the to/from/subject/date order is arbitrary, but follow whatever convention seems to exist in your context. Note that the text is tabbed over like this so it's aligned.
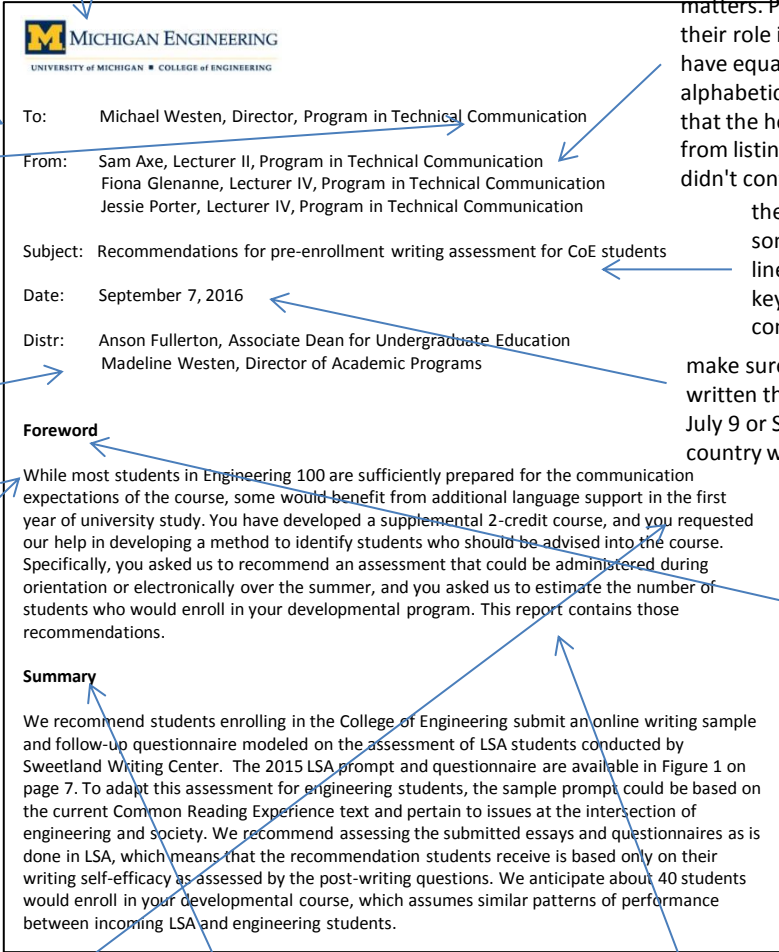
Your org will have letterhead for you to use. Our program used to photocopy typed work onto letterhead but now provides a .jpg file we put in the top left of a letter or memo.

esp. in academia-- it seems like this matters less in industry-- order matters. People should be listed for their role in the project... or when all have equal contribution, put them in alphabetical order by last name. Note that the honor code prevents you from listing a teammate here who didn't contribute to a project.

title and organization info that's not part of the letterhead appears here, for all people in the header info (to, from, and distr lines).

the same things that make something a good email subject line also matter here: keywords.. specific but concise...

as with "cc" in email, this part of a communication is tricky. Your goal is never to exclude anyone who wants to be included... but also not to SPAM everyone with more info than they want. Good luck :). If you're not including anyone in the distr, delete the whole line.

make sure date isn't ambiguous. If I'd written this date as 9/7/16, it could be July 9 or Sept 7, depending on what country we're in

The foreword begins with the problem statement, and it's kind of two-fold: the overarching issue was helping students who got to UM Engineering unprepared for the communication demands of E100, and the specific problem was that they needed help identifying those students. Note that the second problem is there but implied-- I didn't write "you don't know how to figure out which students should be in that course" because of tone.

Next comes the task statement. It includes the "you requested X ... you asked us to Y." If part of the tasks are undone, I'd explain that here. My rule of thumb-- if there are ~1-2 tasks, I write them out like this as sentences in a paragraph. If there are ~3-5, I'd put them as bullets embedded in the paragraph. If there are more than about 5, I'd come up with the overarching descriptor rather than writing them all out. But note, all rules, esp. rules of thumb, can be broken sometimes! Use your best judgement of what is clear and reads well.

MICHIGAN ENGINEERING
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To: Michael Westen, Director, Program in Technical Communication

From: Sam Axe, Lecturer II, Program in Technical Communication
          Fiona Glenanne, Lecturer IV, Program in Technical Communication
          Jessie Porter, Lecturer IV, Program in Technical Communication

Subject: Recommendations for pre-enrollment writing assessment for CoE students

Date: September 7, 2016

Distr: Anson Fullerton, Associate Dean for Undergraduate Education
          Madeline Westen, Director of Academic Programs

Foreword

While most students in Engineering 100 are sufficiently prepared for the communication expectations of the course, some would benefit from additional language support in the first year of university study. You have developed a supplemental 2-credit course, and you requested our help in developing a method to identify students who should be advised into the course. Specifically, you asked us to recommend an assessment that could be administered during orientation or electronically over the summer, and you asked us to estimate the number of students who would enroll in your developmental program. This report contains those recommendations.

Summary

We recommend students enrolling in the College of Engineering submit an online writing sample and follow-up questionnaire modeled on the assessment of LSA students conducted by Sweetland Writing Center. The 2015 LSA prompt and questionnaire are available in Figure 1 on page 7. To adapt this assessment for engineering students, the sample prompt could be based on the current Common Reading Experience text and pertain to issues at the intersection of engineering and society. We recommend assessing the submitted essays and questionnaires as is done in LSA, which means that the recommendation students receive is based only on their writing self-efficacy as assessed by the post-writing questions. We anticipate about 40 students would enroll in your developmental course, which assumes similar patterns of performance between incoming LSA and engineering students.

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a **foreword** (note the spelling, and remember it as "WORDs that come beFORE") has as its goal to let the reader know what this document is. It contains three pieces, in a specific order: a PROBLEM (basically, here's what I'm trying to address here), a TASK (here's what I've done, also specifying who requested it and commenting if it's not completed), and a PURPOSE (of the communication-- why are you writing this-- not the purpose of the overall task, though they may be overlapping or the same). It's generally ~3-5 sentences. Sometimes the task is written as a set of bullets, if it's complicated but not overly so.

You'll need to keep the **summary** short: Some audiences for a memo will ONLY read this first page. Most orgs will force the "memo frontmatter" to end on page 1. Your goal here is to explain your findings as well as any recommendations/ implications that follow from them. If it would help, you can add a single sentence of over-arching methodology at the beginning ("Based on interviews with 10 current E100 faculty, we believe that..."). Then have 1-2 sentences describing what was found re: each task (again, break these rules of thumb when necessary-- note that my description here of the assessment is more than 2 sentences!). Make sure each "task" as described in the foreword is responded to here in the summary, in the same order (it's easier for the audience). If recommendations are requested (as in this scenario) or are ethically obligated (let's say you learned something might blow up and kill the user), you NEED to include them. Otherwise, they are optional.

The "purpose" statement is super formulaic and is often something just like this-- "The following report contains X, Y, and Z" or "contains those findings" or whatever.