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Technical Writing & Design Portfolio

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After earning a degree in statistics, I chose to pursue my long-time love of writing. However, I do not consider myself to have “left” statistics. Rather, I plan to pursue a career where I can blend my technical background and my communication skills.

EDUCATION

Carnegie Mellon University

MA in Professional Writing, December 2015

Cornell University

BS in Biometry & Statistics, May 2013

RELEVANT COURSEWORK

Writing & Design

Software Documentation, Web Design
Document Design, Professional and Technical Writing
Visual-Verbal Communication, Rhetoric of Science
Science Writing, Rhetorical Grammar, Style

Statistical & Technical

Object-Oriented Programming using Java
Statistical Sampling, Statistical Computing
Multivariate Data Analysis
Categorical Data Analysis

SOFTWARE & SKILLS

Writing & Design

Adobe InDesign, Illustrator, Photoshop
Microsoft Office
Competitive Behchmarking

Statistical & Technical

DITA, XML, Oxygen XML
Perforce
User Testing & Research, User Analysis
R, JMP
MadCap Flare

MEMBERSHIPS

Society for Technical Communication
American Statistical Association

EXPERIENCE

Writing

Technical Writing Intern, Salesforce

San Francisco, CA: May 2015- August 2015

Studied search-related support cases to write a needs analysis identifying customer pain points; studied use cases for search to identify customer goals and tasks; studied competitors to find best practices for creating user assistance about search; implemented needs analysis, task analysis, and competitive analysis to create better documentation and to write a script for a video about how search works; wrote a Trailhead module to teach Salesforce administrators how to add users to their Salesforce organization and how to configure data security settings

Tutor, Global Communication Center

Carnegie Mellon University, Pittsburgh, PA: September 2014- December 2015

Helped students and faculty to revise and edit essays, research papers, and other written work with an eye to structure, organization, and content by means of learnable principles

Staff Writer, Civil and Environmental Engineering Department

Carnegie Mellon University, Pittsburgh, PA: October 2014- May 2015

Conducted interviews with faculty and students and wrote articles to publish on CEE website or in newsletter

Personal assistant to Melissa Smith, Cornell University

Remote: July 2013- December 2013

Produced, revised and edited various documents, including technical instruction in R and JMP, lab assignments, and problem sets for a non-majors statistics course

Research & Statistics

Teaching Assistant, Cornell University

Ithaca, NY: August 2012- May 2013

Assisted with teaching Statistical Sampling (August 2012—December 2012) and Statistical Methods for the Social Sciences II (January 2013—May 2013) in collaboration with professor and other TA; duties included leading 2 weekly discussion sections, conducting twice weekly office hours, responding to emailed student inquiries, and grading examinations and weekly homework assignments

Lab assistant to Grimson Lab, Cornell University

Ithaca, NY: August 2010- December 2011

Cloned shortened 3' UTR sequences; amplified sequences and collected data from dual-luciferase assay to determine if shortened sequence recapitulated regulation seen in full-length sequence; confirmed results from assays with FACs analysis of stable integrated cell lines

Other

Tutor, Marble Falls High School

Marble Falls, TX: February 2014- May 2014

Aided students in afterschool program to make up missing assignments, generally in math and science courses

Reunion Clerk, Cornell University - College of Veterinary Medicine

June 2011 and June 2012

In coordination with faculty in Alumni Affairs and several other reunion clerks, organized and administrated Reunion for the College of Veterinary Medicine, four days of activities and events for alumni, ranging from Class of 1945 to Class of 2007

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Salesforce Documentation

Find and Organize Information

Together with Salesforce's Search Documentation team and a graphics specialist, I created help content for the Help & Training Portal about search. I first wrote three reports to identify what users need from the documentation, what users do with the software and where they might need help doing it, and what methods work best to convey that information. Then, I met with experts to learn about how search in Salesforce works. Finally, I wrote help topics to explain that information to users, I crafted a script (dialogue and actions) for a video about how search works, and I crafted another script about how to search in the new Salesforce Lightning Experience.

- **Search** – The top-level page for how search works
- **How Does Search Break Up Information?** and **How Search Handles Terms in Chinese, Japanese, Korean, and Thai** – Topics about how the search engine breaks up searchable content
- **Which Fields Are Searchable?** – A set of tables for both Salesforce experiences listing which objects can be found with a search

DATE WRITTEN:

May 2015- August 2015

TARGET AUDIENCE:

Salesforce end-users using either Classic or Lightning Experience

SKILLS DEVELOPED:

- Learning complex topics from Subject Matter Experts
- Conveying complex and highly technical information to a non-expert audience
- Crafting scripts for video, including dialogue and corresponding actions

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Learn Salesforce Basics

Salesforce, Winter '16



Find and Organize Information

Search

When you search for your information in Salesforce, the search engine efficiently finds and displays relevant results you have access to through a complex search process. This is whether from the full Salesforce site, a Salesforce1 mobile app, or a custom search implementation built on the Salesforce platform.

Salesforce provides a search engine that effectively finds information such as accounts, contacts, files, articles, and products in your organization. Each time you create a new record, the search engine breaks up the searchable information into pieces it easily recognizes and stores them in an

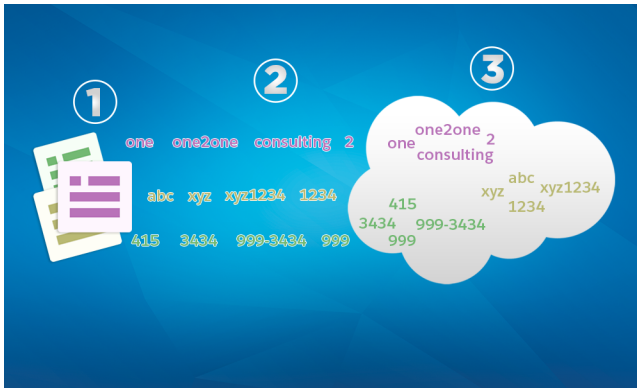
EDITIONS

Available in: both Salesforce Classic and Lightning Experience


Available in all editions

index. When you enter your search, it efficiently finds relevant results for you by breaking apart your search terms and finding matches for them from that index. The search engine returns results you have permission to view.

Here's an overview of the search process.



When you create or update a record (1), the search engine breaks up the record's searchable text into smaller terms (2). Then, it stores those smaller terms in the search index (3).

 **Note:** After a searchable object's record is created or updated, it could take about 15 minutes or more for the updated text to become searchable. An object's records are only searchable after they're stored in the search index.



When you enter a search term in the search field (1), the search engine breaks up your search term into smaller terms (2). It matches those smaller terms to the record information stored in the index (3), ranks the associated records by relevancy (4), and returns the results you have access to (5).

For more information on what you can do with Search, check out these videos.

 [Search in Salesforce Classic](#)

 [Search in Salesforce Lightning Experience](#)

IN THIS SECTION:

[How Does Search Break Up Information?](#)

Each time you create a new record, the search engine breaks up the searchable information into pieces it easily recognizes and stores them in an index.

[How Is Search Different Between Lightning Experience, Salesforce Classic, and Salesforce1?](#)

Global search in the full Salesforce site (whether Lightning Experience or Salesforce Classic) and Salesforce1 mobile app uses the same search index, so you're always searching the same data. You see the same set of recently accessed records in instant results, and search results are influenced by the same search scope (the list of objects you use the most). But remember that some standard objects aren't available in Salesforce1 and Lightning Experience, so you won't always see the exact same search results. And the global search interface is different between all of these experiences, so there are visual and navigational differences to consider.

[How Do I Search in Lookup Fields?](#)

Use lookup dialog search to associate two records together.

[Which Fields Are Searchable?](#)

Salesforce searches a unique set of fields for each object.

How Does Search Break Up Information?

Each time you create a new record, the search engine breaks up the searchable information into pieces it easily recognizes and stores them in an index.

The search engine breaks down searchable text into smaller pieces, called *tokens*, and stores them in the search index. When you search, the search engine breaks down your search terms into tokens so it can find matching tokens in the index. It returns the records associated with the matching tokens.

The search engine splits record information that contains letters, numbers, spaces, and punctuation into separate tokens.

Here are some examples of the tokens created from the given record information. You could find the record with a search using any of the indexed tokens listed.

EDITIONS

Available in: both Salesforce Classic and Lightning Experience

Available in all editions

Record Information	Indexed Tokens
Acme, Inc.	acme inc
Web2Lead	web2lead web 2 lead
Exhibit-XYZ1234	exhibit-xyz1234 exhibitxyz1234 exhibit xyz1234 xyz

Record Information	Indexed Tokens
	1234
(415) 999-3434	415 999-3434 9993434 999 3434
john.smith@domain.com	john.smith@domain.com @domain.com john.smith john smith johnsmith domain.com domain com domaincom

IN THIS SECTION:

[How Search Handles Terms in Chinese, Japanese, Korean, and Thai](#)

Search finds relevant results for searches in East Asian languages such as Chinese, Japanese, Korean, and Thai by breaking up information to store in the search index.

SEE ALSO:

[Search](#)

How Search Handles Terms in Chinese, Japanese, Korean, and Thai

Search finds relevant results for searches in East Asian languages such as Chinese, Japanese, Korean, and Thai by breaking up information to store in the search index.

The search engine returns accurate search results from searches in East Asian languages that don't include spaces between words, such as Chinese, Japanese, Korean, and Thai (CJKT), using morphological tokenization.

Consider the problem of indexing the term *Tokyo Prefecture* and a subsequent search for Kyoto in Japanese.

EDITIONS

Available in: both Salesforce Classic and Lightning Experience

Available in all editions


Indexed Term	Search Term
東京都 Tokyo Prefecture	京都 Kyoto

Morphological tokenization segments the term **東京都** (Tokyo Prefecture) into two tokens.

Indexed Term	Search Term
東京 Tokyo	都 Prefecture

Which Fields Are Searchable?

Salesforce searches a unique set of fields for each object.

 **Note:** When you search for a value in a field that's hidden from you by field-level security, your results include the record that contains the field. However, you can't see the field.

IN THIS SECTION:

[Searchable Fields by Object in Salesforce Classic](#)

Each search type—sidebar, advanced, global, and lookup—searches a unique set of fields for each object. Your search results for a particular object depend on two factors: the type of search and the searchable fields for that object.

[Searchable Fields by Object in Lightning Experience](#)

The records included in search results depend on whether the record's object type and its fields are searchable. If you search for an object with a value that's stored in a field that isn't searchable, you won't see your desired object in your search results.

EDITIONS

Available in: both Salesforce Classic and Lightning Experience

The types of records you can search vary according to the edition you have.


Searchable Fields by Object in Salesforce Classic

Each search type—sidebar, advanced, global, and lookup—searches a unique set of fields for each object. Your search results for a particular object depend on two factors: the type of search and the searchable fields for that object.

For example, consider an account that contains "Acme" in its `Description` field. The `Description` field isn't queried by standard lookup search, but is queried by global search and enhanced lookup search when **All Fields** is selected. So a search for Acme returns this account record only if you use either global search or enhanced lookup search with **All Fields** selected.

A few things to note about searchable fields:

- Global search finds more fields per object compared to other search types.
- By default, enhanced lookups query a limited set of fields, known as *Name* fields for each object. If your search for a record returns a large number of matches, such as a contact with a widely used name, you can instead query all searchable fields for that record to narrow your results. If available in the enhanced lookup search dialog, select **All Fields** and enter other search terms unique to the record, such as the contact's email address.
- You can't search encrypted, formula, and lookup fields.
- You can't find some objects with sidebar search or advanced search. Use global search or the search on the object's tab to find:
 - Articles
 - Chatter groups, files, topics, and people
 - Salesforce CRM Content
 - Documents
 - Price books
 - Products
 - Solutions

 **Note:** When you search for a value in a field that's hidden from you by field-level security, your results include the record that contains the field. However, you can't see the field.

This table shows the types of search supported for each object. Follow the links to see the list of searchable fields for each object.


EDITIONS

Available in: Salesforce Classic

The types of records you can search vary according to the edition you have.

Searchable Fields by Object in Lightning Experience

The records included in search results depend on whether the record's object type and its fields are searchable. If you search for an object with a value that's stored in a field that isn't searchable, you won't see your desired object in your search results.

 **Note:** When you search for a value in a field that's hidden from you by field-level security, your results include the record that contains the field. However, you can't see the field.

Reference the table to determine which objects you can find with a search. If an object has custom fields, you can find records of that object with the custom field values.

Object	Fields
Account	Account Name Account Name (Local) Account Number Account Site Billing Address Description D-U-N-S Number (This field is only available to organizations that use Data.com) Fax Phone Shipping Address Ticker Symbol Website

EDITIONS

Available in: Lightning Experience

The types of records you can search vary according to the edition you have.

2

User Assistance

XMind User Assistance

In the class Software Documentation, I learned principles of technical writing such as progressive disclosure, task-based authoring, and writing with the user in mind. Using those and other principles, I worked on a team of 5 to create comprehensive user assistance for XMind, a mind-mapping software. First, I helped create a competitive analysis of the user documentation for other mind-mapping software. Then, I helped identify our users and what they would want to do with XMind. Finally, using what we learned, I helped create the task-oriented user assistance.

DATE WRITTEN:

April & May 2015

TARGET AUDIENCE:

XMind end users: computer-savvy, visually-oriented people

SKILLS DEVELOPED:

- Writing task-based user assistance
- Using Oxygen to author in DITA

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XMind User Assistance

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Start Mind Map

Mind Map Templates, Structures, and Themes

Learn about the many ways you can format your mind map

Map templates

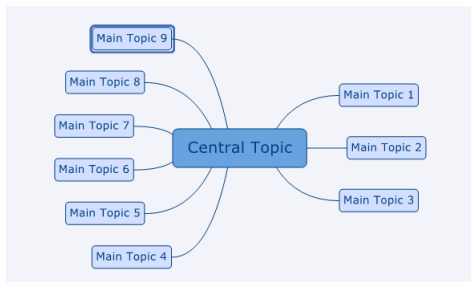
Templates are the structure and format of your map. For example, you can choose the template of "Six Thinking Hats." It has a central topic called "Six Thinking Hats" and six main topics that are each associated with a different color hat. Each main topic has a collection of subtopics. While the map comes with text filled in, you can easily change it.

You have 22 different templates to choose from at start-up. You can also create your own templates by saving maps you have formatted as templates.

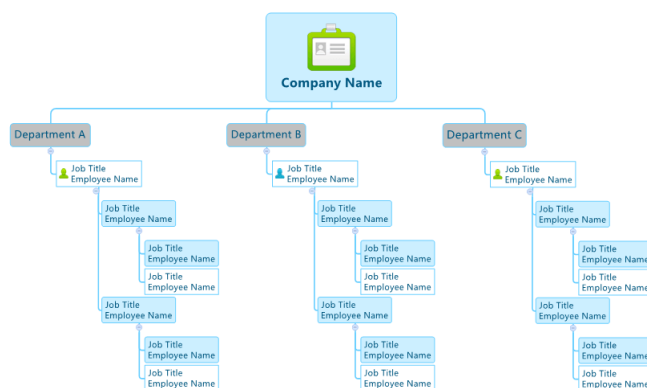
Map structures

The structure of the mind map is the format of how the topics and sub-topics relate to one another. For example, in the "map" structure, you have one central topic with several topics branching out. Those topics can have their own subtopics and so on. XMind has 5 structures for you to choose from.

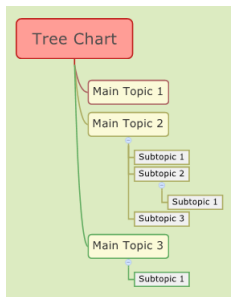
- The basic map structure



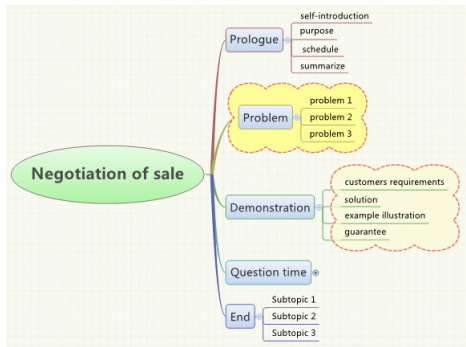
- The organizational chart



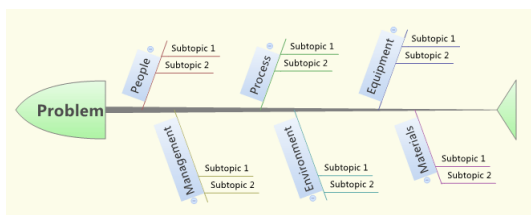
- The tree chart



- The logic chart



- The fishbone



- The matrix

All Projects								
	Project Purpose (why)	Objectives (what)	Project Lead (who)	Brainstorming (how)	Progress/ECT	Next Actions (high priority)	Next Actions (low priority)	Documents
★ Project A	double click to edit	double click to edit	👤 Frank	Idea 1 Idea 2	📌 Accomplishments 📅 Aug 20	1 Action 1 2 Action 2 3 Action 3	Action 4 Action 5 Action 6	drag files & drop here
★ Project B	double click to edit	double click to edit	👤 Brian	Idea 1 Idea 2	📌 Accomplishments 📅 Next Month	1 Action 1 2 Action 2 3 Action 3	Action 4 Action 5 Action 6	drag files & drop here
★ Project C	double click to edit	double click to edit	👤 Vivian	Idea 1 Idea 2	📌 Accomplishments ? I don't know	1 Action 1 2 Action 2 3 Action 3	Action 4 Action 5 Action 6	drag files & drop here

Different structures have different purposes.

Map	Purpose
Basic map	This type of map is free-form. The central topic is at the center and has topics and subtopics branching from it. Some styles allow you to spread the topics around the central topic evenly. It shows connections between the central topic and subtopics.

Map	Purpose
Organizational chart	<p>This type of map has a central topic at the top or bottom, and the topics and subtopics branch downward or upward from it.</p> <p>This type of map is useful for showing similar items in multiple divisions, like employee names and job titles within various departments.</p>
Tree chart	<p>This type of map has a central topic at the top. Its topics are stacked below it with lines falling straight down from it, and swooping either left or right.</p> <p>This type of map is useful for outlines.</p>
Logic chart	<p>This type of map has a central topic on one side, and the topics are stacked vertically on the left or right of it. Each of those topics can have its own subtopics.</p> <p>This type of structure is useful for summarizing or preparing for projects.</p>
Fishbone	<p>In this type of map, the central topic is at one end, and the topics spread out along a line to the left or right. Each of those topics can then have its own subtopics.</p> <p>This type of structure is most useful for analyzing cause and effect relationships in project management.</p>
Matrix	<p>In this type of map, the central topic of the map is the title of the matrix.</p> <p>This structure is useful for analysis and problem-solving.</p>

Structures are useful for showing relationships among different parts of the mind map. You can also apply different structures to different parts of your mind map. For example, you can have an overall structure of an organizational chart with one topic and a collection of subtopics that are structured in a matrix.

Map themes

A theme is a set collection of colors, shapes, line patterns, and other coordinated graphical attributes of a map. For example, you can choose the "Grey" theme, which has topics in shades of grey on a light grey background with grey lines connecting topics.

You have six professionally designed themes to choose from at start-up. You can choose one of these themes when you first create your mind map. You will get the central topic by default and you can add your own topics and subtopics as needed. You can also easily apply any of these themes to your mind map. Additionally, you can customize mind maps within a theme or create and save your own theme.

Customize Mind Map

What is a Style?

Learn about the different styles XMind offers

A style is a collection of attributes such as shape, font, color, and so on. A style can be applied to a single topic or individually to many different topics. You can apply a style to all desired objects by selecting all of them simultaneously. Each topic can only have one style applied to it at a time. You can have multiple styles in one mind map.

There are four items that can have styles: Topic, boundary, relationship, and map.

Item	Attributes
Topic	topic text, shape, and color
Boundary	boundary shape, color, transparency, line style, color, width
Relationship	relationship shape, line style, color, and text
Map	background color, multi-colored branches, and tapered lines

Customize Mind Map's Sheet

Change Background Color

Learn how to change the background color of your mind map's sheet

You can personalize the look of your mind map's sheet by changing its background color.

1. Click **View > Properties**. The Properties window opens at the right.
2. Select the color block next to **Background Color**.
3. Select a color from the palette.

The background color changes to your selection.

Change Wallpaper

Learn how to change the wallpaper in your mind map's sheet

You can personalize your mind map by changing the wallpaper of your mind map's sheet. The wallpaper is different from the background color in that it is a collection of images instead of a solid color. However, the wallpaper interacts with the background color in that the wallpaper's color will change depending on the background color.

1. Click **View > Properties**. The Properties window opens at the right.
2. Click **Select Wallpaper...**
3. Choose a wallpaper from the dropdown menu.
4. (Optional) Change the opacity of the wallpaper by typing a new percentage in the box below **Select Wallpaper...**

The wallpaper of your mind map's sheet changes to your selection. If you want to delete the wallpaper of your mind map sheet, select the trash can icon next to **Select Wallpaper...**

Show Legend

Learn how to show a legend of the markers used in the mind map

If you have put markers on your topics and you want a quick reference for what those markers mean, you can add a legend. The legend will contain all of the markers you have used in your map along with a short description of each one.

1. Click **View > Properties**. The Properties window opens at the right.
2. Click the background of your map to deselect all topics.
3. In the Properties window, check **Show Legend**. A ghost version of the legend will appear on your pointer.
4. Click the place on the map where you want the legend to be.

Your map will have a legend listing all of the markers used in the topics with a description of each marker.

Customize Individual Topics

Change Mind Map Structure

Learn how to change the visual representation of your mind map

You can change the structure of your mind map after you have begun adding topics to it. You can even change the structure of just the subtopics in your mind map.



Note: Some structures can only be applied to the central topic - for example, a balanced map structure.

1. Click **View > Properties**. The Properties window opens at the right.
2. Select the topic whose structure you wish to change.

Option

Description

Topic with subtopics

The structure of that topic and its subtopics will change to the new structure.

Central topic

The structure of the entire map will change to the new structure.

A single topic

The structure of that topic and any subtopics you add subsequently will be in the new structure.

3. Select the dropdown menu under **Map**.
4. Choose a new structure.

The selected portion of your map will be in the new structure.

Change Topic Shape and Color

Learn how to change the shape or color of a chosen topic

XMind offers several options for shapes for your topic bubbles. For example, you can change the shape to an ellipse, to a speech bubble, to just an underline, etc. You can also change the color of your topic.

You can only apply shape changes to individual topics. The changes will not be map-wide.

1. Click **View > Properties**. The Properties window opens at the right.
2. Select the topic whose shape you wish to change.
3. In the Properties window, click an item under **Shape**.

Option

Description

Shape

The left-hand dropdown menu contains a list of possible shapes for your topic.

Option**Color****Description**

The right-hand color block opens a color palette of possible colors for your topic.

4. Select an option.

Your selected topic has the new shape and/or color.

Change Topic Style

Learn how to apply an existing style to a topic

A style is a collection of attributes given to a topic. For example, a style can include a particular color, shape, border style, and font. XMind offers some built-in styles for topics. You can choose from these to apply to single topics in your map.

1. Click **View > Properties**. The Properties window opens.
2. Select the topic whose style you wish to change.
3. In the Properties window, click the dropdown menu under **Saved Styles**.
4. Choose a style to apply to your topic.

Your chosen topic has the new style.

Change Font

Learn how to change the font of the text in your topics

You can change the font of the text in your topics. You can change only the font of a single topic at a time.

1. Click **View > Properties**. The Properties window opens at the right.
2. Select the topic whose font you want to change.
3. In the Properties window, adjust the font.

Option**Font****Description**

The first dropdown menu contains a list of possible fonts.

Open font dialog

The script F to the right of the first dropdown menu opens the font dialog. You can choose from font families, text sizes, text formatting (bold, italics, etc.), and text colors.

Text size

The lower left dropdown menu contains a list of font sizes.

Text formatting

To the right of the text size option is another set of options for bold, italics, and strike-through.

Text color

The color block opens a color palette of possible colors for the text.

Text alignment

The far left dropdown menu contains left, center, and right text alignments.

The text in your chosen topic will be in the new font family, style, color, alignment, or size.

Add or Change Border

Learn how to add or change the style of the border around a topic

You can change the weight and color of the border around a topic, or you can remove the border altogether.

1. Click **View > Properties**. The Properties window opens at the right.

2. Select the topic whose border you want to change.
3. In the Properties window, select the dropdown menu or color block under **Border**.

Option	Description
Border weight	The dropdown menu contains a list of weights for the border or the option for no border.
Border color	The color block contains a color palette of colors for the border or the option for no color.

4. Choose an option.

The border of your topic has a new style.

Change Line Style

Change the style of the line connecting the topics in your mind map

You can easily change the style of the line connecting your topics. Only the lines from the selected topic will change to the new style. You cannot change all of the connecting lines in your mind map at one time without changing the theme.

1. Click **View > Properties**. The Properties window opens.
2. Select the topic you want to change.
3. Under **Line**, select the weight, style, or color from the dropdown menus.

Option	Description
Line style	The first dropdown menu contains different styles of line.
Line weight	The second dropdown menu contains different weights for the line.
Line color	The color block to the right of the second dropdown menu contains a color palette of different colors for the line.


The line around your topic is the new color, weight, and style.

Change Numbering Style

Learn how to change the type of numbering used for a collection of topics

If you have more than one subtopic coming off a parent topic (for example, if you can have two or more topics coming off your central topic), you can add a numbering sequence and edit the style of the numbers. This is helpful if you have steps that should be completed in a sequence, or if you want to quickly count the number of items in a list.

1. Click **View > Properties** to open the Properties window.
2. Select one topic in the collection of topics you want to apply numbers to.
3. Under **Number**, add or change the style.

Option	Description
Add numbers	Click an option in the dropdown menu.
Make numbers on subtopics subsection numbers (i.e. a topic with number 4 will have subtopics with numbers 4.1, 4.2, etc.)	Click the  next to the dropdown menu.
Add text before each number	In the far left box below the dropdown menu, type the prefix text.
Add text after each number	In the far right box below the dropdown menu, type the suffix text.

The style is applied to every topic at the same level as your chosen topic.

Reset Default Style

Learn how to reset the original style of your map according to its default theme or template

If you dislike the styles you have applied to either your mind map's sheet or to the topics within your mind map, you can easily return to the original style.

1. Click **View > Properties**. The Properties window opens at the right.
2. Select whether to return to the default style of your mind map's sheet or specific topic.

Option	Description
To return to the default style of the mind map sheet	Click the background.
To return to the default style of a specific topic	Select the topic.

3. Click **Reset style**.

Your map or topic will have the original style according to its default theme or template.

Share Mind Map


Share with Other XMind Users


Share on XMind Online

Learn how to share your mind maps via your XMind.net account

You will need an XMind.net account. If you do not have one, you can sign up for one at www.xmind.net.

You can save your mind maps to your online XMind account, and access them from any computer where you can access your account. Once you have saved your mind maps to your online account, you can share them with other XMind users, or with friends via social media.

1. Sign in to XMind.net.
 - a) Click **Help > Sign In To XMind.net**.
 - b)  **Note:** If you do not have an XMind.net account, click **Get a free XMind ID**.

Type in your username and password.
 - c) Click **Sign In**.
2. Upload a map.
 - a) Click , the icon for Upload and share via XMind.net.
 - b) Set your preferences for how your mind map should be uploaded under each of the tabs in the Upload window.

General	Add a description for your map.
	Choose the language for your map.
Privacy	Choose the level of privacy for your map.
	Check Allow Download if you want others to access and download your shared mind maps.
Thumbnail	View the thumbnail of your mind map that will be displayed online.
	Change the thumbnail by zooming in or out and moving the selection in the box.

- c) Click **Upload**.

Once you have uploaded your mind map, you and others who have permission to view your mind map can view, comment on, or delete it.

Share on Local Network

Share your mind map on your local network drive.

You can easily collaborate with other users by saving your mind maps on your local network drive. For example, you can save your mind map to a shared office drive so your coworkers can access it.

1. Connect to people on your local network drive.
 - a) Click **View > More > Local Network Sharing**.
 - b) Under the name of each person you want to share the mind maps with, click **Connect**. A confirmation dialog opens.
 - c) Click **OK**. The person receives an invite with the option to accept or ignore.
If the person accepts, they can access the shared mind maps.

2. Share a mind map.

Option


Share an open map.

Description

1. Select **File > Share In Local Network** .
2. Select whether to share with everyone in the network or only certain people.
3. Optional: Add a message. Click **Share**.

The Local Network Sharing window opens, displaying the people in the network and maps that are shared with them.

Share an unopened map.

1. In the Local Network Sharing window, click , the icon for Add from local XMind files...
2. Select the file(s) you want to share.
3. Click **Open**.

Everyone you have shared the map with can access it and see all the changes you make to it.

Save and Export Mind Map

Save Mind Map

Learn how to save your mind map in more than one way

Each XMind map is contained in a sheet in a workbook. A workbook can contain several sheets. When you save a mind map, you save the whole workbook and all of its sheets.

When you have worked hard to create a mind map, you will probably want to save it. XMind offers multiple ways to accomplish this.

Save your mind map.

Option

Description

Save the current revision of your mind map

If you have already saved your mind map under a file name, you can save the revisions of that mind map as you change it.

Click **File > Save New Revision**.

Save your mind map as a new file

You can save your mind map for the first time under a name and in a folder of your choice.

1. Click **File > Save As...**
2. Navigate to the desired folder and type in a name for the file.
3. Click **Save**.

Save all of your opened mind maps

If you have multiple mind maps open at one time and you are revising all of them, you can save them at once with one click.

Click **File > Save All**.

Save a sheet of your current mind map workbook as a new workbook

You can create a new workbook from a sheet in your current mind map's workbook and save it under a new file name.

1. Click **File > Save Sheet As...**
2. Navigate to the desired folder, and type in the desired file name.
3. Click **Save**.

Save your current mind map as a template

You can save your current mind map format and style (the background color and texture, the font, the topic styles) as a template that appears in the template list that opens when you start XMind.

1. Click **File > Save As Template...**
2. Navigate to the desired folder and type in a name for the template.
3. Click **Save**.

You have saved your mind map in the desired format.

Save to Evernote

Learn how to save a copy of your mind map to a notebook in your Evernote account

You will need an Evernote account and a notebook to save your mind map in.

Some people use mind maps to make to-do lists or for other organizational purposes. People who use Evernote for organization can save their mind maps there by linking XMind to their Evernote account.

1. Click **File > Save to Evernote...** The Sign in to Authorize XMind window opens.
2.  **Note:** You can sign in to Evernote International or you can select the Yinxiang China tab to sign in.


Sign in to your Evernote account.

- a) Type in your Evernote username and password.

If you do not have an Evernote account, you can create one by selecting **Create a new account**.

- b) Click **Sign in**. The Authorize XMind to access your account window opens.

3. Authorize XMind to access your Evernote account.

- a) (Optional) Select how long you want XMind to have access to your Evernote account from the dropdown menu.
- b) (Optional) Click **Third Party Applications Permissions** to read detailed descriptions of the third party permissions.
- c)  **Note:** You can select **Decline** to exit the window.

Click **Authorize**.

4. Save your mind map to Evernote.

- a) Select how you want XMind to save your mind map: as an image, as an XMind file, as text, or as more than one of those types.
- b) Select which Evernote notebook from the dropdown menu you want to save your mind map in.
- c) Click **Save**. Your mind map saves as your preferred type(s) in your desired Evernote notebook, and you receive a confirmation email.

To disconnect your Evernote from XMind, sign in to Evernote and go to **Application Settings**. Follow the instructions to revoke XMind's access to your Evernote account.

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Style Revision

Revision of Notice by NYC Board of Health and Mental Hygiene

For my Style class, I read original texts and edited them to improve their style. In this example, I revised a notice from the website of the New York City Board of Health and Mental Hygiene, which explained to residents of New York City that the board amended the health code to restrict foods that contain trans fats and why the board had chosen to amend the health code to do so. I also wrote an analysis for the original author of the notice to explain the main style problems that I identified, show some examples of those style problems, and offer suggested revisions for how to improve the style of those examples. In order to revise the text without losing meaning, I identified the author's audience and determined the author's purpose in writing the text. That way, I could understand the context, which helped me to determine the meaning of the text, even though the original had been somewhat confusing.

I have included the analysis of my revision of the text, the revised text, and the original document.

Because the original text was rather long and I was working under academic timing constraints, I only revised the highlighted portions of the text: the *Background* and the first two paragraphs of the *Basis for restricting service of products containing artificial trans fats*.

DATE WRITTEN:

March 2015

TARGET AUDIENCE:

George Kazanakis, NYC BMMH Researcher
on Public Health

SKILLS DEVELOPED:

- Unpacking meaning from a text
- Implementing principles of style while maintaining that meaning
- Explaining principles of style to the original author to rationalize the edits

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Document Analysis

To George Kazanakis, NYC BHMH Researcher on Public Health:

I am a freelance professional writing expert and I have been hired to analyze and revise your “Notice of Intention” from the New York City Board of Health and Mental Hygiene web page. The Board faces some public relations problems because many readers found the document confusing. They have asked me to fix the problem.

First, I analyzed the audience and purpose of the document. Then, I analyzed the text and identified the major stylistic issues, providing explanations and examples. Finally, I revised the text.

In my analysis, I focused on the “Background” and “Basis...” sections. You have the skills to implement revisions in the rest of the text based on my recommendations, should you choose to take them.

Audience and Purpose:

Audience

The audience for this notice is the general population in New York City. As I am sure you know, the general population consists of roughly 8.5 million people ranging across demographics. About 80% of the population has graduated high school and about 35% have a Bachelor’s degree or higher. Almost half of the families speak a language at home other than English. The median household income is about \$52,000.

We can reasonably assume that many of the individuals who found the notice on the NYC BHMH website have basic literacy skills and could understand simple prose. However, we should not assume that those individuals can easily understand highly technical language or highly technical discussions of current research. I believe you could have done better at distilling the complex scientific information for your non-expert audience.

Purpose

You wrote this document to inform the general population of New York City that the Board will conduct a public hearing about a new law that prohibits restaurants from using trans fats. In the document, you explain the effects of trans fats on the human body and disseminate the research that describes those effects.

To achieve your purpose more effectively, you might have taken into account the lower English proficiency of many in your audience. Furthermore, you might have considered that the proportion of the population who would understand highly technical information is relatively low and discussed the complex information differently. I attempt to do exactly this in my suggested revisions.

Main Stylistic Concerns:

I have identified three major stylistic concerns in this document. First, you have not written your paragraphs coherently. I do not mean that the writing is babbling or incomprehensible. I use coherence as it is defined stylistically, which I will explain below. Second, you have not implemented the principle of cohesion where strategically useful. Third, you do not emphasize the grammatically or technically complex information by placing it at the end of your sentences. I will now explain what all this means.

Review: Subjects and Verbs

To begin, let us review. You probably know that subject and verb are grammatical terms. We define the whole subject of the sentence¹ as everything that comes before the verb that is not preliminary remarks (i.e., fortunately, to this end, etc.). We define the verb as what comes after the subject and we know that it is inflected for tense. You have probably noticed that the definitions for whole subject and verb are circular, but fortunately, we can usually identify the verb first because it has the second criterion – if we can change the tense, then we have found a verb. From there, we can work backward to determine the whole subject of the sentence. And once we know the whole subject, we can identify the simple subject, which we define as the single word or group of words in the whole subject that matches the verb.

Style Problem 1: Cohesion

We achieve cohesion when the last few words of one sentence set up the information in the first few words of the next sentence. We sometimes call this “flow.” Readers prefer to read what is old before what is new and they prefer to read what is easy before what is hard. When we build sentences in this manner, we give readers a context they are familiar with or a context that they can easily understand, before we launch new or hard information at them. They have an easier time understanding that new or hard information if they have a context to fit it into. We offer readers that context when we construct our sentences to achieve cohesion.

Cohesion: An example

Sometimes, we find abstract concepts difficult to understand, so I will provide and explain an example of cohesion.

Consider the following pair of sentences:

Chain-growth polymerization is what we will discuss in this chapter. The linking of molecules that incorporate double- or triple-carbon bonds creates chain-growth polymerization.

Notice that in both sentences, the writer begins with the new information that the reader has (likely) not encountered before. Readers find this kind of construction hard to follow because they need to store information they have not encountered before in their minds, learn some details about that new information, and then try to bridge the two concepts. If writers do the bulk of the work and begin with the information a reader will recognize, readers have an easier time understanding the information they do not recognize.

Consider this revision:

In this chapter, we will discuss chain-growth polymerization. Chain-growth polymerization is the linking of molecules that incorporate double- or triple-carbon bonds.

In this revision, I have inverted each sentence so that the end of the first sentence (chain-growth polymerization) sets up the beginning of the second sentence (chain-growth polymerization). I begin the first sentence with information the reader is familiar with (“chapter” and “we”) and ended it with the new concept they should learn (“chain-growth polymerization”). Then, I begin the next sentence with that now-familiar information (“chain-growth polymerization”) so the reader is prepared with a context in which to fit the complicated, hard information (the definition of chain-

¹ Recall that the grammatical definition of “sentence” is a subject and verb in a main clause and everything depending on that clause. In the grammatical definition, we can have three types of sentences: simple, complex, and compound. In a compound sentence, we will have two or more independent clauses. Each of these clauses will have its own subject.

growth polymerization). Obviously, I have offered something of an extreme example (repeating the information from the end of one sentence at the beginning of the next), but I think it illustrates the concept.

Cohesion: Examples from the text

Now, I will discuss examples of sentences lacking cohesion. Sometimes cohesion and coherence will be at odds, which I will discuss later. For now, I have chosen examples where implementing cohesion is most appropriate given the intention of the text.

In the following example, the principle of old-new information is followed (FSEs are mentioned earlier in the text), but I believe you could have increased reader comprehension by more explicitly bridging the concepts of the Department's purpose and what they are trying to do.

The Department is charged with preventing and controlling diseases, including chronic disease, through approaches that may address individual behavior or the community environment. By restricting FSEs from serving food that contains artificial trans fat, except for food served in the manufacturer's original sealed package, we can reduce New Yorkers' exposure to an avoidable hazard in the food environment that is associated with increased heart disease risk.

I have underlined the last few words of the first sentence and the first few words of the second sentence to illustrate the disconnect between the content of each. In a cohesive set of sentences, the content in these places would match up. That is, the second sentence would discuss individual behavior or the community environment. Thus, in the revision, I mention the community environment (which is what I believe the Department's intervention is) to set up the reader for the next set of information.

The Department prevents and controls diseases, including chronic disease, through approaches that address individual behavior or the community environment. An approach that addresses the community environment is restricting FSEs from serving food that contains artificial trans fat, except for food served in the manufacturer's original sealed package, which will reduce New Yorkers' exposure to an avoidable hazard in the food environment that is associated with increased heart disease risk.

I felt that implementing cohesion here was the better method since I wanted to end the sentence with "heart disease risk" which would lead cohesively to the topic of the next paragraph (heart disease).

In this next example, you could argue that the two sentences are cohesive (dining options relate back to restaurants). However, I think the connection could be stronger:

Restaurants (the term is being used interchangeably with "food service establishments" or "FSEs") are an important source of daily food intake for New York City residents: an estimated one third of daily caloric intake comes from foods purchased in restaurants. Assuring safe and healthy dining options is a public health priority.

In this pair of sentences, you have ended the first with a comment about caloric intake from foods in restaurants. In the next, you begin with assuring safe and healthy dining options. While these two concepts are linked, I think applying the principle of cohesion will increase the link and help readers understand the connection. In the revision, I have begun the second sentence with information that refers back to the last information in the first sentence.

Restaurants (the term is being used interchangeably with “food service establishments” or “FSEs”) are an important source of daily food intake for New York City residents: an estimated one third of daily caloric intake comes from foods purchased in restaurants. Because restaurants provide so much of the caloric intake for NYC residents, safe and healthy dining options are a public health priority.

You probably noticed that the topics of the sentences in the original example do not quite align (technically, the topic of the second sentence is “assuring”). In the full revision, you will see that I have implemented the principle of coherence on this paragraph. However, cohesion is a principle that applies to the last few words of one sentence and the first few words of the next. I chose to implement cohesion by providing some preliminary thoughts in a subordinate clause to set up the next sentence, but maintain coherence by making the subject something that aligns with “restaurants.”

I chose this final example to illustrate a paragraph in which I implemented a kind of hybrid structure. The final paragraph had two main ideas that were relatively linked (successful removal of trans fat and alternatives to trans fat). In the middle of the paragraph, I wanted to transition from a topic string of organizations to a topic string of alternatives to trans fat or PHVOs. I did this using cohesion.

In this original example, however, the connection is not so explicit.

This experience demonstrates that artificial trans fat can be replaced without consumers noticing an effect. Acceptable healthier alternatives to PHVOs include traditional mono and poly unsaturated vegetable oils (e.g., canola, corn, olive, etc.) that have not been hydrogenated, as well as newly developed oils such as those made from specially cultivated varieties of soybeans, safflowers, and sunflowers..

In this sentence, again I think the two concepts are linked, but you could have made that link more explicit by implementing the principle of cohesion. By performing some mental gymnastics, I recognize that consumers failing to notice the replacement of trans fat is connected to what the possible replacements are, but I think you could have made that bridge smoother. I have tried to do this in the revision, by setting up the beginning of the second sentence with information found at the end of the first sentence².

Clearly, manufacturers can remove artificial trans fat without consumers noticing an effect. Alternatively, manufacturers can replace artificial trans fat with healthier alternatives. Acceptable healthier alternatives to PHVOs include traditional mono and poly unsaturated vegetable oils (e.g., canola, corn, olive, etc.) that have not been hydrogenated and newly developed oils such as those made from specially cultivated varieties of soybeans, safflowers, and sunflowers..

In the revision, I linked the two concepts by ending the first sentence with “healthier alternatives” and beginning the next sentence by referencing “healthier alternatives.” By using this technique, I have set up readers to fit the information about alternatives to PHVOs into the context of what they have already read.

Style Problem 2: Coherence

We achieve coherence when the topic strings of sentences in a paragraph are similar. We

² You will notice that I have also included a third sentence in this revision. I needed a cleaner way to transition from manufacturers in the beginning of the paragraph to alternatives to trans fat in the latter part of the paragraph. I used cohesion to do this.

generally define the *topic* of a sentence as its subject³, which is the piece of information that the rest of the sentence comments on. Readers prefer paragraphs with consistent topic strings because this kind of construction allows them to contextualize information. When they read a sentence with inconsistent topic strings, they have a hard time relating all the information or figuring out how it all fits together. Think of a jigsaw puzzle. When we put all the pieces together, we have the picture from the front of the box. But we do not get that whole picture if the pieces do not fit together. In the same way, when you do not fit your topics together, the reader will not grasp the whole picture.

Coherence: An example

I will illustrate the concept of coherence with an example so you have an easier time understanding it. Consider this paragraph:

Vegetation covers the earth, except for those areas continuously covered with ice or utterly scorched by continual heat. Richly fertilized **plains** and **river valleys** are places where plants grow most richly, but also at the edge of perpetual snow in high mountains. The **ocean and its edges** as well as in and around **lakes and swamps** are densely vegetated. The **cracks** of busy city sidewalks have plants in them as well as in seemingly barren cliffs. Before humans existed, the **earth** was covered with vegetation, and the **earth** will have vegetation long after evolutionary history swallows us up.

I have bolded the topic of each sentence (in each of these sentences, the topic is the simple subject). You will notice that none of these topics match and don't even seem to relate to one another. We should not expect readers to construct any reasonable meaning from such a mishmash of topics. Instead, we should determine the original topic string (vegetation), determine the paragraph's main characters (vegetation, plants, and the like), and then start each sentence with a character that relates back to that original topic string.

We should give readers the following revision:

Vegetation covers the earth, except for those areas continuously covered with ice or utterly scorched by continual heat. **Plants** grow most richly not only in richly fertilized plains and river valleys but also at the edge of perpetual snow in high mountains. **Vegetation** grows most densely in the ocean and in and around lakes and swamps. **Plants** can grow even in the cracks of busy sidewalks or seemingly barren cliffs. **Vegetation** covered the earth before humans existed and [**vegetation**] will continue to cover the earth long after evolutionary history swallows us up.

Consider this set of topics; notice how they overlap⁴. Readers are more likely to grasp the big picture of this paragraph because they know that the paragraph is about vegetation. From there, they can add the new information (it covers the earth, it grows in various places, it has covered the earth for a long time and will continue to do so), building on the mental model they have begun with that initial topic string.

³ This definition has three major exceptions. I have listed them here for your reference, but I found no place in the text where they were necessary.

1. A sentence that begins with "it"
2. A sentence that begins with "In regards to...", "About...", or the like
3. A sentence with a direct object placed first for emphasis

⁴ In the last sentence, I have added "vegetation" in brackets because generally we would not include the repeat, however, since coordinating conjunctions give us a second sentence, I thought it best to show that even this second sentence has a topic that aligns with the topic string of this paragraph.

We should note that sometimes we cannot maintain the same topic string through every sentence. We generally judge a paragraph as coherent when 75% of our topics align.

Coherence: Examples from the text

Now, I will discuss examples from the text of paragraphs that are not coherent.

In this first example, I think you were mostly talking about restaurants and their role in forcing consumers to consume trans fat. The issue is that your topics jump about.

Restaurants (the term is being used interchangeably with “food service establishments” or “FSEs”) are an important source of daily food intake for New York City residents: an estimated one third of daily caloric intake comes from foods purchased in restaurants. **Assuring** safe and healthy dining options is a public health priority. The **Department** issues permits and inspects all New York City FSEs and non-retail food processing establishments, as defined in §81.03(j) and (p) of the Health Code. The public health **concern** addressed by this amendment is the presence of trans fat in foods served in restaurants, which represents a dangerous and entirely preventable health risk to restaurant goers. Yet New York City restaurant **patrons** currently have no practical way to avoid this harmful substance.

I have bolded the simple subjects which introduce the topics for each sentence.

You might notice that you tend to start a new topic in each sentence, and often the topic is something that has not been mentioned before, even in the comment of a preceding sentence. For example, the first topic is “restaurants.” The topic of the sentence immediately following it is “assuring safe and healthy dining options.” While “dining options” is perhaps tangentially related to “restaurants,” the simple subject of this sentence is “assuring,” which is not at all related to “restaurants.” Thus, the reader is unsure how the second sentence relates to the first sentence until they get farther into it, which places too high a cognitive burden on the reader. The following sentences follow this same pattern, with topics in subsequent sentences relating back to previous sentences only weakly if at all.

In the revision, I have aligned the topics by making them similar, if not identical. Doing so allows the reader to set up a context for the following information.

Restaurants (the term is being used interchangeably with “food service establishments” or “FSEs”) are an important source of daily food intake for New York City residents: an estimated one third of daily caloric intake comes from foods purchased in restaurants. Because restaurants provide so much of the caloric intake for NYC residents, safe and healthy **dining options** are a public health priority. All New York City **FSEs** and **non-retail food processing establishments** as defined in §81.03(j) and (p) of the Health Code are inspected and issued permits by the Department. **Restaurants** serve food with trans fat, which represents a dangerous and entirely preventable health risk to restaurant goers, but because restaurant patrons currently have no practical way to avoid this harmful substance, the **Department** proposes an amendment to the current law.

Now, readers can understand this paragraph in the context of restaurants. They learn that restaurants are a large provider of trans fat, which is a problem, so they are more prepared to accept the amendment that will prevent restaurants from serving foods with trans fat in them.

You probably noticed that the final topic does not align with the rest of the topics. Recall our 75% rule. Even with this deviation, I have created a coherent paragraph.

This next example starts off strong, but then the topic string segues into something new.

Dietary **trans fat** increases the risk of heart disease by elevating LDL (“bad”) cholesterol, and lowering HDL (“good”) cholesterol. Because of its negative effect on “good cholesterol”, **trans fat** appears to be even worse than saturated fat. The **Institute of Medicine** (“IOM”) reviewed the scientific evidence and concluded that there is “a positive linear trend between trans fatty acid intake and total and LDL concentration, and therefore increased risk of coronary heart disease.” The **2005 Dietary Guidelines for Americans**, issued by the United States Department of Agriculture (“USDA”), recommends that dietary intake of trans fat be “as low as possible” and the American Heart Association **guidelines** issued in June 2006 recommend that trans fat intake be kept below 1% of total energy intake. In January of 2006, the FDA’s mandatory **listing** of trans fat content on the nutrition facts labels of packaged foods came into effect.

For the most part, you have not aligned your topic strings in this paragraph, so the reader comes away unsure of what they needed to learn. The reader does not realize until halfway through the third sentence that there is a connection between the Institute of Medicine and trans fat (the topic of the preceding two sentences). Then, you jump to dietary guidelines and end with a mandatory listing of trans fat content. The reader probably has no idea what to focus on or what to take away from this paragraph. Although you have mentioned trans fat and scientific research in almost every sentence, you have not structured this paragraph effectively enough to allow your reader to bridge the connections between the sentences.

In the revision, I have aligned the main topics so the reader knows what the overall goal of the paragraph is.

Scientists have determined that dietary trans fat increases the risk of heart disease by elevating LDL (“bad”) cholesterol and lowering HDL (“good”) cholesterol. **They** suggest that trans fat’s negative effect on “good cholesterol” makes it even worse than saturated fat. The **Institute of Medicine** (“IOM”) reviewed the scientific evidence and concluded that there is “a positive linear trend between trans fatty acid intake and total and LDL concentration, and therefore increased risk of heart disease.” In their 2005 Dietary Guidelines, the **United States Department of Agriculture** (“USDA”) recommend that dietary intake of trans fat be “as low as possible” and the **American Heart Association** issued guidelines in 2006 in which they recommend that trans fat intake be kept below 1% of total energy intake. The **FDA** passed legislation in January of 2006 in which they require a listing of trans fat content on the nutrition facts labels of packaged foods.

In the revision, readers learn that scientists have shown a link between trans fat and increased cholesterol, which is a large part of the reason why the Department is trying so hard to remove trans fat from foods. Now, the reader can focus on the new information (the various recommendations by scientific authorities) because they don’t have to decipher the content in the sentence.

In this final example, you have given the reader a lot of information about the link between heart disease and trans fat, but because you have not aligned your topics, I think readers had a hard time discerning the important information.

Heart disease is New York City’s leading cause of death. In 2004, 23,000 **New York City residents** died from heart disease and nearly **one-third** of these individuals died before the age of 75. **Scientific evidence** demonstrates a clear association between increased trans fat intake and the risk of coronary heart disease. Most **dietary trans fat** is found in partially hydrogenated vegetable oil (“PHVO”) - oil that has been chemically modified. Scientific studies which examine the change in cholesterol levels when trans fat is replaced with currently available heart healthy alternatives conservatively estimate a reduction of 6% in coronary heart disease events such as heart attacks. Even in the most conservative estimates, based on replacing trans

fat primarily by saturated fat - an unlikely outcome given the widespread trend to healthier fats by food producers - a significant although smaller **reduction** in coronary heart disease events is still expected. **Other scientific studies**, based upon observing large groups of people over time, estimate that up to 23% of coronary heart disease events could be avoided by replacing trans fat with healthy alternatives. Because an estimated one third of dietary trans fat comes from foods purchased in restaurants, the **continued presence** of PHVO in restaurant foods represents an important contribution to cardiovascular risk for New York City diners.

In a paragraph this long, a consistent topic string is essential to ensure readers do not get lost or confused. However, here, the topics range from “dietary trans fat” to “scientific studies” to “reduction” to “presence.” Readers have no idea what to take from this paragraph or what it was even about to begin with.

In the revision, I not only aligned the main topic string (researchers), but I also aligned the subtopic string (heart disease). Because I have done this, readers can quickly move from the research that has proven something about heart disease to what has actually been proven – the important part of the sentence.

Researchers claim that heart disease is New York City’s leading cause of death. **They** show that, in 2004, heart disease killed 23,000 New York City residents, nearly one-third of whom were younger than 75. With scientific studies, **researchers** demonstrate that heart disease poses a higher risk for individuals who have a higher trans fat intake. **They** explain that most dietary trans fat is found in partially hydrogenated vegetable oil (“PHVO”), or oil that has been chemically modified. Based on evidence from scientific studies, **researchers** conservatively estimate that coronary heart disease events, such as heart attacks, can be reduced by 6% if we replace trans fat with currently available heart healthy alternatives, because in the studies **they** examined how replacing trans fat with currently available heart healthy alternatives will change cholesterol levels. **Researchers** believe that heart disease can be significantly reduced even if trans fat is replaced primarily by saturated fat, which is an unlikely outcome given the widespread trend to healthier fats by food producers. In other scientific studies where large groups of people are observed over time, **researchers** have found that coronary heart disease events can be reduced by up to 23% if we replace trans fat with healthy alternatives. **Researchers** have shown that cardiovascular risk to New York City diners is heightened by the continued presence of PHVO in restaurant foods because those foods contain an estimated one-third of dietary trans fat..

Because I have aligned the main topics and subtopics, readers learn efficiently and clearly that research has shown that heart disease is linked to trans fat intake. Because this link is so clear, they realize that the Department’s desire to remove trans fat from New Yorkers’ diets is a valid and reasonable one.

Choosing Coherence or Cohesion

You have probably realized that cohesion and coherence can sometimes disagree. That is, we can make a paragraph of cohesive sentences but that paragraph will not necessarily be coherent⁵. When this is the case, we must decide which element of style should take precedence. We should choose strategically, depending upon what our overall goal is. If we are discussing a sequence of events, we should prioritize cohesion. If we are discussing one main topic, we should implement

⁵ If you want to test this claim, try the following exercise: Get together a group of friends. Write a sentence and give it to the first friend, without showing it to any of the others. Have them write a sentence using a noun from that sentence that is not the topic. Then, have them give their sentence to the next friend, again without showing the sentence to anyone else. Repeat the original process. Put all the sentences together in a paragraph. Laugh uproariously as you see where it goes.

coherence. Sometimes, we can create a hybrid. Maybe we set up a coherent paragraph by beginning with a sentence that ends on the key topic and flows cohesively to the next sentence, with the rest of the paragraph maintaining a consistent topic string. However we choose, we need to prioritize the readers' comprehension and ensure that our strategy will not detract from it.

Style Problem 3: Emphasis

We saw earlier that readers tend to prefer sentences that begin with familiar or easy information and end with new or hard information because they need the beginning of sentences to set themselves up to understand the information at the end. As our cohesion example displayed, we can set readers up to understand complex technical information by starting the sentence with information they recognize and ending it with the complex information.

We can add another dimension to the concept of ending sentences with new information. Readers naturally stress the end of sentences, so if writers wish to emphasize certain information, they should place it at the end of the sentence. We call this concept *emphasis*.

If you wish to emphasize a highly technical definition of a new term, place the definition at the end of the sentence (recall the cohesion example). If you wish to emphasize the most interesting information in a sentence, place it at the end so that readers will naturally stress it. You can also use this concept of emphasis to introduce a key theme by ending the first sentence of a paragraph with that theme.

Emphasis: An example

To help you understand the concept of emphasis, I will give you an example here.

A week after it was retrieved from a home freezer where it lay stored for maybe 9 days, 84-year-old Flora Duncan's body was cremated on Friday.

Readers may not find this sentence particularly difficult to understand, but they will find it to be something of a let-down. The writer has stressed the information "on Friday," which is probably the least interesting bit of information in the sentence. You can revise this sentence in multiple ways to achieve the desired emphasis. First, you need to decide which bits of information set up the sentence ("on Friday," for example) and then decide which bit of information you wish to stress. Personally, I think the most startling part of this sentence is that the body was stored in a home freezer for 9 days, so I will end the sentence on that piece of information.

On Friday, 84-year-old Flora Duncan's body was cremated a week after it had been stored in a home freezer for maybe nine days.

In this revision, I begin the sentence with some expository information (when, who) and ended the sentence with the interesting information (in a home freezer for 9 days). Readers will naturally stress the end of this sentence, a phenomenon I use to emphasize the interesting information in this sentence.

Emphasis: Examples from the text

Finally, I will discuss some examples from the text that could benefit from the principle of emphasis.

In this first example, you end the sentence with heart disease, which is a known and easy piece of information.

Scientific evidence demonstrates a clear association between increased trans fat intake and the risk of coronary heart disease.

Recall that readers naturally stress the end of a sentence, so when you end on a concept that has already been introduced, you waste a valuable opportunity to drive a point home. I think the more important element of this sentence is the “association.” If you ended on this note, the readers would be better able to understand that the important point of this statement is that coronary heart disease (a leading cause of death in NYC) is related to increased trans fat intake.

I have implemented this suggestion in the revision.

With scientific studies, researchers demonstrate that heart disease poses a higher risk for individuals who have a higher trans fat intake.

Because I have ended the sentence in this way, readers come away from this sentence with the strong impression that trans fat intake is a serious problem.

In this second example, you have frontloaded your sentence with a long and grammatically complex subject before ending on a simple note.

Even in the most conservative estimates, based on replacing trans fat primarily by saturated fat - an unlikely outcome given the widespread trend to healthier fats by food producers - a significant although smaller reduction in coronary heart disease events is still expected.

You have placed the grammatically and technically complex information at the beginning of the sentence and the grammatically simple information (is still expected) at the end. The reader, then, must put in a great deal of effort at the beginning of the sentence and probably has to go back and reread it after they know what is in the predicate.

Instead, you should try to begin your sentence with a simpler subject so you can get to the point more quickly. I have done so in the revision.

Researchers believe that heart disease can be significantly reduced even if trans fat is replaced primarily by saturated fat, which is an unlikely outcome given the widespread trend to healthier fats by food producers.

I have revised this sentence to put the more grammatically complex information at the end of the sentence. Now, readers can set up their expectations before diving into the more complex ideas, which will facilitate their understanding of the text.

In this last example, you have buried the important information (reducing heart disease events and how that can be accomplished) in the middle of the sentence.

Scientific studies which examine the change in cholesterol levels when trans fat is replaced with currently available heart healthy alternatives conservatively estimate a reduction of 6% in coronary heart disease events such as heart attacks.

The reader is already familiar with the idea of reducing coronary heart disease so you have wasted your opportunity to impress them with new and interesting information. The novel information is the concept of replacing trans fat with available heart healthy alternatives. In the revision, I have emphasized this information by placing it at the end.

Based on evidence from scientific studies, researchers conservatively estimate that coronary heart disease events, such as heart attacks, can be reduced by 6% if we replace trans fat with currently available heart healthy alternatives, because in the studies they examined how replacing trans fat with currently available heart healthy alternatives will change cholesterol levels.

Now, readers come away from this sentence knowing that something can be done to combat heart disease and also what that is. They set up their expectations at the beginning when they learn that researchers estimate a reduction in heart disease events, and then they stress how researchers can achieve that reduction.

Conclusion:

I would like to thank you for the opportunity to work on this project. I admire the Department for trying to eliminate trans fat, a cause of so many health risks, and I admire you for attempting to alert people to the public hearing during which the Department will discuss their proposed amendment.

To explain the importance of the Department's proposed amendment, you offered your readers a plethora of research studies and successful legislation in other countries. Many writers struggle to accommodate technical or complex research to a non-expert audience (it is not an easy task) and I think you experienced difficulty in distilling some of the technical and complex information because you lacked a principled approach. I hope in this document I have explained some of those principles well enough that you can now implement them in your future work. Based on my analysis, if you make sure you start your sentences with familiar information and end them with the grammatically or technically complex information, you will make great strides towards creating a text that is easily accessible to a lay audience.

To illustrate a more principled approach to discussing the content, I have attached my partial revision of your text.

Thank you again for giving me the opportunity to work on this document. I know you have plenty of options for technical writers and I appreciate that you chose me.

Sincerely,
Natasha Saidikowski

Document Revision

Background

Restaurants (the term is being used interchangeably with “food service establishments” or “FSEs”) are an important source of daily food intake for New York City residents: an estimated one third of daily caloric intake comes from foods purchased in restaurants. Because restaurants provide so much of the caloric intake for NYC residents, safe and healthy dining options are a public health priority. All New York City FSEs and non-retail food processing establishments as defined in §81.03(j) and (p) of the Health Code are inspected and issued permits by the Department. Restaurants serve food with trans fat, which represents a dangerous and entirely preventable health risk to restaurant goers, but because restaurant patrons currently have no practical way to avoid this harmful substance, the Department proposes an amendment to the current law.

To restrict the service of products containing artificial trans fats at all FSEs, the Board of Health has amended Article 81 of the New York City Health Code.

The Department prevents and controls diseases, including chronic disease, through approaches that address individual behavior or the community environment. An approach that addresses the community environment is restricting FSEs from serving food that contains artificial trans fat, except for food served in the manufacturer’s original sealed package, which will reduce New Yorkers’ exposure to an avoidable hazard in the food environment that is associated with increased heart disease risk.

Basis for restricting service of products containing artificial trans fat.

Researchers claim that heart disease is New York City’s leading cause of death. They show that, in 2004, heart disease killed 23,000 New York City residents, nearly one-third of whom were younger than 75. With scientific studies, researchers demonstrate that heart disease poses a higher risk for individuals who have a higher trans fat intake. They explain that most dietary trans fat is found in partially hydrogenated vegetable oil (“PHVO”), or oil that has been chemically modified. Based on evidence from scientific studies, researchers conservatively estimate that coronary heart disease events, such as heart attacks, can be reduced by 6% if we replace trans fat with currently available heart healthy alternatives, because in the studies they examined how replacing trans fat with currently available heart healthy alternatives will change cholesterol levels. Researchers believe that heart disease can be significantly reduced even if trans fat is replaced primarily by saturated fat, which is an unlikely outcome given the widespread trend to healthier fats by food producers. In other scientific studies where large groups of people are observed over time, researchers have found that coronary heart disease events can be reduced by up to 23% if we replace trans fat with healthy alternatives. Researchers have shown that cardiovascular risk to New York City diners is heightened by the continued presence of PHVO in restaurant foods because those foods contain an estimated one-third of dietary trans fat.

Scientists have determined that dietary trans fat increases the risk of heart disease by elevating LDL (“bad”) cholesterol and lowering HDL (“good”) cholesterol. They suggest that trans fat’s negative effect on “good cholesterol” makes it even worse than saturated fat. The Institute of Medicine (“IOM”) reviewed the scientific evidence and concluded that there is “a positive linear trend between trans fatty acid intake and total and LDL concentration, and therefore increased risk of heart disease.” In their 2005 Dietary Guidelines, the United States Department of Agriculture (“USDA”) recommend that dietary intake of trans fat be “as low as possible” and the American Heart Association issued guidelines in 2006 in which they recommend that trans fat intake be kept below 1% of total energy intake. The FDA passed legislation in January of 2006 in which they require a listing of trans fat content on the nutrition facts labels of packaged foods.

Approximately 80% of dietary trans fat is found in industrially-produced PHVO, which is used for frying and baking and is present in many processed foods. Approximately 20% is naturally occurring and is found in small amounts in dairy and meat products from ruminant animals.

Manufacturers produce the artificial trans fat found in PHVO when they add hydrogen to vegetable oil in a process called hydrogenation. Common FSE sources of artificial trans fat include: foods fried in partially hydrogenated vegetable oils; margarine and vegetable shortening; prepared foods such as pre-fried French fries, fried chicken, taco shells and donuts; baked goods such as hamburger buns, pizza dough, crackers, cookies, and pies; and pre-mixed ingredients such as pancake and hot chocolate mix.

Organizations in several countries have removed the major source of dietary trans fat, found in PHVO, or replaced it with currently available heart healthy alternatives. Legislators in Denmark have recently successfully removed artificial trans fat by limiting industrially produced trans fat content in food to 2% of total calories from fat. The Canadian Trans Fat Task Force has recommended limiting trans fat in food service establishments to 2% of total fat content in margarines and vegetable oils and 5% of total fat content in all other food ingredients. Since the FDA's January 2006 labelling requirement became effective, US manufacturers have extensively marketed "zero grams" trans fat packaged foods, both new products and those already in production. Many existing products were reformulated and are now widely available on supermarket shelves as "zero grams" trans fat, defined by the FDA as <0.5 grams per serving. Denmark's restriction of trans fat "did not appreciably affect the quality, cost or availability of food," according to industry and government representatives cited in a recent *New England Journal of Medicine* article. Clearly, manufacturers can remove artificial trans fat without consumers noticing an effect. Alternatively, manufacturers can replace artificial trans fat with healthier alternatives. Acceptable healthier alternatives to PHVOs include traditional mono and poly unsaturated vegetable oils (e.g., canola, corn, olive, etc.) that have not been hydrogenated and newly developed oils such as those made from specially cultivated varieties of soybeans, safflowers, and sunflowers. These newer trans-fat free oils have long 'fry lives' and other favored characteristics of PHVOs. Healthier fats will be promoted by educational and enforcement efforts. Alternatives to hydrogenated oils will be increased by US manufacturers by expanding production of products to respond to increased demand.

4

Research Proposal

Instruction on statistics writing and data visualization conventions in the GCC Practicum: Is it enough?

Incoming tutors to the Global Communications Center must take a practicum during their first semester as tutors. The practicum is designed to introduce them to several genre conventions and learnable principles which they can use as foundations for the advice they offer writers in sessions. The final project for this course is a research proposal which includes a substantial literature review, introduces research questions, and offers a research plan that will answer those questions. I chose to propose a research study into whether the practicum offers an adequate introduction to statistics writing and data visualization conventions. As someone with expertise in statistics and writing about statistics, I am particularly interested in whether the practicum is adequately preparing tutors for sessions about data-heavy writing.

Special note: Because submissions to the GCC are confidential, I eliminated the Appendix containing the example articles from this sample.

DATE WRITTEN:

December 2015

TARGET AUDIENCE:

The Director of the Global Communications Center, any collaborators on the research proposed, other GCC tutors

SKILLS DEVELOPED:

- Finding relevant research articles for the topic being studied
- Implementing the “novelty moves” in an abstract
- Extending those “novelty moves” across an introduction
- Writing a literature review incorporating several articles on a complex topic

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- Résumé
- 1 Salesforce Documentation
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Instruction on statistics writing and data visualization conventions in the GCC Practicum: Is it enough?

N. Saidikowski

Abstract:

To offer effective and well-founded advice, tutors in the GCC learn the conventions for writing across multiple genres, including the genre of science writing which sometimes requires the use of tables and figures. Because they will sometimes need to advise writers about such data visualizations, tutors in the GCC are given some principles and conventions on which to base their advice. Several studies have researched effective methods of teaching statistical conventions to students who might try to resist such teaching. However, the studies tend to focus on students in statistics courses and measure how well they perform in the course. There have been few or no studies into whether a short introduction to statistics can adequately prepare tutors to advise students on writing about statistics or building appropriate data visualizations. The proposed study will examine whether the GCC's current teaching strategy adequately prepares GCC tutors to advise writers on scientific papers which incorporate figures, charts, or other types of data visualization.

Introduction:

Over the course of a semester, tutors at Carnegie Mellon University's Global Communication Center take what is effectively a crash course in genre conventions. The GCC Practicum is designed to offer tutors some exposure to the most prevalent writing conventions in various disciplines, and to allow tutors to make informed and reasonable suggestions to students seeking advice on their writing. The reasoning behind this kind of crash course has its roots in a study that suggested tutors who lack expertise in the conventions of a particular writing discipline will tend to offer less effective advice to students or even prove detrimental by offering bad advice with an unwarranted level of certainty (Mackiewicz, 2004). The overall goal of the practicum, therefore, is to give the tutors an introduction to the writing conventions for various

disciplines and impress upon them that there may be some conventions about which they will not know everything.

A fair number of the submissions to the GCC are scientific papers that include data analyses and various types of data visualization, like charts or graphs. Unfortunately, tutors are not always entirely prepared to handle the quantitative arguments within these types of papers. Many textbooks on writing or argument will either implicitly suggest or explicitly state that numbers and data are arhetorical and cannot be manipulated by the writer (Wolfe, 2010). Likely because of this general assumption, many tutors working at the GCC (many of whom come from English or Humanities backgrounds) might tend to view the data analyses or the associated data visualizations as beyond their jurisdiction when, in fact, this is not the case. Often, graphs and charts, the visualization of the scientific writer's results, are the foundation of the entire scientific paper. The belief that numbers and statistics are divorced from argument will inhibit the tutors' abilities to advise scientific writers. If a tutor cannot advise a writer on the graph or chart presenting the central argument of the paper, the tutor will be severely limited in what they can help the writer with.

To this end, the GCC practicum implements a short sequence on data visualization and statistical conventions, but the tutors in the practicum are sometimes resistant to learning them. This kind of resistance is actually all too common, especially for students who tend to feel high levels of statistics anxiety when faced with a statistics course. Several researchers have sought to define "statistics anxiety" as it relates to academic statistics, but the most widely accepted definition is the one given by Onwuegbuzie et al. (2000):

“Statistics anxiety refers to the apprehension that occurs as a result of encountering statistics in any form and at any level.”

This anxiety is correlated with students’ beliefs of their capability to learn statistics and their performance in statistics courses (Perepiczka et al., 2011), so reducing this anxiety should be part of any campaign to increase tutors’ awareness and knowledge of statistical writing conventions. Bartz et al. (1981) showed the beneficial effects of reducing statistics anxiety for a group of psychology students. Students who participated in an intervention designed to lower their anxiety performed better in the course overall and also demonstrated an increased knowledge of statistics (Bartz et al., 1981). If tutors’ uptake of statistical knowledge can be increased then two class periods may be sufficient to teach tutors what they need to know about statistical conventions.

The first step to reducing statistics anxiety is determining whether tutors suffer it, as assuming they have anxiety when they actually do not has consequences. DeCesare (2007) offered a method for empirically determining the existence of statistics anxiety and further showed the drawbacks to assuming anxiety exists when it in fact does not (DeCesare, 2007). He suggested that the assumption that many sociology students feel statistics anxiety is potentially erroneous since much of the research “is based solely on anecdotal and informal evidence” (DeCesare, 2007). After conducting an empirical study, he found that while statistics anxiety does exist, it is perhaps not as widespread as many researchers perceive (DeCesare, 2007). The suggestion he made based on his finding is that instructors should first ascertain if their students do, in fact, suffer statistics anxiety, rather than simply assume that they do (DeCesare, 2007). One danger to assuming anxiety exists when it does not is that the very assumption could encourage a student to feel anxious (DeCesare, 2007). Thus, it would be wise to first determine if the tutors actually feel anxious, or if there is another cause to their resistance to learning conventions for statistics writing and data visualization, before implementing methods to combat anxiety.

Studies into factors associated with statistics anxiety have shown three major trends. Higher levels of statistics anxiety were associated with:

- Bad attitudes towards or misconceptions about statistics
- The attitude of the instructor and whether or not they acknowledged that some students would feel anxious
- The perceived lack of connection between statistics and real world problems

Perepiczka et al. (2011) found a statistically significant positive correlation between students’ beliefs in their abilities to learn statistics and their attitudes towards learning statistics. In other words, the better a student’s attitude towards statistics, the stronger their belief in their ability to learn the subject matter. Pan and Tang (2004) showed that the instructor’s attitude and awareness of students’ anxiety were significant factors in students’ anxiety. Additionally, Wilson (1999) found that “the instructor’s interpersonal style can have a great deal of influence in reducing the stress level of students in his or her class.” In another paper, Pan and Tang (2005) showed a connection between student anxiety and the students’ perception that the statistics they were learning had few practical applications. These studies suggest that targeting these three specific factors can help to reduce statistics anxiety and increase students’ knowledge of statistics.

Several methods have been proposed to combat statistics anxiety. The factors associated with higher levels of anxiety offer three distinct areas to apply treatment. Wilson (1995) showed that students preferred instructors who maintained an “encouraging demeanor” and acknowledged the existence of anxiety about statistics upfront. This finding is supported by Pan and Tang (2004) who then expanded upon the discussion by showing that “innovative instructional methods,” which include a positive instructor attitude, can help to reduce statistics anxiety and improve student performance in statistics courses. They recommended the implementation of a new approach to teaching statistics that includes “the application-oriented teaching methods combined with the instructor’s attentiveness to students’ anxiety” (Pan and Tang, 2004). The results of their study further

showed that including real-world applications with a positive attitude of the instructor could decrease students' anxiety (Pan and Tang, 2004) which would in turn increase their ability to learn and retain statistical concepts (Bartz et al., 1981). It is worthwhile to note that Wilson (1999) additionally found that students liked working in groups to learn statistics, but that this method only worked under certain conditions. The method of "cooperative learning" worked best when the other group members were known and trusted, whereas the method would actually increase anxiety when the other group members were unknown (Wilson, 1999). It may be a worthwhile method to implement if tutors establish enough of a rapport with one another to consider one another known entities.

Even in the event that tutors do not feel statistics anxiety, some of the suggested teaching methods can help to increase tutors' self-efficacy to learn statistics. Perepiczka et al. (2011) defined *statistics self-efficacy* as "an individual's confidence in his or her ability to successfully learn statistical skills necessary in a statistics course." The goal of the GCC Practicum, then, should primarily be to increase tutors' statistics self-efficacy, and to reduce tutors' statistics anxiety if that is the major barrier to their statistics self-efficacy. Fortunately, the approaches to decreasing statistics anxiety and increasing statistics self-efficacy overlap. The study by Perepiczka et al. (2011) suggested that helping students develop more positive attitudes about statistics can increase their self-efficacy to learn it. Thus, a single approach can be taken to reducing tutors' statistics anxiety and increasing their statistics self-efficacy.

Increasing tutors' self-efficacy to learn statistics should be a high priority because it is imperative to teach the conventions of data visualization and statistical writing to GCC tutors during the practicum. Equally important is the question of whether the tutors can then effectively advise writers about those conventions. While it would be helpful for tutors to address data visualization or statistical analysis concerns with the writer, the interaction will only be helpful if the tutor has a sufficient understanding of the conventions associated with the discipline. For example, Mackiewicz (2004) documented some

of the consequences of a lack of tutor expertise in engineering writing. The tutors that didn't understand the conventions of writing for that discipline tended to ignore larger issues and focus on sentence-level errors (Mackiewicz, 2004). Furthermore, the tutors tended to give bad advice to engineering writers because their advice was grounded in conventions for a different type of writing (Mackiewicz, 2004). Worse still, the tutors would offer the advice in a forceful tone of voice, suggesting authority of the subject matter and leading the writers to bad revisions (Mackiewicz, 2004). The goal of the GCC practicum is to teach tutors enough about data visualization conventions that they can make informed suggestions without leading the writers to bad practices. This instruction will be most possible if methods are implemented to increase tutors' self-efficacy to learn statistics.

While the studies discussed in this paper have extensively researched statistics anxiety and its contributing factors, the negative effects of such anxiety on students' performance in statistics classes, and methods for combating the anxiety to improve students' performance and increase their self-efficacy to learn statistics, the applicability of the findings may be limited. The preceding research used as participants only students in statistics courses and the measure for the efficacy of the proposed methods was either reduction of anxiety or improvement in the course. Of particular interest to the GCC is whether these methods for reducing anxiety and increasing statistics knowledge will not only help tutors learn conventions for statistical writing and data visualization, but help them use those conventions to advise science writers.

Currently, the GCC Practicum incorporates a discussion of statistical writing and data visualization conventions into two class periods. Over the course of these two sessions, tutors taking the practicum are introduced to the concept that the rhetorical practices and argumentation strategies implemented in humanities writing are not necessarily ones that are or should be used in engineering or science writing. Tutors are given some instruction in the importance of figures and graphs for science writing and are taught some of the conventions and practices for creating reasonable

and informative visuals. Then, they are tasked with creating some of their own data visualizations and writing about them. This approach is designed to give tutors enough of a foundation in data visualization and statistical writing conventions that they can then offer informed and useful advice to science writers who seek help at the GCC. Whether or not this assumption is valid has not been tested.

Therefore, the goal of this paper is to propose a study to examine this assumption, and determine whether the teaching strategy currently implemented in the GCC Practicum effectively increases tutors' self-efficacy to learn statistical writing and data visualization conventions and gives them enough of a background in those conventions to allow them to offer informed and useful advice to science writers.

Proposed Methods:

Participants

The participants in this study will be the new tutors taking the GCC Practicum. The number of tutors entering the GCC has historically been small, so they should all be asked to participate. While it may not be reasonable to assume that the set of incoming tutors are representative of the population of all future GCC tutors and although this sample will be rather small, the proposed study should nonetheless offer a reasonable benchmark for future studies into the efficacy of the GCC Practicum's teaching strategy.

Procedures

The tutors will be given a scientific article pulled from the pool of previous GCC submissions. The article should be heavy in data analysis and full of figures and tables. Relevant selections from two example articles can be found in the Appendix. Several of the figures and tables should be problematic; for example, the type of figure used for the given data could be incorrect so that it misleads the reader, a table could be poorly laid out so that it is very difficult to pull out the intended message, a chart could be overdone in terms of colors and emphasis so that it is confusing.

Tutors will be asked to analyze the paper and write out their approach to a tutoring session with the scientific writer who submitted it.

The Data

Tutors at the GCC come from various backgrounds, and while many come from an English or Humanities background where statistics and data might not be emphasized, some tutors have come from more technical backgrounds and have more experience in dealing with data and statistics. Thus, ideally, the data collected for the assessment of the knowledge gained by tutors during the practicum will be paired observations in an attempt to account for prior knowledge.

To this end, the knowledge tutors already have about statistical writing conventions should be assessed early in the practicum. The methods for collecting the data before and after the sequence of GCC class sessions will be similar. Two options for this part of the data collection process are available:

- The same article can be used for both the before and after assessment. Because the best approach to a tutoring session on the scientific article will not be discussed after students are asked to write it out, they will not know the "right" answers. Hypothetically, their responses post-instruction will be unbiased by their earlier exposure to the paper.
- Two similar articles can be used, one for the before and the other for the after assessment. If there is reason to believe that tutors' exposure to the article during the before assessment will bias their responses to the article post-instruction, then a different article will need to be used to reduce the effects of the bias.

The data collected from the before and after assessments will be mostly qualitative, as tutors are asked to give a written response to the scientific article. The researchers will assess with the written responses whether the tutors gave appropriate and useful advice to the science writer. Did the tutors notice the major issues with the figures and charts? Did tutors approach the figures and charts at all?

Ultimately, the data to be analyzed are the differences between the first assessment and the second assessment. If a tutor ignored the figures and charts

in the first assessment, did they discuss them in the second? Did the advice of the tutors improve? Were they more aware of conventions and data visualization techniques? Did they offer valid advice where they could but hedge where they knew they were unsure?

It may be possible to collect quantitative data for the assessment as well. A survey in the form of a multiple-choice quiz could be used in addition to or in place of the written response. While data from a survey of this kind may be easier to analyze, it may not be as accurate as a written response since categorical answers might constrain tutor answers or even bias them by suggesting particular responses.

Further Research

In the event that the data collected from the proposed study indicates that the GCC practicum is not effectively increasing tutors' self-efficacy to learn statistical writing and data visualization conventions, several remedies may be considered:

- A longer period of time might be spent on the introduction to conventions of statistical writing and data visualization conventions.
- An out-of-class workshop could be offered to tutors (and other students who wish to attend) on the conventions of statistical writing and data visualization.
- More resources could be made available to tutors in the form of optional tutor training activities. For example, tutors could be given data sets and asked to create data visualizations and write about them.
- A resource could be made available which gives some tips on data visualization techniques and conventions. The resource would be designed for writers but also be usable by tutors.

If new techniques are adopted by the GCC practicum to increase tutors' self-efficacy, the methods discussed in this proposal might be used again to test whether tutors' self-efficacy has, in fact, been increased.

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5

Technical Instructions

InDesign Help: An Introduction

Adobe InDesign is incorporated into several required courses taken by students in the Masters in Professional Writing program at Carnegie Mellon University. However, many students enter the program with little to no background in using Adobe InDesign, and teaching an entire course on it would be an inefficient use of time. To help future students scale the hurdle of learning InDesign, my cohort was tasked with writing sets of technical instructions on various features in InDesign that future students in our program would find most relevant. I undertook explaining the Help feature, which I felt would enable those future students to take on tasks using features that could not be covered in the final set of instructions. The process required me to learn the Adobe InDesign Help feature and then explain it to a non-expert audience. Because the Help feature is a highly conceptual topic, I implemented a reading-to-learn strategy that made use of spatial associations.

DATE WRITTEN:

November 2014

TARGET AUDIENCE:

Incoming MAPW students with little to no background in Adobe InDesign

SKILLS DEVELOPED:

- Learning a skill with the purpose of explaining it
- Explaining a complex topic through a conceptual lens
- Using Adobe InDesign to create associations between instructive text and relevant visuals with spatial orientation

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InDesign Help: An Introduction



INDESIGN HELP: AN INTRODUCTION

A guide to help users pursue further applications in Adobe InDesign

Adobe InDesign is an elaborate and powerful tool with a number of useful applications. This suite of tutorials has covered some of the essentials, but it cannot explain every aspect of InDesign. It is very likely that at some point, you will need to consult the built-in “Help” function.

Straightforward as this common application may seem, the creators of InDesign saw fit to make it a little less intuitive than you might expect. This document offers a brief overview of the options in the “Help” drop-down menu and some explanations of how to use the most pertinent ones.

After reading this, you should recognize that Adobe InDesign Help does not function quite as you would expect it to, and be able to use the Help function to its fullest capability.

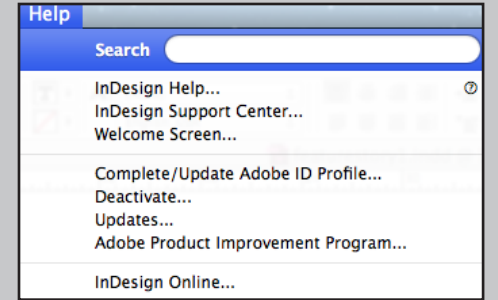


INDESIGN HELP MENU

An overview

At the end of the InDesign toolbar is the “Help” option. Clicking on this option will open the help drop-down menu. Below are brief descriptions of the function of each option.

The most useful options in the “Help” menu are Search, InDesign Help, and InDesign Support Center. The least useful ones are separated out even within the Adobe InDesign “Help” menu (notice the grey lines boxing them in). The more useful options are discussed in greater detail in the following pages.



Search

This option allows you to search for functions within the InDesign system and will show you where they are located.

InDesign Support Center...

This option will open the InDesign “Learn & Support” webpage where you can access tutorials, the InDesign help webpage, and links to technical support.

Complete/Update Adobe ID Profile...

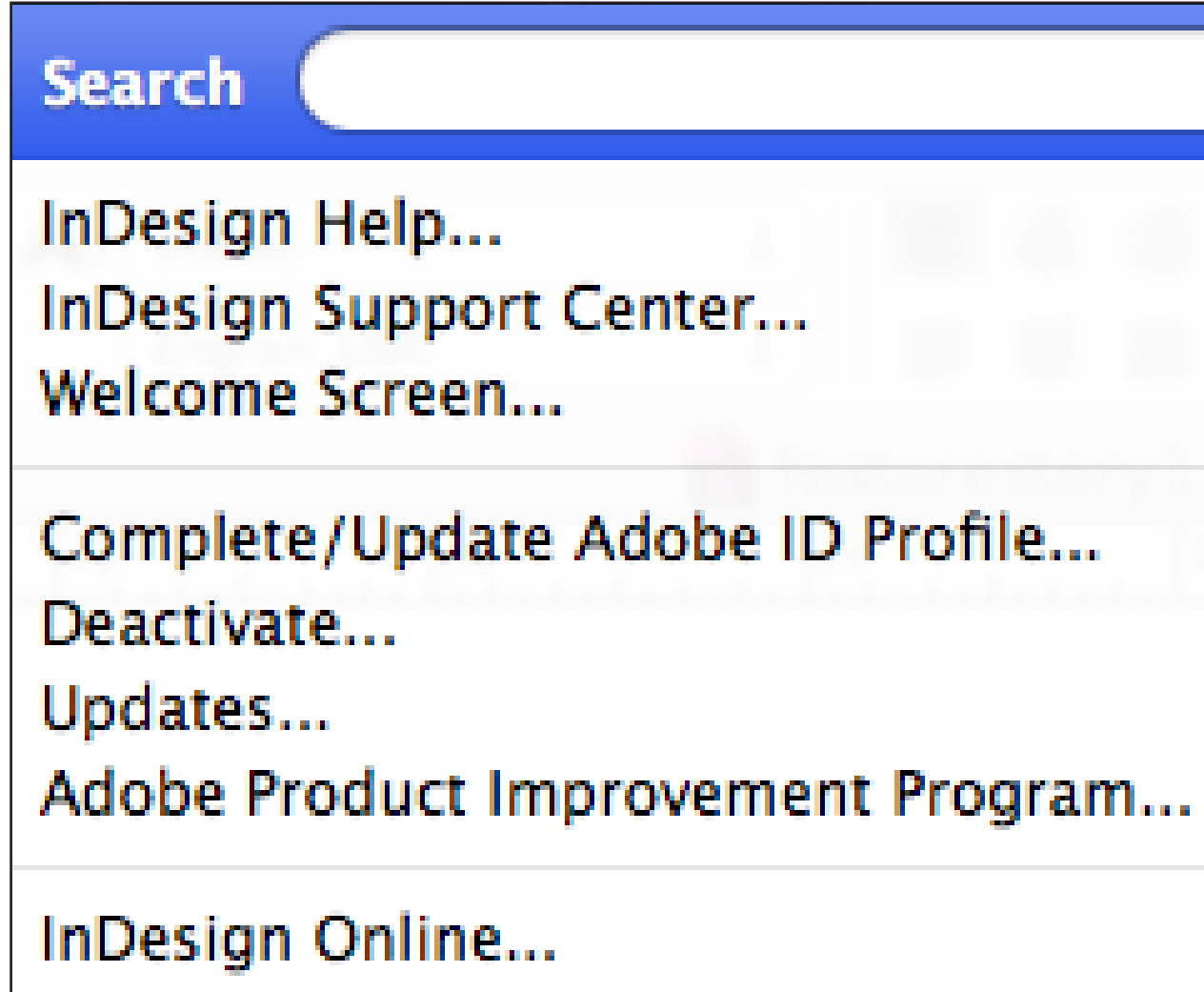
This option will pull up the Adobe subscription login screen so you can access your Adobe account.

Updates...

This option will search for updates and prompt you to install them.

InDesign Online...

This option will open the Adobe InDesign CC website where you can access more tutorials and learn about Adobe Creative Cloud subscriptions.



InDesign Help...

This option will open the InDesign help webpage where you can browse help topics, search subjects, and access tutorials and help documentation.

Welcome Screen...

This option will open the InDesign Welcome Screen that opens when you first launch the program.

Deactivate...

This option will begin the process of deactivating your computer from your Adobe subscription.

Adobe Product Improvement Program...

This option asks if you wish to participate in the Adobe Product Improvement Program, which will collect data from your InDesign usage and presumably use it to improve the Adobe product experience.



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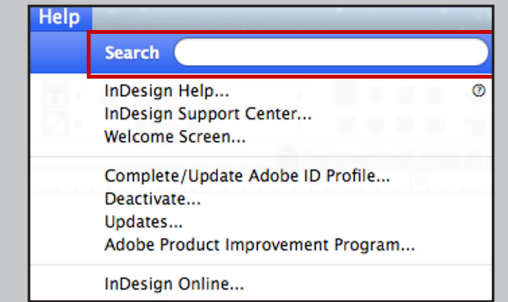


SEARCH

Type in a word or words that describe what you need help with. For example, you could type in “number” if you need help with a task involving numbers (like inserting a numbered list or inserting page numbers).

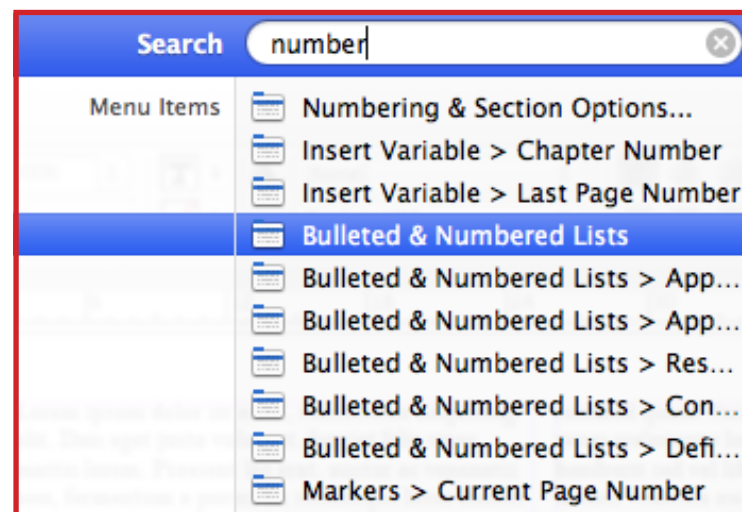
InDesign will list options where that word appears, split by “Menu Items” and “Help Topics.”

“Menu Items” are explained below. “Help Topics” are explained on the following page.

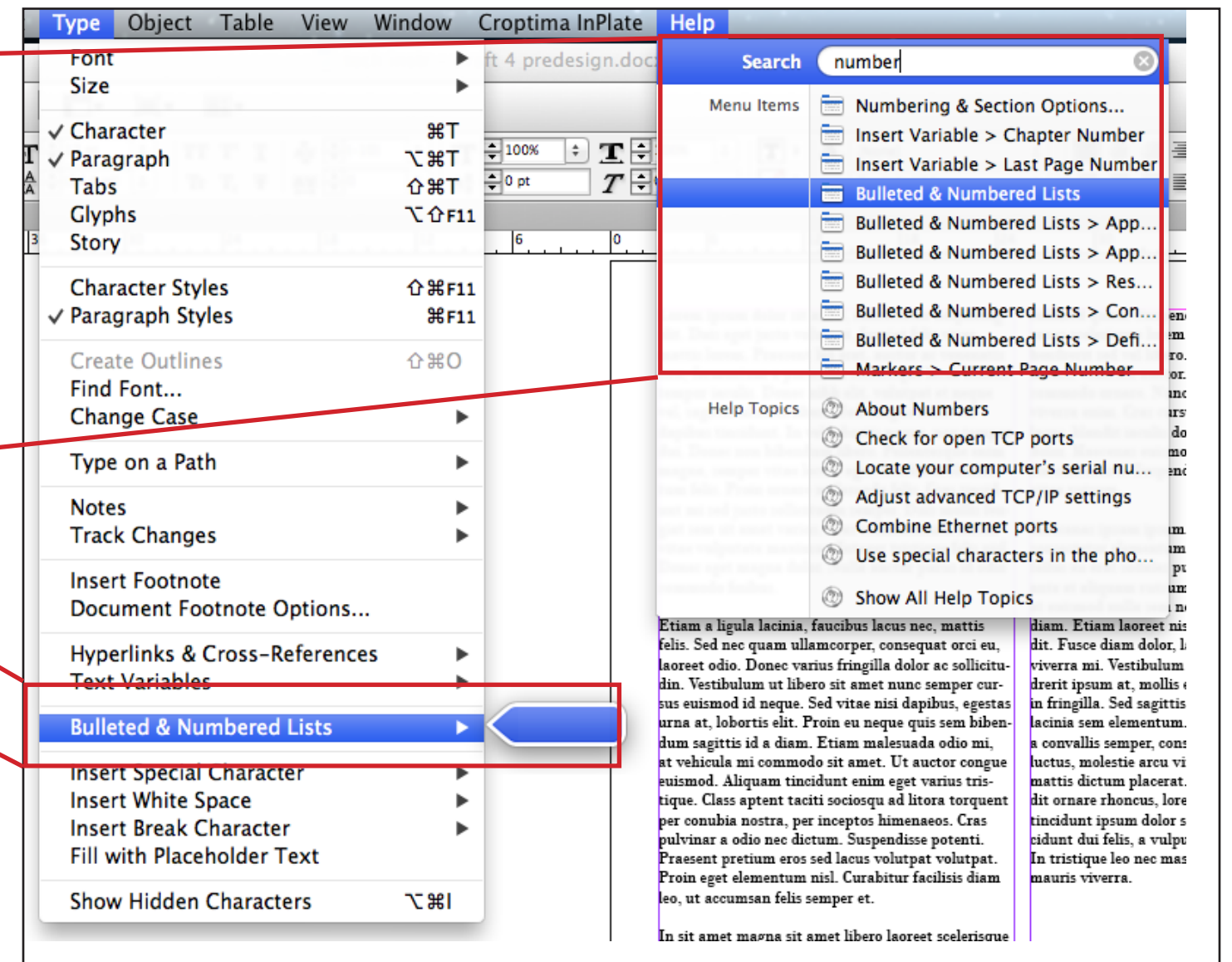
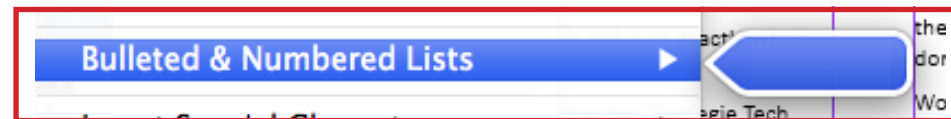


Menu Items

Items listed under “Menu Items” are functions within the InDesign system.



Hover the cursor over any of these items and InDesign will point to where that function is located.





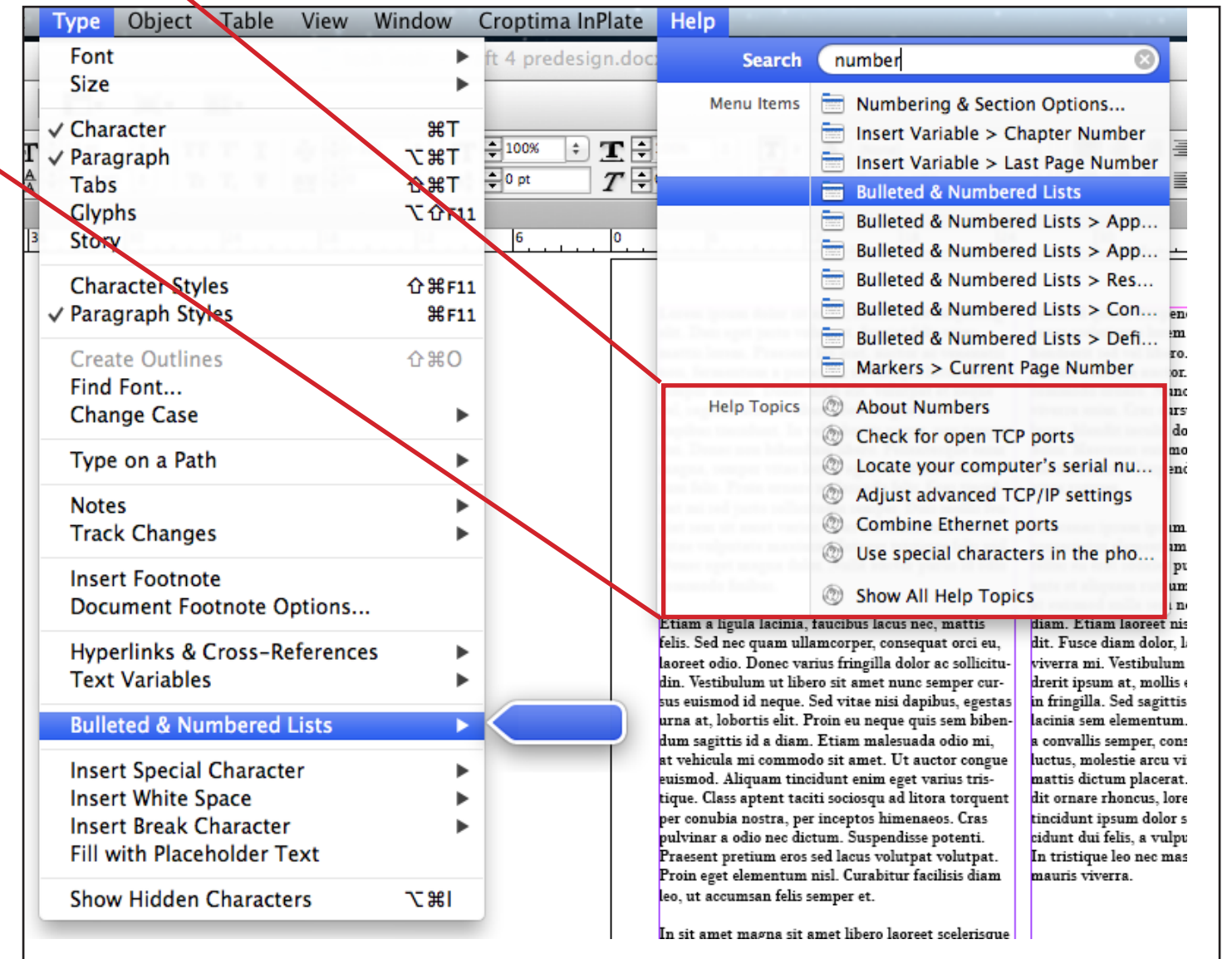
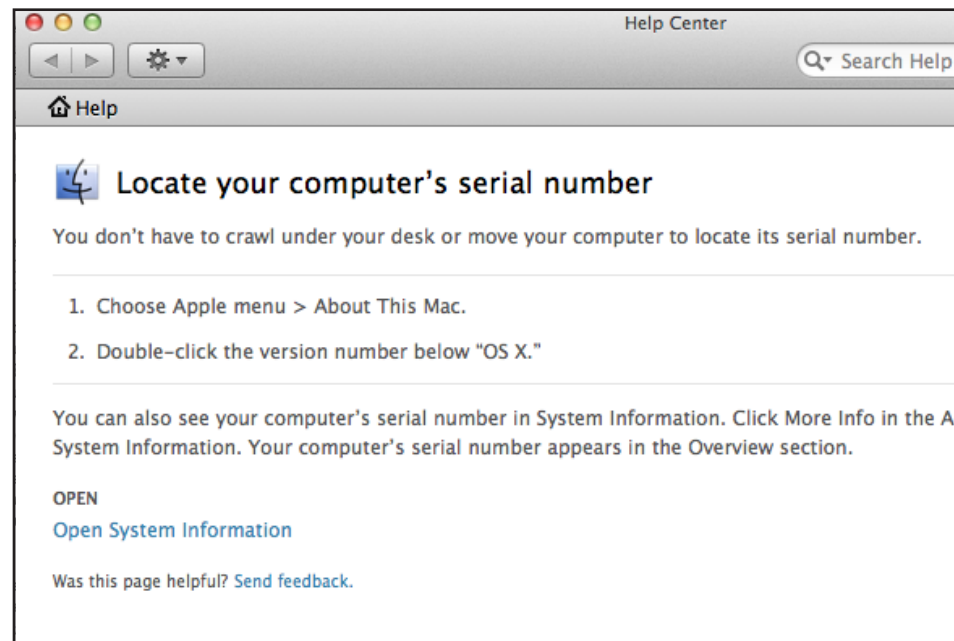
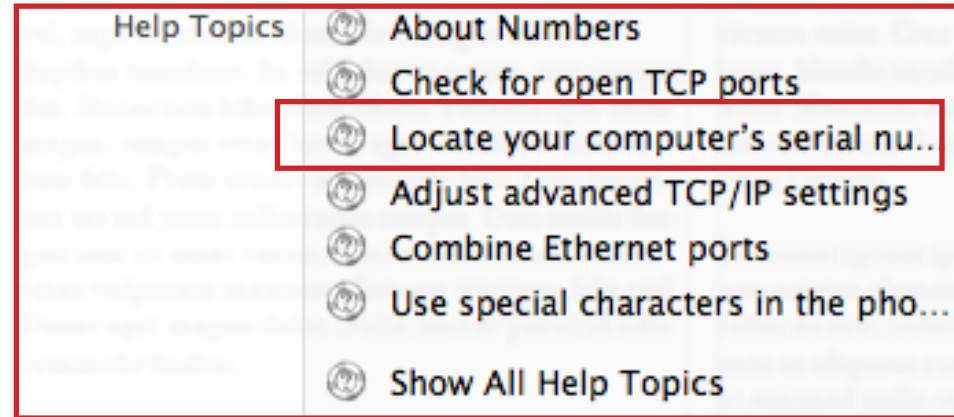
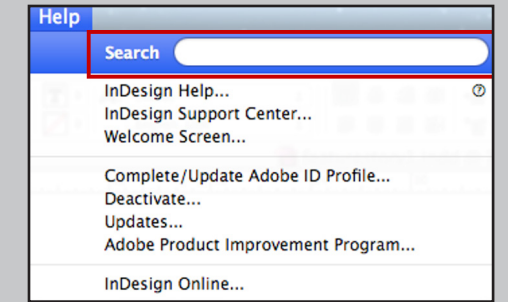
SEARCH CON'T

Help Topics

Items listed under “Help Topics” result from a computer-wide search. These topics will access explanations of computer functions pertaining to your search topic.

For example, you could select the Help Topic “Locate your computer’s serial number.”

Doing so will open the Apple Help Center documentation that tells you how to locate your computer’s serial number.





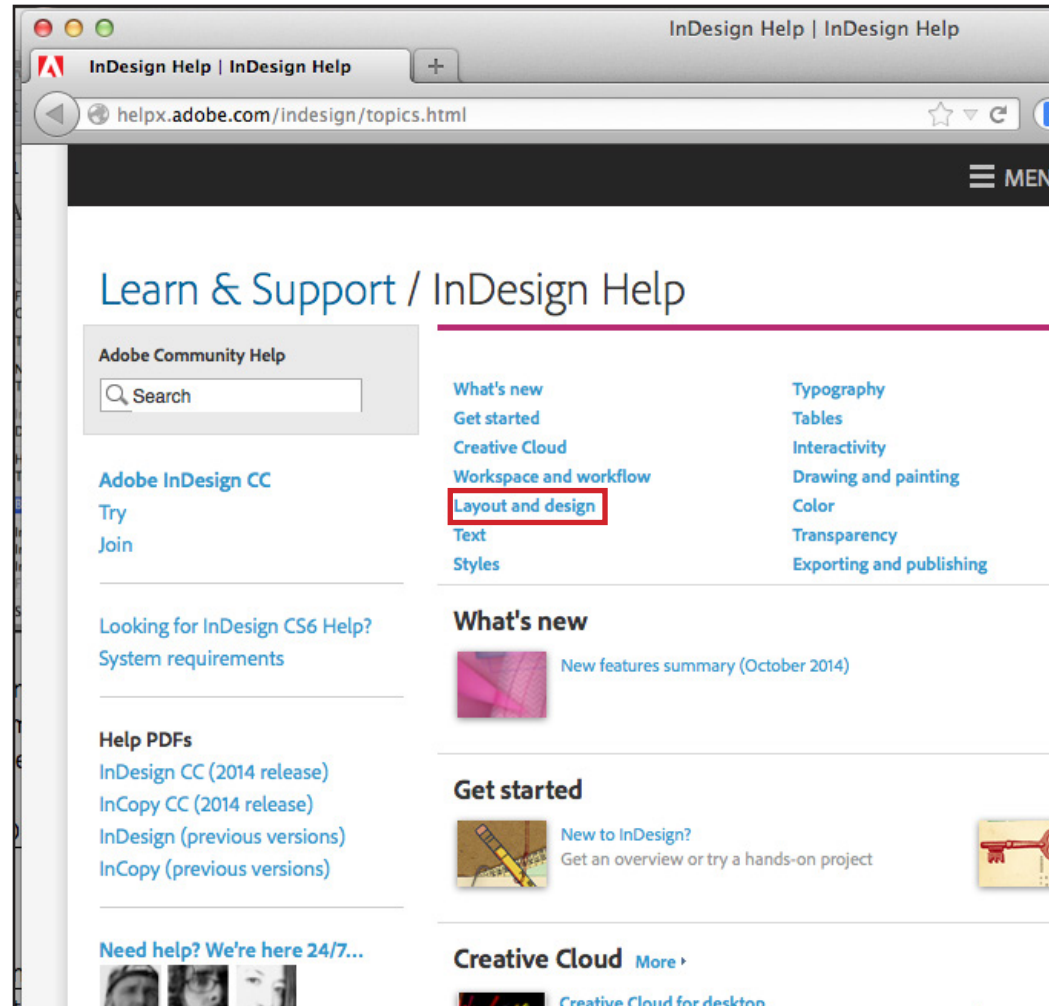
INDESIGN HELP...

Selecting the “InDesign Help...” option in the Adobe InDesign Help drop-down menu will open the Adobe InDesign help webpage. For this option to work, you will need an active internet connection.

You have several help categories available to you, including “What’s new,” “Layout and design,” “Styles,” and “Typography.”

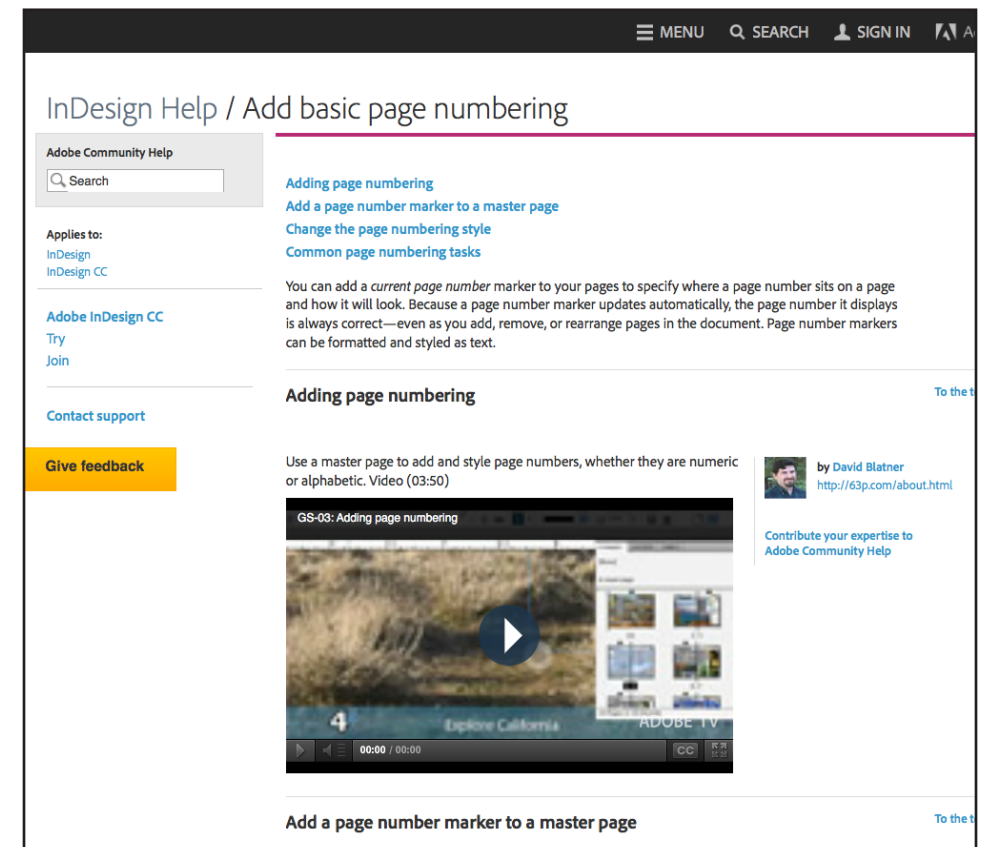
If you have a relatively clear idea of what area you need help in, these categories can prove useful.

For example, you can select “Layout and design,” which will take you to that section of the webpage.



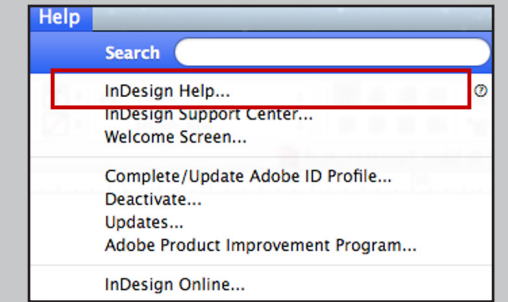
From there, you can select a subcategory.

For example, clicking on “Add basic page numbering” will take you to a help documentation webpage that had a tutorial video and also gives you steps for adding various types of numbering to your InDesign document.

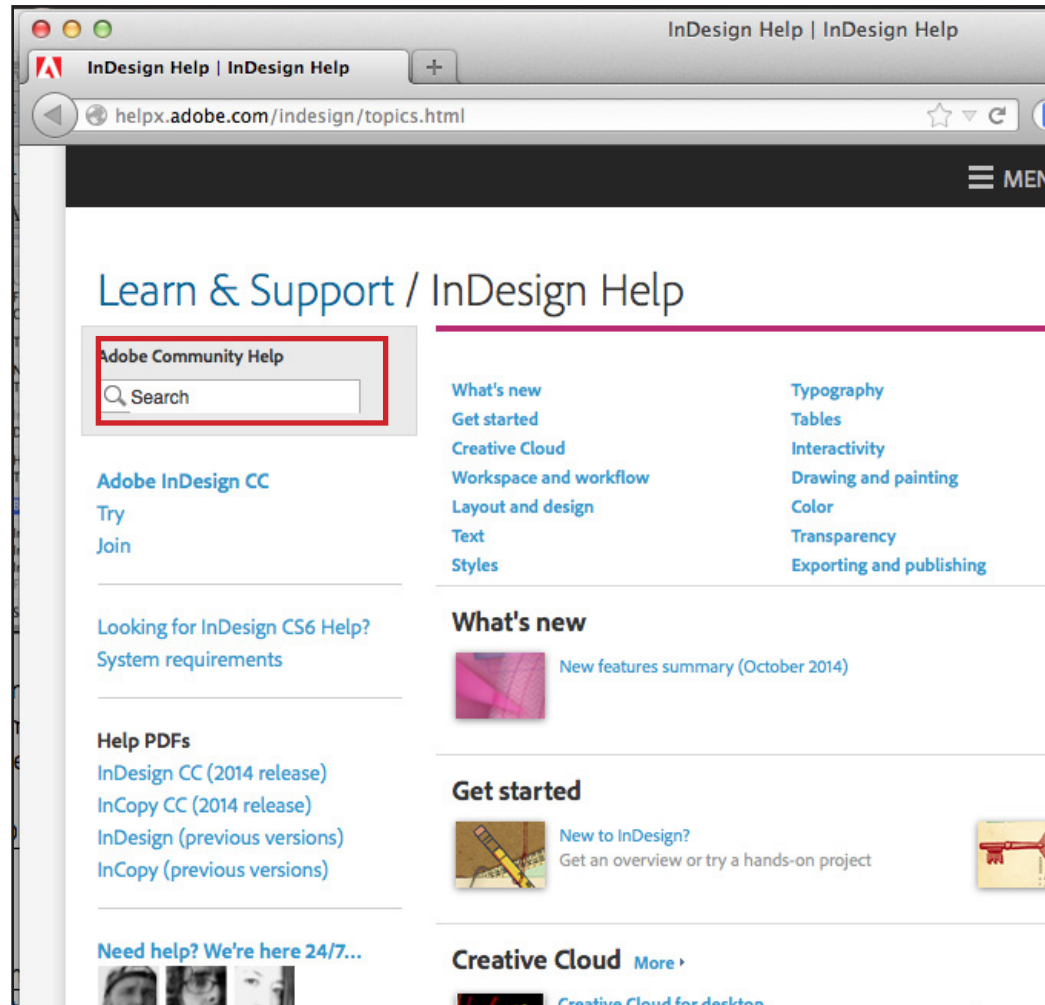




INDESIGN HELP... CON'T

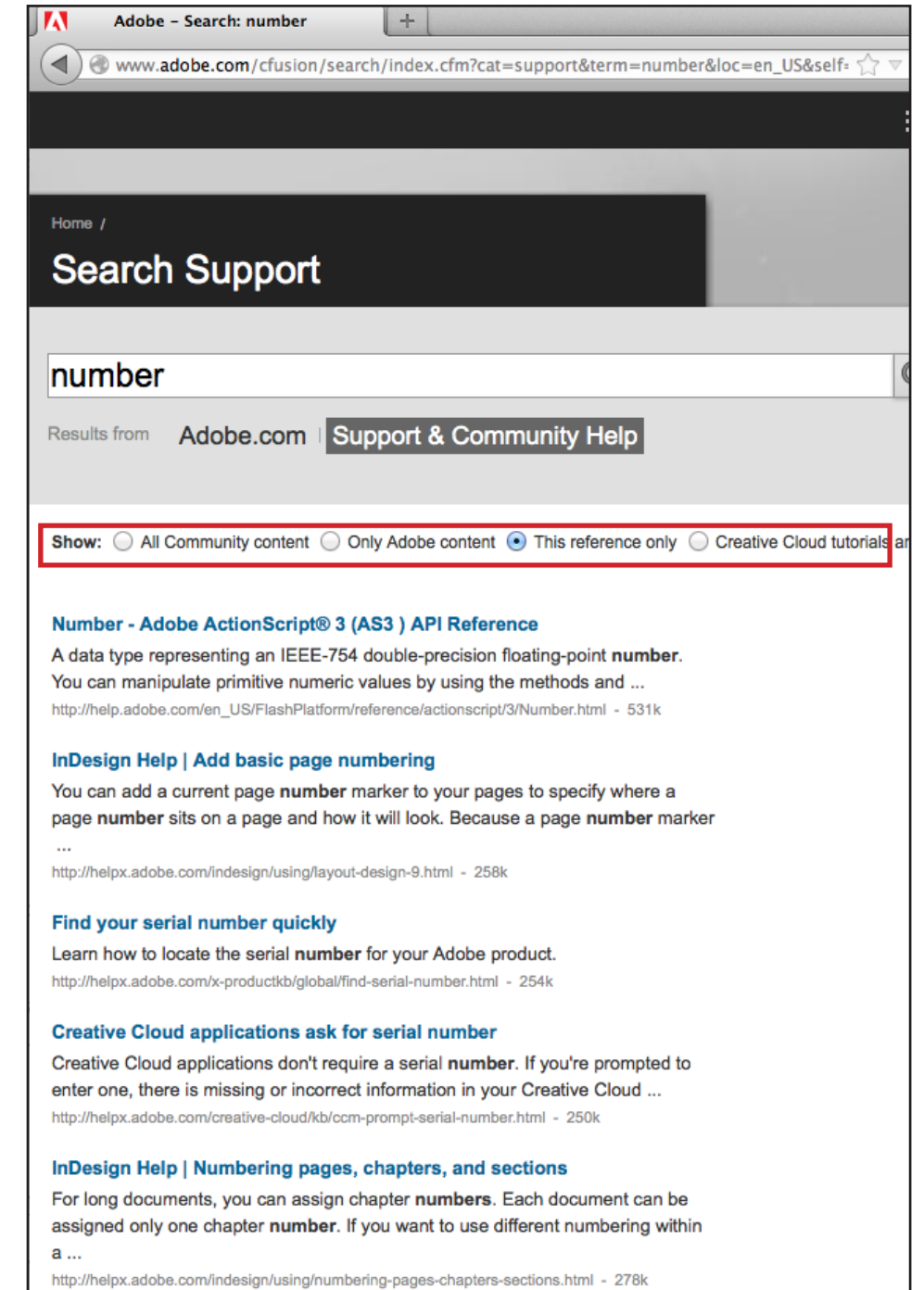


If you are unsure of the help category you need, you can try the webpage's "search" function. This option works like a normal search engine and will pull up pages pertinent to your search criteria.



For example, if you want to know how to perform a task that involves numbers, you can search "number." The webpage will then pull up a variety of links to help documentation pages that include the word "number."

The default domain for the search is the particular Adobe reference site (in this case, the InDesign help site). You can specify broader domains if you wish by selecting the bubble next to your desired domain.



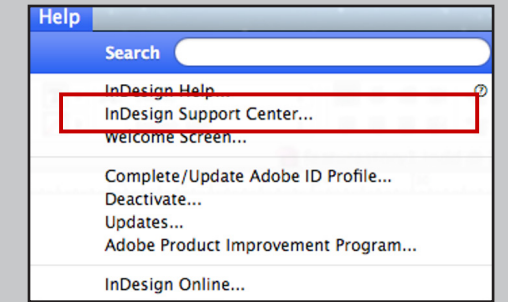
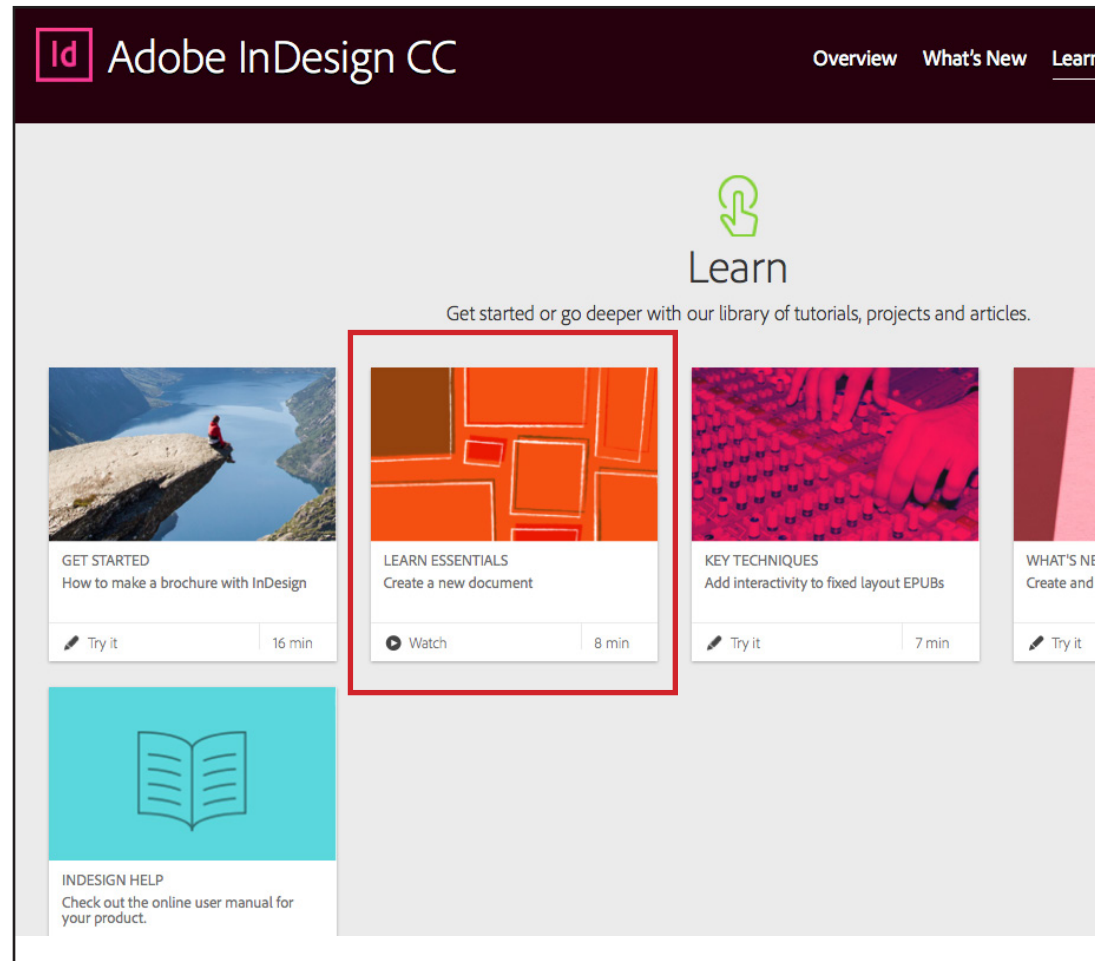


INDESIGN SUPPORT CENTER...

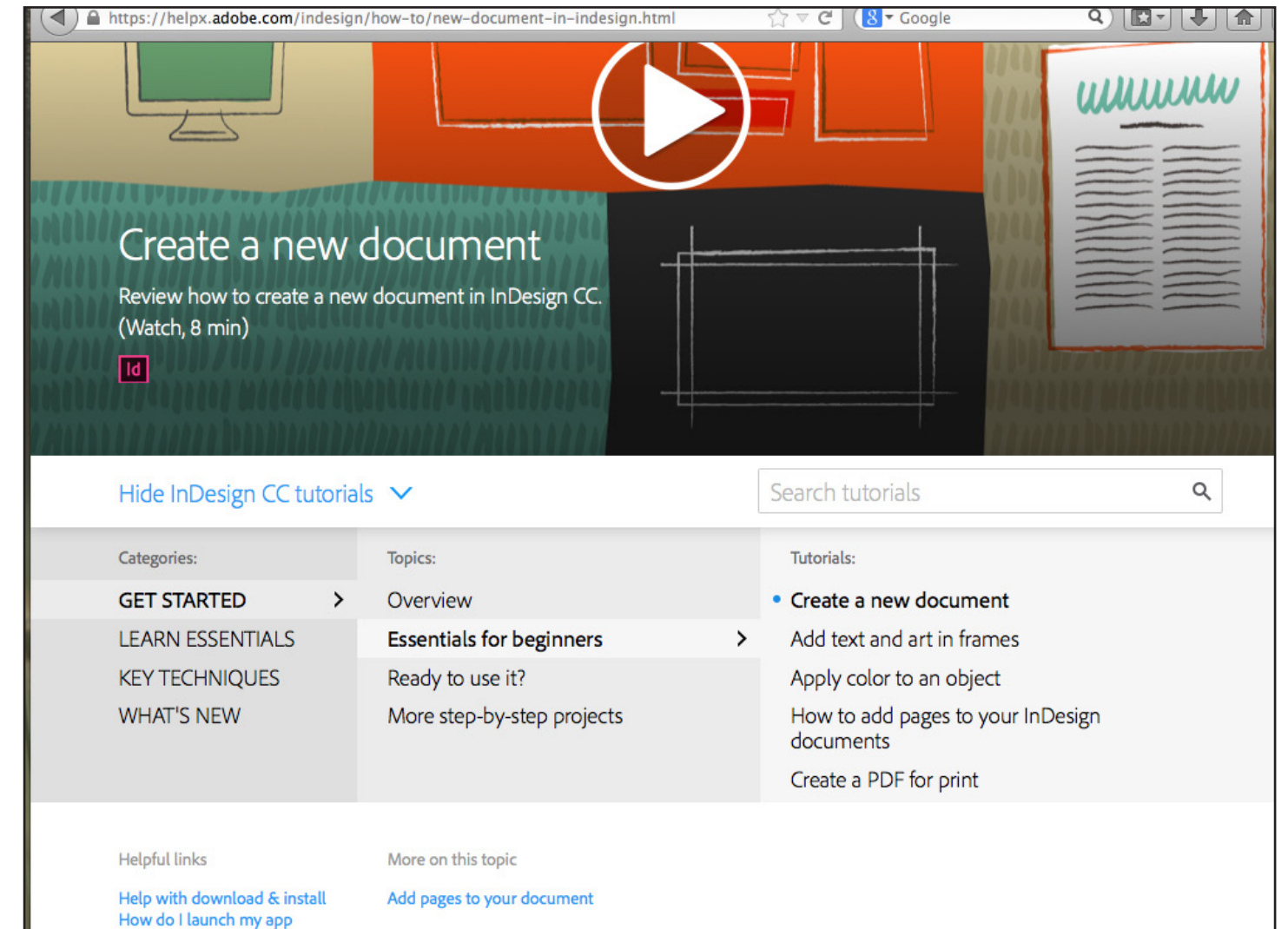
Selecting the “InDesign Support Center...” option in the Adobe InDesign Help drop-down menu opens the Adobe InDesign “Learn & Support” webpage. You will need to have an active internet connection to access this option.

At the top of this webpage is the “Learn” section. Clicking on one of the tiles in this section will link you to various tutorials and videos.

For example, selecting the “Learn Essentials” tile moves you to a page with a number of tutorials about getting started in InDesign.



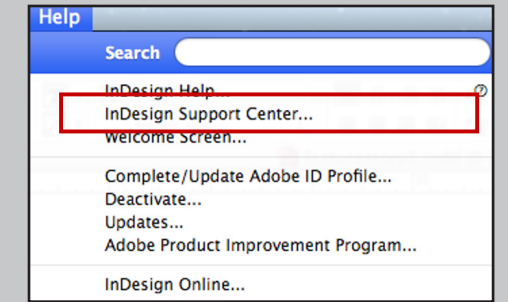
From here, you can watch the tutorial or find documentation on the topics listed.





INDESIGN SUPPORT CENTER...

By scrolling further down the “Learn & Support” webpage, you will find the “Get Support” section.



From here, by clicking on one of the links below “Get Support,” you can find answers to common questions, find answers to top issues, ask a question of the Adobe InDesign community, or contact Adobe customer support with your issue.

Id Overview What's New Learn & Support Download Buy Now

Get Support

Find quick answers, engage with our vibrant community, and connect with Adobe staff.

Common Questions

Find answers to questions we hear the most

[See them >](#)

Top Issues

Get up-to-date solutions for issues and troubleshooting

[See them >](#)

Ask the Community

Post, discuss and be part of our knowledgeable community

[Join now >](#)

Contact Us

Get help from one of our awesome support people

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