

Student sample memo questions #1

1. Audience Who is the audience for the instructions? How do you know?
Dr. Vincent Boudreau. It states it at the top, additionally, it's the students addressing an authority.
2. Purpose What are the instructions helping the audience do or create?

Finding parking spots for students.

3. Rate Instructions—Easy vs. Difficult Are these instructions easy for the audience to use?
Why or Why not?
While these are not instructions, the demands and reasoning for these demands are easy to follow and understand.
4. Effective vs. Ineffective Elements Identify both good and bad parts of instructions.
Good: provides the reasoning behind their request. Bad: audience should be broader
5. . Visual Appeal How does the set of instructions look? What about its the look and design that is effective or ineffective for the audience?
I think it looks good as it is easy to follow through or jump straight to the section needed.
Saves time, which is important, especially when thinking about the audience for this specific memo.
6. Language What kind of language does the document use? Is it appropriate for the audience? Give examples.

It uses formal language which is good considering the audience. A bad language for this audience, for example, will be using slangs: "sup bruh students need more parking spots u digging?" a formal language works best when referring to authorities.

Student sample memo questions #2

1. Audience Who is the audience for the instructions? How do you know?
Dr. Vincent Boudreau. It states it at the top.

2. Purpose What are the instructions helping the audience do or create?

Better Recycling Initiative on Campus

3. Rate Instructions—Easy vs. Difficult Are these instructions easy for the audience to use?
Why or why not.
Easy, the student clearly states what should be done next and provides contact information.
4. Effective vs. Ineffective Elements Identify both good and bad parts of instructions.

Good: provides next steps and contact information. Bad: does not provide “table of content” one cannot skip to a specific section like in memo #1.

5. . Visual Appeal How does the set of instructions look? What about its the look and design that is effective or ineffective for the audience?

I don't think the visuals are good considering the audience. The president is a busy person, they should be able to find the important part of the memo within seconds, which the memo does not allow.

6. Language What kind of language does the document use? Is it appropriate for the audience? Give examples.

Just like in memo 1 the writer used formal language and avoided slangs such as bro or street language that may be inappropriate ion context, which is good.

Student sample memo questions #4

1. Audience Who is the audience for the instructions? How do you know?

Vincent Boudreau, President of The City College of New York. It states it at the top.

2. Purpose What are the instructions helping the audience do or create?

Improvement of Maintenance and Hygiene at CCNY's Bathrooms

3. Rate Instructions—Easy vs. Difficult Are these instructions easy for the audience to use? Why or Why not?

Easy, this memo provides ideas for solutions along with contact information which makes it easier to move on with their plan.

4. Effective vs. Ineffective Elements Identify both good and bad parts of instructions.

Good: they offered solutions and left contact info. Bad: audience not broad enough. One of the solutions offered a campaign, this is something that they could start by themselves. They do not need to ask the president to “raise awareness” as that is something that they should do.

5. Visual Appeal How does the set of instructions look? What about its the look and design that is effective or ineffective for the audience?

It's a good design, straight to the point, points out the problem and offers solutions.

6 Language What kind of language does the document use? Is it appropriate for the audience? Give examples.

It uses descriptive language and promotes imagination to invoke action. Example: “In any time of the day, you Mr. President could enter any of the bathrooms that us the students and employees use every day, and it wouldn't be a surprise to find yourself with scattered used paper towels, or a dirty toilet seat left behind after use”

Student sample memo questions #7

1. Audience Who is the audience for the instructions? How do you know?
Ccny president, I know because it starts with “dear CCNY president.”
2. Purpose What are the instructions helping the audience do or create?
Make elevators on campus more efficient.
3. Rate Instructions—Easy vs. Difficult Are these instructions easy for the audience to use?
Why or Why not?
Good, they offer solutions to the problem introduced. Not perfect though as they did not leave contact information.
4. Effective vs. Ineffective Elements Identify both good and bad parts of instructions.

Good: left instructions. Bad: no contact information, bad grammar, hard to understand.
5. Visual Appeal How does the set of instructions look? What about its the look and design that is effective or ineffective for the audience?
Bad, while they did offer solutions, it is not easy to read “If one is 5 minutes late to class, waiting for the elevator may make them up to half an hour. The purpose for the elevator is to easily, fastest and efficiently go from floor-to-floor”. It does not flow nor does it best convey the message.
6. Language What kind of language does the document use? Is it appropriate for the audience? Give examples.
Casual, it does not use formal language which is bad. And it has a bad word flow.
Example showed in answer to question five.