

SCERP Technical Report Style Guidelines

(updated January 2005)

This guide is intended to direct authors as they prepare their final technical reports for their grant term. SCERP submits all reports from each fiscal year as one large report to the U.S. Environmental Protection Agency, the partner in the cooperative agreement under which SCERP operates. Therefore, it is imperative that authors follow the guidelines contained in this document and help ensure that all reports are submitted in one standard format.

Some of these style requirements may differ from researchers' usual style and some may be new to seasoned SCERP researchers. However, all researchers from all disciplines must follow them. It may be helpful to read through these guidelines before writing and to keep them nearby during the writing process for reference.

Ultimately, following these guidelines from the outset will save you time. **If these guidelines are not followed, your report will be returned to you for reformatting. Your grant deadline will not be extended.**

Additional guidance can be found in *The Chicago Manual of Style* or can be obtained by contacting Managing Editor of Publications Amy Conner at aconner@projects.sdsu.edu. Principal Investigators or their staff members seeking guidance are welcome and encouraged to get in touch at any and all stages of the writing process.

Sending Your Report

All Principal Investigators should provide two documents in Microsoft Word or rich text format (.rtf):

1. Narrative Summary, according to format and style guidelines
2. Final Report, complete and according to the format and style guidelines described below

All documents should be sent on a CD-ROM or emailed. When burning your CD, make sure you "close out the session" so the CD can be read on any CD-ROM, not just a read/write CD burner.

Title Page

The title page of the Narrative Summary and Final Report should be organized according to the following style. Sample title pages for both the Narrative Summary and Final Report are attached.

TITLE (18 pt, bold, small caps, without abbreviations or acronyms)

Skip one line

PROJECT NUMBER: (18 pt, bold, small caps)

Skip one line

PRINCIPAL INVESTIGATOR, UNIVERSITY (14 pt, bold, small caps)

CO-AUTHORS, UNIVERSITIES (as appropriate 14 pt, bold, small caps)

Skip one line (then insert the following horizontal line, which can be found in Microsoft Word's "formatting palette" and also in the "Format" menu under the "borders and shading." Then, choose the "type" option.)

Skip one line, then begin with appropriate headings (listed in the following section) and text.

Note: The "small caps" function can be found in Microsoft Word under the Format menu's Font option. Click in the box next to "small caps," then click "okay."

Format

The format of the Final Report should include all of the following headings in this order in **12 point bold, SMALL CAPS**:

INTRODUCTION

RESEARCH OBJECTIVES

RESEARCH METHODOLOGY/APPROACHES

PROBLEMS/ISSUES ENCOUNTERED

RESEARCH FINDINGS

CONCLUSIONS

RECOMMENDATIONS FOR FURTHER RESEARCH

RESEARCH BENEFITS

ACKNOWLEDGMENTS

ENDNOTES

REFERENCES

The Narrative Summary should not include these headings. However, it must indicate **NARRATIVE SUMMARY** (12 pt, bold, small caps) at the beginning of the document (see attached sample page).

Research Benefits Section

The Research Benefits section shall discuss, at length, the benefits of the research to the:

- Affected community and its people
- Policy and decision-making arena within which it was situated
- Scientific field, including publications submitted and professional meetings at which project results were presented
- Education and training of students and residents
- International cooperation in the border region as a whole

These discussion points should not be bulleted; you should address them all within regular paragraph form. *Please pay special attention to this section and spend an appropriate amount of time formulating it, as it is one of the most important sections of the Final Report.*

Style

The following style should be followed throughout the Narrative Summary and the Final Report:

Font Face:	Arial
Font Size:	12 point (all text)
Headings:	12 point, bold, small caps
Subheadings:	12 point, italics (no sub-subheadings or further sectioning is permitted)
Line Spacing:	Single space
Word Spacing:	Single space between words and sentences .
Page Numbering:	All pages should be numbered at the bottom center of the page in 10 point Times New Roman font. No number on page 1.
Paragraphs:	No indentation on first sentence of paragraph. Skip one line between paragraphs.
Alignment:	Left justification

Do not use automatic bulleted or numbered lists or automate headings.

These functions embed codes that are difficult to extract in the editing process. To turn off these functions in Microsoft Word, under the "Format" menu, select "AutoFormat," then click the "Options" box. Under both the "AutoFormat" and "AutoFormat As You Type" tabs, un-click the boxes for automatic numbered lists, automatic bulleted lists, and automatic headings and lists. Then, manually insert bullets and numbers when using these types of lists and manually change font styles.

Figures and Tables

All figures and tables must be numbered in the correct order and included as an appendix at the end of the report, saved as a separate document. Only those figures to which the text refers should be included in the report. **DO NOT PLACE THESE IMAGES IN YOUR TEXT.**

Images must be grayscale. **DO NOT USE COLOR IN ANY IMAGE.** Images should be no larger than 300 dpi (this is a resolution setting that scanning software, photo manipulation software and illustrating software allows you to set) at 100% of its physical size, which should be no larger than 8.5 inches by 11 inches.

Before submitting your report, double check that you have numbered your figures and tables correctly, i.e., that you have not skipped or repeated a number in sequence. Please ensure that your text matches the numbering and all references to figure numbers are correct. Use only Arabic numerals when numbering your figures and tables, and do not hyphenate them—they should read Figure 1, Figure 2, etc., not Figure 1-a, 2-b, or the like.

Table legends are placed above the table. Figure legends are placed below the figure. Both are centered and should be in 12-point Arial, regular typeface. There is no period at the end of the table or figure legend. Neither tables nor figures have captions.

They should read:

Table 1. Pollutants in the Tijuana River

or

Figure 1. El Paso Terrain

Tables should fit on one page with one-inch margins. If the table does not fit, try adjusting the font size, turning the page to a “landscape” (11 X 8.5) setting or breaking it into two tables in a sensible way. Do not submit your report until your tables meet these guidelines.

When creating a table, aligning text, inserting page numbers, creating columns, or inserting page breaks, use your word processing program’s specific functions for these purposes. **DO NOT ALIGN TEXT WITH TABS OR SPACES.** Every computer is different and what you see on your screen will not be what SCERP sees on its screen.

Spanish

SCERP style calls for all proper nouns in Spanish to be in regular print, while all other words are in italics. For example, *ejido* and *colonia* are italicized, and their English definitions should be included in parentheses upon the first reference. Proper nouns, such as Instituto Nacional de Investigaciones Agrícolas, Forestales, y Pecuarias, remain in normal typeface. The one exception is maquiladora—it is not italicized because it is used so often in English.

All accents should be properly placed in words such as Ciudad Juárez and Nuevo León.

Endnotes/Footnotes

The use of footnotes and endnotes is discouraged. If necessary, endnotes may be used, but they are to be used only for substantive observations, not for the purpose of citation. Please do not use footnotes.

Citations

Citations are to be listed within the text of the document and should include the author's last name and the year (enclosed in parentheses) **without** a comma between the author's last name and the year. For example: (Miller 1997). A citation that references three authors should include all three authors' names and the year (e.g., Miller, Jackson, and Davis 1999). A citation that references more than three authors should list the first author's last name followed by "et al.," and the date (e.g., Becker, et al. 1998).

If the author of a source referred to appears in the text, follow it with the year of the publication in parentheses. For example: "According to the work by Peach (1986), the data are..." For more than one work published by the same author in the same year, distinguish these with a letter attached to the year of the publication, both in the text as well as in the list of references at the end of the report. For example: (Peach 1984a, 1984b)

Be sure that the spelling of the author's last name and the year within the parentheses exactly match those in the references list. Before submitting your report, search for all citations within your text and ensure they are listed in the references section.

References

The following are some examples of reference formats. Full names are preferred but initials for first and middle names are acceptable, too. Please note that multiple authors should be listed by last name, first name of the first author, then first and last name of each subsequent author.

Please pay special attention to information like cities, states, and dates for your references. As well, please provide the full name—not the abbreviation—for journal names. **SCERP will not have access to this information so it is the researchers' responsibility to provide it completely and accurately the first time.**

If these standards are not followed, your report will be returned to you for reformatting consistent with these guidelines.

Journal Article—one author

Custred, Glynn. 1995. "Language Boundaries in South America." *Journal of Borderlands Studies* 10 (1): 69–88.

If no issue number, month, or season is used for the journal, use the number of the volume, if available. Please use the entire name of the journal, not an abbreviation.

Journal Article—two authors

Maillat, Denis, and Gilles Lécho. 1995. "The Franco-Swiss Jura Arc: From Cut-Off to Seam." *Journal of Borderlands Studies* 10 (1): 1–18.

Please note here that subsequent authors are listed by first name then last name, NOT last name first.

Book

Williams, Edward J., and John T. Passé-Smith. 1992. *The Unionization of the Maquiladora Industry: The Tamaulipan Case in National Context*. San Diego: Institute for Regional Studies of the Californias, San Diego State University.

Article in Edited Book

Simmons, Marc. 1983. "New Mexico-Colorado History." Pp. 42–45 in *Borderlands Sourcebook*, Ellwyn R. Stoddard et al., eds. Norman: University of Oklahoma Press.

Newspaper Article—no author

New York Times. 1990. "The Iron Curtain Rises." (17 February): A3.

Newspaper Article—author

Norman, Michael. 1990. "The Iron Curtain Rises." *New York Times* (17 February): A3.

Paper Presented at Meetings, Seminars, or Conferences

Author. Year. "Title of Paper." Paper presented at annual meeting of the Association for Borderlands Studies, 21–22 April, City, State.

Unpublished Paper or Manuscript

Marciniak, Edward, and Nancy Jefferson. 1985. "CHA Advisory Committee appointed by Judge Marvin E. Aspin: Final Report" (December). Chicago. Unpublished.

Organization as Author

Task Force for Regional Development in Poland (TFRDP). 1996. *Outline of a Regional Development Strategy for Poland: Final Report*. Warsaw: Task Force Secretariat.

Texas Center for Border Economic and Enterprise Development (TCBEED). 1995. Survey of Border Retailers. Laredo: Texas A&M International University.

U.S. Government Document

U.S. Bureau of the Census. 1986. Household Net Wealth and Asset Ownership. Current Population Reports, Series P-70, No. 3. Washington, D.C.: U.S. Government Printing Office.

U.S. Environmental Protection Agency (EPA). 1986. Toxicology Handbook. Rockville, MD: Government Institutes.

Thesis or Dissertation

Author. Year. "Title of Work." Ph.D. diss., Name of Department, Name of University, City, State, Country.

or

Author. Year. "Title of Work." Master's thesis, Name of Department, Name of University, City, State, Country.

It is imperative that all the above information for a reference like this is included as finding it without the actual document in hand is nearly impossible.

Internet Document

When referencing sources of information found on the Internet, please include sufficient information so that other researchers can easily locate the materials.

For example:

Kameras, David. 1996. "NAFTA Hearing Exposes Sprint." AFL-CIO News (cited 8 March), www.aflcio.org/newsonline.

Please note: you must include the date you visited the site.

Before submitting your report, please double-check that the links are still live. If they are not, please provide the current and correct Web page cite.

Interview by Author

When referencing interviews conducted by the author that are not published or broadcast, the following format should be used: Last name of interviewee, first name. Year. Interview by author. Tape (video) recording [if applicable]. City, State (Day Month). For example:

Alexander, Robin. 1966. Telephone interview by author. San Bernardino, Cal. (12 February).

Personal Communications

Personal communications to the author should be formatted as follows: Last name of person with whom author communicated, first name. Year. Telephone conversation, conversation, or letter with/to author. City, State (Day Month).

For example:

Nickey, Laurence N. 1991. Conversation with author. El Paso, Texas (21 June).

Punctuation

Place a comma before “and” in series of items (for example: red, white, and blue).

The following special marks are accessed by using the key pad (number lock) on a PC:

Alt “146” for apostrophes (’)

Alt “147” for opening (“) and Alt “148” for closing (”) quotation marks.

Alt “0150” for dashes between numbers, or en-dash (–)

Alt “0151” for dashes between words, or em-dash (—)

Alt “160 ” for á Alt “0193” for Á

Alt “130 ” for é Alt “0201” for É

Alt “161” for í Alt “0205” for Í

Alt “162” for ó Alt “0211” for Ó

Alt “163” for ú Alt “0220” for Ü

Alt 0252 for ü

Alt “164” for ñ Alt “0209” for Ñ

Spelling

Please determine the proper use of accents and diacritics and use these consistently throughout your report.

Words such as “heavy-duty,” “long-term,” and “land-use,” when used as adjectives, are hyphenated.

The following is the SCERP style for key words and phrases:

U.S. when an adjective, United States when a noun

U.S.-Mexican border

a.m. and p.m.

airshed

binational

Border XXI

multicultural

nonpoint

runoff

transboundary and transborder

University of Texas at El Paso

U.S. Environmental Protection Agency (EPA); then on 2nd reference, EPA

wastewater

website

nonnative

nongovernmental

watershed

groundwater

seawater

workgroup

airbasin

However, use:

water basin, fresh water, salt water

Miscellaneous

The following are additional *very important* rules and guidance:

- A. Do not use the first person (such as “I” or “we”).
- B. When using acronyms, provide their complete names upon the first use in the document. For example: This research was sponsored by the Southwest Consortium for Environmental Research and Policy (SCERP). Then use SCERP throughout the remainder of the document. This goes for chemical symbols, as well. First say carbon monoxide (CO) then use CO for the remainder of the document.
- C. SCERP uses sub- and superscript. Use NO_x, not NOx; m³, not m3. Also, be sure to use the correct mathematical symbols for abbreviated units. For example, when abbreviating microns, use μm, do not use um.
- D. Check the names of the organizations to which you refer and use the most updated name. For example, do not use “Texas Natural Resources Conservation Commission” or “SEMARNAP,” use “Texas Commission on Environmental Quality” and “SEMARNAT.”
- E. When referring to a Mexican city, use the city and state names, not city and country. For example, use Ciudad Juárez, Chihuahua; not Ciudad Juárez, Mexico.
- F. When referring in text to the numbers one through nine, they are written as words (one, two, three...). Any number after 10 is numeric (10, 11, 12, 13...). Numbers at the beginning of a sentence are always written (e.g., Five out of every nine people living in the town do not have safe drinking water, however 12 of every 24 outside town do have safe drinking water.)
- G. Use the symbol “%” not the word “percent” with numerals (50%, not 50 percent).
- H. Numbered items within the text of the document should be enclosed in parentheses [e.g., (1), (2), and (3)]. If letters are used, the letters only should be in italics and inside parentheses [e.g., (a), (b), and (c)].
- I. If using bullets to provide a list, capitalize the first letter of each phrase and do not include punctuation at the end of the bulleted sentence.
- J. Brackets [] should be used to demarcate text inside parentheses.
- K. Do not use tabs and spaces to align your text. Use only your word processing program’s indent features. Also, do not use extra carriage returns to align pages, use the “page break” function found under the “insert” menu in Microsoft Word.
- L. DO NOT embed hyperlinks (links to websites) in the text.
- M. Please re-read your report for editorial clarity and proper English grammar before submitting it to SCERP.

- N. Please ensure that your report prints as you intend it to print. That means that if a figure or table is outside the print margins or the end of a table does not print on the page, fix it before submitting it to SCERP.
- O. Follow all guidelines in this document exactly. Please do not hesitate to contact the SCERP Managing Editor, Amy Conner (aconner@project.sdsu.edu), for additional guidance if something is unclear.

Attribution and Acknowledgements

All SCERP-funded work shall carry the following credit:

“This work was sponsored by the Southwest Consortium for Environmental Research and Policy (SCERP) through a cooperative agreement with the U.S. Environmental Protection Agency. SCERP can be contacted for further information through www.scerp.org and scerp@mail.sdsu.edu.”

PREVENTION OF CHILDHOOD TOXIC LEAD EXPOSURE IN A U.S.-MEXICAN BORDER COMMUNITY

PROJECT NUMBER: EH-97-1

MARIA ALVAREZ AMAYA, UNIVERSITY OF TEXAS AT EL PASO

NARRATIVE SUMMARY

Childhood lead exposure is an endemic health problem on the U.S.-Mexican border. The average incidence rate of elevated blood lead levels in low-income children in El Paso County was 7.7% in 1995. Among low-income children residing in *colonias* and decayed urban areas, the rates are as high as 10% (Texas Department of Health 1995). The disproportionate risk endured by these children is quantifiable only on the U.S. side of the border.

Prevention is the most powerful weapon against morbidity from childhood lead exposure. In the local community, the greatest risk arises from exposures in the home. Therefore, primary prevention should focus on the family unit. Further, because the target population residing along the U.S.-Mexican border is culturally and socially similar, primary prevention programs should be relevant across the border.

Soap operas and novels are popular forms of media consumed by the target population (Singhal, Rogers, and Brown 1993; McAnany and La Pastina 1994; Rudd and Comings 1994). The use of culturally appropriate media forms such as soap operas and photo-novels promote health behavior change by bridging gaps caused by poverty, cultural differences, language barriers, and by fostering empowerment through self-efficacy. Perception of self-efficacy has been shown to be an accurate predictor of future behavior (Bandura 1977).

Perceived self-efficacy is an accurate predictor of future performance (Bandura 1977), and can be accurately measured using simple rating scales (Hofstetter, Sallis, and Hovell 1990; Sallis, et al. 1989). Self-efficacy is a skill-related construct that depicts the ability to perform specific activities.

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INTRODUCTION

Childhood lead exposure is an endemic health problem on the U.S.-Mexican border. The average incidence rate of elevated blood lead levels in low-income children in El Paso County was 7.7% in 1995. Among low-income children residing in *colonias* and decayed urban areas the rates are as high as 10% (Texas Department of Health 1995). The disproportionate risk endured by these children is quantifiable only on the U.S. side of the border.

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Soap operas and novels are popular forms of media consumed by the target population (Singhal, Rogers, and Brown 1993; McAnany and La Pastina 1994; Rudd and Comings 1994). The use of culturally appropriate media forms such as photo-novels and videos promote health behavior change by bridging gaps caused by poverty, cultural differences, and language barriers, and by fostering empowerment through self-efficacy. Perception of self-efficacy has been shown to be an accurate predictor of future behavior (Bandura 1977).

Self-Efficacy

Perceived self-efficacy is an accurate predictor of future performance (Bandura 1977), and can be accurately measured using simple rating scales (Hofstetter, Sallis, and Hovell 1990; Sallis et al. 1989). Self-efficacy is a skill-related construct that depicts the ability to perform specific activities.