

Assignment #1: Writing Text

For the following skeletal outline, the topic provided and using the articles selected from the primary literature: (a) Open a Word file and create a standard outline for a scientific paper, (b) at the appropriate place, type in the information about the selected, provided sources, (c) read the sources and “pile in ideas”, (d) identify temporary theme labels (TTLs), (e) collect additional information if needed (no more than 2 additional sources) and go back to (d), and (f) write two rough paragraphs.

(Working Title)	Soaps, Detergents and Other Ambiphiles
(Heading 1)	Introduction
(Heading 2)	A. General Purpose / Uses / Functions of Detergents (write one paragraph)
(Heading 2)	B. General Types of Detergents (write one paragraph)
(Heading 2)	C. Statement of Need and Outline of Approach
(Heading 1)	Materials & Methods
(Heading 1)	Results
(Heading 1)	Discussion
(Heading 1)	Conclusion
(Heading 1)	References

The assignment must be completed with MS WORD (Times New Roman, 12 pt, 1-inch margins, page numbers centered in footer, your name(s) in the header, 18 pt line spacing). Submit one Word file “A01_’your name’.docx” with two parts, separated by a page break, that contains your writings before and after execution of item (f). Part I consists of a list of the (provided & additional) sources, each source followed by lines of statements extracted/abstracted from the source, with TTLs highlighted in red. When Part I is complete, then copy and past all of it, leave the original as is, and turn the copy into Part II. Part II consists of the outline and contains two paragraphs of text and the associated endnotes.

Deadline for electronic submission: Tuesday, 01/31/12, by midnight. Bring one hardcopy to class on Wednesday, 02/01/12.

The First Paragraph: Needs to contain a definition of a “surfactant” molecule. Specify the criteria that need to be met for a molecule to function as a “surfactant.” Explain how “ambiphiles” facilitate “wetting”, “emulsification” and “solubilization” of substrates. Needs to contain information about the uses of detergents. Try to establish relevance for the broadest possible audience; i.e., uses in the home, industrial uses, medical detergents,...

The Second Paragraph: Describe the four main types of detergents (anionic, cationic, neutral, enzymatic). Explain the functions of the main types of enzymatic detergents (protease, amylase, lipases, cellulase), and explain why enzymatic detergents are used in conjunction with other surfactants. Provide at least one specific example for each of the four main types of detergents. Again, use prominent examples which are likely to be most familiar and/or interesting to your audience.

RE Parts I & II: The main goal of the assignment is the writing of two paragraphs and these will be contained in Part II. It is another goal of the writing assignment that you learn process, that is, we want to see your proper execution of steps (c) – (e). Part I will contain your work up to the point when you start your work on (f). See the examples of Assignment #1 posted in SP10 and SP11 (“Sample”).

RE (c) “pile in ideas”: The line items generated here consist of pieces of incomplete prior knowledge and of questions that come to mind in your attempt to provide context and to make sense of your prior knowledge. Start to think about “hierarchical grouping”, i.e., subheaders A.1, A.2, aso.

RE (e) collect information in support of the ideas: This is the hard part. -- Find sources to support and complete your knowledge. This requires that you have a sense what one should know. What are the goals? -- Not all sources are good sources. Did you find the major sources? -- Each source produces its list of line items of bits of knowledge. Make each line item as brief and concise as possible. Separate information from fluff at this point! -- These line items are not usually the same as the ones in (c)! These lists usually will be much longer than what you will be using in (c); but you need to know stuff before you decide that you do not need it.

RE (d) identify temporary theme labels (TTLs): You can think of TTLs as the revised set of the subheaders (or keywords). It is the point of (d) to organize what you have found in (c) by topic, rather than by reference. -- Think very carefully what each reference REALLY is about. What is NEW in that reference is the only thing that matters. -- You might have to go back to (c) as you work on (d).

RE (f) write rough paragraphs: The challenge here is to connect the items in the best possible way following whatever strategy you prefer. Anglosaxon Approach: Go bold, then fill in detail. Continental Approach: Provide bits and pieces leading up to the big conclusion.