University of Cincinnati

Sam Stauss

Personalized Lesson Plan

AIS 3070 Applied Workplace Writing

Dr. Sonja Andrus

April 19, 2020

Personalized Lesson Plan (PLP)

Within this document is showcased my Personalized Learning Plan (PLP). What is a PLP you might ask? A PLP is a document that which show many different types of writings I have been developing this entire semester. These types of writing that I am showcasing in this document are many of the types of writing that I will doing currently and also further on into my future career as a professional pilot in the aviation field.

What you are going to be reading about in this PLP? First off in order to get the direction I did I interviewed two people from different types of professional aviation in order to gain their knowledge of what they do on a daily basis and see what kinds of different writings they do with in their different field. After interviewing them for while I really didn't think the pilots as a whole don't do very much writing, when in reality they do.

In the first section of my PLP you will read and see documents that pertain towards the educational side of aviation. You will see different reports, documents of flight lessons and also ground lessons. For the second section of my PLP I dive into the airline environment. In this section you will see airline reports as well as professional business letters, and resumes.

Educational Documents

Safety Report
Sample Flight Lesson Plan
Explanation of Fight Documents
Sample Ground Lesson Plan
Stage Check Form

Sample Safety Report

Safety Management System (SMS)
Confidential Report Form (CRF)

This form should be used to report an accident or any existing or potentially hazardous behavior or condition identified at Hartsfield-Jackson
Atlanta International Airport, using one of several methods:

- Complete the CRF online: http://sportysacademy.com/cfi/safetyreport
- Call the SMS Hotline and report the details: (513) 735-9800
- Mail the printed and completed CRF to SMS Manager 2001, Sporty's Dr, Batavia, OH 45103
- Email the completed and scanned CRF to flysafe@sportys.com

Event Description

Date:	01/30/19	**Time:**	12:00PM
Contact Type:	Cell Phone	**Event Occurrence**	Runway Incursion

Weather Condition:	□ Rain	□ Wind	□ Thunder Storm	□ Fog	x Clear	□ Snow/Ice
Visibility:	□ Dawn	x Daylight	□ Dusk	□ Night	□ Smoke	□ Dust
Event Type:	□ Accident	x Incident	□ Hazardous Condition	□ Hazardous Behavior		□ Other
Location (Vicinity):	□ FBO	□ Taxiway	□ Aircraft Maintenance Other Maintenance	□ Parking □ Other:	x Runway	□ On field
Items Involved In Event:	x Aircraft □ Fuel Truck	□ N# 377ES □ Door	□ Tow Bar	x Automobile □ Vehicle #/Tag #: EVT 8254		

Description: (Please provide a detailed description of the event or hazard including specific location. (Use Additional Paper if needed.)

During final to land for Runway 04 a automobile intruded onto the runway without making a radio call or an indication that he was going to cross the runway at that time of place. We performed a go around on the site that an automobile had crossed the runway. We then proceeded to fly another traffic pattern and land with out incident on the same runway.

Recommendations: (Please provide any suggestions or recommendation to correct the issue or prevent recurrence.)

I would recommend that all cars on the taxiways and runways are required to stop before they enter into a critical part of the airfield.

Optional Reporter Information*

Name: Samuel Stauss Organization/Position: Sportys

	Academy, Flight Instructor	
Address: 6810 Legacy Ridge Ln.		
City: Cincinnati	State: OH	ZIP: 45248
Phone: 513-828-9136	Alternate:	
Email: sstauss282yahoo.com		

***Confidentiality Commitment**

You may submit the form anonymously if you so choose/ If you do provide your name, it will only be used by the SMS Manager to enhance the understanding of the event with follow-up actions if applicable. Please be aware that, To achieve the safest airport operations standards possible and the success of the Airport's SMS, every employee is responsible for communicating information that may compromise the integrity of operations at Clermont County Airport. Therefore, it is imperative that the Airport promote uninhibited reporting of all hazards, occurrences, incidents and accidents that affect the safety of Clermont County's operations, employees or tenants.

Appendix L **FAA**
Approval Date

SAMPLE FLIGHT LESSON PLAN

STAGE I
LESSON 3
DUAL-AIRCRAFT

DATE_____ ACFT/FTD ID_____ GRADE (Circle One) S U I
STUDENT NAME_____ STUDENT SIGNATURE_____
INSTRUCTOR #_____ INSTRUCTOR SIGNATURE_____
FLIGHT TIME: (1.2) _____ DISCUSSION: (0.4) _____
INSTRUMENT: (1.0) _____ CRS TOTALS: (F/I/D/FS)___/____/___/___

LESSON OBJECTIVE:

During this lesson, the instructor will introduce the student to instrument pre-flight procedures, the instrument flight deck check, the instrument scan, and basic attitude (BAI) flying. The instructor will assist the student in filling out the performance desired table with information for the training aircraft.

CONTENT:

Lesson Introduction

____ Instrument Preflight and Flight Deck Check

____ Instrument Scan

____ Instrument Takeoff

____ Straight – and – Level Flight

Lesson Introduction

____ Level Standard Rate Turns

____ Constant Airspeed Climbs

____ Constant Airspeed Descents

____ Level-Offs & Trim Use

COMPLETION STANDARDS:

At the completion of this lesson, the student will have a basic knowledge of the instrument preflight procedures , the instrument flight deck check, and the instrument scan.

ADDITIONAL STUDY:

FAA -H-8083-15-IFH
Instrument Rating Airman Certification Standards
Vol 1: Segments 1-4, 8
(DVD 1-5, 9)

Performance Desired	Target IAS or VS	Power Setting	Pitch Attitude (Draw on Horizon Line Below)
Straight-and-Level (Low Cruise)			_____
Straight-and-Level (High Cruise)			_____
Cruise Climb			_____
High Performance Climb (Best Rate - V_Y)			_____
Cruise Descent			_____
Low Speed Descent			_____

Notes:

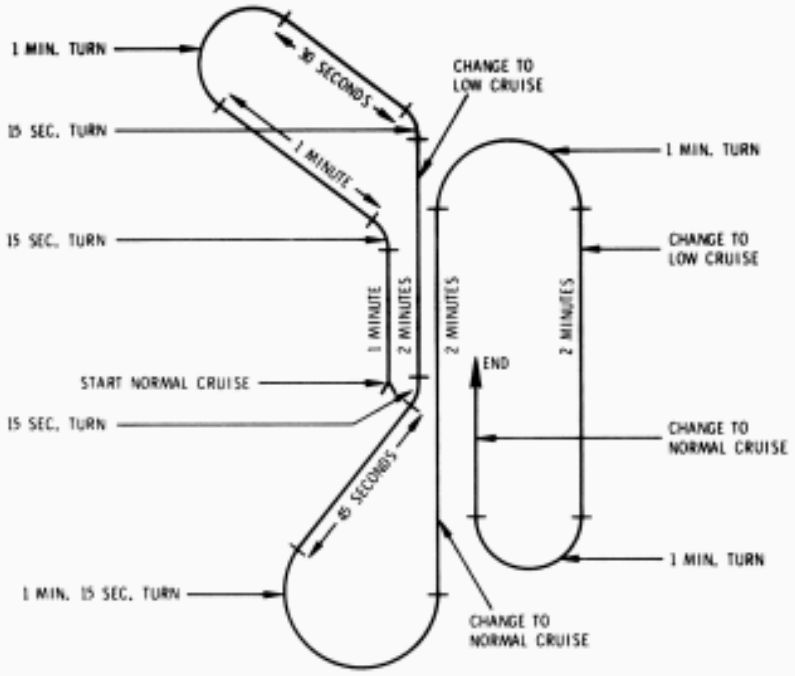
The two following documents proceeding this lesson are both documents are used with the sample lesson that is above and is used throughout the Instrument Rating Training Course Outline or a Flight Training Syllabus. The following documents outline two different kinds of patterns that will be used in enhance a student's instrument flight training. The instrument flight patterns "A" and "B" and associated text on the following pages have been reprinted from AC 61-27C, the Instrument Flying Handbook that preceded FAA-H-8083-15. AC 61-27C is no longer available, but these patterns are still quite useful in developing a pilots ability to control the aircraft while flight solely by reference to the instruments. Aircraft control is the primary goal of using the flight patterns; the patterns are only a teaching tool for this

The Instrument flight patterns are used in Stage I of the Instrument Training Course Outline. In order to develop the pilots ability to control the aircraft without deliberate though. These patterns will help the student prepare for the holding patterns and procedure turns he will fly during radio navigation. Pattern "A" shows the importance of a holding pattern in a straight and level flight where you do not change altitude at all. Pattern "B" introduces the importance of climbs and descents while in a holding pattern or while doing a procedure turn.

Pattern "A"

The purpose of both Pattern "A" and Pattern "B" is to further develop the pilot's ability to control the aircraft without deliberate thought. These patterns help prepare the student for the holding patterns and procedure turns he will fly during radio navigation. Initial practice should be on cardinal headings for simplification; however, as proficiency increases the student should be able to accomplish the patterns on any heading. The instructor may make various changes in the patterns, or, the patterns may be flown over a navigational facility, correcting for drift on each leg.

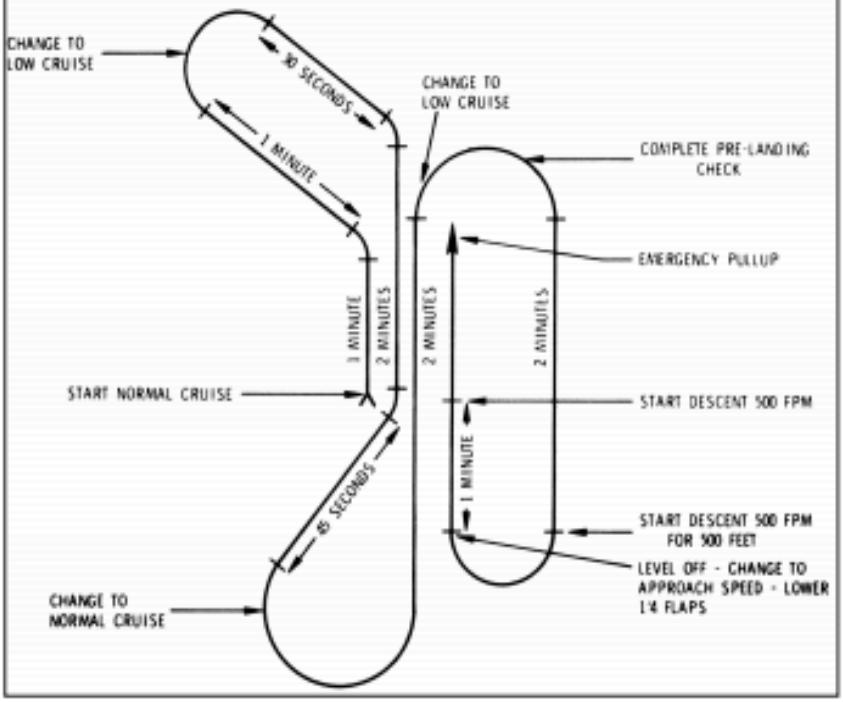
1. *Brief Student Thoroughly Prior to the Flight*
2. *Performance of Maneuver in the Aircraft*
   a. This maneuver should be performed first with all available instruments, then on partial panel.
   b. Start Pattern "A" and demonstrate through the first three turns, then have the student continue.
   c. Timing should start when the clock second hand is on a cardinal point, preferably the 12 o'clock position.
   d. The timing for this pattern is consecutive in that the time for each leg is started when control pressure is applied to recover from the preceding turn.
   e. After recovery from turns, allow sufficient time for the compass card to stop oscillating, then note the heading and correct if necessary. An exception is the 30-second leg. If you note an error in heading here, compensate for it by lengthening or shortening the time allotted for the next turn.



   f. The turn coordinator and magnetic compass must be observed closely at all times. To correct a heading, use a timed turn (for small heading changes, use a half-standard rate turn).
   g. An efficient cross-check is required during airspeed changes so that corrections may be applied immediately.

Pattern "B"

1. *Brief Student Thoroughly Prior to the Flight*
2. *Performance of Maneuver in the Aircraft*
   a. Do not demonstrate unless absolutely necessary.
   b. All available instruments are used.
   c. Roll out on headings regardless of time.
   d. When changing airspeed in turns, *simultaneously* change bank and power, also pitch if applicable.
   e. The descending final turn is made at an absolute rate.
   f. The final descent is made to a minimum altitude set by the instructor, or until the time expires, whichever comes first.
   g. The emergency pull-up is made as a normal go-around procedure, climbing to the original altitude.



SAMPLE GROUND LESSON PLAN

Lesson Plan

Eights on Pylons

Objective

- The objective of this advanced training maneuver designed to develop coordination skills while the pilot's attention is directed at maintaining a pivotal position on a selected pylon.
- While not truly a ground track maneuver, the objective is similar-to develop the ability to maneuver the airplane accurately while dividing one's attention between the flightpath and the selected points on the ground.
- (From AFH pp. 6-11, 6-12) Pilot will learn to stay on a line of reference by varying bank and altitude and remaining coordinated.

Explanation

- Give a general description of the maneuver
    - Draw the maneuver out on a white board
- Pivotal Altitude- the height for a given ground speed at which the line of sight from the cockpit directly parallel to the lateral axis of the aircraft will remain stationary on an object on the ground.
    - As groundspeed increases, pivotal altitude increases
    - Take out the E6B flight computer and show the student how to calculate the pivotal altitude.
- Clearing turns
    - Explain what the purpose of what a clearing turn is and the importance of what they are.
- Explain the maneuver
    - Decide on two pylons or two points that are easy to see each other and points that are a proper distance apart:
        - 3 to 5 seconds of straight-and-level flight between turns. Perpendicular to the wind direction.
    - Estimate the pivotal altitude
        - Explain the process of calculating the Pivotal altitude and the importance of the process
    - Enter from the downwind into the diagonal for the first pylon.

- Establish the abeam the wingtip to the point
- Roll into a 30o bank
  - While looking outside at the point
- Decrease pivotal altitude and reduce angle of bank as you turn into the wind Keep the line of sight and pylon together via changes in altitude and bank angle
- Straight-and-level between the pylons for 3-5 seconds.
- Do the same maneuver in the opposite direction
- Exit off of the down wind

Common errors

- Explain that there are many different kinds of errors that might occur with this maneuver
- Selection of pylons with an emergency landing area
- Faulty entry
- Poor planning, orientation, div. of attention
- Uncoordinated use of rudder
- Improper wind and altitude/bank correction

Summary

- Review the Lesson as a whole, the student will gain knowledge of the Eights on Pylons maneuver and will be able to exhibit knowledge of the maneuver.
- Question the student about the maneuver and see what kind of knowledge that they gained form the lesson
- Answer any questions from the student that they might have.

SAMPLE STAGE REQUEST CHECK FORM

Student Name: John Doe **Phone #:** 513-123-4567 **Email:** JDoe@gmail.com

Instructor: Sam Stauss

Date of Initial Request:01/20 **Type of Request:** Stage Check **Course:** Private

Stage: 1 **Part:** 141 **Recheck:** No **Which Part:** Both Ground and Flight

Accelerated Student: No

Availability

Day	Date	Earliest Time	Latest Time	Additional Availability
Monday	1/20	8am	6pm	
Tuesday	1/21	2pm	6pm	
Wednesday	1/22	8am	4pm	
Thursday	1/23	10:30am	6pm	
Friday	1/24	8am	6pm	
Saturday	1/25	1pm	4pm	
Sunday	1/26	8am	12pm	

Airline Documents

NASA Report
Business Letter
Resume

ATC FORM

DO NOT REPORT AIRCRAFT ACCIDENTS AND CRIMINAL ACTIVITIES ON THIS FORM.
ACCIDENTS AND CRIMINAL ACTIVITIES ARE NOT INCLUDED IN THE ASRS PROGRAM AND SHOULD NOT BE SUBMITTED TO NASA.
ALL IDENTITIES CONTAINED IN THIS REPORT WILL BE REMOVED TO ASSURE COMPLETE REPORTER ANONYMITY.

IDENTIFICATION STRIP: *Please fill in all blanks to ensure return of strip.*
NO RECORD WILL BE KEPT OF YOUR IDENTITY. This section will be returned to you.

TELEPHONE NUMBERS where we may reach you for further details of this occurrence.

HOME 5138289136 HOURS 250

OTHER HOURS

NAME Samuel Benjamin Stauss

ADDRESS/PO BOX 6810 Legacy Ridge Ln.

ADDRESS LINE 2

CITY Cincinnati STATE OH ZIP 45248

TYPE OF EVENT/SITUATION
Deviation from Approach/ ACAS Warning

DATE OF OCCURRENCE (MM/DD/YYYY)
09/99/9999

LOCAL TIME (24 HR. CLOCK) [HH:MM]
12:00

PLEASE FILL IN APPROPRIATE SPACES AND CHECK ALL ITEMS WHICH APPLY TO THIS EVENT OR SITUATION.

REPORTER Reset

In what type of facility do you work?

- [x] Tower
- [ ] Center
- Facility ID:
- [ ] TRACON
- [ ] FSS

Describe your ATC qualifications.

- (•) Fully Certified
- ( ) Developmental

Time Certified on position / sector: yrs months

What is your ATC experience in years?

Radar: 100 yrs Military: yrs

Non-radar: 150 yrs Supervisor: yrs

What was your control position or activity during the occurrence?

(Check all that apply)

- [x] Approach
- [ ] Coordinator
- [ ] Departure
- [ ] Enroute
- [ ] Flight data / clrnc delivery
- [ ] Flight service
- [ ] Ground
- [ ] Handoff / Assist
- [ ] Trainee
- [ ] Local
- [ ] Oceanic
- [ ] Supervisor / CIC
- [ ] Traffic Management
- [ ] Other:

Was instruction a factor? (•) No ( ) Yes ( ) I was instructing ( ) I was receiving training

Do you have pilot experience? ( ) No (•) Yes 250 hours [ ] Instrument Rated

AIRSPACE	CONDITIONS / WEATHER ELEMENTS	LIGHT / VISIBILITY
[ ] Class A [x] Class B [ ] Class C [ ] Class D [ ] Class E [ ] Class G [ ] Special Use [ ] TFR	IMC [x] Fog [ ] Snow [ ] Hail [ ] Thunderstorm [ ] Haze/Smoke [ ] Turbulence [ ] Icing [ ] Windshear [x] Rain [ ] Other:	Daylight Ceiling: 1500 feet Visibility: 2 miles RVR: 1000 feet

AIRCRAFT 1

Primary Aircraft Type B737 (Make / Model, e.g. B737, NOT N #, Flt #, etc)

Operator FAR Part 121 Other:

Operator Air Carrier Other:

Mission Passenger Other:

Flight Plan IFR

Flight Phase Final Approach Other:

Route in Use

[x] Direct [ ] Visual Approach [ ] Airway (ID):
[ ] Oceanic [ ] None [ ] STAR (ID):
[x] Vectors [ ] Other: [ ] SID (ID):

AIRCRAFT 2

Other Aircraft Type C182 (Make / Model, e.g. B737, NOT N #, Flt #, etc)

Operator FAR Part 91 Other:

Operator Personal Other:

Mission Personal Other:

Flight Plan IFR

Flight Phase Cruise Other:

Route in Use
- [ ] Direct
- [ ] Oceanic
- [x] Vectors
- [ ] Visual Approach
- [ ] None
- [ ] Other:
- [ ] Airway (ID):
- [ ] STAR (ID):
- [ ] SID (ID):

LOCATION Reset

Altitude: 3000 (single value) (•) MSL ( ) AGL

Distance: 10 and/or Radial: (bearing) 350 from:

(•) Airport KCVG ( ) ATC Fac

( ) Intersection ( ) NAVAID

CONFLICTS Reset

Estimated miss distance in feet: Horzontal 500 Vertical 500

Was evasive action taken? (•) Yes ( ) No

Was TCAS a factor? ( ) TA (•) RA ( ) No

Did terrain warning system activate? (•) Yes ( ) No

DESCRIBE EVENT/SITUATION

Keeping in mind the topics shown below, discuss those which you feel are relevant and anything else you think is important. Include what you believe really caused the problem, and what can be done to prevent a recurrence, or correct the situation.

A sample airline flight number 1234. A flight from Chicago (KORD) to Cincinnati (KCVG) encountered an ACAS/TCAS waring when approximately 10 Nautical Miles from the airfield deviated from its final approach course on the ILS 36L approach. The situation started when a Cessna Skylane with the tail number of N12345 encountered a communication problem and deviated into the approach path of the Sample Airlines final approach course.

Upon the Skylane not responding to multiple calls to turn right to 190, the aircraft continued upon its course in front of the path of the B737. The B737 TCAS and ACAS instructed the crew members to "CLIMB, CLIMB NOW." in which the successfully did and proceeded to execute a go around upon this warning.

To: Humanresources@sampleairlines.com

CC: Kevin Staff (Chief HR Northeast District) KStaff@Sampleairlines.com

Subject: Flight 1234: Removable of an unruly passenger

Dear Sample Airlines,

My name is Same Stauss. I am a B737-800 Captain based out of KBDL. I am writing you this email to let you know about an incident that had occurred at 12:00 EST on the 16th of the Month of January. During the passenger boarding process there was an incident that had occurred when a passenger would not sit in her assigned seating when the flight attendant politely asked her to do so. The passenger was escalating an argument and began to cause a scene within the cabin. The passenger verbally said that my flight attendant would not have a position at Sample Airlines come tomorrow. The flight attendant requested that this passenger be removed from the aircraft.

I am writing this to let you know that I have filled out the Human Resources report about this incident and would not like this passenger to be allowed on any of my flights. Thank you for your time.

Best Regards,

Sam Stauss
Capitan, B737
Sample Airlines

SAM STAUSS

6810 Legacy Ridge Lane
Cincinnati, OH 45248
(513)828-9136
stausssl@mail.uc.edu

Certified private pilot and aviation student pursuing a career in aviation

EDUCATION

UNIVERSITY OF CINCINNATI - CLERMONT, Cincinnati, OH — August 2017 – Present

Associate of Applied Science, Aviation Technology
Junior Year - Bachelor of Technical & Applied Studies
Dean's List

CERTIFICATIONS

FLIGHT INSTRUCTOR CERTIFICATE — February 2020

Instrument Rating
FAA First Class Medical Certificate
Total Hours: 240.7
Pilot-in-Command Hours: 173.6
Night Hours: 28.2
Cross Country Hours: 83.1

WORK EXPERIENCE

LOWES, Cincinnati, OH — October 2018 – January 2020

Customer Service Associate
Responsible for assisting customer with all of their shopping needs including the selection,

demonstration, preparation and loading of merchandise.

ENVOY AIRLINES, Hebron, KY June 2018 – September 2018

Ramp Agent
Responsible for loading and unloading baggage, cargo and freight on and off aircraft. Transporting items between terminals, aircraft and the bag room using belt-loaders, tugs, carts and other vehicles/equipment. Marshaling aircraft which required working closely with teammates to ensure there is a safe path for the aircraft, jetbridge, vehicles, and equipment.

ROHE PHARMACY, Cincinnati, OH November 2015 – June 2018

Senior Delivery Driver
Responsible for the delivery of pharmaceuticals including controlled substances to nursing homes and elderly customer. Worked as cashier and served as the computer systems administrator when needed.

HONORS & AWARDS

Bruce A. Ziegler Aviation Scholarship – University Of Cincinnati Clermont **2018**

Awarded to first year aviation student to pursue the passion for flying.

James R. Borgman Art Award – Elder High School **2017**

Awarded to the student who best exemplifies the spirit and ideals of the Elder High School Art Department.

Regional Scholastic Art Award - Gold Key & Honorable Mention – Art Academy of Cincinnati **2017**

The annual Scholastic Art Awards is recognition initiative for creative students and for young artists and writers.
