

Module 7: Writing for Specific Purposes



Table of Contents

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1.	Module Workshop Plan	3
2.	Resources	
	Green Consultants Report	8
	Request for Proposal (RFP) Helping Pilots Fly Drones Safely and Legally	10
	Executive Summary Rubric	28
	Status Report Rubric	. 29
	Specifications Rubric	. 30
	Student Worksheet	. 31



Module 7 – Writing for Specific Purposes

Module Learning Outcomes

By the end of this module students will be able to:

- 1. Identify the purpose of writing, such as: executive summary, client report, status update to supervisor, and process summary. [CLO 1, 2, 5]
- 2. Recognize the difference between formal, informal, technical, and professional writing. [CLO 2, 4]
- 3. Use an appropriate tone for audience and purpose. [CLO 1, 5]
- 4. Determine appropriate language choices. [CLO 1, 2, 4]
- 5. Organize and format a piece of writing to suit the purpose (tables, charts, diagrams, appendices). [CLO 1, 3, 5]

Resources (Bank)				
Item	Description of how to be used			
Green Consultants Report	Used as source material for Recommendation, Status Report			
Request for Proposal (RFP) Quality of Life of Street Vendors	Used as source materials for Executive Summary, Status Report, Specifications			
Executive Summary Rubric	Used by students to construct an individual assessment tool			
Status Report Rubric	Used by students to construct an individual assessment tool			
Specifications Rubric	Used by students to construct an individual assessment tool			
Student Worksheet	Definitions of report terms			

Face to Face Workshop Plan			
Description of Workshop	This module provides an opportunity for students to see how changes in language, organization and/or content are key to producing effective communication for specific audiences and purposes.		
Time for Completion	90-120 minutes		



Materials	One copy per student of a short Green Consultants Report or RFP Worksheet that students can use to identify relevant information and organization decisions. Ideally, this workshop would be held in a room that could project documents from students' laptops/tablets.	
Workshop Preparation Instructions	The facilitator needs to clarify with engineering instructors their definitions and expectations of the different types of engineering communication (executive summary, status report or update, process summary, client report, recommendation, specification document, etc.) Although this module will use an executive summary, status update and recommendation as examples, the facilitator should feel free to use examples that are most relevant to the group of students they are working with. It is most important to confirm with the engineering instructors and the facilitator's institution the differentiating characteristics of acceptable examples for each of the different purposes.	
Procedure	Step 1: (~5 minutes) Distribute a copy of the inspection report or design brief. Explain that students will use the report/brief as their source material to produce drafts of three different documents for three different audiences and purposes.	
	Step 2: (~10-15 minutes) As a large group, identify the purpose of each of the three events and the audience (reader/listener) and what structures and content would be most appropriate for each of the documents.	
	Facilitator Notes: An executive summary will be read by someone who may only have a general idea of the project, but who needs enough information to make a go/no go type of decision. The reader may or may not have an engineering background but will be familiar with the language of engineering projects. There is an expectation of all necessary information in a concise form.	
	Status Report or Status Update: This may be oral or written. Generally given to a supervisor or project manager, lab supervisor in the workplace who will most likely be familiar with the project,	



	technically knowledgeable and primarily interested in what has been accomplished, will be accomplished and if there are any problems or risks to successful completion or next steps. There is probably a greater degree of familiarity personally and so less formal in nature, but not less professional.	
	A specification document will be for specific readers to provide the requirements that a design must meet. The document acts as a requirements checklist. Because clarity and precision are essential, technical language is usually preferred over everyday language. There is no room for ambiguity in specification documentation.	
	Step 3: Two Approaches (~30-40 minutes) Divide group into pairs. Each pair will produce one rough draft of one of the different documents (status report, executive summary, specifications document). Randomly assign one of the three different documents to different pairs of students. This way they could see the differences in practice. They spend 15-20 minutes to draft their assigned document.	
	When the students finish their draft, each pair joins two other pairs who worked on a different document, and they create a group of three pairs. Then they work all together for about 15-20 minutes to see the differences of language, format, structure, etc. that each document has.	
	Step 4: (~30 minutes) Student pairs present their analysis of the purpose, the audience and the decisions that analysis prompted (e.g. what information to include/exclude, organization, language choices) and display/share their documents.	
Supplemental Materials	No supplemental material is needed here.	
Assessment	After students have watched the presentations of their peers, they can be asked to fill in the Executive Summary, Status Report, Specification Document rubrics to create individual assessment tools. Students will use the formatting, structure, content, and	





Resources



Green Consultants Inspection Report

Green Consultants is an Engineering firm that inspects buildings and decides whether they are structurally sound. The company has been contracted to inspect Rosewood Mall and produce a detailed report that highlights the conditions of the mall building and any major problems resulting from those conditions. The report will recommend if a more in-depth inspection is needed or not.

Rosewood Mall has provided the building plans and related building documents. The mall has three levels and contains a food court, hotel, gym, theatre, offices, a public library, and many retail stores. The roof of the building is used for parking, and holds a two level parking garage. The mall was built June 10, 1977 and has had several renovations over the years. Most of the building's architecture is distinctive of the period it was built in. A review of real estate records reveals that the mall has changed ownership several times over the last ten years. A list of several records of maintenance projects is included with the documentation, but many appear not to have been finished due to budget problems.

A preliminary inspection on August 23rd revealed a serious water leakage problem. There were buckets scattered around all levels of the mall to catch water leaking. Many of the businesses were closed and the ones that were open had put tarps out to protect their goods. Near the water damaged areas, mold and rust on the walls had been noted. This could contribute to air borne pollutants and cause breathing issues for staff and customers.

The owner of a restaurant called Blue's Bistro, Jennifer Blue, has reported that the building generally had many problems that had not been attended to by the Management. She mentioned the leaking roof, frequently backed up drains in the bathrooms, and window leaks that rotted the window sills and created moisture problems. Her restaurant had tried to work with management on getting these items repaired, however, none of the complaints have been

addressed. She said she was not warned about the conditions before she signed the lease, and that at times customers had to use umbrellas to stand at the take-out counter. She also said she plans to close the location as soon as the lease ends.

The cashier of Donkey Burger, John Yellow, has worked at Donkey Burger for 5 years. He reported that about a month ago, a chunk of concrete about the size of a plate fell through the restaurant ceiling and landed in the garbage bins. The mall promised that an inspector would come in two weeks after the incident, but the inspector never came. The mall management did not respond any further to the incident. John said that residents of the town had been complaining about the mall for some time, but that the management was always unresponsive.

In the public library in the mall many shelves had been covered completely with tarps. The librarian reported that the library was worried about the condition of the books.

Additional notes had been made that several fire alarms were not functional, along with the sprinkler system not being up to building code. There were missing fire extinguishers, and an emergency exit was blocked by some piled construction material.

A maintenance room on the top floor was locked blocking inspection of the roof support beams. Calls to the mall management company refused a request to unlock the maintenance room claiming it was unnecessary. They stated that the mall had passed an inspection conducted in May by another engineering firm.

Visual inspection of the rooftop parking lot showed an expansion joint in the concrete floor that appeared to be loose. There was water damage, indicating that water often ran through this crack and into the mall. There was also residue buildup that appeared to be from dissolved deicing salt during the winter.

9

Request for proposal

Helping pilots fly drones safely and legally

Table of contents

1. Introduction
1.1 Background
1.2 Safety concerns
1.3 Privacy concerns
1.4 Request for proposal / Opportunity
2. Stakeholders4
2.1 Primary stakeholders
2.1.1 Drone pilots
2.1.2 City police
2.2 Secondary stakeholders
2.2.1 Homeowners
2.2.2 Airport or airfields staff
2.2.3 People who deal with natural hazards and disaster
2.2.4 Drone law regulators
2.2.5 Drone manufacturers
3. Requirements
3.1 Requirements table
3.2 List of drone related laws
4. Reference designs
4.1 Detecting illegal drones
4.1.1 Human surveillance
4.1.2 Robin system
4.2 Taking down illegal drones
4.2.1 Dronedefender
4.2.2 Net bazooka
4.3 Informing pilots
4.3.1 NATS drone assist
4.3.2 B4UFLY
Appendix15

1. Introduction:

1.1 Background

The term "drone" refers to any vehicle that can operate on surfaces or in the air without a person on board to control it; and that can vary in size, shape, form, speed, and a whole host of other attributes [1]. It may sometimes be referred to as UAV (Unmanned Air Vehicle), UAS (Unmanned Air System), RPAS (Remotely Piloted Aircraft Systems) or Model Aircraft [1].

During the past few years, the popularity of drones has begun to soar. Besides domestic drones that are used as, for example, surveillance tools and commercial drones that are used for business research, more and more people own personal drones for recreational purposes or other personal uses [2]. According to staff at Best Buy, the number of drone sales keeps increasing [3]. However, these recreational drones raises new safety and privacy concerns.



1.1 Safety Concern

In October 2017, it was reported that a drone hit a commercial airplane approaching Quebec City [4]. In November 2016, 2 crew members on a plane were injured because a drone interfered with the plane's flight [5]. Such incidents caused by drones have become more frequent in the past few years. In 2013, there was only 1 reported drone incident. The number of drone incidents in 2014 rose to 46. The number of drone incidents reported each year has kept going up since then and reached 87 in 2015, 215 in 2016 and 233 in 2017 [6]. As the number of drone sales keeps increasing [3], safety concerns may become even more serious in the future.

Moreover, according to current drone-flying law made by Transport Canada [8], drones cannot be flown within a certain distance from a aerodrome or from a area of accident or natural disaster. Unfortunately, many incidents happened because the pilot did not know these were restricted areas for flying drones [4][7]. Therefore, the police officers do not want to be too harsh on people who break drone-related laws or regulations [9].

1.2 Privacy Concern

Because a camera or a recorder can be mounted to a drone, drone pilots can use the drone to invade other people's privacy from miles away. It is hard to stop drones being used for peeping because it is hard to determine the ownership and purpose of the drone [2].

1.3 Various Possible Solutions but No Existing Solution

To solve problems caused by drones, possible solutions range from radar surveillance system to drone-flying assisting app. Unfortunately, no current design satisfactorily meets all requirements in this engineering opportunity. (See later requirements section and reference design section)

1.4 Request for Proposal (RFP)

Although there are current regulations and laws about drone-flying [8], an engineering design solution is requested to enforce the laws and regulations and to protect or prevent drone pilots from breaking the law. The risk of injury or damage would be lowered by helping drone pilots avoid restricted areas and avoid intrusion onto private property. Additionally, if law enforcement has a reliable way of identifying and potentially capturing drones that fly into restricted air space or onto private property, it can become easier to ensure citizen safety and privacy. Therefore, the proposed design should alleviate safety concerns and privacy concerns caused by drone-flying.

2. Stakeholders:

2.1 Primary stakeholders:

Primary stakeholders have high influence in the proposed design [14]. Among stakeholders who have high influence in the proposed design, stakeholders who also have high interest in the proposed design are prioritized. Below, stakeholders are arranged in order of prioritization.

2.1.1 **Drone pilots** who wish to know the laws surrounding drone use and would like to fly their drone while fully complying with the law.

2.1.2 **City police** who would like citizens to abide by the law when flying drones. They are responsible for making sure that drones are flying where they are supposed to. If a drone is flying in a restricted area, the police are responsible for finding out who is flying the drone and if needed they need to take down the drone. If a solution is found to help the police with these responsibilities, this would be very interesting for them.

2.2 Secondary stakeholders:

Secondary stakeholders have low influence in the proposed design [14]. Among secondary stakeholders, stakeholders who have high interest in the proposed design are prioritized. Secondary stakeholders are arranged in order of prioritization below.

2.2.1 **Homeowners** who would not like their privacy to be invaded by drones and who would not like to be injured or damaged by flying drones.

2.2.2 (equally prioritized as 2.2.1) **Airport or airfields staff** who will not authorize drones to be flown less than 5.5 km away from airport or airfield because it is dangerous and illegal [8].

2.2.3 (equally prioritized as 2.2.1) **People who deal with natural hazards and disasters**. They will not authorize drones to be flown less than 9 km away from natural hazard or disaster site because it is dangerous to people working and illegal.

2.2.4 (equally prioritized as 2.2.1) **Drone law regulators** who would like to see drone-flying related regulations and laws being enforced.

2.2.5 **Drone manufacturers** who would not like the proposed design adding additional cost to drone production.

3. Requirements

The table below is organized to show the relationship of stakeholders, high-level and detailed objectives to associated metrics and criteria. The associated metrics have been suggested, however, the list is not exhaustive. It is important to note that a number of approaches may be used to meet the high level objectives, therefore, not all objectives may be relevant to different solutions.

3.1 Requirements Table

Stakeholders	High-Level Objectives	Detailed Objectives	Metrics	Criteria	Constraints
Drone Pilots	Provide an engineering	Minimize the number of laws	Number of laws listed in section 3.2 that	For each law	
	design that helps the	that the drone can break.	the solution prevents pilots from	listed in section	
	drone pilot to abide by		breaking.	3.2, design	
	the law (see [8] for law			scored "Yes" is	
	and regulation specified			"NO".	
	by Transport Canada)	Help inform people about	Different laws and regulations listed in	For each law	
		current drone related laws	section 3.3 about which the proposed	listed in section	
		and regulations.	design informs drone pilots.	3.3, design	
				better than	
				"No".	
			Accuracy of representation of restricted	Larger	
			areas. Measured by percentage of areas	percentage is	
			that are correctly marked as	better.	
			unrestricted or restricted relative to		
			total area.		
			Units: %		
			Accuracy of representation of restricted	Less time is	
			areas measured by time taken for solution	better.	
			to inform user about dynamic restricted		
			areas such as areas where an accident has		
			taken place.		
			Units: minutes.		

City Police Home Owners Airport and Airfield Staff	Provide an engineering design that helps police enforce drone related laws and regulations. (All stakeholders listed here, besides police, have an interact in the	Help police officers to know who is flying the drone.	Maximum distance for the police to be able to recognize who is flying the drone (either visibly or using a solution that helps them recognize pilots) Units: meters	Higher distance is better.	
People who deal with natural	enforcement of the law because they have an interest in lowering the	Help police officers detect drones that are breaking the law.	Maximum distance between a drone and the police such that the police can identify whether the drone is in the restricted area. Units: meters	Higher distance is better.	
hazards and disasters Drone law regulators	risk of injury and/or damage.)	Help police officers take down drones if needed.	Ease of taking down the drones. (see the rubric in section 3.4).	Higher on the rubric the better.	Must score satisfactory in the rubric.
Drone Pilots City Police	Provide an engineering design that is usable for both drone pilots and	Provide an engineering solution that is learnable. [15]	Learnability is measured by time taken for a user to learn to use the solution. [15] Units: minutes	Less time is better.	
	police. [15]	Provide an engineering solution that is reliable. [15]	Reliability is measured by rate of errors of the solution, which is number of error occurrence in certain amount time of using. [15] (the exact time of using in this metrics is left to be determined by metric- evaluation team) Units: number	Less number is better.	
		Provide an engineering solution that performs efficiently. [15]	Efficiency of performance is measured by time added if using the solution compare to not using the solution. [15] Units: Minutes 15	Less time is better.	
Drone pilots	Provide an engineering design that is portable	Minimize the weight of the solution.	Weight of the solution. Units: kilograms	Less weight is better.	
Police	for both drone pilots and police.	Minimize the volume of the solution.	Volume of the solution. Units: meter cubes	Less volume is better.	

Drone pilots Police	Minimize the cost to implement the proposed design for both drone pilots and police.	Minimize the cost required from drone pilots to implement the proposed design.	Cost required from drone pilots to implement the proposed design. Units: Canadian dollars, \$	Less cost is better.	
		Minimize the cost from police to implement the proposed design.	Cost required from police to implement the proposed design. Units: Canadian dollars, \$	Less cost is better.	
Drone Manufacturer	Minimize the additional manufacturing difficulties to the drone	Minimize additional drone- manufacturing cost.	Additional cost includes additional material cost, additional research cost and additional labour cost. Units: Canadian dollars, \$.	Less cost is better.	
	lisen.	Minimize additional weight that need to be added to the drone.	Additional weight that need to be added to the drone. Units: kilograms.	Less weight is better.	The weight of the drone and the additional weight caused solution combined cannot exceed 35 kilograms (according to drone weight laws). [8]
Additional con	straint that is not directly li	nk to metrics			Must be usable with all types of recreational drones and control systems (remote control, apps that control the drones.)

3.2 List of drone related laws [8]

The solution technically prevents pilots from violating any of the following laws. [8]:

- 1. flying drones less than 9 km away from natural hazard and disaster area. Yes/No
- 2. flying drones less than 5.5 km away from aerodromes. Yes/No
- 3. flying drones less than 1.8 km away from heliports or aerodromes used by helicopters only. Yes/No
- 4. flying drones 500 m away from themselves. Yes/No
- 5. flying drones 90 m above ground: Yes/No
- 6. flying drones inside controlled or restricted air space. Yes/No

7. flying drones less than 30 m away from vehicles if the drone is less than 1kg weight, else less than 75 m away. Yes/No

- 8. flying drones during nights or cloudy day. Yes/No
- 9. flying drones close to areas where its use could interfere with police or first responders. Yes/No
- 10. flying drones out of their eye-sight. Yes/No
- 11. flying more than one drone at the same time. Yes/No
- 12. fly drones without clearly labelling drone pilots' name, address and phone numbers on the drone

3.4 Metrics Rubric

Ease of taking down drones

Unsatisfactory	Satisfactory	Good	Outstanding
Police officers have no way to take down the drone.	Police officers are able to take down the drone but inflict damage to it.	Police officers are able to take down the drone without inflicting damage to it.	As per good + Police officers can take down drones from their office.

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4. Reference designs

4. 1 Detecting illegal drones

4.1.1 Human Surveillance

Surveillance by humans and optical systems, with or without a telescope, has some strengths in detecting drones entering restricted areas such as the capability to distinguish drones from other flying objects, but is also limited by range and visual conditions.[10]

4. 1. 2 Robin Radar Systems

Radars can detect multiple targets simultaneously, also under low visibility conditions. However, it comes with the disadvantages of high cost and the inaccuracy in classifying flying objects.[10]

4. 2 Taking down illegal drones

4. 2. 1 DroneDefender Ray Gun

The DroneDefender disrupts the drone's control signal by bombarding it with even more signal. The problem with "fire so much signal that everything goes electronically deaf" is that it disrupts the communications. [11]

4. 2. 2 Skywall 100 Net Bazooka

It's a massive, shoulder-mounted, gas-powered, net-flinging bazooka, blasting a capsule which opens to reveal a net which wraps itself around the target, tangling it in weighted bolas, and then deploys a parachute. It's a good design except for a few safety concerns (capturing other objects) and high requirement of accuracy.[11]

4. 3 Informing drones pilots

4. 3. 1 NATS Drone Assist

It is an app developed by the UK's main Air Traffic Control provider in partnership with Altitude Angel, which aims to help drones pilots fly safely and legally in the UK. It contains a map that shows hazards and or restrictions in the air or on the ground, called "zones", and reminds users not to go in the zones. It only shows the airspace information

in the UK, which is the main limitation [12].



4.3.2 B4UFLY

It is an easy-to-use smartphone app that helps unmanned aircraft operators determine whether there are any restrictions or requirements in effect at the location where they want to fly. Key features of the B4UFLY app include: (a) a clear "status" indicator that immediately informs the operator about the current plan or location, (b) information on the parameters that drive the status indicator, (c) "Planner Mode" for future flights in different locations, (d) informative, interactive maps with filtering options, (e) links to other FAA UAS resources and regulatory information [13].

To use the app you need to pin your location and it will inform you if you are in a restricted zone. It will not inform you if you are in a restricted zone in real time while your are flying the drone. A solution that is integrated into the drone itself or the remote control would fit our requirements better.

B4UFLY Mobile App

B4UFLY is available for free download in the App Store ^I for iOS and Google Play store ^I for Android.

B4UFLY is an easy-to-use smartphone app that helps unmanned aircraft operators determine whether there are any restrictions or requirements in effect at the location where they want to fly.

Key features of the B4UFLY app include:

- A clear "status" indicator that immediately informs the operator about the current or planned location. For example, it shows flying in the Special Flight Rules Area around Washington, D.C. is prohibited.
- · Information on the parameters that drive the status indicator
- A "Planner Mode" for future flights in different locations
- Informative, interactive maps with filtering options
- Links to other FAA UAS resources and regulatory information

For more information, view the B4UFLY Q & A (PDF).

Appendix

[1] Priv.gc.ca. (2018). Drones in Canada. [online] Available at:

https://www.priv.gc.ca/media/1760/drones_201303_e.pdf [Accessed 28 May 2018].

[2] CBC. (2018). Why it's hard to stop a peeping drone / CBC News. [online] Available at:

http://www.cbc.ca/news/technology/why-it-s-hard-to-stop-a-peeping-drone-1.2743927 [Accessed 28 May 2018].

[3]

Best - Bury Freld Note Q: Current lows regarding where can fly chones A: Not an private property. A few restricted areas. " A part is your best bet . Q: Do a know any existing ways to team people of A: "Not for any of the drives we sell." Q: How long does it take to learn how to fly drones proficienty? A: "Depending on the drone it usually takes a comple sussions to learn " Q: le drone popular right nou? How many paople by them? A: Many of people buy them, the popularity keeps increasing.

[4] thestar.com. (2018). *Drone hit commercial plane approaching Quebec City | The Star*. [online] Available at: https://www.thestar.com/news/canada/2017/10/15/drone-collides-with-commercial-plane-in-quebec-city.html [Accessed 28 May 2018].

[5]Westoll, N. (2018). 2 injured after near 'mid-air collision' involving Toronto Porter flight, possible drone.
[online] Global News. Available at: https://globalnews.ca/news/3065891/2-injured-after-near-mid-air-collision-involving-toronto-porter-flight-possible-drone/ [Accessed 28 May 2018].

[6]National Post. (2018). *The drones among us: Reports of drone-related incidents are going up and up and up.* [online] Available at: http://nationalpost.com/news/canada/the-drones-among-us-reports-of-drone-related-incidentsare-going-up-and-up [Accessed 28 May 2018].

[7]Cbc.ca. (2018). *Calgary man criminally charged for flying drone near airport*. [online] Available at:

http://www.cbc.ca/news/canada/calgary/calgary-man-drone-airport-criminal-charge-1.3413818 [Accessed 28 May 2018].

[8]Tc.gc.ca. (2018). *Flying your drone safely and legally - Transport Canada*. [online] Available at: http://www.tc.gc.ca/eng/civilaviation/opssvs/flying-drone-safely-legally.html [Accessed 28 May 2018].

Fly your drone:

- below 90 m above the ground
- at least 30 m away from vehicles, vessels and the public (if your drone weighs over 250 g and up to 1 kg)
- at least 75 m away from vehicles, vessels and the public (if your drone weighs over 1 kg and up to 35 kg)
- at least 5.5 km away from aerodromes (any airport, seaplane base or area where aircraft take off and land)
- at least 1.8 km away from heliports or aerodromes used by helicopters only
- outside of controlled or restricted airspace
- at least 9 km away from a natural hazard or disaster area
- away from areas where its use could interfere with police or first responders
- during the day and not in clouds
- within your sight at all times
- within 500 m of yourself
- only if clearly marked with your name, address and telephone number

[9] Drone regulations given by police



[10]L. Mckinney, "5 Awesome Ways People Are Defeating Drones", Cracked.com, 2018. [Online]. Available: http://www.cracked.com/blog/5-killer-ways-you-can-take-down-drone/. [Accessed: 29- May- 2018].
[11]"Robin Radar System", Robinradar.com, 2018. [Online]. Available: https://www.robinradar.com/wp-content/uploads/2018/01/RobinRadar_brchr_Dronedetectie.pdf. [Accessed: 29- May- 2018].
[12]"NATS Drone Assist: helping you to fly safely on the App Store", App Store, 2018. [Online]. Available: https://itunes.apple.com/ee/app/nats-drone-assist-helping-you-to-fly-safely/id1172916055?mt=8.
[Accessed: 29- May- 2018]. [13]"B4UFLY Mobile App", Faa.gov, 2018. [Online]. Available: https://www.faa.gov/uas/where_to_fly/b4ufly/.[Accessed: 29- May- 2018].[14]



	Homeowners	
High interest	Airfields and airport Drone law regulator	Drone Pilots
	People who deal with accidents and emergencies	
Low interest	Drone manufacturer	Police
	Low influence	High influence



EXECUTIVE SUMMARY RUBRIC

Instructions: Use the formatting, structure, content, and organization characteristics you identified from yours and your peers' work to create a description for each category.

Executive Summary	Fails	Below Expectations	Meets Expectations	Exceeds Expectations
Audience		Audience identified but inappropriate for the purpose of the document		
Purpose				
Language				
Format/Structure				



STATUS REPORT RUBRIC FORM

Instructions: Use the formatting, structure, content, and organization characteristics you identified from yours and your peers' work to create a description for each category.

Status Report	Fails	Below Expectations	Meets Expectations	Exceeds Expectations
Audience				
Purpose				
Language			Uses technical language a supervisor would know and understand	
Format/Structure				



SPECIFICATION RUBRIC FORM

Instructions: Use the formatting, structure, content, and organization characteristics you identified from yours and your peers' work to create a description for each category.

Specification Document	Fails	Below Expectations	Meets Expectations	Exceeds Expectations
Audience				
Purpose	Unclear why information is included in this document			
Language				
Format/Structure				



STUDENT WORKSHEET

Instructions: Hand out this sheet to students to give an explanation of what each of these components are.

Executive summary: This will be read by someone who may only have a general idea of the project, but who needs enough information to make a go/no go type of decision. The reader may or may not have an engineering background but will be familiar with the language of engineering projects. There is an expectation that all necessary information to inform a decision will be included in a concise form. An executive summary stands independent of the accompanying report. It makes no explicit reference to information in the accompanying report.

Status Report or Status Update: This may be oral or written. Generally given to a supervisor, project manager, or lab supervisor in the workplace who will most likely be familiar with the project, technically knowledgeable and primarily interested in what has been accomplished, will be accomplished and if there are any problems or risks to successful completion or next steps. There is probably a greater degree of familiarity personally and so the language will be less formal in nature, but not less professional.

Specification document: This will be for specific readers to provide the requirements that a design must meet. The document acts as a requirements checklist. Because clarity and precision are essential, technical language is usually preferred over everyday language. There is no room for ambiguity in specification documentation. Rationale for decisions is usually not included.