ **As shown in Fig. 2 below**, the proposed design changes will increase product efficiency and decrease manufacturing costs.

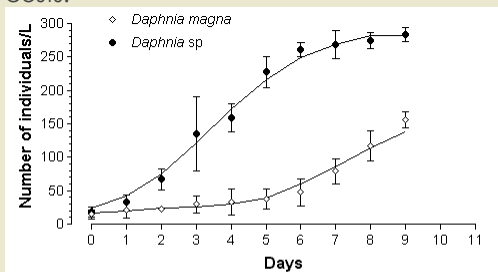


Figure 2. Mean population density (± 1 standard deviation) of two species of *Daphnia* following artificial eutrophication of a small farm pond by application of organic fertilizer. Six replicate 1 L water samples were drawn from 50 cm depth at 1100 hr each day.

Reporting Results (Criticize)

2.1 Extent of Knowledge of CPR

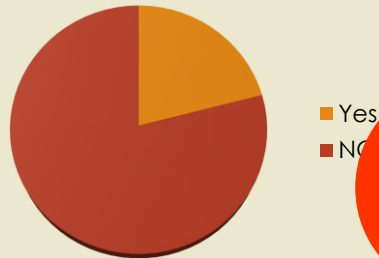


Fig. 2 Percentage of respondents who know how to do CPR

This is an inappropriate reporting of results merely with a heading and a chart

Reporting Results

2.1 Extent of Knowledge of CPR

As can be seen from Figure 2, only 21% of the respondents reported knowing how to administer CPR.



■ Yes
■ NO

Fig. 2 Percentage of respondents who know how to do CPR. This is a surprising finding considering the many opportunities offered to the public to learn emergency procedures. This finding may also be deemed worrying given that government efforts to train the public to be ready for emergencies are central to the concept of total defense.

the appropriate way of reporting findings, that is, using text (a paragraph or more) and drawing the reader's attention to a figure that makes the description clearer. Note that the chart is located **after the text which explains it.**

Equations

- **Centre** the equation on the page
- Place the **equation number in round brackets** at the right-hand margin
- In the text of your report, **refer to the equations as either Eq. (1) or equation (1).**
- If this is a very long report (containing multiple chapters) number equations as **chapter#.Equation#**.

$$D_{pc} = \alpha D_{up} + \beta D_{uc} \quad (1)$$

Styling Tips

38

Styles

- ▶ Use clear typefaces, such as **Times New Roman** or **Arial**, not like **Comic Sans** or **ALGERIAN**.
- ▶ **Avoid using more than one typeface** in a document.
- ▶ Use **bold section headings** for emphasis.
- ▶ Use **white space to enhance** your information.

When to Use Tables

- ▶ To show **many** and **precise numerical** values in a small space.

	Min. Support	0.01%	0.015%	0.02%	0.025%	Average
Accuracy	All Patterns Search	19.2	19.2	18.9	18	18.8
	User-page matrix	22.1	21.5	21.1	20.3	21.2
	Improvement %	15.1	12	11.6	12.8	12.8
	User-concept matrix	25.2	25.1	24.9	24.5	25
	Improvement %	14	16.7	18	20.7	33

When to Use Tables

- ▶ To **compare and contrast** data values or characteristics among related items.

Criteria	Collaborative Filtering	Usage Mining
Scalability	Store large amounts of data	Only store frequent patterns
New data	Incorporated easily	Models need to be incremental
Individuality	Recommendations tailored to individual users.	Generalized predictions / anonymous users
Prediction Time	High	Low

When to Use Tables

- ▶ To show the **presence or absence** of specific characteristics.

wallpaper_sizes

wallpaper_id	desktop	phone	tablet
1	✓		✓
2		✓	
3	✓	✓	
4	✓		✓

When to Use Figures

- ▶ To show **trends and relationships** when general patterns are more important than specific data.
- ▶ To **summarize results**.
- ▶ To present **a visual explanation of a sequence of events**.
- ▶ To depict the **architecture** of a Project.

When to Use Text

- ▶ When you **don't have extensive data to present.**
- ▶ When **putting data in a table means creating a table with 2 or less columns.**

Fonts

48 point → posters

36 point → presentation slides

24 point

18 point → titles

14 point

12 point → text

10 point

8 point

→ footnotes

Thank you