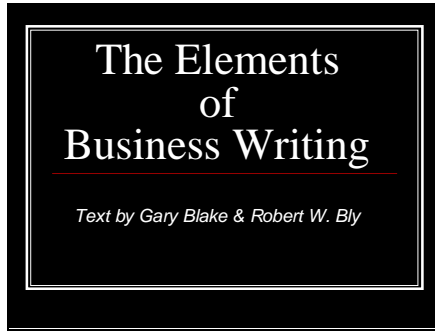
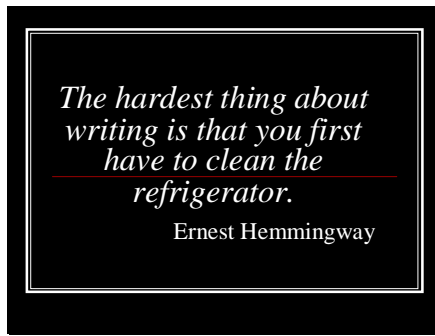


Slide 1



Slide 2



Slide 3



Slide 4

Basics

- n Be truthful
- n Take responsibility
- n Get to the point
- n Not everything in writing is subject to rules
- n read it aloud
- n read it aloud, again

Slide 5

More Basics

- n Use technology (spelling and grammar check)...with caution
- n Know your audience
- n Know your topic
- n Write a lot – read even more
- n Revise, revise, revise

Slide 6

Even more basics

- n Before you write, ask yourself these questions about your **reader**:
 - n How **interested** or involved in the subject is my reader?
 - n How **knowledgeable** is he or she on the subject?
 - n What is my reader's **purpose** for reading? To make a decision? To be better informed?

Slide 7

Still even more basics

▫ Before you write, ask yourself these questions about your reader (cont.):

▫ Does my reader have special concerns or strong **views** about the subject? What are they?

▫ How does my reader **regard me** personally and professionally?

▫ What is my reader's **style** of doing business?

Slide 8

Overview -
Writing Business
Messages

Slide 9

Don't let this happen to you...

▫ *Am returning this otherwise good paper because someone has printed gibberish all over it and put your name at the top.*

-English Professor

Slide 10

Know your audience

- Business writing is **persuasive** writing.
- At the most basic level, business writing seeks to convince the reader that what is being said is **true**.
- Some business writing will try to persuade the reader to **take an action** or think about something a certain way.

Slide 11

Know your audience

- You will be able to write most persuasively if you know your audience and **their expectations** and if you organize your message to address **their needs**.



Slide 12

Know your audience

- Sometimes you will know your audience personally.
- Other times you will not know your audience personally, or you will need to write to more than one person.



Slide 13

When you know your reader

- Put yourself in your reader's place and look at your message through that person's eyes.
- If your message does not meet your reader's needs or if it isn't written at his or her level of understanding, your message may be ignored.

Slide 14

When you know your reader

- Before you write, ask yourself these questions about your reader:
 - How **interested or involved** in the subject is my reader?
 - How **knowledgeable** is he or she on the subject?
 - What is my **reader's purpose** for reading? To make a decision? To be better informed?

Slide 15


When you know your reader

- Before you write, ask yourself these questions about your reader:
 - Does my reader have special **concerns** or strong **views** about the subject? What are they?
 - How does my reader **regard me (you)** personally and professionally?
 - What is my reader's **style** of doing business?

Slide 16

When you do not know your reader

- There are two general types of business readers: **skimmers** and **skeptics**.
- Your documents will be most effective if you write for both types of readers.



Slide 17

When you do not know your reader

<ul style="list-style-type: none">Skimmers are readers that are typically very busy. Pressed for time, they often skim documents in a rather short period of time.	<p>The documents you prepare for skimmers should:</p> <ul style="list-style-type: none">State the main point clearly and up frontPlace the most important information at the beginning or ending of paragraphsHighlight key dates or figures
---	--

Slide 18


Important stuff at beginning or end

- Before:** This steel is principally used for making razors because of its hardness.
- After:** Because of its hardness, this steel is principally used for making razors.

Slide 19

When you do not know your reader

- n The second type of reader is a **Skeptic**. A Skeptic is a reader that is cautious and doubtful.
- n Skeptical readers will tend to read a document carefully, questioning its validity and the writer's claims.



Slide 20

When you do not know your reader

- n In order to meet the needs of the Skeptical reader, it is necessary to support your statements with sufficient **details** and **evidence**.
- n Provide **specific examples**, numbers, dates, names, and percentages to meet the needs of the skeptical reader.

Slide 21

Know your audience

<ul style="list-style-type: none">n Knowing your audience is only the first step.n This information must affect the way that you write your message.n So, how can you write for both skimmers and skeptics at the same time?	<ul style="list-style-type: none">n Using knowledge of your audience to develop and organize the content of your message will help you to create documents that can be skimmed easily <u>and</u> read critically.
--	--

Slide 22

Audience expectations

- n Your document will be most successful if it matches the reader's expectations.
- n Most American readers will share the same general expectations. Which are...

Slide 23

Audience expectations

Three of the most common expectations are that your message will:

- n Get to the **point**
- n Be kept as **simple** as possible
- n Use passive and active voice appropriately

Slide 24

Get to the point

n Readers will expect you to answer the question, "so what is your point? " early in the document, regardless of the type of document they are reading.	n Preview your main idea so that readers will know what to expect.
	n Even when delivering bad news, it is best to state the main point early in the document.

Slide 25

Get to the point

- Here is an example of a hidden main point in requesting an employment verification.

Dear Personnel Director:

On March 27, I received a phone call from Mr. Art Van Delay from New York, who was once an Architect in your Kernersville office. He tells me she was under the direct supervision of.....

Slide 26

Get to the point

- Here is the same example rewritten so that the main point is clear.

Dear Personnel Director:

Would you verify the employment of Mr. Art Van Delay? He was a data entry clerk in your Kernersville office (fill in the details)

Slide 27

Get to the point


- Even bad news should always be delivered up front.
- You can cushion bad news by the language you use. When delivering bad news, do not be too aggressive, as in the first example.

Not: We must hire a new secretary now.

But: I know that you do not think we should hire a new secretary now, but I really think we need to. Please let me explain my reasons.

Slide 28

Audience expectations



- Readers from other cultures will often have a different set of reader expectations.
- Be sensitive to these differences when writing to or for people from other cultures.

Slide 29

Audience expectations

- Some strategies for communicating with those from different cultures:
 - Maintain formality—use titles and family names and convey an attitude of propriety.
 - Avoid slang, jargon, and other figures of speech (zero tolerance policy, once-over, done deal, user-friendly, etc.).
 - Be specific and illustrate your points with concrete examples.
 - Provide summary.

Slide 30

Content

- Content refers to the information included in the message.
- Considering your audience will help you to determine what information to include in the document.
- Your Goal:** to include enough information to keep the reader's interest but not so much information that you waste the reader's time and obscure your main point.

Slide 31

Content


- Do not begin writing your document until you have **planned what you want to say**.
- This will help you avoid writer's block or writing a poorly developed message.

- Ask yourself:
 - How much background information is needed?
 - How can I best support my conclusions?
 - Would examples, details, or graphics help readers to understand?
 - Do I need to do any more research?

Slide 32

Content

- Some common methods that writers use to help them determine content are:
- Outlining
- Brainstorming
- Clustering



Slide 33

Content

- Outlining: create a hierarchy of your ideas.
- This will help you to identify what your main points are, what supporting material is available, and what other information you need to include.

Progress Report for January 2005

- I. Background
 - A. Details of my being hired in Dec. 2004
 - B. My objectives the first month
- II. Work completed to date
 - A. Developed a plan and presented it to the necessary committee
 - B. Plan has been approved
- III. Work to be completed
 - A. Plan will be initiated by March 2005

Slide 34

Content

Jan.2005 Progress Report:

- Being hired: no clear procedure for handling mail.
- My plan: name of the committee who approved it??
- Susan and I hope the plan will be in place by March 2005.

- Brainstorming: write down ideas, facts, and anything else that seems related to your purpose.
- Don't edit yourself as you brainstorm.
- When you're finished, decide what's important and what can be deleted or revised.

Slide 35

Content

- Clustering: Write your main point in the middle of the page and circle it.
- As you think of ideas, write them down and link them to either the main idea or to another point.

```
graph TD; A((My progress)) --- B((Hired in Dec.)); A --- C((Work finished)); A --- D((Work to do));
```

Slide 36


Organization

- Organization refers to the order in which information is presented.
- Once you know **what** information you want to include in your document, you can decide **how to** organize that information.

Slide 37

Organization

- n The first step to organizing is to **group like information together**.
- n Next, consider the reaction you are likely to get from your reader.



Slide 38

Organization

- n If you expect a **positive** response, you can use a direct organizational plan.
- n Present your conclusions or major idea first, followed by the reasons or support.

I recently came across your posting for Design Engineers on an employment Opportunities board. My education, organizational, leadership, and problem-solving skills uniquely qualify me for the position of junior designer at VP Buildings.

Slide 39

Organization

You did such a good job of explaining the merits of our new Tuition Assistance Program that I have tentatively decided to apply for the program myself. To keep my options open, then, I must ask you to select someone else to serve on the program committee. . .

- n If you expect a **negative** response, you might choose to use an indirect organizational plan.
- n Present your reasons first and your conclusions after.
- n Even when using this plan, be sure to state your main point up front.

Slide 40

Organization

- You can also organize information in paragraphs to meet the needs of skimmers and skeptics.

Slide 41

Organization

Place information where readers are most likely to look for it:

- Skimmers are most likely to read the **first** and **last** paragraphs of a message.
- Within paragraphs, skimmers are most likely to read the first and last sentences.

Slide 42

Organization

Use paragraphs effectively:

- Keep paragraphs short. Readers are more likely to read a longer message broken into several short paragraphs than they are a shorter message without breaks.
- Each paragraph should contain only one main point, and this point should be developed with concrete evidence and details.

Slide 43

Did I effectively reach my audience?

When you have finished writing your message (and before delivering it), evaluate your writing by considering whether or not you effectively addressed your reader.

It may be necessary to rewrite or reorganize the document to make your message clear.

Slide 44

20-second test (see handout)

Skimmers are likely to spend 20 seconds or less skimming a document to decide whether or not to read it more carefully.

Skim your document for 20 seconds, and mark what stands out most to you in that amount of time.

After you are finished, see if what you have marked is able to convey your message clearly.

Even better, have someone else skim your document before sending it, and see if your message is clear to them as well.

Slide 45

Testing your assertions (claims)
(assertion letter handout)

Expect skeptical readers to question every assertion that you make.

Look at your document closely and underline each of your major assertions.

Ask the following questions about each assertion:

Is the assertion clearly stated?

Did I include enough details and examples to support my assertion?

Is it clear what I want the reader to do or know?

Do I provide enough context for the assertion or is more background information needed?

Slide 46

Principles of Composition

p.1

Slide 47

Use the Active Voice - mostly

- Be passive (with caution) – take responsibility...otherwise, may appear evasive
- It was felt the budget was too large.
- Better:** Ed felt the budget was too large.

p.1

Slide 48

Use active and passive voice appropriately

- Passive voice is often overused in business writing.
- A writer uses passive voice to purposefully leave out the actor or subject of the sentence in an effort to sound more diplomatic (or hide something?).

Slide 49

Use active and passive voice appropriately

Passive voice has three basic characteristics:

1. a form of the verb to be (is, am, are, was, were, be, been, or being).
2. a past participle (a verb ending in -ed or -en except irregular verbs like kept).
3. a prepositional phrase beginning with by

Here is a sentence using all three characteristics:

"The matter is being looked into by the committee."

Another sample of a passive sentence:

"You have been given an extension on your loan."


Slide 50

Use active and passive voice appropriately

Active: You are past due on your order change payment.

Passive: Your order change payment is past due.

The passive example is less confrontational. It takes the actor out of the sentence so that the *message does not appear to blame* someone.



Slide 51

Use passive and active voice appropriately

Use passive voice:

- 1) when you don't know the actor (The door was left unlocked.)
- 2) when the actor is unimportant to the point you're making (The office will be open on Monday.)
- 3) when the emphasis is clearly not on the actor but on the acted upon (What happened to the student who plagiarized their paper? The student was failed.)

Slide 52

Passive Voice

- indicates **what** is receiving the action rather than explaining **who** is doing the action
- two indicators
 - ♦ "to be" verbs—is, are, was, were
 - ♦ "by _____"

Examples:

- n Mistakes were made.
- n The cats were brushed by Laura.

Slide 53

Avoid Long Sentences

- n Usually fewer than 15 words long
- n **Poor:** I was unaware of the fact that your widget could be also be used as a peak cap.
- n **Better:** I didn't know your widget could be used as a peak cap.

p.3

Slide 54

Keep it simple

<ul style="list-style-type: none">n Do not feel compelled to use bigger words or more complex sentences to build credibility with your audience.n The point is to communicate clearly.	<ul style="list-style-type: none">n The main reasons to avoid such an approach are:<ul style="list-style-type: none">a) you might be perceived as a con artist or,b) your message might become confusing.
---	--

p.5

Slide 55

Keep it simple

An example using "impressive" words:

Subsequent to the passage of the subject legislation, it is incumbent upon you to advise your organization to comply with it.

Get a good Thesaurus!

An example using simple words:

After the law passes, you must tell your people to comply with it.

Slide 56

Use Simple Language

It is the place of autumnal moons hung low and orange at the frosty edges of the pines; it is the place of frost and silence; of the clean dry shocks and the opulence of enormous pumpkins that yellow on hard clotted earth...

Thomas Wolfe from *Of Time and the River*

(nice...but not for business...)

p.5

Slide 57

Use Simple Language

You see, wire telegraph is a kind of very, very long cat. You pull his tail in New York and his head is meowing in LA. Radio operates in exactly the same way: you send signals here, they receive them there. The only difference is that there is no cat.

Albert Einstein

(much better...for business)

p.5

Slide 58

Use Simple Language

Say What???

My thinking has evolved to the significant point where a concept has emerged.

I have an idea.

Say What???

The biota exhibited a 100% mortality rate.

All the fish died.

p.5

Slide 59

Use Simple Language

Say What???

In reference to the situation in France, there have been certain setbacks...

The news from France is bad.

Winston Churchill

Say What???

It's advisable to purchase stocks when their prices are depressed and to sell them at the top of the market.

Buy low, sell high.

Bernard Baruch

p.5

Slide 60

Use Simple Language

OK for scholarly writing

Better for everyday communication

Readability Statistics

Counts	
Words	340
Characters	1766
Paragraphs	5
Sentences	15
Averages	
Sentences per Paragraph	3.0
Words per Sentence	22.6
Characters per Word	4.8
Readability	
Peterson Sentences	6%
Flesch Reading Ease	43.4
Flesch-Kincaid Grade Level	12.0

Readability Statistics

Counts	
Words	190
Characters	910
Paragraphs	5
Sentences	14
Averages	
Sentences per Paragraph	3.5
Words per Sentence	13.0
Characters per Word	4.5
Readability	
Peterson Sentences	0%
Flesch Reading Ease	69.0
Flesch-Kincaid Grade Level	6.0

(click for) [Flesch-Kincaid Reading Levels](#)

p.5

Slide 61

Flesch-Kincaid

Ideally, you should aim for a reading ease of around 60 to 70 (equivalent to a Grade level of around 6 to 8). The nearer 100 your text scores, the easier it is to read (and conversely, the lower the grade score, the easier the text is to read). Comics, for example, are usually in the 90s. The Harvard Law Review scores in the low 30s. Legal documents are usually lucky to make it into double figures.

Slide 62

Be careful of jargon

RF, CB, ERP, OE, JA, VPC, P&B, WB, UB, Cee, Zee, PDM, DM, PT, TTC, NE, SE, etc., etc...

p.5

Slide 63

Delete stuff that does not add meaning

p.8

Slide 64

Break into Short Sections

n

Turn to pages 10 and 11 in the text...

p.10-11

Slide 65

Use Specific and Concrete Terms

n

Not: Send it to me ASAP.

n

Instead: If possible, send it to me by Monday.

p.11

Slide 66

Write in a natural and conversational style

n

Not: Pursuant to our discussion, I am forwarding the pertinent parts.

n

Instead: As we discussed, I am sending you the required parts.

p.12

Slide 67

Keep Ideas Parallel

- Turn to page 14 of text...

p.14

Slide 68

Principles of
Organization

p.17

Slide 69

Organize according to Reader

- What is important to them, not you
- Order from most important to least important
- Knowing the way the reader thinks about a subject

p.18

Slide 70

Organize Material Logically

- Turn to page 21 in text...

p.21

Slide 71

Delete the Warm-Up Paragraph

- If it does not add content - may be OK in informal writing, but the sooner you get to the point, the better!

p.23

Slide 72

Use an Executive Summary

- For longer proposals, reports, or manuals...

p.25

Slide 73

Separate Fact from Opinion

- Turn "I think" into "This is true"
- We wouldn't say: "SSR is probably more expensive than PR on this project."
- Say: "The upgrade for SSR on this project is \$17,523."

p.27

Slide 74

Delete Unnecessary Closings

- Decide how you want to close, say it once - then **get out!**

p.29

Slide 75

Use Headings and Subheadings

- For longer documents (more than one page)
 - Breaks material into shorter sections
 - Easier to read and digest
 - Provides quick reference points
 - key points easier to find
- [Long example \(click here\)](#)
- [Modified example \(click here\)](#)

p.31

Slide 76

Principles of Wording and Phrasing

p.35

Slide 77

Avoid wordy and redundant phrases

- Wordy phrases such as:
 - In the majority of instances - (most)
 - At this point in time - (now)
 - In the very near future - (soon)
 - Make a recommendation that - (recommend)

p.35

Slide 78

Avoid wordy and redundant phrases

- Redundant phrases such as:
 - Actual experience - (experience)
 - Advance plan - (plan)
 - An honor and a privilege - (an honor)
 - Close proximity - (near)
 - First and foremost - (first)

p.35

Slide 79

Use small words

- n Write intelligently, but not scientifically
- n Write to express – not impress
 - n ascertain - (find out)
 - n expedite – (speed)
 - n terminate – (end)
 - n commencement – (start)

p.39

Slide 80

Avoid sexist language

- n Workplace is no longer male dominated
 - n chairman – (chair)
 - n draftsman – (drafter)
 - n foreman – (supervisor)
 - n man-hours – (work-hours)
 - n stewardess – (flight attendant)
- n "Ms." is almost universally accepted as correct way to address a woman

p.41

Slide 81

Proper use of commonly misused words and phrases (see pages 44-50 of text)

- n accept – to receive willingly
 - n I accept your apology.
- n except – excluding
 - n You will be reimbursed for everything except local travel?
- n can – implies ability
- n may – implies permission

p.43

Slide 82

Proper use of commonly misused words and phrases
(see pages 44-50 of text)

- Affect – to influence, alter, or change (almost always a verb)
 - How will this policy affect our pay?
- Effect – result (usually a noun)
 - What effect has the economy had on building sales?
- Keep a list of *your* commonly misused words

p.43

Slide 83

Use modern language

- Antiquated: We deem it advisable...
- Modern: We suggest...
- Antiquated : ...in lieu of...
- Modern : ...instead of...

p.50

Slide 84

Use original language instead of clichés

- Clichéd (use with caution):
 - acid test
 - back to square one
 - bottom line
 - hit the nail on the head
 - run it up the flagpole
 - last but not least

p.51

Slide 85

Avoid jargon – buzz words

- n What?: deplane
 - n get off the plane
- n What?: pub date
 - n publication date
- n What?: one twenty
 - n two-hour program

p.52

Slide 86

Principles of
Tone

p.55

Slide 87

Write to express, not impress

- n Today's trend is to write naturally and conversationally
 - n **Not:** The corporation has deemed it necessary to terminate the employment the employment of Art Van Delay.
 - n **Instead:** Art Van Delay was fired.

p.57

Slide 88

Prefer **informal** to formal language

- Turn to page 59 of text...

p.59

Slide 89

Prefer **positive** to negative words

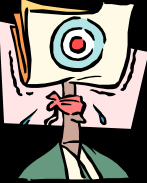
- Avoid the following:
 - you claim...(you say so, but I don't believe you)
 - failed to...(implies incompetence)
 - neglected...(implies willful misconduct)
- Not:** Mr. Builder claims he did not receive the column.
- Instead:** Mr. Builder says he did not receive the column.

p.61

Slide 90

Delivering **Bad** News

- Deliver the news up front.
- Avoid blaming statements.
- Avoid hedging words or words that sound ambiguous.
- Maintain a positive resolve.



Slide 91

Delivering Bad News

Deliver the news up front:	Avoid using "weasel words" or hedging:
"We are unable to order new computers this quarter due to budget cuts."	"Our pricing structure is outdated."
Avoid blaming:	More examples of hedging are:
"I think it will be hard to recover from this, but what can I do to help?"	Intents and purposes
	Possibly, most likely
	Perhaps, maybe

Slide 92

First the bad news...

- n **Not:** I'd be happy to donate the door prizes; however, I don't have time to serve on the committee.
- n **Instead:** I don't have time to serve on the committee; however, I'd be happy to donate the door prizes.
- n Very subtle, but can make a difference.

p.61

Slide 93

Write to change behavior, not express anger

- n attack the problem, not the person
- n turn to page 62 of text...

p.62

Slide 94

Be your most **pleasant** self

- n be courteous without over doing it
- n use: please, thank you, I appreciate, etc.
- n use personal pronouns (I, we, you) instead of the third person (they, the company, the customer)

p.67

Slide 95

Use **contractions** to warm up message

- n contractions make writing conversational and informal and to achieve a warmer tone
 - n **Not:** Do not make an issue put of it.
 - n **Instead:** Don't make an issue out of it.
- n but don't use too many...
 - n see page 70 of text...

p.69

Slide 96

Avoid **hedging**

- n The writer is unwilling to present the information as the trust.
 - n in my opinion...
 - n I think...
 - n probably...
 - n virtually...
- n It weakens the writing, puts doubt in the reader's mind.

p.70

Slide 97

Avoid **sarcasm**

- n may help vent anger, but seldom get cooperation
- n turn to **page 73** of text...

p.72

Slide 98

Principles of Persuasion

p.75

Slide 99

Information vs. Persuasive Writing

Informational	Persuasive
<ul style="list-style-type: none">n informsn present facts	<ul style="list-style-type: none">n to change behaviorn to motivate the reader to take some action

p.76

Slide 100

Get **attention appropriately**

- **Live Nude Dancers!**

now that I have your attention...

- Better: **IMPORTANT UPDATE ON VPC version 5.2a**
- turn to page 77 of text...

p.76

Slide 101

Awaken **need** for the idea, then present the idea itself

- Why should the reader care about your idea?
- turn to page 81 of text...

p.81

Slide 102

Stress **benefits**, not features

- The reader wants to know, **"What's in it for me?"**

p.83

Slide 103

Prove with **facts, opinions, and statistics**

- n the skeptic wants proof
- n cite the source of the information...

p.85

Slide 104

Don't get bogged down in **details**

- n too much technical information can be bad
- n this may be appropriate in technical reports, but not the usual everyday communications

p.86

Slide 105

Tell the reader what to do next

- n give them a reason to respond now – not later.

p.87

Slide 106

Reason before request

- The reader wants to know "What's in it for me?"

p.89

Slide 107

Assume nothing

- Avoid:
 - As you know...(instead: as you may know...)
 - I'm sure you will agree...(instead: you may have heard...)
 - I need you to...(instead: will you please...)

p.90

Slide 108

Principles of
Punctuation,
Grammar, and
Spelling

p.93

Slide 109

Punctuation

p.93

Slide 110

Commas, brief pause

- a brief pause, a "breath" in the reading

p.94

Slide 111

Semicolon; two independent clauses

- separates two independent clauses
- functions like a conjunction
 - Give without remembering; take without forgetting.
- separates items on a list
 - This month I have traveled to: Kernersville, North Carolina; Pine Bluff, Arkansas; and Turlock, California.

p.98

Slide 112

Colon: to introduce a list or explanation

- Colons signal that **something's coming**: a list, a long quotation, or a business letter.
- The major components of a post and beam are: cornerposts, endposts, and rake beams.
- Abraham Lincoln has said: Fourscore and seven years ago..."
- Dear Mr. Poe:

p.99

Slide 113

Apostrophe s ('s)-possessive of singular noun

- Poe's book
- Mrs. Jones's house
- possessive of plural noun, add '
- employees' benefits
- members' dues

p.100

Slide 114

Hyphenate two words -

- when two or more words are compounded to form an adjective:
- year-to-date sales
- long-range goals
- Here is the up-to-date report.
- but not: Bring him up to date.

p.101

Slide 115

Ellipsis...hesitation...or omission

- used to show hesitation, uncertainty, or reluctance:
 - I love to eat beans...but I'm afraid they will give me gas.
- as omission when quoting part of some text:
 - "...the soul of the reader is at the writer's control."
Edgar Allan Poe

p.103

Slide 116

(parentheses) add mat'l not part of main thought

- (Almost like a *whisper*)
- to add explanatory not part of main thought
 - VPC version 1.0 (released in 2000) was VP's first windows based design system.
 - (Don't) (overdo) (it!)

p.104

Slide 117

Dash – interrupt – or highlight

- The builders needs his anchor bolt plan – by tomorrow.
- VPC version 1.0 - released in 2000 - was VP's first windows based design system.

p.105

Slide 118

Avoid slash constructions (and/or)

n avoid:

n and/or

n he/she

n s/he

n instead:

n bill and susan

n bill or susan

p.106

Slide 119

Commas inside quotes

n "I've got my hands on the steel right now,"
the district manager said to the builder.

Unless...

n Other closing punctuation mark is used:

n "Stop that!" she cried.

n "Where's my girls?" asked Marcus.

p.107

Slide 120

Grammar

p.107

Slide 121

Avoid **subject** and **verb** disagreement

- n **No:** In reference to your recent email, your address in our files are correct.
Rewrite:
- n **Yes:** In reference to your recent email, your address in our files is correct.

p.107-108

Slide 122

Avoid improper use of **reflexive** nouns

- n Personal pronouns combined with –self or –selves are called **reflexive**.
 - n **No:** Ed and myself have been a great asset to the team.
Rewrite:
 - n **Yes:** Ed and I have been a great asset to the team.

p.108

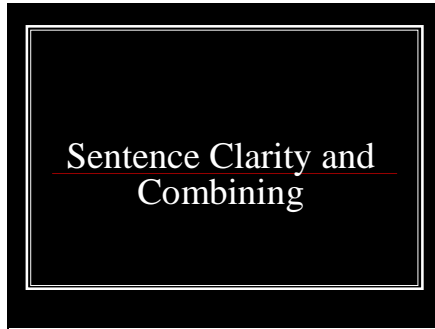
Slide 123

Avoid sentence **fragments** and **run-on** sentences

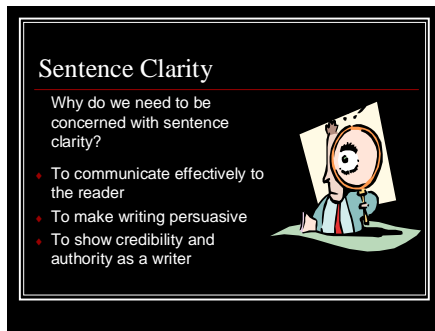
- n **Fragment** – does not express a complete thought.
- n **Run-on** – when a comma is used between two complete sentences.
- n Turn to page pages 109-110 in text...

p.109

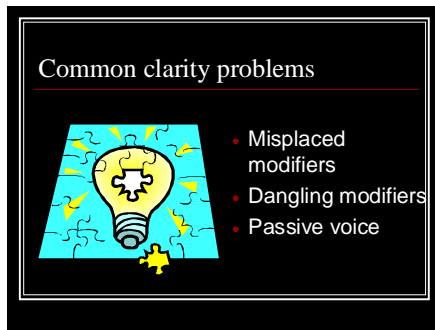
Slide 124



Slide 125




Slide 126



Slide 127

Misplaced Modifiers


- a word or phrase that causes confusion because it is located within a sentence so far away from the word(s) to which it refers



Slide 128

Misplaced Modifiers

- Consider the different meanings in the following sentences:
The dog under the tree bit Carrie.
vs.
The dog bit Carrie under the tree.



Slide 129

Avoid misplaced modifiers

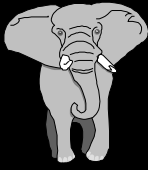
- I need a new laptop for my builder, preferably with more memory.
▪ How would you rewrite this?
- I need a new laptop, preferably with more memory, for my builder.

Slide 130

Misplaced Modifiers

Sometimes misplaced modifiers are used for comic effect:

The other day I shot an elephant in my pajamas. How he got in my pajamas I'll never know.
-- Groucho Marx




Slide 131

How might you correct the following sentence?

Jennifer called her adorable kitten opening the can of tuna and filled the food bowl.

Better: Opening the can of tuna, Jennifer called her adorable kitten and filled the food bowl.




Slide 132

How might you correct the following sentence?

Portia rushed to the store loaded with cash to buy the birthday gift.

Better: Portia, loaded with cash, rushed to the store to buy the birthday gift.



Slide 133


Misplaced Modifiers

Some one-word modifiers often cause confusion:

almost	just	nearly	simply
even	hardly	merely	only

Slide 134

Explain the meaning of each sentence:




- Almost everyone in the class passed the calculus exam.
- Everyone in the class almost passed the calculus exam.
- Which sentence indicates that everyone in the class failed the exam?

Slide 135

Explain the meaning of each sentence:

- John nearly earned \$100.
- John earned nearly \$100.
- Which sentence indicates that John earned some money?




Slide 136

Dangling modifiers

a word or phrase that modifies another word or phrase that has not been stated clearly within the sentence

- often occur at the beginnings and ends of sentences
- often indicated by an *-ing* verb or a *to* + verb phrase



Slide 137

Avoid dangling modifiers

n After agreeing to work overtime, the anchor bolt plan was completed by Sara.

n How would you rewrite?

n After agreeing to work overtime, Sara completed the anchor bolt plan.

p.110

Slide 138

Avoid dangling modifiers

n When choosing a designer, your priority should be experience.


n How would you rewrite?

n When choosing a designer, make experience your priority.

p.110

Slide 139

Dangling modifiers



Having finished dinner, the football game was turned on.

Having finished dinner, Joe turned on the football game.

Slide 140


Dangling modifiers can be repaired by:

- placing the subject of the modification phrase as the subject of the independent clause:
Having finished dinner, Joe turned on the football game.
- placing the subject of the action within the dangling phrase:
After Joe finished dinner, he turned on the football game.

Slide 141

How might you correct the following sentence?

Playing solitaire on the computer for three hours, Michael's paper was not completed.



Better: Playing solitaire on the computer for three hours, Michael did not complete his paper.

Better: Because Michael played solitaire on the computer for three hours, he did not complete his paper.

Slide 142


Exercises to follow...

- Get your tablet and keep groaning to a minimum!

Slide 143

How might you correct the following sentence?

Locked away in the old chest, Richard was surprised by the antique hats.




Better: Locked away in the old chest, the antique hats surprised Richard.

Better: The antique hats locked away in the old chest surprised Richard.

Slide 144

How might you correct the following sentence?

To work as a loan officer, an education in financial planning is required.




Better: To work as a loan officer, one is required to have an education in financial planning.

Slide 145

How might you correct the following sentence?

Being a process that still needs to be refined, scientists are searching for a more effective plan for chemotherapy treatment.

Better: Scientists are searching for a more effective plan for chemotherapy treatment, a process that still needs to be refined.




Slide 146

How might you improve the following sentence?

The decision that was reached by the committee was to postpone the vote.

Better: The committee reached the decision to postpone the vote.

Best: The committee decided to postpone the vote.




Slide 147

How might you correct the following sentence?

The disk drive of the computer was damaged by the electrical surge.

Better: The electrical surge damaged the disk drive of the computer.

Best: The electrical surge damaged the computer's disk drive.



Slide 148

Sentence Combining

- n Why should we know about sentence combining?
 - To build clarity
 - To avoid wordiness
 - To avoid redundancy
- n Keys to sentence combining:
 - Create adjectives
 - Create properly placed modifying clauses
 - Eliminate unnecessary or repetitive phrases

Slide 149

Consider the following paragraph:

The boy struggled to ride his bike. The boy is four years old and he is feisty. The bike is new and it is a light blue color. The boy received the bike for his birthday. He struggled for two hours. However, he was unsuccessful in riding the bike.

Slide 150

Sentence Combining

- n The feisty four-year-old boy struggled unsuccessfully for two hours to ride his new light blue birthday bike.

Slide 151

Sentence Combining

The animal trainer dove into the pool. The trainer was skilled and athletic. She was excited when she dove into the pool. She swam with two dolphins. The dolphins were babies. The dolphins were playful. The trainer swam with the dolphins for over an hour. When the trainer swam with the dolphins, she was happy.

Slide 152

Sentence Combining

The skilled, athletic animal trainer excitedly dove into the pool and happily swam for over an hour with two playful baby dolphins.

Slide 153

Sentence Combining

The blizzard contained strong winds and heavy snow. During the snowstorm, the roof of the town library collapsed. The roof of the post office did the same. The blowing snow covered the county roads. Schools cancelled classes due to the white-out conditions.

Slide 154

Sentence Combining

The blizzard contained strong winds and heavy snow. During the snowstorm, the roof of the town library collapsed. The roof of the post office did the same. The blowing snow covered the county roads. Schools cancelled classes due to the white-out conditions.

- The blizzard, containing strong winds and heavy snow, caused the roofs of the town library and the post office to collapse, created white-out conditions on county roads, and forced schools to cancel classes.

Slide 155

Abbreviations

p.113

Slide 156

Too few rather than too many abbrev.

- Turn to page 113 in text...

p.113

Slide 157

No apostrophe with plural abbrev.

- n DMs
- n PDMs
- n UFOs

except:
when an abbreviation has a final period:

- n M.D.'s

p.116

Slide 158

Capitalization

p.117

Slide 159

No CAPS to emphasize importance

- n **Not:** VP offers Quality and Service to its builders.
- n **Better:** VP offers *quality* and *service* to its builders.
- n Use *italics* or underline or **bold** instead

p.117

Slide 160

Cap. Full names of Corporations, etc.

- n VP Buildings, Inc.
- n Grupo-IMSA
- n Acme Widgets

p.117

Slide 161

Capitalize trade names

- n Pepsi
- n Be careful of using trade names when generic equivalent is intended
 - n Coke for cola
 - n Kleenex for facial tissue
 - n Xerox for copy

p.118-119

Slide 162

Spelling

p.120

Slide 163

Know **basic** rules

- Turn to pages 120-122 in text...

p.120

Slide 164

Use **preferred** spelling

- canceled, not cancelled
- judgment, not judgement
- catalog, not catalogue

p.122

Slide 165

Keep list of words you **frequently misspell**

- use spell-check and the auto-fix features!

p.123

Slide 166

Use Technology (carefully)

- Spelling and Grammar check in MSWord
 - Be careful – false sense of security
 - Must know spelling basics
 - Cannot pick up “their-there-they’re” and other misused words
 - Proper names (unless added to dictionary)
- Keep a good dictionary/thesaurus handy

Slide 167

Principles of
Format

p.125

Slide 168

Principles of Format

- It is not enough just to write well. You must attract the reader's attention.
- Present an attractive package

p.126

Slide 169

Wide margins for readability

[illegible]

Slide 170

Plenty of “White” space

- n Page with NO white space
- n Page with W H I T E space
- n Minimum 1" margins
- n Longer documents 1 ½ line spacing
- n If single space, skip space between paragraphs

p.126

[illegible]

Slide 171

Plenty of "White" space

Slide 172

Use subject or Re lines

- identifies a memo's topic and purpose quickly
- focuses the reader's attention
- should be **specific**
 - Re: VPCCommand error
 - Better**: Re: VPCCommand error in trim detailing

p.127

Slide 173

Salutations and closings in letters

- Dear Mr. Van Delay:
- Dear Art,
 - if name not known...
- Dear Customer Service Manager:
 - if gender unsure
- Dear Lee Faulkner,
- Dear Terry Van Winkle,

p.128

Slide 174

Salutations and **closings** in letters

- Not**: Cordially, Very truly yours, Sincerely yours, etc.
- Sincerely,
- Regards,

p.129

Slide 175

Numbered lists or bullet points

- **Bullets** – normally listing info that can be taken in any order
- **Numbers** – normally indicated info taken in the order listed, or to show steps.
- **Use to make sections of technical (and other) info easier to understand**

p.130

Slide 176

Numbered lists or bullet points

- **Not:** The components of a Portal Brace include the beam, knee braces, bolts, nuts, clips, and required stiffeners.
- **But:** The components of a Portal Brace are:
 - Portal brace beam
 - knee braces
 - bolts and nuts
 - required stiffeners

p.130

Slide 177

Alphabetize “cc” and “bc”

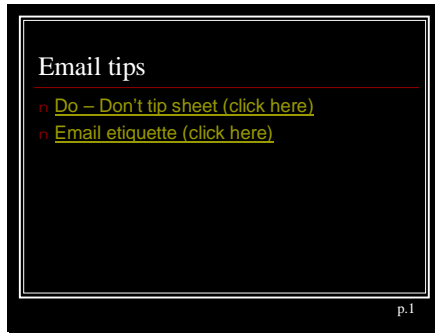
- cc: Sherwood **A**nderson
William **F**aulkner
Lorrie **M**oore
Peter **T**aylor

p.131

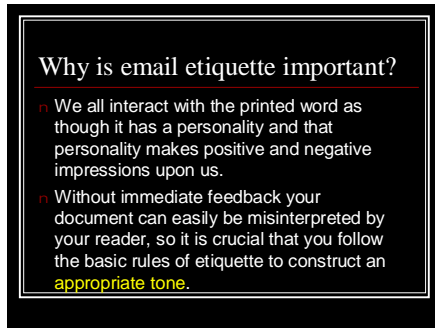
Slide 178



Slide 179



Slide 180



Slide 181

The elements of email etiquette

- General format
- Writing long messages
- Attachments
- The curse of surprises
- Flaming
- Delivering information
- Delivering bad news
- Electronic Mailing Lists

Slide 182

General Format: The Basics

- Write a salutation for each new subject email.
- Try to keep the email brief (one screen length).
- Return emails within the same time you would a phone call.
- Check for punctuation, spelling, and grammatical errors
- Use caps when appropriate.
- Format your email for plain text rather than HTML.
- Use a font that has a professional or neutral look.

Slide 183

General Format: Character Spacing

- Try to keep your line length at 80 characters or less.
- If your message is likely to be forwarded, keep it to 60 characters or less.
- Set your email preferences to automatically wrap outgoing plain text messages.

Slide 184

General Format: Lists and Bullets

When you are writing directions or want to emphasize important points, number your directions or bullet your main points.

For example,

- 1) Place the paper in drawer A.
- 2) Click the green "start" button.

Another example,

- Improve customer satisfaction.
- Empower employees.

Slide 185

General Format: Tone

- Write in a positive tone
"When you complete the report." instead of "If you complete the report."
- Avoid negative words that begin with "un, non, ex" or that end with "less" /useless, non-existent, ex-emptious

- Use smiles J , winks ;), and other graphical symbols only when appropriate.
- Use contractions to add a friendly tone. (don't, won't, can't).

Slide 186

General Format: Addresses



- n Avoid sending emails to more than six individual addresses at once.
- n Instead, create a mailing list so that readers do not have to scroll too much before getting to the actual message.

To: eNews@vp.com

Slide 187

Email Attachments

- When you are sending an attachment tell your respondent what the name of the file is, what program it is saved in, and the version of the program.
 - This file is in MSWord 2003 under the name "Training Tips.doc"

Slide 188

General Tips for Electronic Mailing Lists

- Avoid discussing private concerns and issues.
- It is okay to address someone directly on the list. Ex, "Hi Art, regarding your question"
- Change the subject heading to match the content of your message.

Slide 189

General Tips for Electronic Mailing Lists

- When conflict arises on the list **speak** in person with the one with whom you are in conflict. *Don't forget to maintain human contact!*

Slide 190

When your message is long

- Create an "elevator (executive)" summary.
- Provide a table of contents on the first screen of your email.
- If you require a response from the reader then be sure to request that response in the first paragraph of your email.
- Create headings for each major section.

Slide 191

Elevator Summary and Table of Contents

- An elevator summary should have all the main components of the email.

"Our profit margin for the last quarter went down 5%. As a result I am proposing budget adjustment for the following areas..."

- Table of contents

"This email contains

- A. Budget projections for the last quarter
- B. Actual performance for the last quarter
- C. Adjustment proposal
- D. Projected profitability"

Slide 192

Exercises to follow...


- Keep groaning to a minimum!

Slide 193

Long email exercise (handout)

Slide 194

Delivering Information About Meetings, Orientations, Processes



- Include an elevator summary and table of contents with headings.
- Provide as much information as possible.
- Offer the reader an opportunity to receive the information via mail if the email is too confusing.

Slide 195

Writing a complaint

- You should briefly state the history of the problem to provide context for your reader.
- Explain the attempts you made previously to resolve the problem.
- Show why it is critical for the problem to be resolved by your reader.
- Offer **suggestions** on ways you think it can be resolved or how you are willing to help in the matter.

Slide 196

Writing a complaint

<p>Briefly state the history:</p> <p>"The current way we choose officers for our organization is not democratic. As a result, we have a popularity contest that does not always get us the best candidates."</p>	<p>Show attempts made by you thus far to resolve the issue:</p> <p>"I have offered two alternatives for officer selection that still involves the votes of the members but both have been rejected by the executive board."</p>
--	---

Slide 197

Writing a complaint

Show why it is important for your reader to get involved:

"This is a problem for two reasons. First, I am concerned that the executive board no longer protects the interests of the organization and that their actions are not in keeping with the constitution of the organization.

Second, there have been a number of complaints from the members who feel that their concerns and preferences are not being addressed by the executive board, which decreases morale and productivity."


Slide 198

Writing a complaint

Ask for help and offer a resolution:

"Please let me know what other options I may have overlooked. I am willing to meet with the department head and the executive board to seek out a solution that is fair to the members and is good for the business of the organization. "

Slide 199



Do not take your reader by surprise or press them to the wall

- Do not wait until the end of the day to introduce a problem or concern via memo or email.
- Avoid writing a litany of concerns that you have been harboring for a long period of time.

Slide 200

Flaming in emails

- Flaming is a virtual term for **venting** or sending **inflammatory** messages in email.
- Avoid flaming because it tends to create a great deal of **conflict** that spirals out of control.
- Flame fights are the equivalent of food fights and tend to affect observers in a very **negative** way.
- What you say cannot be taken back; it is in black and white.

Slide 201

Keep flaming under control

- Before you send an email message, ask yourself, "**would I say this to this person's face?**"
- **Calm down** before responding to a message that offends you. Once you send the message it is gone.
- **Read your message twice** (aloud) before you send it and assume that you may be misinterpreted when proofreading.

Slide 202

When you need to flame

- There are times when you may need to blow off some steam.
- Remember your audience and your situation before sending the email.

Here's a way to flame:

Flame On

Your message

Flame Off

Slide 203

Responding to a flame

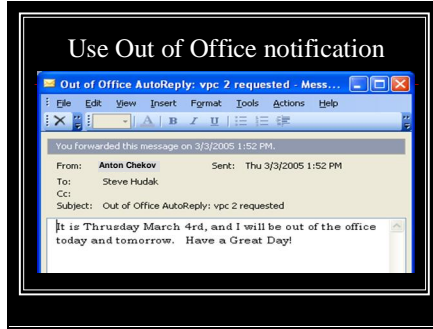
- Empathize with the sender's frustration and tell them they are right if that is true
- If you feel you are right, thank them for bringing the matter to your attention
- Explain what led to the problem in question
- Avoid getting bogged down by details and minor arguments
- If you are aware that the situation is in the process of being resolved let the reader know at the top of the response
- Apologize if necessary

Slide 204

Do not waste emails

- Do not reply just to say "OK" or "Thanks"
- Use "reply to all" feature sparingly

Slide 205



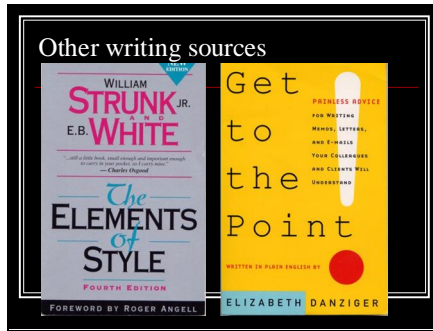
Slide 206

When Email Won't Work

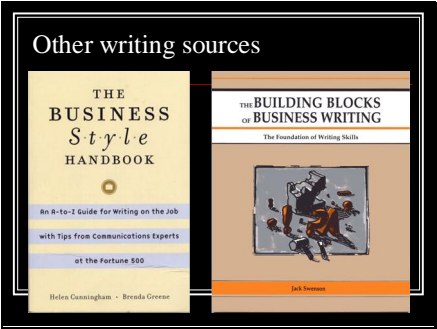


- n There are times when you need to take your discussion out of the virtual world and make a phone call.
- n If things become very heated, a lot of misunderstanding occurs, or when you are delivering very delicate news then the best way is still **face-to face**.

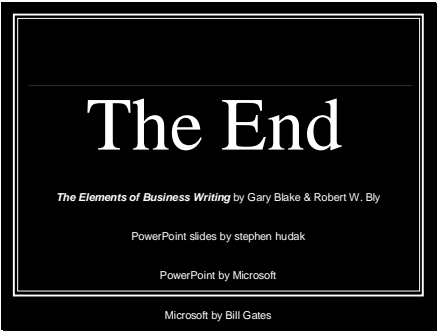
Slide 207



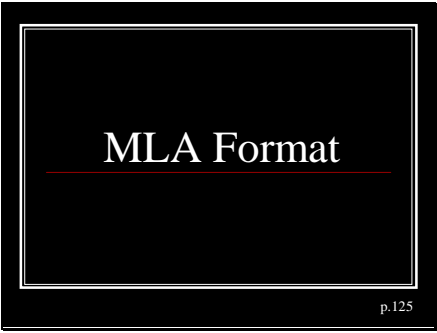
Slide 208



Slide 209




Slide 210




Slide 211

Cross-referencing: Using MLA Format



Slide 212

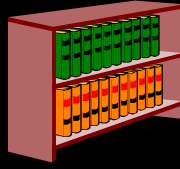
Why Use MLA Format?



- Allows readers to cross-reference your sources easily
- Provides consistent format within a discipline
- Gives you credibility as a writer
- Protects yourself from plagiarism

Slide 213

Cross-Referencing Your Sources



Cross-referencing allows readers to locate the publication information of source material. This is of great value for researchers who may want to locate your sources for their own research projects.

Slide 214


Using a Consistent Format

Using a consistent format helps your reader understand your arguments and the sources they're built on.

It also helps you keep track of your sources as you build arguments.

Slide 215


Establishing Credibility



The proper use of MLA style shows the credibility of writers; such writers show accountability to their source material.

Slide 216

Avoiding Plagiarism




Proper citation of your sources in MLA style can help you avoid plagiarism, which is a serious offense. It may result in anything from failure of the assignment to expulsion from school.

Slide 217

MLA Style: Two Parts

Works Cited Page

Parenthetical Citations




Slide 218

Works Cited Page

A complete list of every source that you make reference to in your essay

Provides the information necessary for a reader to locate and retrieve any sources cited in your essay.



Slide 219

A Sample Works Cited Page

Works Cited

Smith 12

Dickens, Charles. *Bleak House*. 1852-1853. New York: Penguin, 1985.

---. *David Copperfield*. 1849-1850. New York: Houghton Mifflin Company, 1958.

Miller, J. Hillis. *Charles Dickens: The World and His Novels*. Bloomington: U of Indiana P, 1958.

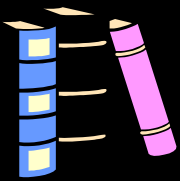
Zwerdling, Alex. "Esther Summerson Rehabilitated." *PMLA* 88 (May 1973): 429-439.

Slide 220

Works Cited

Most citations should contain the following basic information:

- Author's name
- Title of work
- Publication information



Slide 221

Works Cited: Some Examples

- Book
Byatt, A. S. *Babel Tower*. New York: Random House, 1996.
- Article in a Magazine
Klein, Joe. "Dizzy Days." *The New Yorker* 5 Oct. 1998: 40-45.
- Web page
Poland, Dave. "The Hot Button." *Roughcut*. 26 Oct. 1998. Turner Network Television. 28 Oct. 1998. <www.roughcut.com>.

Slide 222

Works Cited List

- A newspaper article
Tommasini, Anthony. "Master Teachers Whose Artistry Glows in Private." *New York Times* 27 Oct. 1998: B2.
- A source with no known author
"Cigarette Sales Fall 30% as California Tax Rises." *New York Times* 14 Sept. 1999: A17.


Slide 223

Works Cited List

- A TV interview
McGwire, Mark. Interview with Matt Lauer. *The Today Show*. NBC. WTHR, Indianapolis. 22 Oct. 1998.
- A personal interview
Mellencamp, John. Personal interview. 27 Oct. 1998.

Slide 224

Works Cited

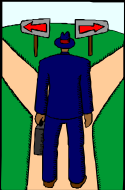


What other types of sources might you need to list on your Works Cited page?

Study the basics of MLA citation format. When something odd comes up, look it up.

Slide 225

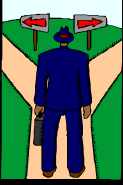
When Should You Use Parenthetical Citations?



- When **quoting** any words that are not your own
 - Quoting means to repeat another source word for word, using quotation marks

Slide 226


When Should You Use Parenthetical Citations?



- When **summarizing** facts and ideas from a source
 - Summarizing means to take ideas from a large passage of another source and condense them, using your own words
- When **paraphrasing** a source
 - Paraphrasing means to use the ideas from another source but change the phrasing into your own words

Slide 227

Keys to Parenthetical Citations




Readability

- Keep references brief
- Give only information needed to identify the source on your Works Cited page
- Do not repeat unnecessary information

Slide 228

Handling Quotes in Your Text



- Author's last name and page number(s) of quote must appear in the text

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263). Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Slide 229

Handling Parenthetical Citations

- Sometimes more information is necessary
- More than one author with the same last name
(W. Wordsworth 23); (D. Wordsworth 224)
- More than one work by the same author
(Joyce, *Portrait* 121); (Joyce, *Ulysses* 556)
- Different volumes of a multivolume work
(1: 336)
- Citing indirect sources
(Johnson qtd. in Boswell 2:450)

Slide 230

Handling Parenthetical Citations

- If the source has no known author, then use an abbreviated version of the title:
Full Title: "California Cigarette Tax Deters Smokers"
Citation: ("California" A14)
- If the source is only one page in length or is a web page with no apparent pagination:
Source: Dave Poland's "Hot Button" web column
Citation: (Poland)

Slide 231

Handling Long Quotations


David becomes identified and defined by James Steerforth, a young man with whom David is acquainted from his days at Salem House. Before meeting Steerforth, David accepts Steerforth's name as an authoritative power.

There was an old door in this playground, on which the boys had a custom of carving their names. . . . In my dread of the end of the vacation and their coming back, I could not read a boy's name, without inquiring in what tone and with what emphasis he would read, "Take care of him. He bites." There was one boy—a certain J. Steerforth—who cut his name very deep and very often, who I conceived, would read it in a rather strong voice, and afterwards pull my hair. (Dickens 68)

For Steerforth, naming becomes an act of possession, as well as exploitation. Steerforth names David for his fresh look and innocence, but also uses the name Daisy to exploit David's romantic tendencies (Dyson 122).

Slide 232

Handling Quotes in Your Text



There are many different combinations and variations within MLA citation format.

If you run into something unusual, look it up!

Slide 233

Where can you go for additional help with MLA documentation?

