Analytical Report: Writing from Facts

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FIGURE 8.1 Engineer, physician, researcher, and NASA astronaut Mae Carol Jemison (b. 1956) was the first Black woman to travel in space. As an astronaut aboard the Space Shuttle *Endeavour* in 1992, Jemison conducted scientific research on the production of saline solution and frog reproduction. She also was a co-investigator on two bone cell experiments. More recently, she published a scientific report on biomaterials for human space exploration. (credit: NASA Image and Video Library/Wikimedia Commons, Public Domain)

CHAPTER OUTLINE

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INTRODUCTION The writing **genre** for this chapter is the **analytical report**. The broad purpose of an analytical report is to inform and analyze—that is, to teach your readers (your audience) about a subject by providing information based on **facts** supported by **evidence** and then drawing conclusions about the significance of the information you provide. As an academic and professional genre, reports are necessarily objective, which can make for dry reading. Consider the writing identity that you have been developing throughout this course as you tackle this genre. *In what ways can you give your report voice? In what ways can you acknowledge or challenge the conventions of the genre?*

You have likely written or presented a report at some point in your life as a student; perhaps you wrote a lab report on a science experiment, presented research you conducted, or analyzed a book you read. While some reports seek to inform readers about a topic, an analytical report examines a subject or an issue by considering its causes and effects, by comparing and contrasting, or by discussing a problem and proposing one or more solutions. See Reasoning Strategies: Improving Critical Thinking for more about using these reasoning and organizational strategies in your writing.

8.1 Information and Critical Thinking

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Distinguish between fact and opinion.
- Recognize bias in reading and in yourself.
- Ask critical thinking questions to explore an idea for a report.

Knowledge in the social and natural sciences and technical fields is often focused on data and ideas that can be verified by observing, measuring, and testing. Accordingly, writers in these fields place high value on neutral and **objective case** analysis and inferences based on the careful examination of data. Put another way, writers describe and analyze results as they understand them. Likewise, writers in these fields avoid **subjectivity**, including personal opinions, speculations, and bias. As the writer of an analytical report, you need to know the difference between fact and opinion, be able to identify bias, and think critically and analytically.

Distinguishing Fact from Opinion

An analytical report provides information based on facts. Put simply, facts are statements that can be proven or whose truth can be inferred.

It may be difficult to distinguish fact from opinion or allegation. As a writer, use a critical eye to examine what you read. The following are examples of factual statements:

- Article I, Section 1 of the U.S. Constitution specifies that the legislative branch of the government consists of the Senate and the House of Representatives.
- The school board voted to approve the administration's proposal.

Facts that use numbers are called **statistics**. Some numbers are stated directly:

- The earth's average land and ocean surface temperature in March 2020 was 2.09 degrees Fahrenheit higher than the average surface temperature during the 20th century.
- The total number of ballots cast in the 2020 presidential election was approximately 159 million.
- The survey results showed that 45 percent of first-year students at this university attended every class, whether in person or online.

Other numbers are implied:

- Mercury is the planet closest to the sun.
- College tuition and fees have risen in the past decade.

Factual statements such as those above stand in contrast to **opinions**, which are statements of belief or value. Opinions form the basis of claims that are supported by evidence in argumentative writing, but they should be avoided in informative and analytical writing. Here are two statements of opinion about an increase in college tuition and fees:

- Although tuition and fees have risen, the value of a college education is worth the cost.
- The increase in college tuition and fees over the past 10 years has placed an unreasonably heavy financial burden on students.

Both statements indicate that the writer will make an argument. In the first, the writer will defend the increases in college tuition and fees. In the second, the writer will argue that the increases in tuition and fees have made college too expensive. In both arguments, the writer will support the argument with factual evidence. See Proposal: Writing about Problems and Solutions for more information about fact and opinion.

Want to know more about facts? Read the blog post Fact-Checking 101 (https://openstax.org/r/fact-checking101) by Laura McClure, posted to the TED-Ed website.

Recognizing Bias

In addition to distinguishing between fact and opinion, it is important to recognize bias. **Bias** is commonly defined as a preconceived opinion about something—a subject, an idea, a person, or a group of people. As the writer of a report, you will learn to recognize bias in yourself and in the information you gather.

Bias in What You Read

Some writing is intentionally biased and intended to persuade, such as the editorials and opinion pieces described above. However, a report and the evidence on which it is based should not be heavily biased. Bias becomes a problem when a source you believe to be neutral, objective, and trustworthy presents information that attempts to sway your opinion. *Identifying Bias (https://openstax.org/r/identifyingbias)*, posted by Tyler Rablin, is a helpful guide to recognizing bias.

As you consider sources for your report, the following tips can also help you spot bias and read critically:

- **Determine the writer's purpose.** Is the writer simply informing you or trying to persuade you?
- **Research the author.** Is the writer known for taking a side on the topic of the writing? Is the writer considered an expert?
- **Distinguish between fact and opinion.** Take note of the number of facts and opinions throughout the source.
- **Pay attention to the language and what the writer emphasizes.** Does the author use emotionally loaded, inflammatory words or descriptions intended to sway readers? What do the title, introduction, and any headings tell you about the author's approach to the subject?
- **Read multiple sources on the topic.** Learn whether the source is leaving out or glossing over important information and credible views.
- **Look critically at the images and any media that support the writing.** Do they reinforce positive or negative aspects of the subject?

Bias in Yourself

Most individuals bring what psychologists call **cognitive bias** to their interactions with information or with other people. Cognitive bias influences the way people gather and process new information. As you research information for a report, also be aware of **confirmation bias**. This is the tendency to seek out and accept information that supports (or confirms) a belief you already have and may cause you to ignore or dismiss information that challenges that belief. A related bias is the **false consensus effect**, which is the tendency to overestimate the extent to which other people agree with your beliefs.

For example, perhaps you believe strongly that college tuition is too high and that tuition should be free at the public colleges and universities in your state. With that belief, you are likely to be more receptive to facts and statistics showing that tuition-free college benefits students by boosting graduation rates and improving financial security after college, in part because the sources may seem more mainstream. However, if you believe strongly that tuition should *not* be free, you are likely to be more receptive to facts and statistics showing that students who don't pay for college are less likely to be serious about school and take longer to graduate—again, because the sources may seem more mainstream.

Asking Critical Questions about a Topic for a Report

As you consider a topic for a report, note the ideas that occur to you, interesting information you read, and what you already know. Answer the following questions about potential topics to help you understand a topic in a suitably analytical framework for a report.

- What is/was the cause of _____?
- What is/was the effect of _____?
- How does/did _____ compare or contrast with another similar event, idea, or item?
- What makes/made _____ a problem?
- What are/were some possible solutions to _____?
- What beliefs do I have about _____?
- What aspects of _____ do I need to learn more about to write a report about it?

In the report that appears later in this chapter, student Trevor Garcia analyzes the U.S. response to the COVID-19 pandemic in 2020. Trevor began thinking about his topic with the question *What was the U.S. response to the COVID-19 pandemic?* Because he had lived through 2020, he was able to draw upon personal experience: his school closed, his mother was laid off, and his family's finances were tight. As he researched his question, he moved beyond the information he gathered from his own experiences and discovered that the United States had failed in several key areas. He then answered the questions below to arrive at an analytical framework:

- What was the cause of the poor U.S. response to the COVID-19 pandemic in 2020?
- What was the effect of the U.S. response to the COVID-19 pandemic in 2020?
- How did the U.S. response to the COVID-19 pandemic compare/contrast with the responses of other countries?
- What are some possible solutions to the U.S. response to the COVID-19 pandemic?
- What do I already believe about the U.S. response to the COVID-19 pandemic?
- What aspects of the U.S. response to the COVID-19 pandemic do I need to learn more about?

For his report, Trevor chose to focus on the first question: *What was the cause of the poor U.S. response to the COVID-19 pandemic in 2020?*



8.2 Trailblazer

Analytical Report Trailblazer: Barbara Ehrenreich

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Define the term *myth buster* and its connection to field research.
- Answer questions about what it means to investigate and report information.
- Gather information from a biographical text.



FIGURE 8.2 Barbara Ehrenreich (https://openstax.org/r/barbaraehrenrich) worked as a waitress as part of her research for Nickel and Dimed: On (Not) Getting By in America (2001). (credit: "Customer service" by Alan Cleaver/ flickr, CC BY 2.0)

"As a journalist, I search for the truth."

Myth-Buster

Self-described "myth buster by trade" Barbara Ehrenreich (b. 1941) has tackled many myths during her years as an activist and a writer, most often confronting widely held beliefs related to health and wealth.

Ehrenreich was born in 1941 in Butte, Montana, the daughter of a copper miner who finished college after she and her siblings were born. The family moved frequently when Ehrenreich was young and finally settled in Los Angeles. Ehrenreich attended Reed College in Portland, Oregon, and went to graduate school at Rockefeller University in New York City, where she earned a PhD in cell biology. Ehrenreich became involved in the women's health movement in the 1970s and at that point decided to become a full-time writer. Her work life settled into three tracks: "journalism, . . . book-length projects on subjects, . . . [and] activism." Over her long career, she has written for magazines and newspapers and has published more than 20 books, the most recent of which is *Natural Causes: An Epidemic of Wellness, the Certainty of Dying, and Killing Ourselves to Live Longer* (2018).

Ehrenreich is perhaps best known for *Nickel and Dimed: On (Not) Getting By in America* (2001), a first-person account of her three-month experiment trying to make ends meet on minimum wage. She went undercover, leaving her middle-class home behind, and moved around the United States from Florida to Maine to Minnesota. Ehrenreich worked as a waitress, hotel maid, house cleaner, nursing home aide, and Walmart salesperson. On the wages and tips she made at her various jobs, she attempted to find healthy food, health care, and affordable housing in trailer parks and residential hotels.

In *Nickel and Dimed*, Ehrenreich busts the myth that poor people have figured out how to live well on less money than middle-class people. No such "secret economies" exist, Ehrenreich writes. Instead, poor people pay "a host of special costs," whether for renting a room by the week because they cannot save up two months' rent to get an apartment, buying restaurant food because the weekly room doesn't have a stove, or going to the emergency room for a toothache because they can't afford to go to the dentist.

As a piece of writing, *Nickel and Dimed* falls into the genre of memoir. However, the book is also a report; Ehrenreich conducted extensive on-the-ground field research, recording the tasks she performed at her jobs, interactions with managers, and conversations with coworkers about their lives. She recorded her findings when she was not working. Although some readers have criticized Ehrenreich for not being honest about her background and education, most have praised the light she shines on the other side of American prosperity—the people who work hard but who never manage to get ahead. Her work as a "myth buster" to

expose the hardships faced by poor working people in America illustrates the problem of accepting opinions as facts.

In the introduction to *Nickel and Dimed*, Ehrenreich describes the research methods. She also discusses *Nickel and Dimed* on C-Span (https://openstax.org/r/C-span).

Discussion Questions

1. What does Barbara Ehrenreich mean when she describes herself as a "myth buster"? If you were to bust a myth, what would it be?
2. What facts do you think Ehrenreich discovered during her time working undercover? What opinions do you think she formed?
3. What do you think were Ehrenreich's sources of information, and how did she obtain such information?
4. If you went undercover to investigate and report on an issue that you think people should know about, what would it be? How would you go about your undercover reporting?
5. Could someone live on minimum wage in your community? What information about the cost of housing, food, transportation, and medical care would you need to answer the question? How could you find it?

8.3 Glance at Genre: Informal and Formal Analytical Reports

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Determine purpose and audience expectations for an analytical report.
- Identify key features of informal and formal reports.
- Define key terms and characteristics of an analytical report.

It is important to understand the purpose of your report, the expectations of the audience, any specific formatting requirements, and the types of evidence you can use.

Defining a Specific Purpose

Your **purpose** is your reason for writing. The purpose of a report is to inform; as the writer, you are tasked with providing information and explaining it to readers. Many topics are suitable for informative writing—how to find a job, the way a disease spreads within a population, or the items on which people spend the most money. Some textbooks are examples of informative writing, as is much of the reporting you find on reputable news sites.

An analytical report is a type of report. Its purpose is to present and analyze information. An assignment for an analytical report will likely include words such as *analyze*, *compare*, *contrast*, *cause*, and/or *discuss*, indicating the specific purpose of the report. Here are a few examples:

- Discuss and **analyze** potential career paths with strong employment prospects for young adults.
- **Compare and contrast** proposals to reduce binge drinking among college students.
- Analyze the **Cause-and-effect** of injuries on construction sites and the effects of efforts to reduce workplace injuries.
- Discuss the **Effect** of the 1965 Voting Rights Act on voting patterns among U.S. citizens of color.
- Analyze the success and failure of strategies used by the major political parties to encourage citizens to vote.

Tuning In to Audience Expectations

The **audience** for your report consists of the people who will read it or who could read it. *Are you writing for your instructor? For your classmates? For other students and teachers in professional fields or academic*

disciplines? For people in your community? Whoever your readers are, they expect you to do the following:

- Have an idea of what they already know about your topic, and adjust your writing as needed. If readers are new to the topic, they expect you to provide necessary background information. If they are knowledgeable about the topic, they will expect you to cover the background quickly.
- Provide reliable information in the form of specific facts, statistics, and examples. Whether you present your own research or information from other sources, readers expect you to have done your homework in order to supply trustworthy information.
- Define terms, especially if audience members may be unfamiliar with your topic.
- Structure your report in a logical way. It should open with an introduction that tells readers the subject and should follow a logical structure.
- Adopt an objective stance and neutral tone, free of any bias, personal feelings, or emotional language. By demonstrating objectivity, you show respect for your readers' knowledge and intelligence, and you build credibility and trust, or **ethos**, with them.
- Present and cite source information fairly and accurately.

Informal Reports

An **informal** analytical report will identify a problem, provide factual information about the problem, and draw conclusions about the information. An informal report is usually structured like an essay, with an introduction or summary, body paragraphs, and a conclusion or recommendations. It will likely feature headings identifying key sections and be presented in academic essay format, such as MLA Documentation and Format or APA Documentation and Format. For an example of an informal analytical report documented in APA style, see Trevor Garcia's paper on the U.S. response to COVID-19 in 2020 in the Annotated Student Sample.

Other types of informal reports include journalism reports. A traditional journalism report involves a reporter for a news organization reporting on the day's events—the results of an election, a political crisis, a plane crash, a celebrity marriage—on TV, on radio, or in print. An investigative journalism report, on the other hand, involves reporters doing original research over a period of weeks or months to uncover significant new information, similar to what Barbara Ehrenreich did for her book *Nickel and Dimed*. For sample traditional and investigative journalistic reports, visit the website of a reliable news organization or publication, such as the *New York Times (https://openstax.org/r/newyorktimes)*, the *Washington Post (https://openstax.org/r/washingtonpost)*, the *Wall Street Journal (https://openstax.org/r/wallstreetjournal)*, the *Economist (https://openstax.org/r/economist)*, the *New Yorker (https://openstax.org/r/newyorker)*, or the *Atlantic (https://openstax.org/r/atlantic)*.

Formal Reports

Writers in the social sciences, the natural sciences, technical fields, and business often write **formal** analytical reports. These include lab reports, research reports, and proposals.

Formal reports present findings and data drawn from experiments, surveys, and research and often end with a conclusion based on an analysis of these findings and data. These reports frequently include visuals such as graphs, bar charts, pie charts, photographs, or diagrams that are captioned and referred to in the text. Formal reports always cite sources of information, often using APA Documentation and Format, used in the examples in this chapter, or a similar style.

If you are assigned a formal report in a class, follow the instructions carefully. Your instructor will likely explain the assignment in detail and provide explicit directions and guidelines for the research you will need to do (including any permission required by your college or university if you conduct research on human subjects), how to organize the information you gather, and how to write and format your report. A formal report is a complex, highly organized, and often lengthy document with a specified format and sections usually marked by headings.

Following are the components of a formal analytical report. Depending on the assignment and the audience, a formal report you write may include some or all of these parts. For example, a research report following APA format usually includes a title page, an abstract, headings for components of the body of the report (methods, results, discussion), and a references page. Detailed APA guidelines are available online, including at the Purdue University Online Writing Lab (https://openstax.org/r/purdueuniversity).

Components of Formal Analytical Reports

- **Letter of transmittal**. When a report is submitted, it is usually accompanied by a letter or email to the recipient explaining the nature of the report and signed by those responsible for writing it. Write the letter of transmittal when the report is finished and ready for submission.
- **Title page**. The title page includes the title of the report, the name(s) of the author(s), and the date it was written or submitted. The report title should describe the report simply, directly, and clearly and should not try to be too clever. For example, *The New Student Writing Project: A Two-Year Report* is a clear, descriptive title, whereas *Write On, Students!* is not.
- **Acknowledgments**. If other people and/or organizations contributed to the report, include a page or paragraph thanking them.
- **Table of contents**. For long reports (10 pages or more), create a table of contents to help readers navigate easily. List the major components and subsections of the report and the pages on which they begin.
- **Executive summary or abstract**. The executive summary or abstract is a paragraph that highlights the findings of the report. The purpose of this section is to present information in the quickest, most concentrated, and most economical way possible to be useful to readers. Write this section after you have completed the rest of the report.
- **Introduction or background**. The introduction provides necessary background information to help readers understand the report. This section also indicates what information is included in the report.
- **Methods**. Especially in the social sciences, the natural sciences, and technical disciplines, the methods or procedures section outlines how you gathered information and from what sources, such as experiments, surveys, library research, interviews, and so on.
- **Results**. In the results section, you summarize the data you have collected from your research, explain your method of analysis, and present this information in detail, often in a table, graph, or chart.
- **Discussion or Conclusion**. In this section, you interpret the results and present the conclusions of your research. This section also may be called "Discussion of Findings."
- **Recommendations**. In this section, you explain what you believe should be done in response to your research findings.
- **References and bibliography**. The references section includes every source you cited in the report. The bibliography contains, in addition to those cited in the report, sources that readers can consult to learn more.
- **Appendix**. An appendix (plural: *appendices*) includes documents that are related to the report or contain information that can be culled but are not deemed central to understanding the report.

The following links take you to sample formal reports written by students and offer tips from librarians posted by colleges and universities in the United States. These samples may help you better understand what is involved in writing a formal analytical report.

- Product review report (https://openstax.org/r/productreviewreport), from the University/College Library of Broward College and Florida Atlantic University
- Business report (https://openstax.org/r/businessreport), from Wright State University
- Technical report (https://openstax.org/r/technicalreport), from the University of Utah
- Lab report (https://openstax.org/r/labreport), from Hamilton College
- Field report (https://openstax.org/r/fieldreport), from the University of Southern California

Exploring the Genre

The following are key terms and characteristics related to reports.

- **Audience**: Readers of a report or any piece of writing.
- **Bias**: A preconceived opinion about something, such as a subject, an idea, a person, or a group of people. As a reader, be attentive to potential bias in sources; as a writer, be attentive to your own biases.
- **Body**: The main part of a report between the introduction and the conclusion. The body of an analytical report consists of paragraphs in which the writer presents and analyzes key information.
- **Citation** of sources: References in the written text to sources that a writer has used in a report.
- **Conclusion and/or recommendation**: The last part of a report. In this section, the writer summarizes the significance of the information in the report or offers recommendations—or both.
- **Critical thinking**: The ability to look beneath the surface of words and images to analyze, interpret, and evaluate them.
- **Ethos**: The sense that the writer or other authority is trustworthy and credible; also known as *ethical appeal*.
- **Evidence**: Statements of fact, statistics, examples, and expert opinions that support the writer's points.
- **Facts**: Statements whose truth can be proved or verified and that serve as evidence in a report.
- **Introduction**: The first section of a report after any front matter, such as an abstract or table of contents. In an analytical report, the writer introduces the topic to be addressed and often presents the thesis at the end of the introduction.
- **Logos**: The use of facts as evidence to appeal to an audience's logical and rational thinking; also known as *logical appeal*.
- **Objective stance**: Writing in a way that is free from bias, personal feelings, and emotional language. An objective stance is especially important in report writing.
- **Purpose**: The reason for writing. The purpose of an analytical report is to examine a subject or issue closely, often from multiple perspectives, by looking at causes and effects, by comparing and contrasting, or by examining problems and proposing solutions.
- **Statistics**: Factual statements that include numbers and often serve as evidence in a report.
- **Synthesis**: Making connections among and combining ideas, facts, statistics, and other information.
- **Thesis**: The central or main idea that you will convey in your report. The thesis is often referred to as the central claim in argumentative writing.
- **Thesis statement**: A declarative sentence (sometimes two) that states the topic, the angle you are taking, and the aspects of the topic you will cover. For a report, a thesis indicates and limits the scope of the report.

8.4 Annotated Student Sample: "U.S. Response to COVID-19" by Trevor Garcia

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Identify the genre conventions of an informal analytical report.
- Analyze the organizational structure of a report and how writers develop ideas.
- Recognize how writers use evidence and objectivity to build credibility.
- Identify sources of evidence within a text and in source citations.



FIGURE 8.3 Doctors, nurses, and corpsmen aboard the Navy hospital ship USNS *Comfort* provided intensive care for patients in spring 2020 to relieve the New York City medical system, which was overwhelmed by cases of COVID-19. (credit: "U.S. Navy Doctors, Nurses and Corpsmen Treat COVID Patients in the ICU Aboard USNS Comfort" by Navy Medicine from Washington, DC, USA/Wikimedia Commons, Public Domain)

Introduction

The analytical report that follows was written by a student, Trevor Garcia, for a first-year composition course. Trevor's assignment was to research and analyze a contemporary issue in terms of its causes or effects. He chose to analyze the causes behind the large numbers of COVID-19 infections and deaths in the United States in 2020. The report is structured as an essay, and its format is informal.

LIVING BY THEIR OWN WORDS

Successes and Failures

> With more than 83 million cases and 1.8 million deaths at the end of 2020, COVID-19 has turned the world upside down. By the end of 2020, the United States led the world in the number of cases, at more than 20 million infections and nearly 350,000 deaths. In comparison, the second-highest number of cases was in India, which at the end of 2020 had less than half the number of COVID-19 cases despite having a population four times greater than the U.S. ("COVID-19 Coronavirus Pandemic," 2021). How did the United States come to have the world's worst record in this pandemic? An examination of the U.S. response shows that a reduction of experts in key positions and programs, inaction that led to equipment shortages, and inconsistent policies were three major causes of the spread of the virus and the resulting deaths.

Introduction. *Informal reports follow essay structure and open with an overview.*

Statistics as Evidence. *The writer gives statistics about infection rates and numbers of deaths; a comparison provides context.*

Source Citation in APA Style: No Author. *A web page without a named author is cited by the title and the year.*

Thesis Statement. *The rhetorical question leads to the thesis statement in the last sentence of the introduction. The thesis statement previews the organization and indicates the purpose—to analyze the causes of the U.S. response to the virus.*

Reductions in Expert Personnel and Preparedness Programs

Headings. *This heading and those that follow mark sections of the report.*

Body. *The three paragraphs under this heading support the first main point in the thesis statement.*

> Epidemiologists and public health officials in the United States had long known that a global pandemic was possible.

Topic Sentence. *The paragraph opens with a sentence stating the topic. The rest of this paragraph and the two that follow develop the topic chronologically.*

> In 2016, the National Security Council (NSC) published *Playbook for Early Response to High-Consequence Emerging Infectious Disease Threats and Biological Incidents*, a 69-page document on responding to diseases spreading within and outside of the United States. On January 13, 2017, the joint transition teams of outgoing president Barack Obama and then president-elect Donald Trump performed a pandemic preparedness exercise based on the playbook; however, it was never adopted by the incoming administration (Goodman & Schulkin, 2020). A year later, in February 2018, the Trump administration began to cut funding for the Prevention and Public Health Fund at the Centers for Disease Control and Prevention, leaving key positions unfilled. Other individuals who were fired or resigned in 2018 were the homeland security adviser, whose portfolio included global pandemics; the director for medical and biodefense preparedness; and the top official in charge of a pandemic response. None of them were replaced, thus leaving the White House with no senior person who had experience in public health (Goodman & Schulkin, 2020). Experts voiced concerns, among them Luciana Borio, director of medical and biodefense preparedness at the NSC, who spoke at a symposium marking the centennial of the 1918 influenza pandemic in May 2018: "The threat of pandemic flu is the number one health security concern," she said. "Are we ready to respond? I fear the answer is no" (Sun, 2018, final para.).

Audience. *The writer assumes that his readers have a strong grasp of government and agencies within the government.*

Synthesis. *The paragraph synthesizes factual evidence from two sources and cites them in APA style.*

Expert Quotation as Supporting Evidence. *The expert's credentials are given, her exact words are placed in quotation marks, and the source is cited in parentheses.*

Source Citation in APA Style: No Page Numbers. *Because the source of the quotation has no page numbers, the specific paragraph within the source ("final para."; alternatively, "para. 18") is provided in the parenthetical citation.*

> Cuts continued in 2019, among them a maintenance contract for ventilators in the federal emergency supply and PREDICT, a U.S. agency for international development designed to identify and prevent pandemics (Goodman & Schulkin, 2020). In July 2019, the White House eliminated the position of an American public health official in Beijing, China, who was working with China's disease control agency to help detect and contain infectious diseases. The first case of COVID-19 emerged in China four months later, on November 17, 2019.

Development of First Main Point. *This paragraph continues the chronological development of the first point, using a transitional sentence and evidence to discuss the year 2019.*

> After the first U.S. coronavirus case was confirmed in 2020, the secretary of the Department of Health and Human Services (HHS) was named to lead a task force on a response, but after several months, he was replaced when then vice president Mike Pence was officially charged with leading the White House Coronavirus Task Force (Ballhaus & Armour, 2020). Experts who remained, including Dr. Deborah Birx and Dr. Anthony Fauci of the National Institutes of Health, were sidelined. Turnover of personnel in related government departments and agencies continued throughout 2020, leaving the country without experts in key positions to lead the pandemic response.

Development of First Main Point. *This paragraph continues the chronological development of the first point, using a transitional sentence and evidence to discuss the start of the pandemic in 2020.*

Inaction and Equipment Shortages

Body. *The three paragraphs under this heading support the second main point in the thesis statement.*

> In January and February of 2020, the president's daily brief included more than a dozen detailed warnings, based on wire intercepts, computer intercepts, and satellite images by the U.S. intelligence community (Miller & Nakashima, 2020). Although senior officials began to assemble a task force, no direct action was taken until mid-March.

Topic Sentences. *The paragraph opens with two sentences stating the topic that is developed in the following paragraphs.*

> The stockpile of medical equipment and personal protective equipment was dangerously low before the pandemic began. Although the federal government had paid $9.8 million to manufacturers in 2018 and 2019 to develop and produce protective masks, by April 2020 the government had not yet received a single mask (Swaine, 2020). Despite the low stockpile, a request by the head of the Food and Drug Administration (FDA) in early 2020 to begin contacting companies about possible shortages of necessary medical equipment, including personal protective equipment, was denied. This decision was made to avoid alarming the industry and the public and to avoid giving the impression that the administration was not prepared for the pandemic (Ballhaus & Armour, 2020).

Topic Sentence. *The paragraph opens with a sentence stating the topic that is developed in the paragraph.*

Objective Stance. *The writer presents evidence (facts, statistics, and examples) in mostly neutral, unemotional language, which builds trustworthiness, or ethos, with readers.*

Synthesis. *The paragraph synthesizes factual evidence from two sources.*

> When former President Trump declared a national emergency on March 13, federal agencies began placing bulk orders for masks and other medical equipment. These orders led to critical shortages throughout the nation. In addition, states were instructed to acquire their own equipment and found themselves bidding against each other for the limited supplies available, leading one head of a coronavirus team composed of consulting and private equity firms to remark that "the federal stockpile was . . . supposed to be *our* stockpile. It's not supposed to be states' stockpiles that they then use" (Goodman & Schulkin, 2020, April 2, 2020).

Policy Decisions

Body. *The paragraph under this heading addresses the third main point in the thesis statement.*

> Policy decisions, too, hampered the U.S. response to the pandemic.

Topic Sentence. *The paragraph opens with a sentence stating the topic that is developed in the paragraph.*

> Although the HHS and NSC recommended stay-at-home directives on February 14, directives and guidelines for social distancing were not announced until March 16, and guidelines for mask wearing were inconsistent and contradictory (Goodman & Schulkin, 2020). Implementing the recommendations was left to the discretion of state governors, resulting in uneven stay-at-home orders, business closures, school closures, and mask mandates from state to state. The lack of a consistent message from the federal government not only delegated responsibility to state and local governments but also encouraged individuals to make their own choices, further hampering containment efforts. Seeing government officials and politicians without masks, for example, led many people to conclude that masks were unnecessary. Seeing large groups of people standing together at political rallies led people to ignore social distancing in their own lives.

Synthesis. *The paragraph synthesizes factual evidence from a source and examples drawn from the writer's observation.*

Conclusion

> Although the first cases of COVID-19 were detected in the United States in January, genetic researchers later determined that the viral strain responsible for sustained transmission of the disease did not enter the country until around February 13 (Branswell, 2020), providing further evidence that the failed U.S. response to the pandemic could have been prevented. Cuts to public health staff reduced the number of experts in leadership positions. Inaction in the early months of the pandemic led to critical shortages of medical equipment and supplies. Mixed messages and inconsistent policies undermined efforts to control and contain the disease. Unfortunately, the response to the disease in 2020 cannot be changed, but 2021 looks brighter. Most people who want the vaccine—nonexistent at the beginning of the pandemic and unavailable until recently—will have received it by the end of 2021. Americans will have experienced two years of living with the coronavirus, and everyone will have been affected in some way.

Conclusion. *The report concludes with a restatement of the main points given in the thesis and points to the future.*

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References Page in APA Style. *All sources cited in the text of the report, and only those sources, are listed in alphabetical order with full publication information. See the Handbook for more on APA documentation style.*

Discussion Questions

1. Trevor Garcia identifies three reasons for the failure of the United States to contain the coronavirus in 2020. What are they? Can you think of others he should have included?
2. What does Trevor use as evidence—facts, statistics, examples? What are the sources of his evidence? Are his sources credible and reliable?
3. Analyze Trevor's objectivity and bias as a writer. Is his language objective? Give examples of where he is objective and where he reveals his bias.

4. In what ways does Trevor view the U.S. response to the pandemic through the lens of critical, analytical thinking? Give examples.
5. What are three strengths of Trevor's report? What are three weaknesses?

8.5 Writing Process: Creating an Analytical Report

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Identify the elements of the rhetorical situation for your report.
- Find and focus a topic to write about.
- Gather and analyze information from appropriate sources.
- Distinguish among different kinds of evidence.
- Draft a thesis and create an organizational plan.
- Compose a report that develops ideas and integrates evidence from sources.
- Give and act on productive feedback to works in progress.

You might think that writing comes easily to experienced writers—that they draft stories and college papers all at once, sitting down at the computer and having sentences flow from their fingers like water from a faucet. In reality, most writers engage in a **recursive** process, pushing forward, stepping back, and repeating steps multiple times as their ideas develop and change. In broad strokes, the steps most writers go through are these:

- **Planning and Organization**. You will have an easier time drafting if you devote time at the beginning to consider the rhetorical situation for your report, understand your assignment, gather ideas and information, draft a thesis statement, and create an organizational plan.
- **Drafting**. When you have an idea of what you want to say and the order in which you want to say it, you're ready to draft. As much as possible, keep going until you have a complete first draft of your report, resisting the urge to go back and rewrite. Save that for after you have completed a first draft.
- **Review**. Now is the time to get feedback from others, whether from your instructor, your classmates, a tutor in the writing center, your roommate, someone in your family, or someone else you trust to read your writing critically and give you honest feedback.
- **Revising**. With feedback on your draft, you are ready to revise. You may need to return to an earlier step and make large-scale revisions that involve planning, organizing, and rewriting, or you may need to work mostly on ensuring that your sentences are clear and correct.

Considering the Rhetorical Situation

Like other kinds of writing projects, a report starts with assessing the **rhetorical situation**—the circumstance in which a writer communicates with an audience of readers about a subject. As the writer of a report, you make choices based on the purpose of your writing, the audience who will read it, the genre of the report, and the expectations of the community and culture in which you are working. A graphic organizer like Table 8.1 can help you begin.

Rhetorical Situation Element	Brainstorming Questions	Your Responses
Topic Is the topic of your report specified, or are you free to choose?	What topic or topics do you want to know more about? How can you find out more about this topic or topics? What constraints do you have?	
Purpose What is the purpose of your report?	To analyze a subject or issue from more than one perspective? To analyze a cause or an effect? To examine a problem and recommend a solution? To compare or contrast? To conduct research and report results?	
Audience Who will read your report?	Who is your primary audience—your instructor? Your classmates? What can you assume your audience already knows about your topic? What background information does your audience need to know? How will you shape your report to connect most effectively with this audience? Do you need to consider any secondary audiences, such as people outside of class? If so, who are those readers?	
Presentation What format should your report take?	Should you prepare a traditional written document or use another medium, such as a slide deck or video presentation? Should you include visuals and other media along with text, such as figures, charts, graphs, photographs, audio, or video? What other presentation requirements do you need to consider?	

TABLE 8.1 Considering the rhetorical situation

Rhetorical Situation Element	Brainstorming Questions	Your Responses
Context How do the time period and location affect decisions you make about your report?	What is happening in your city, county, state, area, or nation or the world that needs reporting on? What current events or new information might relate to your topic? Is your college or university relevant to your topic?	
Culture and Community What social or cultural assumptions do you or your audience have?	How will you show awareness of your community's social and cultural expectations in your report?	

TABLE 8.1 Considering the rhetorical situation

Summary of Assignment

Write an analytical report on a topic that interests you and that you want to know more about. The topic can be contemporary or historical, but it must be one that you can analyze and support with evidence from sources.

The following questions can help you think about a topic suitable for analysis:

1. Why or how did _____ happen?
2. What are the results or effects of _____?
3. Is _____ a problem? If so, why?
4. What are examples of _____ or reasons for _____?
5. How does _____ compare to or contrast with other issues, concerns, or things?

Consult and cite three to five reliable sources. The sources do not have to be scholarly for this assignment, but they must be credible, trustworthy, and unbiased. Possible sources include academic journals, newspapers, magazines, reputable websites, government publications or agency websites, and visual sources such as TED Talks. You may also use the results of an experiment or survey, and you may want to conduct interviews.

Consider whether visuals and media will enhance your report. *Can you present data you collect visually? Would a map, photograph, chart, or other graphic provide interesting and relevant support? Would video or audio allow you to present evidence that you would otherwise need to describe in words?*

Another Lens. To gain another analytic view on the topic of your report, consider different people affected by it. Say, for example, that you have decided to report on recent high school graduates and the effect of the COVID-19 pandemic on the final months of their senior year. If you are a recent high school graduate, you might naturally gravitate toward writing about yourself and your peers. But you might also consider the adults in the lives of recent high school graduates—for example, teachers, parents, or grandparents—and how they view the same period. Or you might consider the same topic from the perspective of a college admissions department looking at their incoming freshman class.

Quick Launch: Finding and Focusing a Topic

Coming up with a topic for a report can be daunting because you can report on nearly anything. The topic can easily get too broad, trapping you in the realm of generalizations. The trick is to find a topic that interests you and focus on an angle you can analyze in order to say something significant about it. You can use a graphic organizer to generate ideas, or you can use a concept map similar to the one featured in Writing Process:

Thinking Critically About a "Text."

Asking the Journalist's Questions

One way to generate ideas about a topic is to ask the five W (and one H) questions, also called the **journalist's questions**: *Who? What? When? Where? Why? How?* Try answering the following questions to explore a topic:

Who was or is involved in _____?

What happened/is happening with _____? **What** were/are the results of _____?

When did _____ happen? Is _____ happening now?

Where did _____ happen, or **where** is _____ happening?

Why did _____ happen, or **why** is _____ happening now?

How did _____ happen?

For example, imagine that you have decided to write your analytical report on the effect of the COVID-19 shutdown on high-school students by interviewing students on your college campus. Your questions and answers might look something like those in Table 8.2:

Question	Sample Answer
Who was involved in the 2020 COVID-19 shutdown?	Nearly every student of my generation was sent home to learn in 2020. My school was one of the first in the United States to close. We were in school one day, and then we were all sent home, wondering when we would go back.
What happened during the shutdown? **What** were/are the results of the shutdown?	Schools closed in March 2020. Students started online learning. Not all of them had computers. Teachers had to figure out how to teach online. All activities were canceled—sports, music, theater, prom, graduation celebrations—pretty much everything. Social life went online. Life as we knew it changed and still hasn't returned to normal.
When did the shutdown happen? Is it happening now?	Everything was canceled from March through the end of the school year. Although many colleges have in-person classes, many of us are doing most of our classes online, even if we are living on campus. This learning situation hasn't been easy. I need to decide whether I want to focus on then or now.
Where did the shutdown happen, or **where** is it still happening?	Schools were closed all over the United States and all over the world. Some schools are still closed.

TABLE 8.2 Journalist's questions and answers

Question	Sample Answer
Why did the shutdown happen, or **why** is it happening now?	Schools closed because the virus was highly contagious, and no one knew much about how many people would get sick from it or how sick they would get. Many schools were still closed for much of the 2020–21 school year.
How was the shutdown implemented? **How** is it still in effect?	Governors of many states, including mine, issued orders for schools to close. Now colleges are making their own plans.

TABLE 8.2 Journalist's questions and answers

Asking Focused Questions

Another way to find a topic is to ask focused questions about it. For example, you might ask the following questions about the effect of the 2020 pandemic shutdown on recent high school graduates:

- How did the shutdown change students' feelings about their senior year?
- How did the shutdown affect their decisions about post-graduation plans, such as work or going to college?
- How did the shutdown affect their academic performance in high school or in college?
- How did/do they feel about continuing their education?
- How did the shutdown affect their social relationships?

Any of these questions might be developed into a thesis for an analytical report. Table 8.3 shows more examples of broad topics and focusing questions.

Broad Topics	Focusing Questions
Sports, such as college athletes and academic performance	How does participating in a sport affect the academic performance of college athletes? Does participation help or hurt students' grades? Does participation improve athletes' study habits?
Culture and society, such as cancel culture	Who is affected by cancel culture? Who is canceled, and who is empowered? How do the lives of people who are canceled change? How do the lives of people who are canceling others change? How does cancel culture affect community attitudes and actions?

TABLE 8.3 Broad topics and focusing questions

Broad Topics	Focusing Questions
History and historical events, such as the Voting Rights Act of 1965	How did voting patterns change after the passage of the Voting Rights Act of 1965? How has the law been challenged? How have voting patterns changed in the years since the law was challenged?
Health and the environment, such as a plant-based diet	What are the known health benefits of a plant-based diet? What are the effects of a plant-based diet on the environment? How much money can a person save (or not save) by adopting a plant-based diet, such as vegetarianism or veganism?
Entertainment and the arts, such as TV talent shows	How do TV talent shows affect the careers of their contestants? How many of the contestants continue to develop their talent? How many continue to perform several years after their appearance on a show?
Technologies and objects, such as smartphones	Do people depend on smartphones more than they did a year ago? Five years ago? What has changed about people's relationships with their phones?

TABLE 8.3 Broad topics and focusing questions

Gathering Information

Because they are based on information and evidence, most analytical reports require you to do at least some research. Depending on your assignment, you may be able to find reliable information online, or you may need to do primary research by conducting an experiment, a survey, or interviews. For example, if you live among students in their late teens and early twenties, consider what they can tell you about their lives that you might be able to analyze. Returning to or graduating from high school, starting college, or returning to college in the midst of a global pandemic has provided them, for better or worse, with educational and social experiences that are shared widely by people their age and very different from the experiences older adults had at the same age.

Some report assignments will require you to do formal research, an activity that involves finding sources and evaluating them for reliability, reading them carefully, taking notes, and citing all words you quote and ideas you borrow. See Research Process: Accessing and Recording Information and Annotated Bibliography: Gathering, Evaluating, and Documenting Sources for detailed instruction on conducting research.

Whether you conduct in-depth research or not, keep track of the ideas that come to you and the information you learn. You can write or dictate notes using an app on your phone or computer, or you can jot notes in a journal if you prefer pen and paper. Then, when you are ready to begin organizing your report, you will have a record of your thoughts and information. Always track the sources of information you gather, whether from printed or digital material or from a person you interviewed, so that you can return to the sources if you need more information. And always credit the sources in your report.

Kinds of Evidence

Depending on your assignment and the topic of your report, certain kinds of evidence may be more effective than others. Other kinds of evidence may even be required. As a general rule, choose evidence that is rooted in verifiable facts and experience. In addition, select the evidence that best supports the topic and your approach to the topic, be sure the evidence meets your instructor's requirements, and cite any evidence you use that comes from a source. The following list contains different kinds of frequently used evidence and an example of each.

- **Definition**: An explanation of a key word, idea, or concept.

  The U.S. Census Bureau refers to a "young adult" as a person between 18 and 34 years old.

- **Example**: An illustration of an idea or concept.

  The college experience in the fall of 2020 was starkly different from that of previous years. Students who lived in residence halls were assigned to small pods. On-campus dining services were limited. Classes were small and physically distanced or conducted online. Parties were banned.

- **Expert opinion**: A statement by a professional in the field whose opinion is respected.

  According to Louise Aronson, MD, geriatrician and author of Elderhood*, people over the age of 65 are the happiest of any age group, reporting "less stress, depression, worry, and anger, and more enjoyment, happiness, and satisfaction" (255).*

- **Fact**: Information that can be proven correct or accurate.

  According to data collected by the NCAA, the academic success of Division I college athletes between 2015 and 2019 was consistently high (Hosick).

- **Interview**: An in-person, phone, or remote conversation that involves an interviewer posing questions to another person or people.

  During our interview, I asked Betty about living without a cell phone during the pandemic. She said that before the pandemic, she hadn't needed a cell phone in her daily activities, but she soon realized that she, and people like her, were increasingly at a disadvantage.

- **Quotation**: The exact words of an author or a speaker.

  In response to whether she thought she needed a cell phone, Betty said, "I got along just fine without a cell phone when I could go everywhere in person. The shift to needing a phone came suddenly, and I don't have extra money in my budget to get one."

- **Statistics**: A numerical fact or item of data.

  The Pew Research Center reported that approximately 25 percent of Hispanic Americans and 17 percent of Black Americans relied on smartphones for online access, compared with 12 percent of White people.

- **Survey**: A structured interview in which respondents (the people who answer the survey questions) are all asked the same questions, either in person or through print or electronic means, and their answers tabulated and interpreted. Surveys discover attitudes, beliefs, or habits of the general public or segments of the population.

  A survey of 3,000 mobile phone users in October 2020 showed that 54 percent of respondents used their phones for messaging, while 40 percent used their phones for calls (Steele).

- **Visuals**: Graphs, figures, tables, photographs and other images, diagrams, charts, maps, videos, and audio recordings, among others.

Thesis and Organization

Drafting a Thesis

When you have a grasp of your topic, move on to the next phase: drafting a thesis. The thesis is the central idea that you will explore and support in your report; all paragraphs in your report should relate to it. In an essay-style analytical report, you will likely express this main idea in a **thesis statement** of one or two sentences toward the end of the introduction.

For example, if you found that the academic performance of student athletes was higher than that of non-athletes, you might write the following thesis statement:

> *Although a common stereotype is that college athletes barely pass their classes, an analysis of athletes' academic performance indicates that athletes drop fewer classes, earn higher grades, and are more likely to be on track to graduate in four years when compared with their non-athlete peers.*

The thesis statement often previews the organization of your writing. For example, in his report on the U.S. response to the COVID-19 pandemic in 2020, Trevor Garcia wrote the following thesis statement, which detailed the central idea of his report:

> *An examination of the U.S. response shows that a reduction of experts in key positions and programs, inaction that led to equipment shortages, and inconsistent policies were three major causes of the spread of the virus and the resulting deaths.*

After you draft a thesis statement, ask these questions, and examine your thesis as you answer them. Revise your draft as needed.

- **Is it interesting?** A thesis for a report should answer a question that is worth asking and piques curiosity.
- **Is it precise and specific?** If you are interested in reducing pollution in a nearby lake, explain how to stop the zebra mussel infestation or reduce the frequent algae blooms.
- **Is it manageable?** Try to split the difference between having too much information and not having enough.

Organizing Your Ideas



As a next step, organize the points you want to make in your report and the evidence to support them. Use an outline, a diagram, or another organizational tool, such as Table 8.4.

Report Section	Content	Your Notes
Introduction (usually one paragraph, but can be two)	Draw readers in with an overview; an anecdote; a question (open-ended, not yes-or-no); a description of an event, scene, or situation; or a quotation. Provide necessary background here or in the first paragraph of the body, defining terms as needed. State the tentative thesis.	
First Main Point	Give the first main point related to the thesis. Develop the point in paragraphs supported by evidence.	

TABLE 8.4 Organization plan

Report Section	Content	Your Notes
Second Main Point	Give the second main point related to the thesis. Develop the point in paragraphs supported by evidence.	
Additional Main Points	Give the third and additional main point(s) related to the thesis. Develop the points in paragraphs supported by evidence.	
Conclusion	Conclude with a summary of the main points, a recommended course of action, and/or a review of the introduction and restatement of the thesis.	

TABLE 8.4 Organization plan

Drafting an Analytical Report

With a tentative thesis, an organization plan, and evidence, you are ready to begin drafting. For this assignment, you will report information, analyze it, and draw conclusions about the cause of something, the effect of something, or the similarities and differences between two different things.

Introduction

Some students write the introduction first; others save it for last. Whenever you choose to write the introduction, use it to draw readers into your report. Make the topic of your report clear, and be concise and sincere. End the introduction with your thesis statement. Depending on your topic and the type of report, you can write an effective introduction in several ways. Opening a report with an overview is a tried-and-true strategy, as shown in the following example on the U.S. response to COVID-19 by Trevor Garcia. Notice how he opens the introduction with statistics and a comparison and follows it with a question that leads to the thesis statement (underlined).

> With more than 83 million cases and 1.8 million deaths at the end of 2020, COVID-19 has turned the world upside down. By the end of 2020, the United States led the world in the number of cases, at more than 20 million infections and nearly 350,000 deaths. In comparison, the second-highest number of cases was in India, which at the end of 2020 had less than half the number of COVID-19 cases despite having a population four times greater than the U.S. ("COVID-19 Coronavirus Pandemic," 2021). How did the United States come to have the world's worst record in this pandemic? An examination of the U.S. response shows that a reduction of experts in key positions and programs, inaction that led to equipment shortages, and inconsistent policies were three major causes of the spread of the virus and the resulting deaths.

For a less formal report, you might want to open with a question, quotation, or brief story. The following example opens with an anecdote that leads to the thesis statement (underlined).

> Betty stood outside the salon, wondering how to get in. It was June of 2020, and the door was locked. A sign posted on the door provided a phone number for her to call to be let in, but at 81, Betty had lived her life without a cell phone. Betty's day-to-day life had been hard during the pandemic, but she had planned for this haircut and was looking forward to it; she had a mask on and hand sanitizer in her car. Now she couldn't get in the door, and she was discouraged. In that moment, Betty realized how much Americans' dependence on cell phones had grown in the months since the pandemic began. Betty and thousands of other senior citizens who could not afford cell phones or did not have the technological skills and support they needed were being left behind in a society that was increasingly reliant on technology.

Body Paragraphs: Point, Evidence, Analysis

Use the body paragraphs of your report to present evidence that supports your thesis. A reliable pattern to keep in mind for developing the body paragraphs of a report is *point*, *evidence*, and *analysis*:

- The **point** is the central idea of the paragraph, usually given in a **topic sentence** stated in your own words at or toward the beginning of the paragraph. Each topic sentence should relate to the thesis.
- The **evidence** you provide develops the paragraph and supports the point made in the topic sentence. Include details, examples, quotations, paraphrases, and summaries from sources if you conducted formal research. Synthesize the evidence you include by showing in your sentences the connections between sources.
- The **analysis** comes at the end of the paragraph. In your own words, draw a conclusion about the evidence you have provided and how it relates to the topic sentence.

The paragraph below illustrates the point, evidence, and analysis pattern. Drawn from a report about concussions among football players, the paragraph opens with a topic sentence about the NCAA and NFL and their responses to studies about concussions. The paragraph is developed with evidence from three sources. It concludes with a statement about helmets and players' safety.

> The NCAA and NFL have taken steps forward and backward to respond to studies about the danger of concussions among players. Responding to the deaths of athletes, documented brain damage, lawsuits, and public outcry (Buckley et al., 2017), the NCAA instituted protocols to reduce potentially dangerous hits during football games and to diagnose traumatic head injuries more quickly and effectively. Still, it has allowed players to wear more than one style of helmet during a season, raising the risk of injury because of imperfect fit. At the professional level, the NFL developed a helmet-rating system in 2011 in an effort to reduce concussions, but it continued to allow players to wear helmets with a wide range of safety ratings. The NFL's decision created an opportunity for researchers to look at the relationship between helmet safety ratings and concussions. Cocello et al. (2016) reported that players who wore helmets with a lower safety rating had more concussions than players who wore helmets with a higher safety rating, and they concluded that safer helmets are a key factor in reducing concussions.

Developing Paragraph Content

In the body paragraphs of your report, you will likely use examples, draw comparisons, show contrasts, or analyze causes and effects to develop your topic.

Paragraphs developed with **Example** are common in reports. The paragraph below, adapted from a report by student John Zwick on the mental health of soldiers deployed during wartime, draws examples from three sources.

> Throughout the Vietnam War, military leaders claimed that the mental health of soldiers was stable and that men who suffered from combat fatigue, now known as PTSD, were getting the help they needed. For example, the *New York Times* (1966) quoted military leaders who claimed that mental fatigue among enlisted men had "virtually ceased to be a problem," occurring at a rate far below that of World War II. Ayres (1969) reported that Brigadier General Spurgeon Neel, chief American medical officer in Vietnam, explained that soldiers experiencing combat fatigue were admitted to the psychiatric ward, sedated for up to 36 hours, and given a counseling session with a doctor who reassured them that the rest was well deserved and that they were ready to return to their units. Although experts outside the military saw profound damage to soldiers' psyches when they returned home (Halloran, 1970), the military stayed the course, treating acute cases expediently and showing little concern for the cumulative effect of combat stress on individual soldiers.

When you analyze **causes and effects**, you explain the reasons that certain things happened and/or their results. The report by Trevor Garcia on the U.S. response to the COVID-19 pandemic in 2020 is an example: his report examines the reasons the United States failed to control the coronavirus. The paragraph below, adapted from another student's report written for an environmental policy course, explains the effect of white settlers' views of forest management on New England.

> The early colonists' European ideas about forest management dramatically changed the New England landscape. White settlers saw the New World as virgin, unused land, even though indigenous people had been drawing on its resources for generations by using fire subtly to improve hunting, employing construction techniques that left ancient trees intact, and farming small, efficient fields that left the surrounding landscape largely unaltered. White settlers' desire to develop wood-built and wood-burning homesteads surrounded by large farm fields led to forestry practices and techniques that resulted in the removal of old-growth trees. These practices defined the way the forests look today.

Compare and contrast paragraphs are useful when you wish to examine similarities and differences. You can use both comparison and contrast in a single paragraph, or you can use one or the other. The paragraph below, adapted from a student report on the rise of populist politicians, compares the rhetorical styles of populist politicians Huey Long and Donald Trump.

> A key similarity among populist politicians is their rejection of carefully crafted sound bites and erudite vocabulary typically associated with candidates for high office. Huey Long and Donald Trump are two examples. When he ran for president, Long captured attention through his wild gesticulations on almost every word, dramatically varying volume, and heavily accented, folksy expressions, such as "The only way to be able to feed the balance of the people is to make that man come back and bring back some of that grub that he ain't got no business with!" In addition, Long's down-home persona made him a credible voice to represent the common people against the country's rich, and his buffoonish style allowed him to express his radical ideas without sounding anti-communist alarm bells. Similarly, Donald Trump chose to speak informally in his campaign appearances, but the persona he projected was that of a fast-talking, domineering salesman. His frequent use of personal anecdotes, rhetorical questions, brief asides, jokes, personal attacks, and false claims made his speeches disjointed, but they gave the feeling of a running conversation between him and his audience. For example, in a 2015 speech, Trump said, "They just built a hotel in Syria. Can you believe this? They built a hotel. When I have to build a hotel, I pay interest. They don't have to pay interest, because they took the oil that, when we left Iraq, I said we should've taken" ("Our Country Needs" 2020). While very different in substance, Long and Trump adopted similar styles that positioned them as the antithesis of typical politicians and their worldviews.

Conclusion

The conclusion should draw the threads of your report together and make its significance clear to readers. You

may wish to review the introduction, restate the thesis, recommend a course of action, point to the future, or use some combination of these. Whichever way you approach it, the conclusion should not head in a new direction. The following example is the conclusion from a student's report on the effect of a book about environmental movements in the United States.

> Since its publication in 1949, environmental activists of various movements have found wisdom and inspiration in Aldo Leopold's *A Sand County Almanac*. These audiences included Leopold's conservationist contemporaries, environmentalists of the 1960s and 1970s, and the environmental justice activists who rose in the 1980s and continue to make their voices heard today. These audiences have read the work differently: conservationists looked to the author as a leader, environmentalists applied his wisdom to their movement, and environmental justice advocates have pointed out the flaws in Leopold's thinking. Even so, like those before them, environmental justice activists recognize the book's value as a testament to taking the long view and eliminating biases that may cloud an objective assessment of humanity's interdependent relationship with the environment.

Citing Sources

You must cite the sources of information and data included in your report. Citations must appear in both the text and a bibliography at the end of the report.

The sample paragraphs in the previous section include examples of in-text citation using APA documentation style. Trevor Garcia's report on the U.S. response to COVID-19 in 2020 also uses APA documentation style for citations in the text of the report and the list of references at the end. Your instructor may require another documentation style, such as MLA or Chicago.

Peer Review: Getting Feedback from Readers

You will likely engage in peer review with other students in your class by sharing drafts and providing feedback to help spot strengths and weaknesses in your reports. For peer review within a class, your instructor may provide assignment-specific questions or a form for you to complete as you work together.

If you have a writing center on your campus, it is well worth your time to make an online or in-person appointment with a tutor. You'll receive valuable feedback and improve your ability to review not only your report but your overall writing.

Another way to receive feedback on your report is to ask a friend or family member to read your draft. Provide a list of questions or a form such as the one in Table 8.5 for them to complete as they read.

Questions for Reviewer	Comment or Suggestion
Does the introduction interest you in the topic of the report?	
Can you find the thesis statement? Underline it for the writer.	
Does the thesis indicate the purpose of the report?	
Does each body paragraph start with a point stated in the writer's own words? Does that point relate to the thesis? Mark paragraphs that don't have a clear point.	

TABLE 8.5 Peer review questions

Questions for Reviewer	Comment or Suggestion
Does each body paragraph support the main point of the paragraph with details and evidence, such as facts, statistics, or examples? Mark paragraphs that need more support and/or explanation.	
Does each body paragraph end with an analysis in the writer's own words that draws a conclusion? Mark paragraphs that need analysis.	
Where do you get lost or confused? Mark anything that is unclear.	
Does the report flow from one point to the next?	
Does the organization make sense to you?	
Does the conclusion wrap up the main points of the report and connect to the thesis? Mark anything in the conclusion that seems irrelevant.	
Does the report have an engaging title?	

TABLE 8.5 Peer review questions

Revising: Using Reviewers' Responses to Revise your Work

When you receive comments from readers, including your instructor, read each comment carefully to understand what is being asked. Try not to get defensive, even though this response is completely natural. Remember that readers are like coaches who want you to succeed. They are looking at your writing from outside your own head, and they can identify strengths and weaknesses that you may not have noticed. Keep track of the strengths and weaknesses your readers point out. Pay special attention to those that more than one reader identifies, and use this information to improve your report and later assignments.

As you analyze each response, be open to suggestions for improvement, and be willing to make significant revisions to improve your writing. Perhaps you need to revise your thesis statement to better reflect the content of your draft. Maybe you need to return to your sources to better understand a point you're trying to make in order to develop a paragraph more fully. Perhaps you need to rethink the organization, move paragraphs around, and add transition sentences.

Below is an early draft of part of Trevor Garcia's report with comments from a peer reviewer:

> To truly understand what happened, it's important first to look back to the years leading up to the pandemic. Epidemiologists and public health officials had long known that a global pandemic was possible. In 2016, the U.S. National Security Council (NSC) published a 69-page document with the intimidating title *Playbook for Early Response to High-Consequence Emerging Infectious Disease Threats and Biological Incidents*. The document's two sections address responses to "emerging disease threats that start or are circulating in another country but not yet confirmed within U.S. territorial borders" and to "emerging disease threats within our nation's borders." On 13 January 2017, the joint Obama-Trump transition teams performed a pandemic preparedness exercise; however, the playbook was never adopted by the incoming administration.

Peer Review Comment: *Do the words in quotation marks need to be a direct quotation? It seems like a paraphrase would work here.*

Peer Review Comment: *I'm getting lost in the details about the playbook. What's the Obama-Trump transition team?*

> In February 2018, the administration began to cut funding for the Prevention and Public Health Fund at the Centers for Disease Control and Prevention; cuts to other health agencies continued throughout 2018, with funds diverted to unrelated projects such as housing for detained immigrant children.

Peer Review Comment: *This paragraph has only one sentence, and it's more like an example. It needs a topic sentence and more development.*

> Three months later, Luciana Borio, director of medical and biodefense preparedness at the NSC, spoke at a symposium marking the centennial of the 1918 influenza pandemic. "The threat of pandemic flu is the number one health security concern," she said. "Are we ready to respond? I fear the answer is no."

Peer Review Comment: *This paragraph is very short and a lot like the previous paragraph in that it's a single example. It needs a topic sentence. Maybe you can combine them?*

Peer Review Comment: *Be sure to cite the quotation.*

Reading these comments and those of others, Trevor decided to combine the three short paragraphs into one paragraph focusing on the fact that the United States knew a pandemic was possible but was unprepared for it. He developed the paragraph, using the short paragraphs as evidence and connecting the sentences and evidence with transitional words and phrases. Finally, he added in-text citations in APA documentation style to credit his sources. The revised paragraph is below:

> Epidemiologists and public health officials in the United States had long known that a global pandemic was possible. In 2016, the National Security Council (NSC) published *Playbook for Early Response to High-Consequence Emerging Infectious Disease Threats and Biological Incidents*, a 69-page document on responding to diseases spreading within and outside of the United States. On January 13, 2017, the joint transition teams of outgoing president Barack Obama and then president-elect Donald Trump performed a pandemic preparedness exercise based on the playbook; however, it was never adopted by the incoming administration (Goodman & Schulkin, 2020). A year later, in February 2018, the Trump administration began to cut funding for the Prevention and Public Health Fund at the Centers for Disease Control and Prevention, leaving key positions unfilled. Other individuals who were fired or resigned in 2018 were the homeland security adviser, whose portfolio included global pandemics; the director for medical and biodefense preparedness; and the top official in charge of a pandemic response. None of them were replaced, leaving the White House with no senior person who had experience in public health (Goodman & Schulkin, 2020). Experts voiced concerns, among them Luciana Borio, director of medical and biodefense preparedness at the NSC, who spoke at a symposium marking the centennial of the 1918 influenza pandemic in May 2018: "The threat of pandemic flu is the number one health security concern," she said. "Are we ready to respond? I fear the answer is no" (Sun, 2018, final para.).

A final word on working with reviewers' comments: as you consider your readers' suggestions, remember, too,

that *you* remain the author. You are free to disregard suggestions that you think will not improve your writing. If you choose to disregard comments from your instructor, consider submitting a note explaining your reasons with the final draft of your report.

8.6 Editing Focus: Commas with Nonessential and Essential Information

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Distinguish between essential and nonessential information in sentences.
- Use commas for clearer, more effective sentences.

A comma is a mark of separation. It alerts readers to a brief pause or pauses within a sentence that is part of your analytical report.

Nonessential and Essential information

Nonessential information refers to information within a sentence that is *not* necessary for the reader to understand its meaning. **Essential information** refers to information within a sentence that *is* necessary for the reader to understand its meaning.

Nonessential Information

Placing commas around a word or group of words within a sentence usually indicates that the information is not necessary for readers to understand the sentence's meaning. In the example below, the underlined words refer to and explain the phrase *current math curriculum*, but they can be removed without changing the meaning of the sentence: the math curriculum currently in use isn't meeting current needs. The information is interesting and perhaps useful, but it is "extra" and does not change the basic meaning of the sentence.

> The current math curriculum, which was adopted by the school district 10 years ago, no longer meets the needs of the students.

Essential Information

Certain words in a sentence are often necessary for readers to understand its meaning. In the example below, the word *current* was removed from between the words *The* and *math* and replaced by the underlined words that tell readers *which* curriculum no longer meets students' needs. It is essential because without it, confusion may arise about which math curriculum no longer meets students' needs.

> The math curriculum that the district adopted 10 years ago no longer meets the needs of the students.

To Comma or Not to Comma?

Place commas around nonessential information, but not around essential information. You can test whether information is nonessential by removing the information. If the meaning of the sentence is unchanged, the information is nonessential. If the meaning becomes too general or changes in any way, the information is essential. Often, nonessential information is introduced with the word *which* and essential information with *that*.

Place Commas around Nonessential Information

Place commas around information that is not essential to the meaning of a sentence, as illustrated in the following sentences:

- The entire math department, which consists of 16 teachers and 7 staff members, has requested a review of the curriculum.
- The department chair, who has led the math department for 11 years, has agreed to the teachers' request.
- The curriculum will become effective in June, when the school year is finished.

Do Not Place Commas around Essential Information

Do not place commas around information that is essential to the meaning of a sentence, as illustrated in the following sentences:

- According to the department chair, the math curriculum needs to focus on skills that students need after high school graduation.
- The math teachers who teach Algebra 1 and Algebra 2 have requested a review of the curriculum.
- The teachers are concerned that students are not retaining what they have learned.
- The department has consulted the curriculum expert Malcolm Green.

See Punctuation for more on commas.

Practice Using Commas

Read each of the following sentences. Decide whether the underlined portion of each sentence is nonessential or essential. Place commas before, after, or around the nonessential information as appropriate.

1. The department has consulted the curriculum expert Malcolm Green whose textbook is widely used.
2. Two members of the math department Janelle Brady and Tye Lavalle are retiring next year.
3. The textbooks that are now in use are outdated.
4. Students have given feedback on the online classes that have replaced in-person classes.
5. The math department now offers more evening classes which attract more students and fewer summer classes.
6. Several instructors who teach math also teach computer science classes.

8.7 Evaluation: Reviewing the Final Draft

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Evaluate feedback on your report as a whole.
- Apply another reader's response to the rhetorical choices you made as a writer.

When you have finished revising and editing your report, have a friend or classmate evaluate it using the following rubric, which is similar to the one your instructor might use. At the end of the rubric is a section for your reader to offer additional feedback or expand on the reasoning behind their assessment. Pay attention to the feedback, and ask questions if something isn't clear. Then, revise your paper again, using the feedback you find helpful.

Rubric

Score	Critical Language Awareness	Clarity and Coherence	Rhetorical Choices
5 **Skillful**	The text always adheres to the "Editing Focus" of this chapter: commas with nonessential and essential information, as discussed in Section 8.6. The text also shows ample evidence of the writer's intent to consciously meet or challenge conventional expectations in rhetorically effective ways	The introduction sparks interest and leads expertly to a clear, intriguing thesis. All main points are expertly developed in body paragraphs with clear central points and fact-based, reliable evidence, which is analyzed appropriately and thoroughly. Appropriate transitions clearly connect ideas and evidence, which is abundant and integrated smoothly into the sentences.	The topic of the report demonstrates superior understanding of the purpose. The report consistently shows expert awareness of audience, context, and community expectations. The presentation is highly appropriate to the content. The writer's voice is objective and trustworthy. Language is consistently clear and appropriate. Correct citations are included in the text and bibliography.
4 **Accomplished**	The text usually adheres to the "Editing Focus" of this chapter: commas with nonessential and essential information, as discussed in Section 8.6. The text also shows some evidence of the writer's intent to consciously meet or challenge conventional expectations in rhetorically effective ways.	The introduction sparks interest and leads smoothly to a clear thesis. Most main points are well developed in body paragraphs with clear central points and solid, sufficient evidence, which is analyzed adequately. Appropriate transitions connect ideas and evidence, which is integrated smoothly into most sentences.	The topic of the report demonstrates comprehensive understanding of the purpose. The report usually shows awareness of audience, context, and community expectations. The presentation is appropriate to the content. The writer's voice is objective and trustworthy. Language is usually clear and appropriate. Correct citations are included in the text and bibliography

TABLE 8.6

Score	Critical Language Awareness	Clarity and Coherence	Rhetorical Choices
3 **Capable**	The text generally adheres to the "Editing Focus" of this chapter: commas with nonessential and essential information, as discussed in Section 8.6. The text also shows limited evidence of the writer's intent to consciously meet or challenge conventional expectations in rhetorically effective ways.	The introduction may spark some interest and leads to a fairly clear thesis. Most main points are stated, but some may not be fully developed in body paragraphs, which may lack sufficient evidence or adequate analysis. Appropriate transitions connect some ideas and evidence, which is integrated inconsistently into sentences.	The topic of the report demonstrates understanding of the purpose. The report shows some, but possibly inconsistent, awareness of audience, context, and community expectations. The presentation is generally appropriate to the content. The writer's voice strays occasionally from objectivity and trustworthiness, but language is generally clear. Some citations may be incorrect or missing.

TABLE 8.6

Score	Critical Language Awareness	Clarity and Coherence	Rhetorical Choices
2 Developing	The text occasionally adheres to the "Editing Focus" of this chapter: commas with nonessential and essential information, as discussed in Section 8.6. The text also shows emerging evidence of the writer's intent to consciously meet or challenge conventional expectations in rhetorically effective ways.	The introduction may be somewhat interesting but may lack a smooth transition to the thesis. Main points are missing from some body paragraphs, which may have no discernible central point and are insufficiently developed. Inappropriate or insufficient transitions minimally connect ideas and evidence, which is poorly integrated into sentences. Language is often confusing or inappropriate.	The topic of the report demonstrates a weak understanding of the purpose. The report shows little awareness of audience, context, and community expectations. The presentation may be somewhat appropriate to the content. The writer's voice is only occasionally objective and trustworthy. Citations are incomplete, incorrect, or missing.
1 Beginning	The text does not adhere to the "Editing Focus" of this chapter: commas with nonessential and essential information, as discussed in Section 8.6. The text also shows little to no evidence of the writer's intent to consciously meet or challenge conventional expectations in rhetorically effective ways.	The introduction, if it is present, may be somewhat interesting but lacks a thesis. Most or all of the body paragraphs have no central point and are undeveloped. There are no clear connections among ideas and evidence, which is insufficient, unconvincing, and poorly integrated into the sentences.	The topic of the report demonstrates poor or no understanding of the purpose. The report shows little or no awareness of audience, context, or community expectations. The presentation is inappropriate to content. The writer's voice is neither objective nor trustworthy. Language is confusing or inappropriate. Citations are missing or incorrect.

TABLE 8.6

8.8 Spotlight on … Discipline-Specific and Technical Language

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Explain the role of discipline-specific and technical language in various situations and contexts.
- Implement purposeful shifts in voice, tone, level of formality, and word choice.
- Pursue options for publishing your report.

Proficient report writers in all academic disciplines and professions use language that is clear, direct, economical, and conventional. Moreover, they often use a specialized vocabulary to convey information to others in their field. These technical words allow specialists to communicate precisely and efficiently with other experts, but such terms can be confusing to nonspecialists. The following guidelines can help you shape the language of a report in a social science, natural science, or technical field:

- **Define disciplinary and technical terms.** For example, in a report about computer storage, you might

need to define terms such as *kilobyte*, *terabyte*, *gigabyte*, and *megabyte*. In the following example, the writer defines these terms.

> Computer storage space is measured in units called kilobytes (KB). Each KB equals 1,024 "bytes," or approximately 1000 single typewriter characters. Therefore, one KB equals about 180 English words, or a little less than half of a single-spaced typed page, or maybe three minutes of fast typing. One terabyte (TB) is 1024 gigabytes (GB), one GB is 1024 megabytes (MB), and one MB is 1024 KB.

- **Write out full names the first time you use them, followed by abbreviations or acronyms in parentheses.** Then you can use the abbreviation or acronym throughout the rest of the report. For example, write out *U.S. Department of Agriculture (USDA)* or *Occupational Safety and Health Administration (OSHA)* the first time you refer to it, and use *USDA* or *OSHA* subsequently. In the previous example about computer storage, the writer used the abbreviations for KB, TB, GB, and MB after writing out the full words. The sentence below, from Trevor Garcia's report, gives another example:

  > After the first U.S. coronavirus case was confirmed in 2020, the secretary of the Department of Health and Human Services (HHS) was named to lead a task force on a response, but after several months he was replaced when then vice president Mike Pence was officially charged with leading the White House Coronavirus Task Force (Ballhaus & Armour, 2020).

- **Write in third-person point of view.** Third-person point of view will help you use objective language that is free of value judgments and emotional responses, as demonstrated in the following examples:

  > The causes of obesity are complex and involve multiple factors, including genetics, underlying health conditions, cultural attitudes toward food and exercise, access to healthy food and health care, safe outdoor spaces, income, and leisure time.

  > The survey respondents self-identified as cisgender female (153), cisgender male (131), gender nonbinary (12), and transgender (4).

- **Consider occasional use of the passive voice.** Traditionally, writers in the sciences and technical fields have used the passive voice for objectivity and neutrality. In the **passive voice**, the subject of the sentence is acted upon; in the **active voice**, the subject acts. Increasingly, scientific and technical writers use the active voice in the introduction and conclusion sections of reports, which are more interpretative. They use the passive voice in the method and results sections, which are more straight-up reporting.

Notice that by using the passive voice, the writer is able to avoid naming the person or group who conducted the survey. The passive voice is a technique that writers often use when they don't want to make the name of an individual or group public. See Clear and Effective Sentences for more on passive and active voice.

Passive voice: A survey of 300 students was conducted at a large state university in the southern United States.

Active voice: We conducted a survey of 300 students at a large state university in the southern United States.

- **Pay attention to the details of meaning, grammar, punctuation, and mechanics.** Each discipline values precision and correctness, and each has its own specialized vocabulary for talking about knowledge. Writers are expected to use terms precisely and to spell them correctly. Your writing will gain greater respect when it reflects standard grammar, punctuation, and mechanics.

Publish Your Report

Now that you have completed all stages of your report, you may want to think about sharing it with students at your school or other colleges. Your college may have a journal that publishes undergraduate research work. If so, find out about submitting your work. Also, listed here are some of the many publications that feature undergraduate student research. Check them out.

- *Papers & Publications: Interdisciplinary Journal of Undergraduate Research (https://openstax.org/r/papersandpublications)* (accepts work from students in the southeastern United States)
- *Journal of Undergraduate Research (https://openstax.org/r/journalofugresearch)* (peer-reviewed undergraduate journal; accepts research work in all subjects)
- *Journal of Student Research (https://openstax.org/r/journalofstudentresearch)* (accepts student work from high school through graduate school)
- *Crossing Borders: A Multidisciplinary Journal of Undergraduate Scholarship (https://openstax.org/r/crossingborders)* (published at Kansas State University; accepts student research in all disciplines from undergraduates throughout the country)
- *1890: A Journal of Undergraduate Research (https://openstax.org/r/1890UGresearch)* (accepts undergraduate works of research, creative writing, poetry, reviews, and art)

8.9 Portfolio: Evidence and Objectivity

LEARNING OUTCOMES

By the end of this section, you will be able to:

- Write about the development of your composing processes.
- Write about how composing processes affect your work.
- Write about your objectivity as a writer.

As you complete your report, think critically about your writing process. Watch *An Introduction to Reflective Writing (https://openstax.org/r/anintroductionreflectivewriting)*, and reflect on what you created from the first step of discovering ideas to the last steps of composing and editing the final draft.

Reflective Task: Lessons Learned

As you add your analytical report to your portfolio, write either a cover letter or a journal entry in which you respond to the following questions:

- How did you choose the topic for your report? Did you have to narrow or expand it?
- What methods did you use to gather ideas about your topic? What outside sources did you consult to gather information about your topic?
- How did you settle on your thesis? Did you rewrite it multiple times?
- What strategies did you use to organize your report?
- What strategies did you use to develop paragraphs? What difficulties, if any, did you encounter?
- How challenging was it for you to adopt an objective stance? Did you recognize your own biases? Was it difficult to write in third-person point of view?
- How did input from peers and other readers affect your drafting and revision processes? What specific constructive criticism did you receive that helped you?
- In what ways was this report easier or harder to write than other papers you have written?
- What could you have done differently to make writing your report easier or more effective?

Further Reading

The following books are just a few examples of in-depth book-length reporting.

Boo, Katherine. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. Random House, 2012.

Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. Crown, 2016.

Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. Metropolitan Books, 2001.

Macy, Beth. *Dopesick: Dealers, Doctors, and the Drug Company That Addicted America*. Little, Brown, 2018.

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. Random House, 2010.

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Fowler, H. Ramsey, and Jane E. Aaron. *The Little, Brown Handbook*. 13th ed., Pearson, 2016.

McClure, Laura. "Fact-Checking 101." *TED-Ed Blog*, TED-Ed, 30 Mar. 2017, blog.ed.ted.com/2017/03/30/factchecking-101/.

"Professional, Technical Writing." *OWL: The Purdue Online Writing Lab*, Purdue U, 2021, owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html.

"Reflective Writing in Education." *Research and Learning Online*, Monash U, www.monash.edu/rlo/assignment-samples/education/education-reflective-writing.