Project 395 Handbook

Composed through collaboration between

Sabanci University Writing Center,

Faculty of Engineering and Natural Sciences
&
Internship Office

15.05.2008-rev 00

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Part 1 Rationale

1.1 Rationale

Writing is a skill critical to effective communication that accomplishes diverse tasks from disclosure of new findings to analysis to persuasion. In business and academia, writing is often the only possibility of presenting ideas; therefore, writing articulately becomes vital to accomplishing an author's purpose. In science, technical reports are one of the primary modes of such communication and can be used for publication and the basis for grant writing. Learning how to write a technical report, such as the Internship Final Report, gives students needed experience and allows them to practice communicating clearly, concisely and precisely.

This handbook has been prepared as a guide for students enrolled in Project 395. Through the use of the handbook, students will be able to understand how the course is run, realize the scope and rationale of the project, complete each component satisfactorily, and gain valuable experience in academic and career oriented writing tasks. Workshops run by the Writing Center [SUWC] and Institutional Development [ID] will provide further information.

The handbook has a fourfold design. Part 1: Rationale explains the rationale and requirements of the project. Part 2: Pre-Internship and Post-Internship Products explains how to complete Project 395 products other than the Internship Final Report. Part 3: Internship Final Report explains in detail what should be included in each section of the Internship Final Report. Part 4: Writing Guidelines explains how to best format and write the paper using APA guidelines. Several examples are included in Part 5: Appendixes to ease formatting difficulties.

1.2   Project 395 Course Description

The Primary objectives of the Project 395 course are to give students the opportunity to gain first-hand working experience in an industrial or institutional setting, to further develop students' technical and communication skills, and to allow students to interact with professionals. The summer internship will give students the experience needed to begin forming and meeting career goals.

Project topics, developed with internship-sponsoring companies, are assigned to students based on their interest and background. The eight (8) week project-based, no-credit internship is a required course for all FENS students. The course, generally completed during the summer following the third year, must receive a *Satisfactory* grade for a student to receive the B.Sc. degree.

1.3   Run of the Course

Course Announcement: The course is announced by Student Resources through the SU internal website at http://mysu.sabanciuniv.edu approximately two weeks before course registration.

Course Registration: Students register for the course using the Information System by choosing the Summer semester during the Spring semester registration or add/ drop period. Students who have not yet completed Project 102 or are not registered to take Project 102 during the Spring semester prior to the internship will not be able to register.

Course Overview: After being accepted for an internship, the student fills out an internship application form describing the company and project through the Project 395 Online Management System on the Internship website. The internship cannot begin until an assigned faculty member approves it. Further details regarding internship procedures can be found on the SU internal website at http://mysu.sabanciuniv.edu by clicking on "Staj".

Meetings and Workshops

Meeting	Semester
Initial Internship Meeting (ID)	Early Spring Semester
Cover Letter & CV Workshop (SUWC)	Middle Spring Semester
Internship Report Workshop (SUWC)	Early Fall Semester

*Meeting date/time/location subject to change. Please check the *SU Announcement* website for details.

Initial Internship Meeting: Students meet with the Internship Office to understand the objectives and structure of Project 395. Course requirements and student expectations are presented with a timeline of due dates.

1.4 Products

Each student must complete three products after finishing the Project 395 internship: a Digest, the Internship Final Report, and a Presentation.

1.5 Optional Products

Before beginning an internship, all students are encouraged to complete a statement of objectives. In response to application requirements, many students may need to write a cover letter and CV.

1.6 SUWC Workshops, Tutorials and Website

Cover Letter Workshop: In this workshop, students learn the importance and structure of a strong cover letter. A cover letter not only explains why the applicant is the best person for the job but also draws the prospective employer's attention to specific qualifications. Furthermore, the letter evidences the applicant's writing skills, showing an intelligent approach towards organizing content. With these principles established, students can identify information for possible inclusion in an internship cover letter and draft a cover letter for use when applying for internship positions.

CV Workshop: Students learn how to determine the qualities that can make them desirable candidates and how to present these qualities in CV format. The workshop will illustrate how to construct a CV and recast it to a particular position.

Final Report Workshop: Students review the contents and format of the internship report, focusing on using an appropriate writing style for an academic paper.

Tutorials: Upon request, the Writing Center will make an appointment and meet with a student to review any component of the internship program, including cover letters, CVs, and internship final reports. During a tutorial, a faculty member will not edit the student's work, but will ask questions in an effort to help the student determine the paper's strengths and weaknesses in order to communicate his or her ideas more clearly, concisely and precisely.

Writing Center Website: The SUWC Website, located at the following address: http://www.sabanciuniv.edu/bagem/writingcenter/eng/ displays its workshop materials and supplementary handouts in its Archives under the appropriate related programs: Undergraduate, Graduate, and Career and

Academic Advising. The useful links section of the website contains additional resources in referencing and documentation styles.

Those students who miss the workshops will have the opportunity to view the PowerPoint presentations via the website; however, such students miss critical explanations and interactions during which questions concerning each internship requirement are addressed.

1.7   Internship Assessment

The Project 395 Internship course is graded according to a *Satisfactory/ Unsatisfactory* system. Student grades are based on the following data:

- Internship Final Report
- Digest
- Presentation
- Evaluation completed by the Company/Institution

1.8   Internship Website

Information concerning Project 395 can be found on the SU internal website at http://mysu.sabanciuniv.edu by clicking on "Staj." Students must check the website at least a few times a week as all announcements and course material are posted via the website. A course calendar lists all course activities with meeting dates posted approximately one month in advance. A database of all Digests and Presentation is posted on the PROJ 395 Online Management System (You can search with key words). Samples of exemplary papers are posted on the SUWC website. For any questions, please send an e-mail to intern@sabanciuniv.edu and the Internship Office will reply to your e-mail.

Part 2   Pre-internship and Post-Internship Items

2.1   Statement of Objectives

Each student is encouraged to complete a Statements of Objective and discuss it with the assigned faculty member before the internship begins. The objective statements explain the student's goals and expectations for the internship. An explicitly stated set of objectives allows the student to approach the internship with more focus. Objective statements also allow the assigned faculty members to evaluate if the expectations and goals are appropriate to the internship.

To write objectives, compose three to four statements detailing what you hope to learn from this experience and what you expect to happen.

Example:
I plan to pursue a research career in the automobile industry. I will use my internship at Ford Motor Company to help me determine if industry is the right setting for me or if I would feel more comfortable in academia.

Consider answering three to four of the following questions as a way of formulating objectives.
- What do you hope to accomplish by completing this internship?
- To what extent do you think you will use information and skills learned at SU?
- How do you think the level of responsibility and expectations will differ between class experiences and internship experiences? What level of responsibility do you think you will be given?
- What do you think you will learn from the internship?
- How do you think the internship will influence your education or career goals?
- What new skills or qualifications do you think you will learn?

2.2   CV

A student may compose a CV in response to application requirements set by the company or institution. The CV summarizes education and experiences. The contents of the CV will help determine the internship placement, making it important for the student to clearly and accurately state relevant education and experiences. Extensive guidelines and models will be provided during the workshop.

2.3 Cover Letter

A cover letter may be written if requested by the company or institution. A well-written cover letter will draw the interest of potential internship companies by highlighting needed skills and experience. The cover letter must show a company that the student not only has the knowledge and skills that the company want, but that they are clearly articulated. Extensive guidelines and models will be provided during the workshop.

Part 3   Digest, Internship Final Report, and Presentation

3.1   Digest

The Digest, completed using a template PowerPoint slide, is a visual and textual summary of the Internship Final Report. It should be written in a manner which encourages readers to continue looking at the Internship Final Report text. Please see Appendix G on page 32 for an example.

The Digest will contain:
- Project Title
- Company/ Institution Name
- Internship Duration
- Student Name
- Expectations
- Outcomes
- A visual or table, if appropriate

3.2   Internship Final Report

3.2.1   Internship Final Report Planning

Starting early is key to producing a quality report. Last minute reports are obvious in their lack of planning and poor quality writing. By taking the time to plan ahead, the report can be logically laid out, well documented, and carefully written.

Gather extensive notes during your internship, such as observations from experiments or a description of the company's history. While you may not be able to write your report during your internship, you will be able to gather valuable notes and data. Gathering notes during your internship is especially important if it takes place abroad and you cannot easily access the same materials when you return. Consider the type of data that you will need for your report and start planning now. Don't forget to date your notes, and record references for any information, tables and visuals. You will need them later for your Internship Final Report.

Keep the information you gather organized in an internship notebook or portfolio. It is not important whether your notebook is spiral bound or an icon on your computer. What matters is that you have kept your information together as you go along and easy to access.

Data to Consider:
- Photographs
- Charts/Graphs

- Company brochure/ manual
- Notes and bibliographic information from assigned readings
- Meeting notes
- Observations
- Technical details
- Project timeline

3.2.2 Internship Final Report Contents

The Internship Final Report, excluding the Title Page, Table of Contents, References, Appendixes, and Digest, should consist of between ten and forty pages in length. Without being verbose, the report should adequately cover all required parts.

If a student completes two different internships in the course of the required eight week internship period, the student is required to write an Internship Final Report about both internships. In this case, the Internship Final Report should consist of *Internship Final Report: Part I* and *Internship Final Report: Part II.* Each part should contain all required components of the Internship Final Report. The length of the combined report should not exceed the established page length requirements.

3.2.2.1 Title Page

This page identifies the topic and author of the work. A well formatted and professional looking cover page is an ideal way to begin any report. The care taken in preparing the first page of the report creates the impression that the author has taken similar care in preparing the contents of the remainder of the report. Please see Appendix A on page 27 for an example.

The Title Page should include:
- Header
- Running Head
- Title
- Student Name and ID Number
- Internship start and end dates
- Company/Institution Name
- Internship Supervisor
- Submission Date
- Faculty of Engineering and Natural Sciences
- Sabanci University
- Program

3.2.2.2 Abstract

The abstract provides a concise summary of the internship final report. Typically written last, the abstract is prepared after a final reading of the report, during which the reader looks for the report's main ideas. The main ideas in each section are conveyed in the order in which they appear in the report. As in any document, the abstract should begin with an introduction, follow with a body and end with a conclusion. Given the limit of 250 words, all superfluous ideas and words must be omitted. See Appendix E on page 31 for a sample abstract.

The Abstract should include:
- Company/Institution Description
- Internship Project Description
- Internship Project Analysis
- Recommendations

3.2.2.3 Table of Contents

The Table of Contents organizes the internship final report with section headings and page numbers, helping readers locate desired information. It should use the same headings as the paper.

The Table of Contents should include:
- Section Headings and Subheadings
- Page Numbers

3.2.2.4 Introduction

In the introduction, give a short overview of the Internship Final Report. The introduction should allow the reader to anticipate what information will be presented in the report and its relevance. In the course of the introduction, explain the importance of your specific project.

The Introduction should include:
- An outline of the structure and contents of the paper
- An explanation of the importance of the project

3.2.2.5 Company/Institution Background

This section should give the reader an overall picture of the company or institution. Begin with a broad description of the sector and continue narrowing the focus until the internship department is described. Appropriate statistics, such as company size and production levels, should be included. Using the following suggestions, tailor the contents of the description to suit the nature of the company and sector.

Company/Institution Background Contents should describe:
- The sector in which your company operates
- How your company fits into the sector, including what products or research it carries out related to the sector
- The overall structure of the company, including size and organizational structure
- The company history relevant to your department or project
- The department hosting your internship
- Your responsibilities within the department, especially if your project was only one aspect of your responsibilities.
- Company statistics related to any of these items

3.2.2.6   Internship Project: Description and Analysis

The Internship Project Description should contain detailed information about the project, comparable to the background, methods and results sections of a scientific report. Analysis of the internship experience will take place in a subsequent section; therefore, limit the scope of this section to a description and analysis of the internship project. The description may require subheadings, which can be added as necessary. Relevant visuals, such as graphs, screenshots and photographs should be used to supplement the project description. Using the following suggestions, tailor the contents of the description to suit the nature of the project.

The Internship Project: Description and Analysis Contents may include the following:
- A description of the scope, purpose and design of the project.
- A description of the aspect of the project you worked on.
- An explanation of the technical aspects of the project.
- A description of how equipment, software or other tools were used.
- A discussion of the results of the project
- A review of relevant literature.

- A status report of the project. If it was not completed, an explanation of what will happen to the project in the future.

3.2.2.7   Internship Experience: Observations and Analysis

One function of an internship is to relate classroom learning to real world experiences. In this section, analyze your internship experience and explain what correlations you found between your experiences at SU and your experiences during your internship. A second function of the internship analysis section is to explain how this internship benefitted you. Consider the objectives you prepared before you began your internship and analyze to what extent the internship met your objectives. Discuss any new skills or qualifications you gained as a result of the internship.

The Internship Experience: Observations and Analysis section should include:
- An analysis of the correlation between SU classes and your internship experiences, including the extent to which information and skills learned in SU courses were used
- An analysis of the difference in level of responsibility and expectations between class experiences and internship experiences.
- A discussion of the extent the internship met the objectives and expectations.
- An analysis of how the internship will influence education or career goals.
- A description of any new skills or qualifications.

3.2.2.8   Conclusion

Give a concise summary of the major points of your internship. Discuss major conclusions you reach as a result of the internship project and internship experience. Do not include any new information or repeat the introduction in this section.

The Conclusion should include:
- A summary of the project and internship's main points.
- A brief discuss of major conclusions.

3.2.2.9   Recommendations

Describe your recommendations for future Project 395 students. Consider the knowledge that would have helped you prepare for and execute your internship. Summarize the information future Project 395 students need to know and the proactive steps they should take that will allow them to benefit from the internship experience.

The Recommendations section should include a description of the following:
- The preparations students should make before the internship.
- Work culture considerations and expectations student might not be aware of. Be sensitive to the contents of this section, as internship sponsors may request to read these reports.

3.2.2.10 References

A list of references is included with the relevant information for all sources used in the report. Formatting guidelines are discussed below.

3.2.2.11 Appendixes

Appendixes are attached to the end of the report, if necessary. Not all reports will include an appendix. An appendix should only be used if material is discussed, but its inclusion in the report would distract the reader due to its length. Include lengthy data, such as computer codes or long mathematical proofs.

3.3 Presentation

Toward the end of September, students will present their internship as a presentation to FENS faculty and students

Part 4 Writing Guidelines

The American Psychological Association [APA] has established guidelines on formatting, documentation and style. APA is broadly used in undergraduate studies and will be used in a modified manner in this paper.

4.1 APA Formatting Guidelines

4.1.1 Typeface and Font

Times New Roman 12 point font is used throughout the body of the paper. Font size 9 or 10 is to be used in the header, depending on the length of the Running Title. Normal font style (not bold, underlined or italicized) is used throughout except where noted.

4.1.2 Spacing and Indentation

Double spacing is used throughout the text with the following exceptions. Table and figure captions are single spaced, as is the reference page. References, however, must be double spaced between each entry. Quotes longer than forty words are single spaced, indented one centimeter and justified. Please see Appendix C on page 29 for an example of a long quote.

Do not insert an additional space between paragraphs. Indent the first line of each paragraph five to seven spaces; typically the *tab* key gives an appropriate number of spaces. The body text is left-aligned, meaning the right edge will be jagged, but the abstract is justified.

4.1.3 Tables and Figures

Tables and figures are used to supplement the text and should be comprehensible by themselves. Small tables and figures may appear on the same page as body text, while larger ones should be given their own page. In either case, they should be placed as soon after their discussion as possible.

Both tables and figures are numbered with Arabic numerals in the order in which they appear. Their numbering systems are separate, meaning that there may be both a Figure 1 and a Table 1. Tables and figure captions are single spaced.

To label a table, above it type the word Table and the number. On the next line type the title of the table in italicized upper and lower case letters. Tables and their labels are left aligned.

To label a figure, below it type Figure and the number in italics followed by a period (.). On the same line, type the title of the figure in normal font style using capital letters only for the first word and any proper nouns. Figures and their labels are left-aligned. Please see Appendix B on page 28 for an example of a table and figure.

4.1.4   Running Title and Pagination

A shortened version of the report's title, called a Running Title, is included on every page of the paper. The title appears on the right side of the header. Indent five spaces after the running title and insert the page number. Beginning with the title page, number each page with Arabic numerals. The page number and Running Title are to be in font size 9 or 10, depending on the length of the Running Title. See Appendix A on page 27 for an example.

4.1.5   Headings

Headings are the titles for each section of the paper. Major headings are Abstract, Table of Contents, Introduction, Company/ Institution Background, Internship Project: Description and Analysis, Internship Experience: Observations and Analysis, Conclusions, Recommendations, References, and Appendixes. Center the heading, capitalize the first word and all other major words in the heading.

Subheadings, which are determined by the student according to need, are left-aligned, italicized, and follow the same capitalization rules as major headings. Please see Appendix F on page 32 for a sample.

4.1.6   Title Page

Include all specified information. The running head is the same as the title. It is placed on the first line of the title page in all capital letters. The remaining information should be centered and in Times New Roman, size 12. A Running Title and page number are included in the header. Formatting guidelines for the header are discussed above. Please see Appendix A on page 27 for a title page sample.

4.2   APA Reference Guidelines

References are used in the text to give credit when summarizing, paraphrasing or quoting an author's ideas. All references used in the report are collected and included in a reference page. In order to include a reference in the reference page, it must be cited in the text.

Reference examples in this handbook are taken from the following:

Glenn, C. & Gray, L. (2006). *The writer's harbrace handbook*. Third Edition. Boston: Thomson/ Wadsworth.

Glenn, C. & Gray, L. (2006). *The hodge's harbrace handbook*. Sixteenth Edition. Boston: Thomson/ Wadsworth.

Hacker, D. (2004). *Rules for writers.* Fifth Edition. Boston/ New York: Bedford/ St. Martin's.

Maimon, E. P. & Peritz, J. H. (2003). *A writer's resource.* New York: McGraw Hill.

4.2.1   In Text References and Citations

In-text references are given at the end of or next to the borrowed material and are placed in parentheses with the last name of the author followed by a comma, the year of publication, and a period after the close of the parenthesis. If the material is referenced, but not quoted, a page number is permissible, but unnecessary.

Example:
The amygdale is active when a person experiences fear (Carey, 2001).

In-text citations follow the idea cited or they are placed at the end of the sentence where the cited material concludes. They may even be given at the beginning of a sentence with only the page reference at the end. When quoting a source, a page number must be given in addition to the author and date.

Example:
"This safety net plus the free market comprise what Germany calls a 'social market' economy" (Eidson, 1992, p. 122).

According to Eidson (1992), several political parties vie for power at every level during regularly scheduled elections (p. 194).

Two Authors: In the case of two authors, use an ampersand [&] to separate the authors' last names together with the initials of their first names followed by a comma and the year in the parenthesis. Page numbers may also be used if required.

Example:
Greenfield and Rumbaugh (1990) have acknowledged that "Kanzi's linguistic development was slower than that of a human child" (p. 567).

As claimed, "Kanzi's linguistic development was slower than that of a human child" (Greenfield, L. & Rumbaugh, S., 1990, p. 567).

A work with six or more authors: In such a case use the first author's name followed by "et al."

Example:
The ape language studies have shed light on the language development of children with linguistic handicaps (Rumbaugh et al., 1993)

Unknown Author: When no author or editor is listed for a work, use quotation marks for titles of articles or chapters and italics for titles of books or reports; OR use (Anonymous, year)

Example:
A team of researchers has concluded that many of the behaviors of chimpanzees in their grooming rituals are "cultural, not just responses to environmental factors" ("Chimps", 1999).

Unknown Date of Publication: When the date is unknown, APA recommends using the Abbreviation "n.d." (for no date).

Example:
 "Attempts to return sign-language-using apes to the wild have had mixed results (Smith, n.d.).

Organization as Author: In the case of an organization as author, treat the organization as author.

Example:
The Deutsche Bank's Economic Department (1991) identified a list of key problems raised by efforts to rebuild Eastern Europe. Public service announcements were used to inform parents of these findings (National Institute of Mental Health [NIMH], 1991).

Quote material, which is unique to an individual and, which is not common knowledge. Quoted material is placed in double quotation

marks at the beginning and at the end. A quotation inside a quote is set off with single quotation marks at the beginning and end.

Example:
Kay (2004) indicates in her article that "the philosophical dilemma starts with the question 'to be or not to be' before a turning point that follows a social conflict as well as a personal one."

Please see "Spacing and Indentation" on page 16 and Appendix C on page 29 for information on how to format quotes longer than forty words.

Brackets, [ ], translate/ interpret/ explain information within quoted material. Use brackets sparingly, and only to clarify information in a quote that might otherwise be misunderstood.

Example:
Stubbs (1999) reported that "in such places [developed societies] the demands for additional infrastructure exceed…" (p. 64).

Kosik (2004) maintains, "going back to the age [Classic era] in which the widespread concern is…." (p. 17).

4.2.2   Reference Page

The Reference page begins on a new page with the centered heading, References. References are single spaced, but double spaced between each reference. References are alphabetized according to the last name of the author. Left align the first line of each reference. The second and any further lines of each reference use hanging indentation, meaning that they are indented five spaces. Give the book title in italics, using lower case for the first letter of each word, except for proper nouns [names of people and places], and the first letter of the word following a colon or a period. Do not italicize the titles of articles or chapters. Capitalize only the first word of the title and any proper nouns. Capitalize all words in the name of a journal, magazine or newspaper. Italicize the entire name. Use a colon after places of publication. Give the publisher as the last item followed by a period. Use the pattern: Retrieved + date + from+ the URL for Internet references. Please see Appendix D on page 30 for an example.

The World Wide Web (WWW)

Example:
Burka, L. P. (1993). A hypertext history of multi-user dimensions. *MUD History*. Retrieved October 9, 2006, from
http://www.utopia.com/talent/lpb/muddex/essay.

E-mail, discussion lists, and newsgroups

Example:
Crump, E. Re: Preserving writing. *Alliance for computers and writing*
     listserv. Retrieved October 2, 2006, from
     acwl@unicorn.acs.ttu.edu

Review

Example:
Ehrenhalt, A. (1997, February10). [Review of the book *Virtuous reality*].
     The Weekly Standard, pp. 31-34.

Television program

Example:
Holt, S. (Producer). (2002, October 1). *The mysterious lives of caves*
     [Television broadcast]. Alexandria, VA: Public Broadcasting Service.

Article in an online newspaper

Example:
McGrath, C. (2002, June 15). Father time. *The New York Times.*
     Retrieved October 11, 2006, from
     http://nytimes.com/pages/science/index.html

Article in a journal paginated by volume

Example:
McLoyd, V. C. (1998). Socioeconomic disadvantage and child
     development. *American Psychologist, 53,* 185-204.

Article by more than six authors

Example:
Reddy, S. K., Arora, M., Perry, C. L., Nair, B., Kohli, A., Lytle, L., et al.
     (2000). Tobacco and alcohol use outcomes of a school-based
     intervention in New Delhi. *American Journal of Health Behavior,
     26,* 173-181.

Article in a journal paginated by issue

Example:
Roberts, P. (1998). The new food anxiety. *Psychology Today, 31*(2), 30-
     38, 74.

Book by two authors

Example:
Stubbs, M. & Barnet, S. (1993). *The little, brown reader.* (6th ed.)
    NewYork: HarperCollins. 64-69.

Book by one author

Example:
Thomas, D. (2003). *Working with people with disabilities: Theory and*
    practice. London: Jessica Kingsley Publishers.

4.3   Features of Academic Writing

4.3.1   Formality

In academic writing, it is important to write in formal Standard English. Avoid using slang and colloquialisms. Use third person as much as possible (he/she/it) rather than first (I). While using first person is acceptable when used sparingly, second person (you) should not be used in academic writing. Instead of using contractions such as *can't*, write out the entire word *cannot*. Abbreviation, such as *U.S.* for *United States*, should appear only in informal in writing.

Writing using a high level of formality makes the paper appear more serious and gives the author more credibility. Look at the following two examples and notice how the first example is much more formal than the second.

Example:
Do: This report contains information regarding the treatment of animals in wildlife refuges.
Don't: You should read this report because you can learn lots about how they treat animals in animal parks from it. If you don't read it, you'll really miss out.

4.3.2   Neutrality

Writing using an academic style involves maintaining neutrality. To make a point or refute an argument, rely on the data to show the strength of your point. Never use a personal attack or degrading statement. Doing so only weakens the strength of your argument. Avoid using words that have a strong emotional overtone, such as stupid, outrageous or ridiculous. Also avoid stating that something is "obvious." Even if the information is obvious to you, it may not be to others. As the author,

you have the responsibility to use evidence to prove your point, not inflammatory language.

In the following two examples, a writer explains that another author's conclusion is wrong. Notice how the first example is written in an insulting manner, but the second is not.

Example:
Don't: Obviously, Smith's conclusions are ridiculous.
Do: Based on the findings of this report, Smith came to an incorrect conclusion when he based his data on X.

4.3.3 Precision and Conciseness

Carefully choose your words in order to convey what you really mean. Consider the connotation of each word, and only use as many words as necessary. Eliminate redundancy, prefer the active voice, and focus on powerful verbs rather than noun phrases.

Redundancy means repeating the same word or idea. Since scientific reports should be concise, redundancy is a waste of words. In the following sentences the bold words are redundant.

Example:
Mary attempts to try driving her car.
It is a true fact that ice is cold.

Powerful verbs make writing sound more interesting than the verb *to be*. It is often possible to revise a sentence to be more interesting by turning nouns into verbs. While it is impractical and unnecessary to eliminate the verb *to be*, consciously choose where to use it.

In the following examples, the first sentence is grammatically correct, but its use of the verb *to be* makes it an uninteresting sentence. The second sentence not only eliminates the verb *to be*, but also is more concise.

Example:
Don't: This report is informative to readers.
Do: This report informs readers.

4.3.4 Avoiding Bias

Bias can be expressed in papers in many ways, such as stereotypes, sexism, and racism. Carefully read your paper to detect and correct biased language.

Avoid stereotypes. In scientific reports, this may most often refer to gender. If a paper discusses a *chairman*, use *chairperson* instead. Use parallel constructions when discussing both males and females. Rather than *men and ladies,* use *men and women*. Avoid using only *he* as a personal pronoun unless specifically discussing men. Instead, alternate s*he* and *he*, use the plural, or use more precise terms.

4.3.5 Logical Progression

Following a logical progression throughout your paper makes it easier to understand. To do so, first organize your paper with an outline. Use your outline while writing your paper, checking off completed ideas, adding new ideas, and revising old ideas as needed.

When writing, keep the following structure in mind: Thesis → topic sentence → supporting sentences. Develop a main idea or thesis statement for your report. Write a topic sentence for each paragraph that directly links to your thesis statement or main idea. Then develop your topic sentence through a paragraph of supporting sentences that directly link to the topic sentence.

After writing the report, make sure the sentences follow a logical progression by trying the following exercise. Highlight each topic sentence and then read them in order. Do your topic sentences alone convey the man ideas of your paper in a logical order? If not, consider where you need to make changes.

4.3.6 Transitions

In addition to the logical progression described above, a paper also needs transitions to make it sound unified. Transitions link ideas between adjoining paragraphs. The simplest way to link paragraphs is by mentioning an idea from one paragraph in the following paragraph. The first sentence in this paragraph uses that method to make a transition.

Transition words can be helpful when making transitions. Below is a short list of common transition words. While helpful, take care not to overuse them.

Category	Transition Words
Illustrate	For example, specifically, such as
Compare	Similarly, likewise
Contrast	Rather, although, however, yet
Summarize	Therefore, in summary, to sum it up, finally, in conclusion, furthermore, consequently
Chronologically	First, second, third Firstly, secondly, thirdly

4.3.7 Discussing Visuals

Since tables and figures supplement the text, each one included in the report must be discussed. To discuss a visual, refer to it by type and number. Then explain the relevant aspect of the data.

Example:
As can be see in Figure 1…
Table 1 shows how…

4.3.8 Definitions

When using technical terms that might not be known to a general audience, take care to define them within the report. Two methods of defining the word "plagiarism" are shown below as an example. In the first sentence the definition is written as a separate sentence. In the second sentence, the definition is set off by commas, and is placed within the context of a sentence.

Example:
Plagiarism is passing someone else's ideas off as your own.
Plagiarism, passing off someone else's ideas as your own, frequently occurs on college campuses.

4.3.9 Acronyms

Acronyms are abbreviations usually formed by listing the first letter of each word in the name. The first time an acronym is used, it should be written out in full with the acronym following in brackets. In all subsequent uses, the acronym can take the place of the full name. Use only established acronyms when writing your report.

Example:
The Sabanci University Writing Center [SUWC] conducts workshops to help students improve their writing. SUWC workshops vary in scope and depth.

4.4   Useful Links

Merriam-Webster Dictionary and Thesaurus:
http://www.merriamwebster.com/ulary
Use this website to look up the meaning of unfamiliar words. Increase your vocabulary by using the thesaurus function, which locates synonyms. All definitions and synonyms are given in English only.

Seslisozluk: http://www.seslisozluk.com/
This site is a comprehensive English-Turkish/ Turkish-English dictionary. After looking up the translation for a word, double check that the meaning is appropriate for your context by using the Merriam-Webster site listed above.

The Purdue Online Writing Lab: http://owl.english.purdue.edu/
This valuable website contains handouts for many subjects, including APA and writing engineering reports. ESL resources include handouts explaining grammatical rules and conventions.

The Writing Center at the University of Madison:
http://www.wisc.edu/writing/Handbook/index.html
Handouts on this website contain information about the writing process in general, grammar, and tips for improving your writing style.

Dartmouth Writing Program:
http://www.dartmouth.edu/~writing/materials/student/toc.shtml
The Dartmouth Writing Program handouts help students draft, revise and edit their papers. While most of the handouts are useful for all students, some handouts are specifically geared towards students writing in the sciences.

A Writer's Reference:
http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx
This is a companion website to Diana Hacker's *Writer's Reference* handbook for writing university papers. It has numerous exercises to practice elements of writing and research. Helpsheets, located in the *Resource for Writers and Tutors* section, explain how to avoid or correct common problems with clarity, grammar, and academic writing. Students who wish to use print sources may also consider buying one of her style guides.

Part 5   Appendixes

Appendix A: Title Page

Running Head: WALL CLIMBING ROBOT FABRICATION (Running Head: TITLE)

(Title) Wall Climbing Robot Fabrication

(Student Name, SU ID Number) John Smith, 5555555

(Internships Dates) July, 1 2008 – August, 31 2008

(Internship Location) Carnegie Mellon Nanorobotics lab

(Supervisor) Mr. Jack Robinson

(Submission Date) September, 25 2008
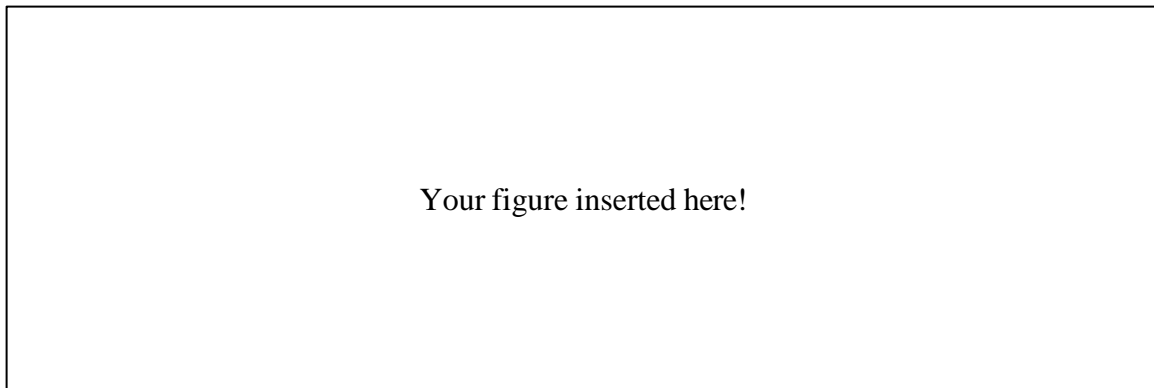
Sabanci University

Faculty of Engineering and Natural Sciences

(Program) Electrical Engineering

Appendix B: Tables and Figures

Table 1
Sample Table Title

Column 1	Column 2	Column 3	Column 4
Abc	Def	Ghi	Jkl
123	456	789	012

Your figure inserted here!

Figure 1. Sample figure title

Appendix C: Quotes Longer Than Forty Words

If quotes are longer than forty words, each line should be introduced with a colon, indented one centimeter, justified and single spaced. Quotation marks are unnecessary:

> This is an example of a quote that is longer than forty words. As can be seen, each line is indented one centimeter and the quote is justified. Quotation marks are not used because its indentation marks it as a quote. Long quotes should be used sparingly, but are permissible (Author, 2008, p. 21).

If the paragraph continues, such as in this example, the next line is not indented. If the line after the quote begins a new paragraph; however, it would be indented five to seven spaces.

Appendix D: Reference Page

<div align="center">References</div>

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Appendix E: Abstract

The project assigned by the Nanorobotics Lab at ABC University, a well known, small university located in the eastern United States, was to fabricate a wall-climbing robot shaped like a small tank that can climb at any angle. The first prototype failed due to force couple problems, and was abandoned. A second prototype was more successful through the use of sticky material to gain adhesion force. Experiments tested the ability of the prototype to climb at 90° angles, and suggestions for future improvements were made based on the test results. Based on work yet to be completed, the university's project is approximately one to two years from completion. When finished, this type of robot can be used in environments dangerous or impossible for humans, and in other applicable environments used to decrease manpower. The internship, although short, was useful in gaining experimental design and implementation experience as well as preparation for attending graduate school in the United States.

Appendix F: Headings

Major Heading Examples:

<div align="center">

Table of Contents

Introduction

Internship Experience: Observations and Analysis

</div>

Subheading Examples:

Results

Data

Observations

Appendix G: Digest

[PROJECT TITLE]

…………………………………………………………………….………………….

[COMPANY NAME/ ADDRESS]

………………………………………………………………………….

[DURATION OF PROJECT Month, date – month, date, year]

………………………………………………………

[STUDENT'S NAME/ PROGRAM]

………………………………………………………
………………………………………………………

PROJECT OBJECTIVE & EXPECTATIONS

…………………………………………………………………………………………………….……………………
………
………

OUTCOMES

1. …….…
2. ……
3. ……
4. ………………………………………...……………………………………………………………...........
5. ……..
6. ……