

CHAPTER 55

Public Writing

Writing outside of school, such as for business or for community work, resembles academic writing in many ways. It usually involves the same basic writing process, discussed in Part 1: assessing the writing situation, developing what you want to say, freely working out your meaning in a draft, and editing and revising so that your writing will achieve your purpose with readers. It often involves research, as discussed in Part 9. And it involves the standards of conciseness, appropriate and exact language, and correct grammar and usage discussed in Parts 3–8.

But public writing has its own conventions, too. They vary widely depending on what you're writing and why, whether a proposal for your job or a flyer announcing a dinner for a community group. This chapter covers several types of public writing: business letters and memos (next page); job applications (p. 845); business reports and proposals (p. 848); and flyers, newsletters, and brochures for community work (p. 851).

Note Chapter 5 discusses type fonts, headings, illustrations, and other elements of document design. In addition, a word processor's wizards or templates can help you format documents such as letters, résumés, and brochures. Before using such a tool, be sure the format is appropriate for your writing situation. And remember that a formatting tool can do nothing to help you express your ideas effectively.

Public writing in the United States, especially in business, favors efficiency. If you are accustomed to public writing in another culture, the US style may seem abrupt or impolite. A business letter elsewhere may be expected to begin with polite questions about the addressee or with compliments for the addressee's company, whereas US business letters are expected to get right to the point. (See the sample letters in this chapter for examples.)

Writing business letters and memos

When you write in business, you are addressing busy people who want to see quickly why you are writing and how they should respond to you. A wordy letter or a memo with grammatical errors may prevent you from getting what you want, either because the reader cannot understand your wish or because you present yourself poorly.

In all business writing, follow these general guidelines:

- ▼ **State your purpose right at the start.**
- ▼ **Be straightforward, clear, concise, objective, and courteous.**
- ▼ **Observe conventions of grammar and usage,** which make your writing clear and impress your reader with your care.

The formats of business letters and memos are fairly standardized and are thus expected by your correspondents.

Using a standard format for letters

Use either unlined white paper measuring 8½" ¥ 11" or what is called letterhead stationery with your address printed at the top of the sheet. Type the letter single-spaced, with double space between elements, on only one side of a sheet.

The two most common forms for business letters—the full block and the modified block—are illustrated opposite and on page 846, respectively. Annotations on the samples indicate spacing, margins, and other aspects of format.

v **The letter**

Return-address heading Unless you're using letterhead stationery, the return-address heading of the letter gives your address (but not your name) and the date. If you are using letterhead, you need add only the date.

Inside address The inside address shows the name, title, and complete address of the person you are writing to. (See p. 842 for abbreviations of state names.)

Salutation The salutation greets the addressee. Whenever possible, address your letter to a specific person. (Call the company or department to ask whom to address.) If you can't find a person's name, then use a job title (*Dear Human Resources Manager, Dear Customer Service Manager*) or use a general salutation (*Dear Smythe Shoes*). Use *Ms.* as the title for a woman when she has no other title, when you don't know how she prefers to be addressed, or when you know that she prefers to be addressed as *Ms.* If you know a woman prefers to be addressed as *Mrs.* or *Miss*, use the appropriate title.

Body The body of the letter, containing its substance, begins at the left margin in both letter styles. Instead of indenting the first line of each paragraph, place an extra line of space between paragraphs so that they are readily visible.

Close The letter's close should reflect the level of formality in the salutation. For formal letters, *Cordially, Yours truly,* and *Sincerely* are common closes. For less formal letters, you may choose to use *Regards, Best wishes,* or the like. Only the first word of the close is capitalized, and the close is followed by a comma.

Signature The signature of a business letter falls below the close and has two parts. One is your name typed on the fourth line below the close. The other is your handwritten signature, which fills the space between the close and your typed name. The signature should consist only of your name, as you sign checks and other documents.

Other information Below the signature at the left margin, you may want to include additional information such as *Enc. 3* (indicating that there are three enclosures with the letter) or *cc: Margaret Newton* (indicating that a copy is being sent to the person named).

v **The envelope**

The envelope should accommodate the letter once it is folded horizontally in thirds. The following are the common Postal Service abbreviations for addresses:

Street names					
Avenue	AVE	Expressway	EXPY	Road	RD
Boulevard	BLVD	Freeway	FWY	Square	SQ
Circle	CIR	Lane	LN	Street	ST
Court	CT	Parkway	PKY	Turnpike	TPKE
Compass points					
North	N	West	W	Southwest	SW
East	E	Northeast	NE	Northwest	NW
State names					
Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Puerto Rico	PR
Connecticut	CT	Minnesota	MN	Rhode Island	RI
Delaware	DE	Mississippi	MS	South Carolina	SC
District of Columbia	DC	Missouri	MO	South Dakota	SD
Florida	FL	Montana	MT	Tennessee	TN
Georgia	GA	Nebraska	NE	Texas	TX
Hawaii	HI	Nevada	NV	Utah	UT
Idaho	ID	New Hampshire	NH	Vermont	VT
				Virginia	VA

Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

Writing requests and complaints

Letters requesting something—for instance, a pamphlet, information about a product, a T-shirt advertised in a magazine—must be specific and accurate about the item you are requesting. The letter should describe the item completely and, if applicable, include a copy or description of the advertisement or other source that prompted your request.

Letters complaining about a product or a service (such as a wrong billing from the telephone company) should be written in a reasonable but firm tone. (See the sample letter on p. 840.) Assume that the addressee is willing to resolve the problem when he or she has the relevant information. In the first sentence of the letter, say what you are writing about. Then provide as much background as needed, including any relevant details from past correspondence (as in the sample letter). Describe exactly what you see as the problem, sticking to facts and avoiding discourse on the company's social responsibility or your low opinion of its management. In the clearest and fewest possible words and sentences, proceed directly from one point to the next without repeating yourself. Always include your opinion of how the problem can be solved. Many companies are required by law to establish a specific procedure for complaints about products and services. If you know of such a procedure, be sure to follow it.

Writing business memos

Unlike business letters, which address people in other organizations, business memorandums (memos, for short) address people within the same organization. A memo can be quite long, but more often it deals briefly with a specific topic, such as an answer to a question, a progress report, or an evaluation. Both the content and the format of a memo aim to get to the point and dispose of it quickly.

v Content

- v **State your reason for writing in the first sentence.** You might outline a problem, make a request, refer to a request that prompted the memo, or briefly summarize new findings. Do not, however, waste words with expressions like *The purpose of this memo is. . .*
- v **Devote the first paragraph to a succinct presentation of your solution, recommendation, answer, or evaluation.** The first paragraph should be short, and by its end your reader should know precisely what to expect from the rest of the memo: the details and reasoning that support your conclusion.
- v **Deliver the support in the body of the memo.** The paragraphs may be numbered or bulleted so that the main divisions of your message are easy to see. In a long memo, you may need headings (see pp. 119–20).
- v **Suit your style and tone to your audience.** For instance, you'll want to address your boss or a large group of readers more formally than you would a coworker who is also a friend.
- v **Write concisely.** Keep your sentences short and your language simple, using technical terms only when your readers will understand them. Say only what readers need to know.

Communicating electronically

Electronic communication—mainly e-mail and faxes—adds a few twists to business writing. E-mail plays such a prominent role in communication of all sorts that we discuss it extensively as part of writing online (see pp. 826–29). Generally, the standards for business e-mail are the same as for other business correspondence.

Faxes follow closely the formats of print documents, but there are some unique concerns:

- v **Consider legibility.** Small type, photographs, horizontal lines, and other elements that look fine on your copy may not be legible to the addressee.

- ▼ **Include a cover sheet.** Most faxes require a cover sheet with the addressee's name, company, and fax number; the date, time, and subject; your own name and fax and telephone numbers; and the total number of pages (including the cover sheet) in the fax.
- ▼ **Advise your addressee to expect a fax.** The advice is essential if the fax is confidential because the machine is often shared.
- ▼ **Consider urgency.** Transmission by fax can imply that the correspondence is urgent. If yours isn't, you may want to use the mail instead.

Writing a job application

In applying for a job or requesting a job interview, send both a résumé and a cover letter. If you need to submit your application electronically, see pages 847 and 849.

Writing the cover letter

The cover letter should be formatted in block style (p. 840) or modified block style (below). Use the sample below and these guidelines in composing the letter:

- ▼ **Interpret your résumé for the particular job.** Don't detail your entire résumé, reciting your job history. Instead, highlight and reshape only the relevant parts.
- ▼ **Announce at the outset what job you seek and how you heard about it.**
- ▼ **Include any special reason you have for applying,** such as a specific career goal.
- ▼ **Summarize your qualifications for this particular job,** including relevant facts about education and employment and emphasizing notable accomplishments. Mention that additional information appears in an accompanying résumé.
- ▼ **Describe your availability.** At the end of the letter, mention that you are free for an interview at the convenience of the addressee, or specify when you will be available (for instance, when your current job or classes leave you free).

Writing and formatting the résumé

The résumé that accompanies your letter of application should provide information in table format that allows a potential employer to evaluate your qualifications. The résumé should include your name and address, a career objective, your education and employment history, special skills or awards, and information about how to obtain your references. All the information should fit on one uncrowded page, unless your education and experience are extensive. See the sample on the next page for writing and formatting guidelines for a résumé that you submit in print.

Some employers may ask for an electronic version of your résumé so that they can add it to a computerized database of applicants. The employers may scan your printed résumé to convert it to an electronic file, which they can then store in an appropriate database. Or they may ask you to provide the résumé electronically, either attaching it to or embedding it in an e-mail message. If an employer requests a scannable or electronic résumé, follow the guidelines below and consult the sample on page 849.

- ▼ **Keep the design simple for accurate scanning or electronic transmittal.** Avoid images, unusual type, more than one column, vertical or horizontal lines, italics, or underlining.
- ▼ **Use concise, specific words to describe your skills and experience.** The employer's computer may use keywords (often nouns) to identify the résumés of suitable job candidates, and you want to ensure that your résumé includes the appropriate keywords. Name your specific skills—for example, the computer programs you can operate—and write concretely with words like *manager* (not *person with responsibility for*) and *reporter* (not *staff member who reports*). Look for likely keywords in the employer's description of the job you seek.

Writing business reports and proposals

Reports and proposals are text-heavy documents, sometimes lengthy, that convey information such as the results of research, a plan for action, or a recommendation for change. As with other

business correspondence, you will prepare a report or proposal for a specific purpose, and you will be addressing interested but busy readers.

Reports and proposals usually divide into sections. The sections vary depending on the purpose of the document, but usually they include an overview or summary, which tells the reader what the document is about; a statement of the problem or need, which justifies the report or proposal; a statement of the plan or solution, which responds to the need or problem; and a recommendation or evaluation. Consider the following guidelines as you prepare a report or proposal:

- ✓ **Do your research.** The standard formats of reports and proposals require you to be well informed, so be alert to where you have enough information or where you don't.
- ✓ **Focus on the purpose of each section.** Stick to the point of each section, saying only what you need to say, even if you have additional information. Each section should accomplish its purpose and contribute to the whole.
- ✓ **Follow an appropriate format.** In many businesses, reports and proposals have specific formatting requirements. If you are unsure about the requirements, ask your supervisor.

Writing for community work

At some point in your life, you're likely to volunteer for a community organization such as a soup kitchen, a daycare center, a literacy program, or a tutoring center for immigrants learning English. Many college courses involve service learning, in which you do such volunteer work, write about the experience for your course, and write *for* the organization you're helping.

The writing you do for a community group may range from flyers to newsletters to grant proposals. Two guidelines in particular will help you prepare effective projects:

- ✓ **Craft each document for its purpose and audience.** You are trying to achieve a specific aim with your readers, and the approach and tone you use will influence their responses. If, for example, you are writing letters to local businesses to raise funds for a homeless shelter, bring to mind the person or people who will read your letter. How can you best persuade those readers to donate money?
- ✓ **Expect to work with others.** Much public writing is the work of more than one person. Even if you draft the document on your own, others will review the content, tone, and design. Such collaboration is rewarding, but it sometimes requires patience and goodwill. See pages 66–69 and 829–32 for advice on collaborating.

The illustrations here and on the next page show a flyer, a news-letter, and a brochure prepared for ReadingWorks, a literacy program. See also pages 840–45 and 848–51 on business letters, memos, and proposals, as well as pages 861–62 on *PowerPoint* presentations.

<http://www.ablongman.com/littlebrown>

Visit the companion Web site for more help with job applications, business reports, and other kinds of public writing.

Business letter (block style)

Minimum 1''
17A Revere Street
Boston, MA 02106
January 1, 2006

Ms. Ann Herzog
Circulation Supervisor

Sporting Life
25 W. 43rd Street
New York, NY 10036

Dear Ms. Herzog:

Thank you for your letter of December 20, which notifies me that **Sporting Life** will resume my subscription after stopping it in error when I had received the July issue. Since I missed at least five months' issues because of the magazine's error, I expected my subscription to be extended for five months after it would have lapsed—that is, through June of this year. Instead, you tell me that the magazine will send me the back issues that it failed to send and that the January issue (which I have not received) will complete my current subscription.

I have no interest in receiving the back issues of **Sporting Life** because the magazine is not useful or interesting unless it is current. Since **Sporting Life** erred in stopping my subscription prematurely, I still expect it to make up the difference on the other end of my subscription.

Unless I hear otherwise from you, I will count on your extending my subscription at least through June. If **Sporting Life** cannot compensate for its error in this way, I will cancel my subscription and request a refund.

Sincerely,

Janet M. Marley

Janet M. Marley

Return-address heading: falls at the left margin in block format

Double-space

Inside address

Double-space

Salutation

1''

1''

Body

Double-space

Double-space

Double-space

Close: aligns with the return-address heading

Quadruple-space

Signature: aligns with the close

Envelope for a business letter

JANET M MARLEY
17A REVERE ST
BOSTON MA 02106
Sender's name and address
MS ANN HERZOG
CIRCULATION SUPERVISOR
SPORTING LIFE
25 W 43RD ST
NEW YORK NY 10036
Addressee's name, title, and address
US Postal Service preference:
all capitals and no punctuation

Business memo

Heading: company's name, addressee's name, writer's name and initials, date, and subject description

Bigelow Wax Company

TO: Aileen Rosen, Director of Sales

FROM: Patricia Phillips, Territory 12 *PP*

DATE: March 17, 2006

SUBJECT: 2005 sales of Quick Wax in Territory 12

Since it was introduced in January 2005, Quick Wax has been unsuccessful in Territory 12 and has not affected the sales of our Easy Shine. Discussions with customers and my own analysis of Quick Wax suggest three reasons for its failure to compete with our product.

1. Quick Wax has not received the promotion necessary for a new product. Advertising—primarily on radio—has been sporadic and has not developed a clear, consistent image for the product. In addition, the Quick Wax sales representative in Territory 12 is new and inexperienced; he is not known to customers, and his sales pitch (which I once overheard) is weak. As far as I can tell, his efforts are not supported by phone calls or mailings from his home office.
2. When Quick Wax does make it to the store shelves, buyers do not choose it over our product. Though priced competitively with our product, Quick Wax is poorly packaged. The container seems smaller than ours, though in fact it holds the same eight ounces. The lettering on the Quick Wax package (red on blue) is difficult to read, in contrast to the white-on-green lettering on the Easy Shine package.
3. Our special purchase offers and my increased efforts to serve existing customers have had the intended effect of keeping customers satisfied with our product and reducing their inclination to stock something new.

Copies: L. Mendes, Director of Marketing
J. MacGregor, Customer Service Manager

Body: single-spaced with double spacing between paragraphs; paragraphs not indented

People receiving copies

Job-application letter (modified block style)

3712 Swiss Avenue

Dallas, TX 75204
March 2, 2006

Raymond Chipault
Human Resources Manager

Dallas News
Communications Center
Dallas, TX 75222

Dear Mr. Chipault:

In response to your posting in the English Department of Southern Metho-dist University, I am applying for the summer job of part-time editorial assistant for the Dallas News.

I am now enrolled at Southern Methodist University as a sophomore, with a dual major in English literature and journalism. My courses so far have included news reporting, copy editing, and electronic publishing. I worked a summer as a copy aide for my hometown newspaper, and for two years I have edited and written sports stories and features for the university newspaper. My feature articles cover subjects as diverse as campus elections, parking regulations, visiting professors, and speech codes.

As the enclosed résumé and writing samples indicate, my education and knowledge of newspaper work prepare me for the opening you have.

I am available for an interview at your convenience and would be happy to show more samples of my writing. Please e-mail me at ianirv@mail.smu.edu or call me at 214-744-3816.

Sincerely,

Ian M. Irvine

Ian M. Irvine

Enc.

Return-address heading: falls to the right of center in modified block format

Close and signature: align with the return-address heading

Résumé (print)

Name and contact information

Ian M. Irvine 3712 Swiss Avenue
Dallas, TX 75204
214-744-3816
ianirv@mail.smu.edu

Position desired Part-time editorial assistant.

Education *Southern Methodist University*, 2004 to present
Current standing: sophomore.
Major: English literature and journalism.
Journalism courses: news reporting, copy editing, electronic publishing, communication arts, broadcast journalism.

Abilene (Texas) Senior High School, 2000-04.
Graduated with academic, college-preparatory degree.

Employment history 2004 to present. Reporter, *Daily Campus*, student newspaper of Southern Methodist University.
Write regular coverage of baseball, track, and soccer teams. Write feature stories on campus policies and events. Edit sports news, campus listings, features.

Summer 2005. Copy aide, *Abilene Reporter-News*.
Assisted reporters with copy routing and research.

Summer 2004. Painter, Longhorn Painters, Abilene.
Prepared and painted exteriors and interiors of houses.

Special skills Fluent in Spanish.
Proficient in Internet research and word processing.

References Available on request:

Placement Office
Southern Methodist University
Dallas, TX 75275

Career objective stated simply and clearly

Education before work experience for most college students

Headings marking sections,
set off with space and highlighting

Conventional use of capital letters: yes for proper nouns and after periods; no for job titles, course names, department names, and so on

Standard, consistent type font

Résumé (scannable or electronic)

Ian M. Irvine
3712 Swiss Avenue
Dallas, TX 75204
214-744-3816

KEYWORDS: Editor, editorial assistant, publishing, electronic publishing.

OBJECTIVE
Part-time editorial assistant.

EDUCATION
Southern Methodist University, 2004 to present.
Major: English literature and journalism.
Journalism courses: news reporting, copy editing, electronic publishing, communication arts, broadcast journalism.

Abilene (Texas) Senior High School, 2000-04.
Academic, college preparatory degree.

EMPLOYMENT HISTORY
Reporter, Daily Campus, Southern Methodist University, 2004 to present.
Writer of articles for student newspaper on sports teams, campus policies, and local events. Editor of sports news, campus listings, and features.

Copy aide, Abilene Reporter-News, Abilene, summer 2005.
Assistant to reporters, routing copy and doing research.

Painter, Longhorn Painters, Abilene, summer 2004.
Preparation and painting of exteriors and interiors of houses.

SPECIAL SKILLS

Fluent in Spanish.
Proficient in Internet research and word processing.

REFERENCES

Available upon request:
Placement Office
Southern Methodist University
Dallas, TX 75275

Accurate keywords, allowing the employer to place the résumé into an appropriate database

Simple design, avoiding unusual type,
italics, multiple columns, decorative lines, and images

Standard font easily read by scanners

Every line aligning at left
margin

Report

Descriptive title conveying report's contents

Canada Geese at ABC Institute: An Environmental Problem

Summary

The flock of Canada geese on and around ABC Institute's grounds has grown dramatically in recent years to become a nuisance and an environmental problem. This report reviews the problem, considers possible solutions, and proposes that ABC Institute and the US Fish and Wildlife Service cooperate to reduce the flock by humane means.

The Problem

Canada geese began living at Taylor Lake next to ABC Institute when they were re-located there in 1985 by the state game department. As a nonmigratory flock, the geese are present year-round, with the highest population each year occurring in early spring. In recent years the flock has grown dramatically. The Audubon Society's annual Christmas bird census shows a thirty-fold increase from the 37 geese counted in 1986 to the 1125 counted in 2005.

The principal environmental problem caused by the geese is pollution of grass and water by defecation. Geese droppings cover the ABC Institute's grounds as well as the park's picnicking areas. The runoff from these droppings into Taylor Lake has substantially affected the quality of the lake's water, so that local authorities have twice (2004 and 2005) issued warnings against swimming.

Possible Solutions

The goose overpopulation and resulting environmental problems have several possible solutions:

- o Harass the geese with dogs and audiovisual effects (light and noise) so that the geese choose to leave. This solution is inhumane to the geese and unpleasant for human neighbors.
- o Feed the geese a chemical that will weaken the shells of their eggs and thus reduce growth of the flock. This solution is inhumane to the geese and also impractical, because geese are long-lived.
- o Kill adult geese. This solution is, obviously, inhumane to the geese.
- o Thin the goose population by trapping and removing many geese (perhaps 600) to areas less populated by humans, such as wildlife preserves.

Though costly (see figures below), the last solution is the most humane. It would be harmless to the geese, provided that sizable netted enclosures are used for traps.

[Discussion of solution and "Recommendations" follow.]

Standard for-mat: summary, statement of the problem, solutions, and (not shown) recommendations

Major sections delineated by headings

Formal tone,
appropriate to a business-writing situation

Single spacing with double spacing between paragraphs and around the list

Bulleted list emphasizing alternative solutions

Internal proposal

Memo format for internal proposal (p. 844)

Springfield Veterans Administration Hospital

To: Jefferson Green, Director, Finance and Operations
From: Kate Goodman, Director, ReadingWorks **KG**
Date: October 17, 2005
Subject: Budget proposal for ReadingWorks Awards Dinner

OVERVIEW

ReadingWorks requests funding for an awards dinner.

NEED

ReadingWorks, the literacy center operated by Springfield VA Hospital, has for 6 years served between 50 and 70 patients/students a year with a small paid staff and a corps of dedicated volunteers. In the past year the center's paid staff and 20 volunteers provided more than 1260 hours of literacy tutoring to 67 students, an increase of 14 students over last year. I want to recognize

the efforts and accomplishments of our students and tutors by holding an awards dinner for them and their families.

PLAN

I propose the following event for Friday, May 25, 7:30 to 10:30 PM: dinner and nonalcoholic beverages for approximately 135 students, tutors, and their guests; entertainment; and certificates for approximately 20 students and tutors. I request the use of Suite 42 because it can accommodate as many as 200 people as well as caterers and a DJ. Hospital staff will need to have the room ready by 6:00 PM on May 25.

BUDGET

Dinner and beverages for about 135 attendees	\$2700
Music for two hours	200
Certificates	50
TOTAL	\$2950

Bids from local businesses are attached.

PERSONNEL

Five hospital employees will be needed to set up, take down, and clean Suite 42 before and after the dinner.

``Overview``: statement of proposal

``Need``: justification for the request

Formal tone appropriate for a proposal

``Plan``: explanation of request

``Budget`` and ``Personnel``: details on the proposal's requirements

Single spacing with double spacing between sections

Flyer

FIRST ANNUAL AWARDS DINNER

WHEN

Friday night
May 25
7:30 to 10:30

WHERE

Suite 42
Springfield VA Hospital

WHO

Students, tutors, and their families are invited to join us for an evening of food and music as we celebrate their efforts and accomplishments.

*ReadingWorks of Springfield Veterans Administration Hospital
111 South Springdale Drive*

Springfield, MI 45078

Large type and color focusing a distant reader's attention on important information:
what's happening, when, where, and who is invited
White space drawing viewers' eyes to main message and
creating flow among elements

**For information
contact ReadingWorks
209-556-1212**

Color highlighting only key
information
Less important information set in smaller type

Newsletter

ReadingWorks

Multicolumn format allowing room for headings, articles, and other
elements on a single page

Springfield Veterans Administration Hospital **SUMMER 2005**

From the director

Can you help? With more and more learners in the ReadingWorks program, we need more and more tutors. You may know people who would be interested in participating in the program, if only they knew about it.

Those of you who have been tutoring VA patients in reading and writing know both the great need you fulfill and the great benefits you bring to the students. New tutors need no special skills—we'll provide the training—only patience and an interest in helping others.

We've scheduled an orientation meeting for Friday, September 12, at 6:30 PM. Please come and bring a friend who is willing to contribute a couple of hours a week to our work.

Thanks,
Kate Goodman

*A festive night for
students and tutors*

The first annual ReadingWorks Awards Dinner on May 25th was a great success. Springfield's own Golden Fork provided tasty food and Amber Allen supplied lively music. The students decorated Suite 42 on the theme of books and reading. In all, 127 people attended.

The highlight of the night was the awards ceremony. Nine students, recommended by their tutors, received certificates recognizing their efforts and special accomplishments in learning to read and write:

Ramon Berva
Edward Byar
David Dunbar
Tony Garnier
Chris Guigni
Akili Haynes
Josh Livingston
Alex Obeld
B. J. Resnansky

In addition, nine tutors received certificates commemorating five years of service to ReadingWorks:

Anita Crumpton
Felix Cruz-Rivera
Bette Elgen

Kayleah Bortoluzzi
Harriotte Henderson
Ben Obiso
Meggie Puente
Max Smith
Sara Villante
Congratulations to all!

PTSD: New Guidelines

Most of us are working with veterans who have been diagnosed with post-traumatic stress disorder. Because this disorder is often complicated by alcoholism, depression, anxiety, and other problems, the National Center for PTSD has issued some guidelines for helping PTSD patients in ways that reduce their stress.

- The hospital must know your tutoring schedule, and you need to sign in and out before and after each tutoring session.
- To protect patients' privacy, meet them only in designated visiting and tutoring areas, never in their rooms.
- Treat patients with dignity and respect, even when (as sometimes happens) they grow frustrated and angry. Seek help from a nurse or orderly if you need it.

FIRST ANNUAL AWARDS DINNER

Two-column heading emphasizing the main article

Elements helping readers skim for highlights: spacing, varied font sizes, lines, and a bulleted list

Color focusing readers' attention on banner, headlines, and table of contents

Lively but uncluttered overall appearance

INTHISISSUE

Box in the first column highlighting table of contents

First Annual Awards Dinner	1
New Guidelines on PTSD	1
Textbooks	2
Lesson Planning	2
Dyslexia Workshop	2
Support for Tutors	3
Writing by Students	3
Calendar of Events	4

Brochure

Panel 2: The right page when the cover is opened, the first one readers see, containing key information

Panel 6: The back, usually including the return address and space for a mailing label and postage

Panel 1: The cover, drawing readers' attention to the group's name, purpose, and affiliation

Panel 3: The left page when the cover is opened, reinforcing the message of panel 2
Varied type, color, and photographs, adding visual interest and focusing readers' attention

Panels 4 and 5: The inside panels, containing contact information and other details