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ABSTRACT

Developed by educators from the Emily Griffith Opportunity School for a workplace literacy program for a large county agency, this teacher's guide integrates collaborative learning techniques and research into teaching the writing process. Techniques include whole group activities and discussions, partner activities, team activities, and peer editing. The 10-week course contains 20 lesson plans covering the following topics: introduction, course overview, needs assessment, and writing samples; the writing process; principles of composition (active vs. passive voice); principles of composition II; levels of edit; memo revision and editing; principles of organization, and effective use of headings and graphics; copyediting; midterm writing assignment; peer editing; individual writing conferences; principles of wording and phrasing; principles of tone I and II; principles of persuasive writing--resumes; interviewing resume partners; peer editing of resumes; principles of persuasion--cover letters; cover letters II; and closure, evaluations, and certificates. Lesson plans consist of objectives, activities, supplementary materials, suggested time, learning activities narrative paired with instructor's notes, and student handouts. (KC)

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INTERACTIVE BUSINESS WRITING

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May 31, 1994

INTERACTIVE BUSINESS WRITING

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Colleen Consol

May 31, 1994

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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OVERVIEW

In business today companies are requiring their employees to become more effective team players; to work together rather than in isolation. Writing is one of the major areas in which employees are asked to work together to produce a better document. This curriculum was developed for a large county agency and consistently integrates collaborative learning techniques and research into the writing process. These techniques include whole group activities/discussions, partner activities, and team activities. Current research for paragraphing text and peer editing are also applied.

COURSE OBJECTIVES

The objectives for **Interactive Business Writing** include

- Mastering the major steps in the writing process, i.e. planning, drafting, and revising.
- Applying principles of composition which include using the active voice (and the passive voice when appropriate), direct language, and positive phrasing.
- Applying principles of organization and formatting to produce and enhance business documents.
- Working collaboratively to benefit from the knowledge, skills, and perspectives of other employees.

CURRICULUM DESIGN AND APPLICATION

This curriculum was created and used in a large, urban county agency. Twelve employees, referred to as "participants" in the curriculum, completed the 10-week course. All employees wrote correspondence and/or instructional

materials in their current positions and enrolled in the course to improve their writing skills.

Each participant purchased the text, *The Elements of Business Writing* by Gary Blake and Robert W. Bly, from the instructor. The scope of the text well-matched the needs of the participants. However, materials covering comparable topics from other books and sources can be effectively substituted for the text.

Instructors are encouraged to evaluate this curriculum relative to the needs, skills, and cultural factors of their particular class. This curriculum is designed for 20, 90 minute sessions and covers topics such as complaints, resume, and cover letter writing. The session length and topics may not be appropriate for other classes. Both factors, session length and choice of topics, can be altered or substituted, using the course objectives as guidelines.

Lesson 1

INTRODUCTIONS, COURSE OVERVIEW, NEEDS ASSESSMENT, WRITING SAMPLE

OBJECTIVES:

- To acquaint participants with each other and the instructor
- To provide an accurate overview of the class
- To register participants in the class
- To obtain a prewriting sample (and needs assessment if not obtained before the class)

ACTIVITIES:

- Partner introductions (participants interview each other and introduce their partner to the class)
- Whole group discussions
- Individual writing activities

SUPPLEMENTARY MATERIALS:

- Text (Optional)
- Registration forms
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	Introductions: Instructor briefly introduces himself/herself to class.

Lesson 1

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Partner activity: Participants pair-off and spend 15 minutes interviewing each other; answering such questions as name, department, general job description, hobbies.</p>	<p>Course Overview:</p> <ol style="list-style-type: none">1. After completing this module, participants will be able to<ol style="list-style-type: none">A. Use the writing process to write effective, well-organized business correspondence.B. Use collaborative methods to fully participate in the writing process.C. Use formatting (and graphics if available) to enhance the effectiveness of documents.D. Demonstrate proficient copyediting skills.2. Brief discussion of different types of writing, i.e. writing to express ourselves (expressive writing) vs. writing to get things done (transactional writing). <p>Registration: Participants complete the appropriate registration forms.</p> <p>Writing Sample: See Handout 1.1, Instructor's Copy</p> <p>Needs Assessment Inventory: See Handout 1.2</p>

INTERACTIVE BUSINESS WRITING WRITING SAMPLE (PRETEST)

1. Today you found out that you have a new boss! Not only do you have a new boss, but your new boss wants a written account of your job responsibilities. On another sheet of paper, write a letter of introduction to your new boss and provide the information she has requested.

2. Edit the following paragraph. Look for errors in capitalization, spelling, and grammar.

This report focuses on the preparation of resumes and what personal managers would like to be included in them. much research was done and several sources was used to find out what personnel administrators look for in a resume.

Information was obtained from questionnaires, interviews, and secondary sources. such as books and periodicals. This report will not discuss what is presently being taught in class rooms or placement office's about the preparation of resumes.

In the past students in colleges and university's have been taught several different ways to prepare a resume, however, they are still unsure as to weather to include certain items on there resume because they don't know if the perspective employer "likes it that way".

NEEDS ASSESSMENT INVENTORY
Interactive Business Writing

1. Do you enjoy writing? If so, what types of writing do you enjoy? Why?

If you don't enjoy writing, what factors have made writing a negative experience for you?

2. Why specifically are you taking this writing class? For example, are you taking this class to improve your organizational writing skills, editing skills, and/or expressive skills?
3. In your current position, how much of your time is spent writing? What is the nature of this writing (memos, letters, reports)?
4. What are your career goals and/or educational goals? How will this course advance those goals?
5. What computer software programs do you know? What is your level of proficiency?

THE WRITING PROCESS

OBJECTIVES:

- To provide participants with an understanding of the process vs. product approach to writing
- To present an overview of the writing process
- To discuss, model, and practice the planning stage of the writing process

ACTIVITIES:

- Whole group discussions
- Individual prewriting activities

SUPPLEMENTARY MATERIALS

- Overhead projector or chalkboard
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Mini-Lecture: Process vs. product approach to writing.</p> <p>A. Old approach: Writing is a linear activity; good writers write well with few revisions.</p>

Lesson 2

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Participants examine Handout 2.1</p> <p>Individual Activity: Participants complete Handout 2.2</p> <p>Individual Activity: Participants complete Handout 2.3 and examine Handout 2.4.</p> <p>Individual Activity: Participants select <u>1</u> prewriting strategy to write about a topic of their choice (or from a list of suggestions).</p>	<p>B. New approach: Writing is an iterative, circular process consisting of planning, drafting, and revising phases. These phases may be repeated in no particular order during the revision process. Unlike the product approach, writing as a process uses a variety of strategies; many of them collaborative.</p> <p>Overview of the Writing Process: (Handout 2.1-- see Instructor's Copy)</p> <p>The Writing Process--Planning the Document: Prewriting Analysis Sheet (Handout 2.2--see Instructor's Copy)</p> <p>Prewriting Strategies: Handouts 2.3 (See instructor's copy) and 2.4.</p> <p>Additional Prewriting Practice: Have participants pair-off. Give participants Handout 2.5 <u>without</u> any instructions except "Do something with this list." Allow approximately 10 minutes for this activity.</p>

Lesson 2

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Bumper Sticker Activity: Participants "do something" with Handout 2.5</p> <p>Whole Group Discussion</p>	<p>Bumper Sticker Follow-Up Activity: Ask participants what they did with the list. Did they find ways to organize the list; to create categories? Were any of the prewriting strategies helpful in completing this task?</p>

OVERVIEW OF THE WRITING PROCESS

PLAN

Determine Purpose

Determine Audience

Use prewriting strategies (free-writing, brainstorming, clustering, incubating, drawing).

Organize information (outlining, creating headlines).

DRAFT

Write first draft

REVISE

Revise document (developmental edit)

Edit document (copyedit)

Write second or final draft

PREWRITING ANALYSIS SHEET

1. PURPOSE

Why am I writing this?

Possible Reasons

to inform

to announce

to propose

to persuade

to analyze

to motivate

to recommend

to request

to instruct

If the reader forgets everything else, what one key point do I want remembered?

Is writing the most effective way to communicate this information?

Would a phone call, meeting, or video conference be as or more effective?

2. AUDIENCE

Who will be reading this?

What does the reader know about the subject? If this is new information to the reader, what material must I supply to make it meaningful?

What is the reader's style, i.e. formal, conversational?

PREWRITING STRATEGIES

Freewriting

Brainstorming

Treeing

TDC

Clustering

Incubating

Outlining (Formal or Informal)

See **Handout 2.4**

Drawing

OUTLINING

After completing your start-up strategies, i.e. brainstorming, post-it notes, questioning, it's time to create categories for the ideas you have generated.

After getting your ideas on paper, the next step is organizing them. Outlining, using either a formal, informal, or brainstorming format, is an excellent method to begin the organizational process. An example of the traditional format for outlining is as follows:

- I. Introduction/Overview
- II. Transitional statement
- III. Main Point
 - A. Subpoint
 - 1. Evidence
 - 2. Evidence
 - B. Subpoint
 - 1. Evidence
 - a. Sub-evidence
 - b. Sub-evidence
 - 2. Evidence
- IV. Main Point
 - A. Subpoint
 - B. Subpoint
 - C. Subpoint
- V. Main Point
 - A. Subpoint
 - B. Subpoint
- VI. Conclusion

OUTLINING (cont'd)

If you find the above format too rigid, you may find that the following informal outlining style fits your style better.

1. Introduction/Overview
2. Transitional statement
3. Main Point
 - Subpoint
 - Subpoint
 - Supporting evidence
 - Supporting evidence
4. Main Point
 - Subpoint
 - Subpoint
5. Conclusion

Lesson 2

Handout 2.5

The following is a list of bumper stickers. Do something with this list.

Square Dancer
Work for It -- I did!!!
Archaeologists Will Date Any Old
Thing
Nixon Now!!! Four More Years
He'll Bring Us Together
I Found It!
Will Rogers Never Met Ronald
Reagan
You Just Can't Beat Idaho Jack
Rabbits
Have you dug...Wall Drug
Garden of the Gods
Since I've Given Up Hope I Feel
Much Better
I'd Rather Go Fishing
Freeze Voter
Electricians Remove Your Shorts
My ex drives a Hyundai
Baby in Back
When God Created Man, She was
Only Joking
Have You Hugged Your Banjo
Today?
Native
Life is a Beach
My Other Car is a Broom

Have You Hugged Your Child
Today
In Search of the Eternal Buzz
Eagles Forever
Everyone Looks Good After 2:00
a.m.
Visualize Using Your Turn Signal
Don't Blame Me--I Didn't Vote for
Her
Bats Need Friends Too
A Woman's Place is in the Mall
Hate is not a Family Value
Kill Your Television
A Mind is Like A Parachute -- It
Only Works When Open
Caution--Driver Applying Makeup
Upwardly Conscious
It's Time to Pull Over and Change
the Air in Your Head
Prisoners of War -- Bring them
home alive
A tiny speck in a ruthless universe
Happiness is Yelling Bingo
My Karma Just Ran Over Your
Dogma
Money isn't everything but is sure
keeps the kids in touch

Adapted from:
*Thirteen Weeks: A Guide to
Teaching College Writing*
by Irvin Hashimoto

**REVIEW OF WRITING PROCESS
PRINCIPLES OF COMPOSITION:
ACTIVE VS. PASSIVE VOICE**

OBJECTIVES:

- To review the writing process
- To review subject/predicate relationships in a sentence
- To discuss and provide guided practice in active and passive voices

ACTIVITIES:

- Team memo writing activity
- Individual revision exercise
- Whole group discussions

SUPPLEMENTARY MATERIALS

- Overhead projector or chalkboard
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
Whole Group Discussion	Review of Writing Process: Quickly review the major parts of the writing process, i.e. planning, drafting, and revising. Also review Handouts 2.3 and 2.4 (prewriting strategies)

Lesson 3

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Activity: After teams have selected their topic, they use a variety of prewriting strategies to create a rough draft of their topic. One member of the team presents his/her draft to the class.</p> <p>Whole Group Discussion</p> <p>Whole Class Activity: On a voluntary basis, participants identify the subject and predicate for sentences on the board or overhead.</p>	<p>Create 3 or 4 teams (depending on the number of participants). Have one person from each team choose a topic that's written on a piece of paper. Suggested topics: 1. Write a petition to your city council opposing _____ . 2. Write an anti-drug slogan for an advertising campaign with kids as the targeted population. 3. Write a memo to all staff about a new time-off policy. 4. Write a letter to an old friend.</p> <p>Follow-Up Memo Activity: After teams have presented their drafts, discuss what decisions they made in the process regarding purpose, audience, prewriting strategies.</p> <p>PRINCIPLES OF COMPOSITION Review Subject/Predicate: Write 10-15 sentences on the board or transparency. Have the class tell you what is the subject and predicate for each sentence.</p>

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Participants complete Handout 3.1</p> <p>Individual Activity: Participants complete Handout 3.2</p> <p>Assignment: Remind participants to bring in examples of indirect, convoluted language in business correspondence.</p>	<p>1. Active vs. Passive Voice: In business writing, the active voice is preferred. In the active voice, the subject performs the action. Use of the active voice results in more concise and direct sentences. However, there are circumstances when the passive voice is appropriate, e.g. when the doer of the action is less important than the action itself.</p> <p>After illustrating the differences (and advantages of the active voice), have participants complete Handout 3.1 (see Instructor's Copy)</p> <p>2. Use Simple, Direct Language: Everyone is busy. Convoluted, pseudo-intellectual language offends people and is an obstacle to good communication. Ask participants to bring in correspondence with examples of these kinds of language violations.</p> <p>After providing several common examples of direct vs. indirect language, have participants complete Handout 3.2 (see Instructor's Copy)</p>

ACTIVE AND PASSIVE VOICE

In the following sentences, if the sentence is in the passive voice, rewrite it in the active voice and vice versa.

1. The contract was broken by the agency.
2. It was found that all claims were being suspended due to a computer error.
3. John presented the new product line to all three companies.
4. It was requested by the member that his policy be terminated.
5. Payroll mailed the checks last week.
6. The media asked the new director many personal questions.
7. The new guidelines are being printed by reprographics.
8. In 1983 the America's Cup races were won by Australia.
9. Mark Twain wrote many important novels.
10. The financial statement was faxed to the manager.

REVISION EXERCISE

Make the following paragraphs more effective by eliminating the passive voice and unnecessary words.

1. It has been requested that a supply list for our department be developed to save secretaries time in ordering supplies. It has also been requested that we obtain a special cost center number for each department to use when they order their supplies.

2. At this point in time, it is necessary for the healthcare industry to reexamine their basic and fundamental concepts and the way they are perceived by the public.

3. There has been no significant change regarding this issue since my first original report of May 15. As the report states, it was decided by the new board members to tentatively drop the retiree luncheon due to lack of funds.

Lesson 4

PRINCIPLES OF COMPOSITION, CONCLUSION

OBJECTIVES:

- To review and practice parallelism in writing
- To explain and illustrate paragraphing theory
- To provide editing practice

ACTIVITIES:

- Individual activities
- Team editing activity
- Whole group discussions

SUPPLEMENTARY MATERIALS:

- Handouts
- Overhead projector or chalkboard

Time: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
Whole Group Discussion	PRINCIPLES OF COMPOSITION--CONCLUSION Ask participants for examples of inflated business prose.

Lesson 4

ACTIVITIES	INSTRUCTOR'S NOTES
<p data-bbox="188 394 735 478">Individual Activity: Participants complete Handout 4.1</p> <p data-bbox="196 1056 762 1241">Whole Group Activity: Participants evaluate which of one of the 3 memos is "correct" in terms of paragraphing.</p>	<p data-bbox="794 394 1348 667">3. Keep ideas and/or items parallel. Review the principles of parallelism, including parallelism in sentences and vertical lists. Have participants complete Handout 4.1 (see Instructor's copy)</p> <p data-bbox="794 722 1374 806">4. Use short paragraphs. Review the criteria for paragraphs.</p> <p data-bbox="794 911 1385 1612">To demonstrate paragraphing theory, show participants 3 memos (see Handouts 4.2, 4.3, and 4.4): one with long paragraphs; one with very short paragraphs; one with average length paragraphs. Using only visual cues, participants will select the paragraph of average length as the correct memo. This exercise demonstrates that people have a visual set of what paragraphs should look like and make decisions whether a text is "correct" or not. This factor needs to be considered in writing business correspondence.</p>

Lesson 4

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Activity: In groups of 3 or 4, participants rewrite a memo, integrating the processes and concepts discussed so far in the course.</p> <p>Whole Group Discussion: When finished, each team shares their rough-draft version with the whole group.</p>	<p>Review (Integrated Activity): Select either the memo with too long or too short paragraphs used in the above activity. In teams, have participants rewrite the memo to the first draft stage. Before they begin this activity, review the prewriting strategies in the writing process and the principles of composition discussed so far in the course.</p>

EXERCISES IN PARALLELISM

Finish the series in the following sentences so all items are parallel.

1. On her vacation she visited museums, talked to relatives, and _____.
2. The new computer is fast, efficient, and _____.
3. She carefully, slowly, and _____ picked up the evidence and placed it in an envelope.
4. The busy toddler kicked the ball, screamed at the cat, and _____ before finally falling asleep.
5. The sun shines, the moon glows, and the stars _____.

EXERCISES IN PARALLELISM

Rewrite the following vertical lists so that all items are parallel.

1. Demonstrated ability to
 - Organize
 - Excellent supervisory skills
 - Effective communication skills
 - Attention to detail

2. Activities include
 - Skiing
 - Bowling
 - Fish
 - Hiking

3. In order to process you application, we need the following information:
 - An unofficial copy of your latest college transcript
 - Birth certificate
 - Social Security Card
 - Several letters of recommendation from past employers

4. Major points to consider in purchasing a home include:
 - Location
 - Do you really like this house?
 - Price
 - What school district is the house in



Learning to Read Program

Opening new worlds

Dear Director,

Worrying about how in the world you are going to implement the Certificate of Accomplishment process?

Well, we were wondering too, but we've solved that problem for our program and may have a solution for you.

The Learning to Read Program has been awarded a developmental grant with which to develop a curriculum kit for each of the three levels of certificates. Each kit will consist of files for each of the competencies listed on the back of the certificates. Each file will contain three types of materials: curricular materials to use in teaching the competency, DE-suggested verification materials to prove mastery, and a reference to the textbook materials DE has recommended for that competency. In most cases the file will also include teacher-developed activities.

These kits are being developed by the Learning to Read Program's Tutor/Student Coordinator, She has a master's degree in reading and certification in learning disabilities. . . . recently came to the Learning to Read Program after serving as the director of the Developmental Reading Program at the College of the . . . in North She has taught adult basic education for four years and taught in public schools for fourteen years before that. She has extensive experience in designing curriculum and teaching at all levels of kindergarten through adult. She is well-qualified to develop these kits and is spending twenty-five hours per week on them until all three are finished. . . . is working with DE consultants to be sure that the kits she is developing are in line with the Certificate Curriculum Guide.

As mentioned we are doing this with a developmental grant. That means that the granting agency expects us to recover our costs. We plan to do that by copyrighting our kits and selling them to any other program that wishes to buy them.

I realize that your program may have already developed kits such as these or may have already purchased many of the books cited in DE's curriculum guide, eliminating your need for anything else. If so, congratulations, you are ahead of us, that's for sure! But if you have been worrying about this, feel that you don't have the staff time to do this, then you may want to consider buying our kits. In that case, please call us at

Sincerely,

Lesson 4

HANDOUT 4.3



BLK RT CAR-RT SORT ** CR55

Name
Address
City, State

Dear Ms. . . . :

This letter is going to be short and to the point. We don't want to make a big thing of it. Not yet, anyway.

We'd like to invite you to take advantage of what we call our "no-strings" membership.

This offer extends our typically generous introduction to you: choose any 4 books for \$1 each.

But it omits the usual obligation to buy four more books. You don't have to buy even one more book.

In other words, you can join Book-of-the-Month Club, take your welcoming package of 4 books (saving up to \$100 or more), and never buy another thing from us.

It's an experiment for us. Will this attract the kind of reader who will appreciate our other Club benefits as well as the introductory offer?

It's an experiment for you. A way to try us without tying yourself down to a commitment.

So enjoy all the Club benefits you wish. Just as if you were a committed member. We've put it all in writing. Take any 4 books for \$1 each, plus shipping and handling, with no obligation to buy anything else. The rest is up to you.

I can't imagine a bigger bargain for the reader. Can you?

Sincerely,

George Artandi
President

P.S. This offer isn't available to everyone. It isn't transferable. But, if you do decide to join and become a member of the Club, we can understand why you might want to share the news of your "no-strings" membership with a special friend or two. In that event, ask them to write me and mention your name.

Lesson 4

HANDOUT 4.4

February 26, 19

TO: ALL EMPLOYEES

FROM:

SUBJECT: REGIONAL MANAGEMENT VISIT

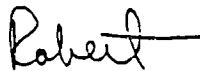
, Regional Vice President, and
Regional Operations Manager, will be visiting us March 3 - 5.
The main thrust of this visit is to observe the "inside" of
our operational and administrative areas.

I encourage you to be yourselves. You are all to be commended
for your work ethic and that is reflected in the appearance
of you and your work area. Let's make sure that during this
visit our pride in a job well done is reflected.

As stated in the past, Denver management has an "open door"
policy. This in principle, extends to our Regional Managers.
If you have a desire to express yourself and/or feelings to
our visitors, please do so. They, as we, believe that
" Care" and they care enough to encourage your
comments.

I look forward to their positive comments as a result of
observing us in action!

Sincerely,



Lesson 5

EDITING PRETEST LEVELS OF EDIT

OBJECTIVES:

- To establish an editing skills baseline
- To introduce, discuss, and practice levels of edit

ACTIVITIES:

- Individual activities
- Whole group discussions

SUPPLEMENTARY MATERIALS:

- Handouts
- Overhead projector or chalkboard

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
Individual Activity: Participants will complete editing pretest (Handout 5.1)	Editing Pretest: Have participants complete editing pretest (Handout 5.1--see Instructor's copy)

Lesson 5

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Participants examine levels of edit (Handouts 5.2 and 5.3)</p> <p>Participants evaluate editing pretest memo (Handout 5.1) according to levels of edit.</p> <p>Individual Activity: Participants grade responses (using different color ink) on the editing pretest. When grading is finished, participants return pretest to the instructor.</p>	<p>Levels of Edit: After participants have completed the editing pretest, introduce levels of edit (Handout 5.2) and discuss with the group. Use Handout 5.3 when discussing MOCs and LOCs.</p> <p>Have participants evaluate the editing pretest according to levels of edit.</p> <p>Evaluating Pretest: Participants grade their pretests while the instructor makes the necessary copyediting marks on an overhead transparency.</p>

February 10 1994

ABC Corporation
Attn: Elsie Fogg
123 Princeton Drive
Denver CO 80000

RE: Your Own Corporate Newsletter

Dear Ms Fogg

Attractive well written newsletters are a recognized and effective way to communicate effectively with employees. Your Company's Best is published quarterly and is in a four color four page format. This publication offers timely articles on employee wellness programs consumer buying tips and retirement options. And you can add your own articles allowing you to create a newsletter that truly becomes your own.

There are several reasons why Your Company's Best can provide your company with the customised newsletter you've been looking for.

- you can offer employees lively timely topics.
- you can stretch your staff time. Your staff can focus on other important projects because we produce the newsletter for you.
- you get exclusivity in your market. You won't see other competitors using these newsletters in your local market.
- you get extra value for the dollars you invest. You get full color impact at two color prices with our volume printing discounts.

I look forward to talking with you in the near future about this exciting newsletter product.

Sincerely

Sally Sue Ship
Account Representative

LEVELS OF EDIT

Higher Order Concerns (HOCs): Looking at the Whole

Focus:	Topic is clearly defined
Purpose:	Reason for writing is clear
Organization:	Follows a logical order

Middle Order Concerns (MOCs): Looking at the Parts

Run-on sentences	
Fragments	
Subject-Verb agreement	
Vocabulary	general wording
Clichés	overused phrases and words
Verbs	passive voice; incorrect tenses
Pronoun	antecedent agreement
Vague pronouns and unclear references	

Lower Order Concerns (LOCs): Looking at the Fine Print

Apostrophes
Quotations
Spelling
Punctuation
Capitalization

Lesson 5

HANDOUT 5.3

PROOFREADER'S MARKS

- # -Add space
- Awk
- ≡ Capitalize
- ∩ Change the order
- Close up space
- ↪ Delete
- frag* Frag
- ^ Insert
- ⤴ Insert a comma
- ⊙ Insert a period
- stat* Let it stand; ignore correction
- / Lower case
- Move left
- Move right
- ¶ Paragraph
- No¶ - No paragraph
- of* Spell out
- Underline or italics
- ∩-o run-on sentence
- ref* pronoun reference error

- We bought[#]/~~a~~ new car.
- Awkward sentence
- Susie attends wheaton college.
- We will (tomorrow see you)
- I cannot do it to day.
- I am ^oam an avid reader.
- And the wind blows
- He is^{the} new supervisor.
- Jane, Bob, and Tom arrived early.
- Dr. Gray is my boss.
- Jean has been a ^{stat}~~close~~ friend for many years.
- He contacted the ~~Committee~~.
- You are not able to access the confidential information.
- never Tommy's basketball team has won a game.
- ¶ The stores are having a big sale this weekend.
- The house was very large.
no¶ It had five bedrooms!
- 2891 Mason Ave
- I just read Growing Up.
- He was an interesting man and he lectured throughout the world.
- Each of the girls has offered their help.

- We bought a new car.
- Rewrite sentence
- Susie attends Wheaton College.
- We will see you tomorrow.
- I cannot do it today.
- I am an avid reader.
- The wind blows.
- He is the new supervisor.
- Jane, Bob, and Tom arrived early.
- Dr. Gray is my boss.
- Jean has been a close friend for many years.
- He contacted the committee
- You are not able to access the confidential information.
- Tommy's basketball team has never won a game.
- The stores are having a big sale this weekend.
- The house was very large. It had five bedrooms!
- 2891 Mason Avenue
- I just read Growing Up.
- He was an interesting man He lectured throughout the world.
- Each of the girls has offered her help.

**MEMO REVISION USING
PRINCIPLES OF COMPOSITION
EDITING LESSON**

OBJECTIVES:

- To practice prewriting, drafting, and editing skills
- To introduce, model, and practice peer editing

ACTIVITIES:

- Individual writing activity
- Whole group discussion
- Partner activity (peer editing)

SUPPLEMENTARY MATERIALS:

- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Review (Writing Activity): After reviewing the steps in the planning stage of the writing process, participants write a first draft revision of Handout 5.1 (pretest editing memo).</p>

Lesson 6

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Participants write a first draft revision of Handout 5.1.</p> <p>Partner Activity: Editing pairs take turns editing each other's first draft.</p> <p>Whole Group Discussion: The class as a whole discusses their first experience, pro and con, with peer editing.</p> <p>Assignment: Participants write a final draft to bring to the next session.</p>	<p>Peer Editing: After completing a first draft, introduce, discuss and model peer editing (see Handout 6.1). Pair-off participants so each has an editing partner. Before participants begin this activity, remind them of the levels of edit discussed in Lesson 5, Handout 5.2.</p>

EDITING TECHNIQUES

PQP METHOD:

- P = Praise** What is good about the writing? Why is it good?
What doesn't need revision?
- Q = Question** As the reader, what don't you understand?
- P= Polish** What specific suggestions for the final draft can you offer the writer?

Adapted from "**Peer Response: Teaching Specific Revision Suggestions**" by Gloria A. Neubert and Sally J. McNelis, *English Journal*, September 1990.

COMMENTS ON COMMENTS

The success of the editing process depends on how helpful the comments are to the writer. Please read and become aware of the following types of comments:

Vague Comments: Comments that are full of generalities. These types of comments offer little or no specific direction for revision. Examples of vague comments are, "I really like it.", "Good job!", or "I like the ending."

General, but Useful: Comments that are still too general but provide some direction for revision. An example of a general but useful comment is, "Describe your skills in more detail."

Specific: Comments that provide the writer with specific direction for revision. Examples of a specific comment are, "What kinds of computer software can you use?", "How extensive is your accounting experience?", and "It's not clear why you left your last job."

PRINCIPLES OF ORGANIZATION--METHODS OF DEVELOPMENT AND EFFECTIVE USE OF HEADINGS AND GRAPHICS

OBJECTIVES:

- To introduce, discuss, and practice the most common methods of development used in business writing
- To introduce and demonstrate why and how headings and graphics can be used to increase a document's effectiveness

ACTIVITIES:

- Whole group discussion
- Team jigsaw activity
- Whole group brainstorming activity

SUPPLEMENTARY MATERIALS

- Memo cut into sections
- Overhead projector
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	Collect Writing Assignment (final draft) of Handout 5.1 rewrite)

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Participants examine Handout 7.1 .</p> <p>Team Activity: Teams of 3 or 4 participants try to arrange a memo (given to them in sections) in what they determine is the correct order.</p>	<p>PRINCIPLES OF ORGANIZATION</p> <p>1. Method of Development: Business correspondence is arranged (developed) according to its purpose. There are four common methods of development (see Handout 7.1-- Instructor's Copy).</p> <p>Use Handout 7.2 to illustrate an example of least important to most important development.</p> <p>Practice: Give teams an envelope with a sample memo cut-up into sections. (Each team has a different memo. For sample memos, see Handouts 7.2 - 7.5). Give teams sufficient time to arrange the memo in what they think is the proper order. Make a transparency of each original. Using an overhead projector, compare the original memo with the new order created by each team.</p>

Lesson 7

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Teams compare their results to the original (shown on the overhead projector). Differences are discussed and evaluated.</p> <p>Whole Group Discussion: Participants examine Handout 7.6 and determine if and how the use of headings improves the document's effectiveness.</p> <p>Whole Group Brainstorming Activity: The class brainstorms the different ways graphics can be used to showcase or replace writing.</p>	<p>2. Use headings and subheadings to guide the reader through the document. Have participants examine Handout 7.6. This handout, which is a revision of Handout 7.3, shows how headings can make information more accessible to the reader.</p> <p>Give participants Handout 7.7, which lists common headings used in business documents.</p> <p>(If available, show more documents specific to the worksite where headings increase effectiveness).</p> <p>3. Use graphics to enhance the impact of the message. Sometimes, writing less and using graphics more increases the impact of the document.</p> <p>Show participants Handouts 7.8 and 7.9 as examples.</p>

4 MOST COMMON METHODS OF DEVELOPMENT (M.O.D.)

1. Order of Importance
 - A. Most important to least important

 - B. Least important to most important

2. Chronological

3. Specific to General

General to Specific

4. Comparison/Contrast



150 Sheridan Boulevard
Denver, Colorado 80226
Telephone (303) 922-8454
FAX # (303) 922-5835
A Division of Midwest Business College, Inc.

September 25, 1992

J.
276 South
Denver, CO

Dear Ms. :

We would like to thank you for submitting your resume and letter of application for the advertised instructional position at Barnes.

In filling a position we must consider the educational degree as well as the work background of the applicant. Selection of applicants for part-time and substitute positions is very difficult because so many qualified people apply.

As of this date, you have not been among those selected for an interview. However, your resume and letter of application will be kept on file and will be reviewed if an opening should occur in an area for which you are qualified.

Thank you for the interest you have shown in Barnes Business College.

Yours truly,

A handwritten signature in cursive script that reads "Elizabeth Krupinski".

Elizabeth Krupinski
Evening Educational Coordinator

A handwritten signature in cursive script that reads "Bob Conley".

Bob Conley
Evening Educational Coordinator

db

December 10, 1992

HANDOUT 7.3

MEMORANDUM TO ALL

PROGRAM MANAGERS

All employees are invited to attend a one-day training seminar on February 24, 1993 at the Sheraton Denver Tech Center, 4900 DTC Parkway, Denver, Colorado. The seminar is scheduled from 8:00 a.m. to 4:00 p.m. with pre-registration at 7:30 a.m.

Since parking was a problem at the last seminar we suggest that you either carpool or plan to arrive for early registration.

There will be twelve different training sessions covering areas of interest for all employees. The Women's Subcommittee has incorporated some of the suggestions presented at the last seminar. As you will note in the registration form, each participant will have a choice of topics for the morning and afternoon, or one all day session. Since there is a limitation on the number of participants for some of the classes, early registration is recommended.

Our Keynote Speaker will be _____ owner of Seminars, and publisher of Illuminating Ideas, a quarterly newsletter. Ms. _____ was recently elected Vice Chair of the _____ Women's Chamber of Commerce.

All registration forms must be received by the registrar by Monday, February 15, 1993. NO TRAINING FORMS OR FAXES will be accepted. The registration fee is \$32.00.

The Sheraton Tech Center Hotel is handicapped accessible. If there is a need for the service of an interpreter for the hearing impaired, please contact me at _____

Your attendance at this event is encouraged, workload permitting and with supervisory approval. If you have any questions you may contact me at _____ or Jaci _____

Chairperson
Program Subcommittee

Attachments

Lesson 7

HANDOUT 7.4

M*E*M*O*R*A*N*D*U*M

TO: Project Manager
From: Records Section
RE: Printer Access for Sylvia

Sylvia is working on the Random Sampling of data in the claims system for all the United States. Her print access is via the HP network using LanManger. Printing of large spreadsheets is not now possible and attempts hang the application. Working access to a HP Laser III printer, or later, is essential. Some possible solutions involving the network, hardware and space follow. Several days of work need to be completed by March 19, 1994.

Option 1, Move Sylvia's Computer to Printer. Move Sylvia's computer to work station vacated by Sarah to access to a direct line to a printer without using a LAN. Sylvia would have to work at that site to do the needed work.

Advantage: Possible quick fix
Disadvantage: Requires moving system twice.

Option 2, Use of HP Laser III Printer at Sylvia's Work Area. Put a printer at Sylvia's work area and use a direct connection from computer to printer instead of using LAN for printer access.

Advantage: Quick fix
Disadvantage: Don't know of unused laser printer

Option 1 is recommended. Other options such as moving to another computer are considered to time consuming.

Need permission to move, we may also need assistance from User Support to accomplish the move and computer setup.

Done

STATE OF COLORADO

DEPARTMENT OF REVENUE

State Capitol Annex
1375 Sherman Street
Denver, Colorado 80261



MAY 1986

AUTOMATION COMING TO COLORADO PORTS OF ENTRY

The Port of Entry Division of the Colorado Department of Revenue is pleased to announce that we will kick off our port automation project on July 1, 1986, with the opening of our first fully automated port in Fort Collins.

We have placed a priority on automating our high volume ports by December 31, 1986. By February 1987, all Colorado ports will be automated.

WHAT THIS MEANS FOR YOU

Automation will cut your clearance time at Colorado ports by about 50 percent because you will no longer need to park and physically leave your vehicle to obtain clearance. This will reduce waiting lines for everyone, including trucks with "A" decals.

HOW WILL IT WORK?

At the automated ports, the scale will be connected to a computer which will record your vehicle's weight as you drive through. You will stop in front of the port building and tell the port officer via an intercom your starting point, destination and empty vehicle weight. The port officer will also record your vehicle identification number (VIN). You will then be able to leave, unless your vehicle is overweight or some other problem arises.

You will no longer need to obtain a written clearance, although you can get one upon request.

The automated ports will improve the accuracy of your gross ton mile (GTM) tax account records on file with the Department of Revenue. Presently, information is manually entered onto your GTM account from our copies of your clearance tickets. Under the automated port system, this information will be recorded via the port computers onto your GTM account when you weigh through, which will reduce the chances of errors on your account.

This procedure will apply to all vehicles, including those with average weight factors ("A" decals).

THE BENEFITS OF PORT AUTOMATION RELY ON YOUR COOPERATION

We have met with many trucking industry representatives, who are excited about the time-saving features of port automation. From our discussions, we concluded that the system will work best if the last eight digits of the VIN are used for identification of your vehicle.

The VIN is the unique number assigned to a vehicle when it is manufactured. You can find the VIN for your vehicle on your vehicle registration and your "Mileage and Fuel Tax Permit" (cab card), as shown in the sample on back of this page.

Vehicles that are not properly marked will have to stop at the ports to obtain written clearances, which can cause time-wasting backups and by logs. So, the extent to which you can benefit from port automation relies on whether you and your fellow truckers have properly marked vehicles.

MEMORANDUM

TO: All Division Secretaries
FROM: Kate Roberts, Program Chairperson
RE: **TRAINING SESSION - 10/1/93**
Date: July 1, 1993

Announcement of Training Session

All division secretaries are invited to attend a one-day training seminar on October 1, 1993. There will be twelve different training sessions covering areas of interest for all secretaries.

Meeting Information

Where: Sheraton Denver Tech Center
4900 DTC Parkway
Denver, Colorado
Handicap Accessible

When: October 1, 1993
8:00 a.m. to 4:00 p.m.
Pre-registration at 7:30 a.m.

Action Requested

The registration forms and the \$32.00 registration fee are due in the registrar's office by **Monday, August 29, 1993**. Since there is a limit on the number of participants for some of the classes, early registration is recommended.

If there is a need for a hearing-impaired interpreter, please contact me at 123-4567.

Background Information

Our keynote speaker will be Judy Browning, owner of Seminars, Inc. and publisher of their quarterly newsletter. Ms. Browning was recently elected president of United Secretaries of America.

I look forward to seeing you at this exciting event.

SOME COMMON HEADINGS USED IN BUSINESS DOCUMENTS*

Purpose of Meeting

Meeting Information

Action Requested

Importance of a Quick Decision

Advantages of _____

Disadvantages of _____

Recommendations

Overview

Issue Under Consideration

Implications of Study

Background

Summary

REMEMBER--YOUR CHOICE OF HEADINGS IS DETERMINED BY THE PURPOSE OF YOUR DOCUMENT

memo:



TO: *Connections* Newsletter Team

FROM: Bobbi

DATE: July 1, 1993

SUBJECT: NEWSLETTER INFORMATION

I hope you all enjoyed seeing your efforts in print in the June issue of *Connections*. You all did a great job and Jean was very pleased. (I apologize for the delayed distribution. I didn't realize it would take three weeks to print!)

The newsletter will now be published bimonthly. Below is the 1993 deadline schedule.

September/October issue	August 15, 1993
-------------------------	-----------------

November/December issue	October 15, 1993
-------------------------	------------------

Thanks for all your hard work!

Rx Just what the doctor ordered....

*The Samaritan House "Back to School" Health Fair
Saturday, August 21, 1993*

10 a.m. - 1 p.m.

Volunteer to join the Samaritan House Team and the Foundation in support of this annual event. The Samaritan House is a temporary shelter for homeless people located in lower downtown . At the Fair, children living in shelters and those referred by social agencies and churches will be provided with various health screenings, educational information and immunizations before they go back to school. Art activities, entertainment and lunch will also be provided for the children and their families.

To sign up to volunteer, please complete the form below and return it to _____ by Monday, August 9.

Name _____ Ext _____

Name(s) of guest(s) or family member(s) - (Due to the nature of the event no children under 12 years old, please): _____

Dept. _____

Volunteer opportunities are listed below. Please check those you are interested in. There is only one shift for this event and that is from 8:30 a.m. - 1 p.m. While the Fair itself is from 10 a.m. - 1 p.m., volunteers need to arrive at Samaritan House by 8:30 a.m. to attend a half-hour orientation session and to help with preparations in specific areas from 9 - 10 a.m.

I am interested in volunteering for:

- Medical staff assistant (does not require medical background)
- Registration
- Give-away booth
- Kitchen/Dining room
- Parking/security
- Clean-up
- Host/Hostess
- Balloons

**REVIEW OF THE USE OF HEADINGS
COPYEDITING EXERCISE**

OBJECTIVES:

- To review and reinforce the use of headings
- To provide additional copyediting practice

ACTIVITIES:

- Team jigsaw activity
- Individual copyediting exercise
- Whole group discussion

SUPPLEMENTARY MATERIALS:

- Overhead projector
- Memos cut into sections
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Review (Jigsaw Activity): Make enough copies of Handout 8.1 so that each team will have one copy cut into sections. Instruct teams to arrange the memo in the order they agree is correct and <u>create headings</u> to further organize the memo.</p>

Lesson 8

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Jigsaw Activity: Each team takes the sections of the memo, puts the memo back together in an order they agree upon, and creates appropriate headings.</p> <p>Whole Group Discussion: When all teams are finished, a spokesperson from each team presents their finished product to the class.</p> <p>Individual Activity: Participants complete Handout 8.2 (copyediting activity).</p> <p>Whole Group Discussion: When all participants have completed the handout, they voluntarily offer their responses, which the instructor marks on the overhead transparency.</p>	<p>Copyediting Activity: Have participants complete Handout 8.2 (see Instructor's Copy).</p> <p>Using a transparency of Handout 8.2, ask the class for their responses and mark the transparency accordingly.</p>

M E M O R A N D U M

TO: All Employees Considering Retirement
FROM: Will Smith, Director of Operations
DATE: January, 1988

This memo is to remind you that you or your spouse will become eligible for the federal health insurance program, Medicare, at age 65. It also explains the effect of Medicare enrollment on health care benefits provided by Zinko Corporation.

You are not required to enroll in Medicare while you are an active employee. However, it may be to your advantage to do so. If you are enrolled in both Medicare and Zinko's health plan, the Company plan will continue to cover you while you are an active employee. The Zinko plan will pay benefits first; you can then submit expenses not covered by Zinko to Medicare for reimbursement.

If you retire at age 65 or older and are eligible for continued Zinko health coverage, you must enroll in Medicare at retirement. The Zinko retirement health plan assumes you have done this and covers only expenses not payable by Medicare.

If you are currently enrolled in a Health Maintenance Organization, you should also enroll in Medicare at age 65 if you plan to retire. Again, even if you plan to work past age 65, you may wish to enroll in Medicare as soon as you are eligible. Please check with your local personnel representative regarding HMO coverage after age 65.

The Medicare program is in two parts. Part A provides basic insurance for hospitalization, stays in skilled nursing facilities, and home health care. There is no cost to you for Part A coverage. Part B covers professional medical services, diagnostic tests, and other outpatient medical care. You pay a monthly premium for Part B coverage.

COPYEDITING ACTIVITY

In April of 1974 Ms. Carr went to the District Attorneys office here in this city and applied for NON-AFCX services and at that time the District Attorney handled all non-welfare cases. Unfortunately there was no cross-referencing between the two agencies District Attorney and Social Services. The District Attorneys office filed an Uresa petition to the State of Wyoming. The State of Wyoming ordered Mr. Carr to pay the sum of \$17.50 for the benefit of his children commencing on January 6 1975. (attached)

In 1975 Ms. Carr did reapply and receive AFDC benefits and assigned her rights to child support to the Department of Social Services. Under state law we can collect principal and interest on child support arrears up to the amount of public assistance expended. In this case the state provided \$17,116.05 in assistance for these children.

The Uresa order was modified on 2/3/85 when the oldest child turned 18 years old and this child support order terminated when the youngest child turned 18 years old on 10/24/86.

Although Mr. Carr was ordered to pay a lesser amount through the Wyoming courts this state's Juvenile order still remained in affect. The State stopped accruing a current monthly support amount when Ms. Carr discontinued receiving AFCD benefits for her children. This date was October 31, 1979.

All payments made under Wyoming's provisions have been credited under the other state's Juvenile Act.

Lesson 9

DISCUSSION OF COPYEDITING EXERCISE ASSIGNMENT OF MIDTERM WRITING ASSESSMENT

OBJECTIVES:

- To review basic construction of sentences, fragments, and clauses
- To review basic rules of comma, semicolon, and colon usage
- To assign midterm writing assessment

ACTIVITIES:

- Whole group discussion
- Whole group editing activity

SUPPLEMENTARY MATERIALS:

- Overhead projector
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Copyediting Exercise, Continued: Distribute Handout 9.1 (see Instructor's copy) and discuss with class. As a group, complete the practice sentences on 9.1, Page 2.</p>

Lesson 9

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Activity: Participants examine and complete Handout 9.1.</p> <p>Whole Group Activity: As a class, participants copyedit Handout 8.2 again, but this time considering the information reviewed in Handouts 9.1 and 9.2.</p> <p>Assignment: Participants choose one question on the Midterm Assessment and bring a first draft to the next class.</p>	<p>Then distribute Handout 9.2 and discuss with class.</p> <p>Give participants another copy of Handout 8.2 (copyediting activity). Again, with an overhead transparency, ask the class for their responses and mark the transparency accordingly. Responses should differ from their first copy.</p> <p>Midterm Writing Assessment: Distribute Handout 9.3 and discuss with class. Review the major topics that have been covered in the class so far, i.e. steps in the writing process, use of the active voice, direct language, methods of development, and graphics.</p>

SENTENCES, FRAGMENTS, AND CLAUSES

Criteria for a Sentence

- Has a subject
- Has a predicate
- Expresses a complete thought

Example: The employees (subject) enjoyed (predicate) the Christmas banquet. (statement expresses a complete thought)

Criteria for a fragment

- Lacks a subject/predicate
- Always refers to something incomplete

Example: Interviewed the candidate. (subject is missing; thought is incomplete)

Criteria for a clause

- Group of words that has a subject and a predicate
- The following are 2 kinds of clauses:

Independent clause: Group of words that has a subject, predicate, and expresses a complete thought. (An independent clause is a simple sentence when it stands alone.)

Example: The policeman blew his whistle (independent clause), and the traffic stopped. (independent clause)

Dependent (subordinate) clause: Group of words that has a subject and predicate but **the clause cannot stand alone.** A dependent clause depends upon the independent clause for its meaning.

Example: The cars stopped (independent clause) when the policeman blew his whistle. (dependent clause)

Practice

Circle the independent clauses and underline the dependent (subordinate) clauses in the following sentences:

1. Although a new safety program has been implemented, the number of accidents continues to increase.
2. I don't ski because I am afraid of heights.
3. When the wind finally stopped, we heard the bells ringing.
4. We heard the bells ringing when the wind finally stopped.
5. He spent a lot of time with his family after he retired.
6. Since we finished the project, we have more leisure time.
7. I memorized several poems when I was in high school.
8. When she receives the final draft, she will call you.
9. We painted the furniture, and then we raked the yard.
10. After two weeks in the repair shop, the microwave is broken again.

Commas, Semicolons, and Colons

COMMAS

Eleven rules for using commas are as follows:

1. **Series:** Commas are used to separate words and numbers in a series. Be sure you insert the comma before the "and" in all instances. Example: We had chicken, salad, and chocolate cake for dinner.
2. **Direct Quotation:** Before a direct quotation, always use a comma to separate the quotation from the person stating the remark. Remember, the period, question mark, exclamation mark, and comma are all included inside the direct quotation. Example: Frank said, "I have to leave now."
3. **Unimportant Words:** A comma is used to set off unimportant words such as of course, therefore, however, I think etc. Example: Of course, this is just my opinion.
4. **Dependent Clause:** Use a comma after a dependent clause at the beginning of a sentence. Example: Because of his traffic tickets, his insurance premium increased 50 percent.
5. **Independent Clause:** When independent sentences are joined with a conjunction, the comma is placed before the conjunction. Example: The car gets excellent gas mileage, and it's in the right price range.
6. **Dates and Places:** Always use a comma to separate dates, cities, states, and countries. Example: She moved to 123 Main Street, Peoria, Illinois.
7. **Introductory Words:** Introductory words are separated from the rest of the sentence with a comma. Pronouns often follow introductory words. Example: Incidentally, she forgot the present.
8. **Parenthetical:** When a clause is used in a sentence and the thought is not important to the structure of the sentence, it is set off by commas. Example: My friend, a very gifted photographer, is traveling to Europe.

9. **Appositive:** Commas are used to set off an appositive in the sentence or at the end of the sentence. An appositive explains and/or identifies a noun it is near. Example: John, the gentleman seated next to you, is my neighbor.
10. **Direct Address:** Commas are used to set off a direct address. A direct address is when you are talking to someone and use his/her name or title. Example: Jean, did you hear about the party?
11. **Restrictive and Nonrestrictive Clauses:** Restrictive clauses are necessary for the sentence and require no commas. Example: He spoke to the woman who was giving the lecture. Nonrestrictive clauses are not necessary for the meaning of the sentence and require commas. Example: Mr. Jones, who is a former pilot, grows beautiful orchids.

SEMICOLONS

1. **Independent Coordinate Clauses:** Semicolons are used to separate independent coordinate clauses closely connected in meaning when no coordinating conjunction is used. Example: The secretarial staff meets on Monday; the operations staff meets on Friday.
2. **Coordinate Clauses joined by Transitional Words:** Semicolons are used between coordinate clauses of a compound sentence when they are joined by transitional words and phrases. Example: I want to go to the concert; however, I have no money.
3. **Coordinating Conjunction between Two Independent Clauses:** Semicolons are used before a coordinating conjunction (and, but, or, for, or, nor) between two independent clauses when either one or both have internal punctuation. Example: She ordered new carpet, drapes, and cupboards for the new house; but her order was lost.
4. **Introductory Words or List in a Sentence:** Semicolons are used before such words as for example, for instance, that is, namely, etc. that introduce an example, enumeration, or list in a sentence. Example: Many of our employee benefits will change this year; for example, the length of maternity leave will be extended.

5. **List Where Commas Are Insufficient:** Semicolons are used in lists where a comma is insufficient to separate items clearly. Example: Guests at the open house were Mrs. Jones, the past president of the Chamber of Commerce; Mr. Allen, the current president of the Chamber of Commerce; and Ms. White, the founder of Preserve Our Heritage Foundation.

COLONS

1. **List of Items or Details:** Colons are used before a list of items or details. Example: The following items are needed for the auction: chairs, programs, microphone, and lectern.
2. **Before an Appositive Phrase or Clause:** Colons are used before an appositive phrase or clause. Example: Our company's motto is: The customer always comes first.
3. **After the Salutation of a Business Letter:** Colons are used after the salutation of a business letter. Example: Dear Mr. Jones:

MIDTERM WRITING ASSIGNMENT

Select one of the following topics for your midterm assignment. When you submit your final draft, be sure to attach all the stages of your writing, i.e. prewriting notes and first draft.

1. Describe in narrative form a procedure you routinely perform in your job. Provide sufficient detail so another employee could perform the procedure from your instructions.
2. Write a letter of proposal to management, describing a new approach(s) to an agency dilemma. Be sure to describe the problem and how your proposal would address those concerns.
3. After a year of thoroughly researching your idea for a new business, you are ready to apply for a loan. Write a letter to the Small Business Association (SBA), asking for an initial loan of \$_____ to start your business.

PEER EDITING OF MIDTERM ASSIGNMENT

OBJECTIVES:

- To provide participants with a writing workshop experience
- To provide additional peer editing practice

ACTIVITIES:

- Paired activity (peer editing)
- Mini-conferences with instructor

SUPPLEMENTARY MATERIALS:

- N/A

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Partner Activity: With an assigned editing partner, participants take turns editing each other's first draft of the midterm assignment.</p>	<p>Review: Briefly review the levels of edit and the PQP editing model.</p>

**INDIVIDUAL WRITING CONFERENCES OF
MIDTERM ASSIGNMENT
PRINCIPLES OF WORDING AND PHRASING**

OBJECTIVES:

- To give participants individual feedback (modeling the PQP editing technique) regarding their midterm assignment
- To practice the principles of wording and phrasing

ACTIVITIES:

- Individual writing conferences with the instructor
- Individual writing activities

SUPPLEMENTARY MATERIALS:

- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Individual Writing Conferences: Modeling the PQP method, each participant conferences with the instructor regarding the midterm assignment.</p>

Lesson 11

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activities: Participants individually conference with the instructor.</p> <p>While other participants are conferencing, participants complete Handouts 11.1, 11.2, and 11.3.</p> <p>Assignment: Bring in copies of complaints received at worksite.</p>	<p>While these conferences are taking place, the other participants work on Handouts 11.1, 11.2, and 11.3 (see Instructor's Copies)</p>

COPYEDITING TEST

To: All Employees
From: Charles Jolley, Manger of Corporate Relations
Date: December 15, 1992

I want to personally thank all of you who participated in the recent Annual Giving Campaign. Because of your generosity our company raised nearly \$27,000. While our contributions will go a long way towards helping dozens of organizations and thousands of people in need in the Denver metro area on a comparative basis we reached only 72 percent of our goal.

As the Mile High Annual Giving Campaign chairperson, I've worked with a volunteer team to promote increased giving among Denver's corporate community. As a result I feel a deep personal commitment to this years campaign and hope our company can play a leading role.

The campaign was conducted in a relatively short timeframe and was more low key than in past years. As a result some of you have told me you did not have the opportunity to contribute this year. If you would like to support this campaign there's still time. Just complete the attached pledge form fold and staple it and return through the interoffice mail by the end of this month.

Again thank you for your generosity.

REDUNDANCIES

Eliminate redundancies, make appropriate word choices, and then rewrite the following sentences.

1. At this point in time, it is our first and foremost objective to assess the fiscal implications of foreign imports.
2. Whether or not you meet your weight loss goals and objectives depends upon the final outcome you have established for yourself.
3. The current status of the overall plan indicates a new breakthrough in turnkey technology.
4. In his personal opinion, the basic and fundamental problem with education is that teachers don't make the welfare of our children their first priority.
5. After they rendered a detailed examination of the spacecraft, the scientists made the recommendation to extensively restructure the space program.
6. In compliance with your request, please find enclosed a copy of your new insurance policy.
7. Input your social security number to receive assistance in completing your application form.
8. I would like to make a recommendation that we initiate a contract with Zinko Incorporated and terminate our contracts with other vendors.
9. The client's past medical history is confidential.
10. The secretary sent a duplicate copy of the tuition fees to the chairman of the committee.

DIFFICULT DUOS

In the following sentences, circle the correct responses.

1. The (affects, effects) of the drug on the nervous system are unknown.
2. All customer service representatives are instructed to answer the phone, "(May, Can) I help you?"
3. Chicago is (farther, further) from Denver than Omaha.
4. I have (fewer, less) books than my sister.
5. The gift shop received a large shipment of floral (stationary, stationery).
6. (Irregardless, Regardless) of his excellent credit history, he was denied a mortgage loan.
7. The size of an engine (affects, effects) gas mileage.
8. I (implied, inferred) from her comments that she didn't like the performance.

Lesson 11

HANDOUT 11.3, Page 2

9. (Whether, Whether or not) you are successful in school depends on your degree of commitment.
10. He likes houses (that, which) have basements.
11. Gala apples are (different from, different than) delicious apples.
12. Her letter (implied, inferred) that a reorganization was imminent.
13. He is ill (due to, because of) stress.
14. The blouse and skirt (complement, compliment) one another perfectly.
15. Skiing well requires (continual, continuous) practice.

PRINCIPLES OF WORDING AND PHRASING

OBJECTIVES:

- To introduce, discuss, and practice the principles of wording and phrasing
- To provide further copyediting practice

ACTIVITIES:

- Whole group discussion
- Individual activities

SUPPLEMENTARY MATERIALS:

- Handouts--Use **Handouts from Lesson 11**
- Overhead projector

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
Whole Group Discussion: Participants discuss their responses to Handout 11.1.	REVIEW: To reinforce copyediting concerns demonstrated in the midterm assignment, discuss Handout 11.1.

Lesson 12

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Participants offer responses to Handouts 11.2 and 11.3.</p>	<p>PRINCIPLES OF WORDING AND PHRASING: To write effectively in business avoid unnecessary words, redundancies, and lofty words.</p> <p>Before discussing Handouts 11.2 and 11.3, provide several examples on the board or overhead projector. Then discuss responses for the handouts with the entire class.</p>

PRINCIPLES OF TONE

OBJECTIVE:

- To introduce, discuss, and practice using principles of tone
- To apply principles of tone to complaint letters
- To introduce, discuss, and practice problem solving strategies in addressing complaint letters

ACTIVITIES:

- Whole group discussion
- Team activity

SUPPLEMENTARY MATERIALS:

- Handouts
- Sample letters of complaint

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Note: Finish discussing Handouts 11.1, 11.2, and 11.3 if necessary.</p> <p>PRINCIPLES OF TONE: In business writing a positive, conversational tone with an intent to express rather than impress is important.</p>

Lesson 13

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Participants share examples of negative tone, inappropriate formality, and pompous correspondence.</p> <p>Whole Group Activity: Participants examine Handout 13.1</p> <p>Team Activity: In teams of 3 or 4, participants evaluate complaints, using Handout 13.1.</p>	<p>Have participants share examples of negative, inappropriately formal, and pompous correspondence.</p> <p>Complaints (Overview): Complaints are a common occurrence in any business. Often a problem underlies a complaint. In responding to complaints, a problem-solving approach is very effective.</p> <p>Using complaint samples given to the instructor by the participants in this course (see Handouts 13.2, 13.3, and 13.4), participants will apply problem-solving strategies in drafting their responses.</p> <p>Handout 13.1</p> <p>Practice with Complaints: Using complaints from the worksite, divide participants into teams. Using Handout 13.1 as a guide, have participants analyze the complaint.</p>

STEPS FOR EFFECTIVE PROBLEM SOLVING

- Identifying the problem
- Analyzing the problem
- Generating potential solutions
- Selecting and planning a solution
- Presenting the solution, e.g. written response

If appropriate for the situation,

- Implementing and evaluating the solution

Lesson 13

HANDOUT 13.2

[REDACTED]
Denver, Colorado [REDACTED]
February 10, 1994

Honorable Roy Romer
Governor, State of Colorado
Colorado State Capital Building
Denver, Colorado 80202

RE; Family Support Registry
[REDACTED]

Dear Governor Romer:

In January, I received a notice that the child support system had been turned over to the Family Support Registry, which was created to "more efficiently process support payments".

I find this system to be inadequate and an obstacle to what was prior to its creation a smooth running system. I was divorced in 1979 and not until 1990 did I receive child support payments. Between 1990 and the time that my account was turned over to this system, the money arrived within a few days of the first of the month. The money received on a monthly basis was \$300.00.

In April, ¹⁹⁹³ I received a form which was diligently completed and returned requesting that full back payment in excess of \$40,000.00 be entered. I have contacted the Department on repeated occasions and have never received a telephone contact back as promised.

It is now February 10, 1994. I have contacted assigned worker, [REDACTED] and [REDACTED] supervisor, [REDACTED]. Both have failed to contact me as promised with information. Initially when I attempted to reach them I got the runaround. If you contact 727-[REDACTED] listen to the message. It states that you should contact 727-[REDACTED] and not leave a message. This is extreme double talk. It is a clear indication that the right hand does not know what the left hand is doing.

This situation does not need to be complicated and it was not so until my account was sent to the Family Support Registry.

I do expect a response from your office in an appropriate time frame.

Cordially

Lesson 13

Wednesday February 9, 1994 9:32am -- from [REDACTED] -- Page 1

HANDOUT 13.3

FROM : [REDACTED]

PHONE NO. :

Feb. 09 1994 10:33AM P01

Pool 2™ brand
Fax Transmittal Memo 7672

No. of Pages 3 Today's Date 2-9-94 Time 10:30 AM EST

From [REDACTED]

Company [REDACTED]

Location [REDACTED] Dept. Charge [REDACTED]

Fax [REDACTED]

Comments [REDACTED]

Original Delivery Return Call for pickup

2/9/94

Human Services Section

[REDACTED] Colorado 80223

Attn: [REDACTED]
Customer Service Representative

Re: [REDACTED]
Court Case No.

Dear Ms [REDACTED]

In a recent State of the Union speech, President Clinton expressed his concern about catching up with deadbeat dads. My financially secure ex-husband has owed child support arrearage for eleven (11) years. Despite an aggressive effort both on my part and [REDACTED]'s Child Support Division, to collect this from Colorado, which included correspondence to Governor Romer of Colorado seven (7) months ago, I have not received even a dollar.

Is there a problem with the Colorado bureaucracy or the techniques involved in collections that has drawn this out so long? [REDACTED] residence and place of employment are known; a judgement issued many years ago has not been enforced; false credits have been applied against the arrearage; court trials have not addressed the problem in it's entirety; and there has been a lack of follow-through. In these eleven (11) years, I have had to continually renew my request.

A September 2, 1993 deadline for response was issued by [REDACTED] but was not met. However, in January 1994, I received a copy of a response dated September 14, 1993. The original was never received. Nor did Mr. [REDACTED] of the [REDACTED] County Child Support in [REDACTED] receive his original.

In the course of delays, credits have been applied against the arrearage for items such as deduction for visitation rights not written in the Decree of Divorce and a deduction for a payment on a Visa bill which was never made, nor would it apply to child support even if it had been substantiated.

Wednesday February 9, 1994 9:32am -- From: [REDACTED] -- Page 1b

All of the legal capability is there. Why am I still waiting?

Sincerely,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

cc: President Bill Clinton
Governor Roy Romer
[REDACTED]
File

BEST COPY AVAILABLE

Dear Mr.

I am writing in regards to a matter that [REDACTED] and/or [REDACTED]

When we first received papers on an issue of paternity [REDACTED] regarding support for Britney

we came in, agreed to blood tests, my husband called your office and got a machine, which he always seem to get, he left a message to re-schedule the test because he could not get off work, but no one returned a call or even any response on the matter, he kept trying to reach someone on this matter and was never responded to.

The next thing we received was papers from court with an order for support + then deduction from pay. Our attorney sent [REDACTED]

letter on June 9, 1993 to establish contact for arrangements for a blood test & ask for a stay of Execution until paternity & duty was conclusively established. As of Feb 1994, we've heard nothing. Our pleas for a response has been completely & intentionally ignored and I have decided to pursue this matter as far as possible. My husband was treated unjustly & he had no problem complying except he does not believe he is the father and being a friend of this child's mother knew of her dating a man both before & after having a one time "fling" with my husband.

Thank you for your time regarding this matter and I would appreciate a response from you before I move on.

PRINCIPLES OF TONE, CONCLUSION

OBJECTIVES:

- To practice applying principles of problem solving to writing business correspondence
- To provide practice in evaluating and writing complaints, as related to principles of tone

ACTIVITIES:

- Team activities
- Whole group discussion

SUPPLEMENTAL MATERIALS:

- Sample Complaints

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Activity: Teams present their problem-solving analyses of their complaint.</p>	<p>Writing Activity: After teams have presented their problem-solving analyses of their complaint, discuss how (in terms of tone), the complaint could be more effectively written. Teams then work together to write a first draft of the complaint revision.</p>

Lesson 14

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Activity: Teams write a first draft of a revision of the complaint they analyzed.</p> <p>Whole Group Discussion: When finished, each team presents the first draft to the whole class. The revision is critiqued according to tone and problem-solving strategies.</p>	

PRINCIPLES OF PERSUASIVE WRITING--THE RESUME

OBJECTIVES:

- To apply principles of persuasive writing to resume writing
- To review and practice the principles of audience and purpose
- To provide additional practice in interactive writing

ACTIVITIES

- Mini-lecture
- Group discussion
- Individual activity
- Handouts

SUPPLEMENTAL MATERIALS:

- 3" X 5" ruled index cards; 12 per employee
- Overhead transparencies of resume samples
- Handouts

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Principles of Persuasion--Resume Writing (Note: Because no one in this group of employees needed the usual forms of persuasive writing, i.e. sales letters, collection letter etc., resume writing was used as an exercise in selling oneself.)</p>

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Activity: Participants examine Handout 15.1 with instructor.</p> <p>Whole Group Discussion: After viewing 3 examples of resumes, each participant decides which one is best and offers his/her reasons.</p> <p>From this discussion, the class makes a list of criteria for an effective resume.</p> <p>Whole Group Lesson: Each participant receives examples of the 3 basic resume formats (Handouts 15.2, 15.3, and 15.4).</p>	<p>Rationale for Resume Writing (see Handout 15.1)</p> <p>Mini-Lecture/Presentation: Different Kinds of Resumes: Using the overhead projector, present 3 examples of resumes. Have the class determine which is the best one and explain their decisions. From this discussion, make a list of criteria for an effective resume.</p> <p>Most Common Formats for Resumes</p> <p>Display the following samples of formats on an overhead projector, noting distinguishing features for each format. (See Handouts 15.2, 15.3, and 15.4).</p> <p>1. Chronological: Work experience is listed in order; used to highlight a stable, consistent work record.</p> <p>2. Functional: Experience is organized by skill areas/categories; used to emphasize skills and minimize a varied or broken work record.</p>

Lesson 15

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Lesson: Participants review Handout 15.5 with instructor.</p> <p>Individual Activity: Participants complete Handout 15.6 and discuss responses as a whole group.</p>	<p>3. Combined: Skill areas are highlighted within the work history; combines the best features of the chronological and functional formats.</p> <p>Creating a Resume</p> <p>1. Use action verbs--see Handout 15.5</p> <p>2. Show results of your actions. In resume writing, it's important to not only use action verbs, but also document results of those actions whenever possible. For example, instead of just stating "increased productivity," state "increased productivity by 40%."</p> <p>To practice using action verbs and providing proof of those actions by example, have the participants complete Handout 15.6 (see Instructor's copy).</p>

Lesson 15

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Individual Activity: Participants are given a packet of 12 - 3" X 5" ruled index cards to begin compiling information in the main categories (work experience, education, special skills, and major accomplishments).</p> <p>Assignment for Next Class: Complete index cards</p>	<p>3. Use your work experience, education, special skills, and major accomplishments as the main categories to begin structuring a resume. In preparation for writing a resume for his/her partner, give each participant a dozen 3" X 5" ruled index card to list information for each of these main categories.</p>

INTERACTIVE BUSINESS WRITING FINAL PROJECT

RATIONALE

The final project for "Interactive Business Writing" is writing a resume for your partner.

Resume writing incorporates the major topics that have been introduced, discussed, and practiced in this course. These topics include

- Identifying and defining purpose and audience.
- Mastering the steps in the writing process, i.e. planning, drafting, and revising.
- Applying principles of organization and formatting to produce and enhance business writing.
- Learning to effectively use the active voice, direct language, and positive phrasing.
- Working collaboratively to benefit from the knowledge, skills, and perspectives of other employees.

Things to Consider When Talking to Your Partner:

1. Does your partner state his/her accomplishments (and results) using positive, active language?
2. After reviewing and discussing your partner's work experience and goals, education, and special skills, determine the appropriate resume format, i.e. chronological, functional, or combined.
3. Remember a resume is an advertisement of your partner's accomplishments and skills. Think of any other information you may need from your partner (special skills, professional affiliations, relevant community projects).

JOHN P. DOE

HANDOUT 15.2

Avenue

Littleton, CO 80589

(303) 544

- OBJECTIVE** Entry-level position with potential growth toward management responsibilities in marketing and/or sales
- EDUCATION** UNIVERSITY OF COLORADO AT DENVER Denver, Colorado
B.S., Business Administration, May 1992, GPA 3.4/4.0
Financed 75% of education
- HONORS** Dean's List - 2 semesters
- WORK HISTORY**
- 9/91 - Present **SUN OIL COMPANY, INC.**
Inventory Analyst/Cash Manager Inter.:
- Reconciled inventory for 15 pipelines carrying up to 400,000 gallons each per month
 - Contributed to an 85% decrease in product loss during fiscal year
- 6/89 - 5/91 **K & S MANUFACTURING**
Sales Representative
- Promoted after first summer from Manufacturing Supervisor to Sales Representative
 - Successfully marketed products to major catalog distributors including L.L.Bean and Eddie Bauer
 - Developed sales campaign and increased the customer base for new line of company products by 20%
- 6/85 - 6/89 **J. R. CRESTHEAD, INC.**
Assistant Office Manager
- Directed work of 8 employees
 - Managed computer order entry system
 - Coordinated placement of J.R. Cresthead, Inc. products on Japanese External Retail Trade Organization (JERTO) international trade circuit
- SPECIAL SKILLS** Fluent in spanish
Working knowledge of IBM and MAC versions of WordPerfect and Lotus
- REFERENCES** Available upon request.

NAME**Address****Phone #****OBJECTIVE**

Position in Food Processing Industry which offers potential for Production Operations management.

EDUCATION

- B.S. Business Administration** 1992
 University of Colorado at Denver
 • Concentration: Production Operations Management
 • GPA: 3.9/4.0
 • Honors: Golden Key National Honor Society; Dean's List 1991
- 120 Credit Hours** 1984 - 1987
 Colorado State University
 • Major: Food Technology
 • Concentration: Chemistry and Microbiology of foods

EXPERIENCE**MANAGEMENT**

- Supervised 15-20 employees in high-volume restaurant and institutional food service
- Hired and trained employees in all aspects of restaurant business
- Determined weekly work shifts and daily work force adjustments
- Managed cash fund with cash flow of \$6,000-\$8,000 daily
- Controlled daily cash accounting

PLANNING

- Planned and directed innovative marketing strategy
 - Increased weekly profit by 100% in first month of campaign
- Determined inventory levels and placed vendor orders
- Controlled inventory to meet weekly menu plans

COMMUNICATIONS

- Evaluated and documented employee performance for wage administration
- Formulated and presented marketing concepts to potential customers
 - increased customer base by approximately 50 per month
- Initiated weekly employee idea night designed to improve operations and increase morale
 - modified several operations that increased efficiency
 - average employee tenure increased from 6 months to 9.6 months in first year
- Evaluated and resolved customer complaints

EMPLOYMENT HISTORY

- Hesslon Corporation, Aurora, Colorado 1988 - 1991
 Warehouse Assistant
- Pamco Corporation, Aurora, Colorado 1987 - 1988
 Manager
- Colorado State University, Fort Collins, Colorado 1984 - 1987
 Manager

COMMUNITY INVOLVEMENT

- Member, American Production and Inventory Control Society
 Independent study in Operations Research
 Member, Institute of Food Technologists

Barbara James
123 Perry Road
Rockford, Illinois 61234
(815) 123-4567

OBJECTIVE Hospital and medical sales requiring extensive experience with medical equipment, excellent communication skills, and strong motivation.

PROFESSIONAL ACCOMPLISHMENTS

- Successfully conducted interpersonal skills training seminars for nearly 250 supervisory personnel.
- Developed reputation for simultaneously coordinating numerous major projects.
- Obtained highest performance rating for 5 years.
- Adept at problem resolution and public relations. Regularly represent hospital at major civic gatherings.
- Experienced in the development of management systems, including the administration of a \$5.1 million budget.

EMPLOYMENT HISTORY

1982 - 1991: Deputy Assistant to the Director, Prouty Memorial Hospital, Gilly, Illinois.

1973 - 1982: Administrator to the Chief of Medical Administration, Rockford, Illinois.

1971 - 1973: Sales representative for NuLife health products, Chicago, Illinois.

EDUCATION

B.A., Administrative Management
Northern Illinois College, Gilly, Illinois

Additional coursework at University of Carbondale
in Group Dynamics, Management, and Psychology.

SPECIAL SKILLS

Bilingual (English/Spanish)

Lesson 15

THE ACTION VERBS

HANDOUT 15.5

accelerate	decide	interpret	reduce
accomplish	define	interview	refer
account	delegate	introduce	regulate
achieve	deliver	invent	reinforce
acquire	demonstrate	invest	relate
adapted	demystify	investigate	remodel
address	design	judge	reorganize
administer	detect	landed	repair
advise	determine	launch	represent
allocate	develop	lead	research
analyze	devise	lecture	reshape
answer	diagnose	locate	respond
apply	direct	log	restore
appraise	discover	maintain	retrieve
approve	distribute	manage	revamp
arbitrate	direct	manipulate	review
arrange	draft	manufacture	revise
assemble	edit	market	revitalize
assign	effect	measure	route
assist	elaborate	mediate	schedule
attain	eliminate	memorize	search
audit	enable	modify	select
author	encourage	monitor	sell
balance	engineer	motivate	serve
budget	enlarge	moderated	set goals
built	enlist	negotiate	set up
calculate	establish	obtain	simplify
catalogue	estimate	offer	solve
categorize	evaluate	operate	spearhead
chart	examine	order	speculate
chair	execute	organize	speak
clarify	expand	originate	sponsor
classify	expedite	outline	stimulate
coach	explain	overhaul	strategize
code	extract	oversee	streamline
collaborate	fabricate	participate	strengthen
collect	facilitate	perform	structure
communicate	file	persuade	study
compile	forecast	pinpoint	summarize
complete	formulate	plan	supervise
compose	founded	prepare	supply
compound	gather	prescribe	support
compute	generate	present	survey
conceive	group	print	synthesize
conduct	guide	prioritize	systematize
confirm	handle	process	teach
conserve	harmonize	produce	test
consolidate	help	program	train
construct	identify	project	translate
consult	illustrate	promote	troubleshoot
contact	implement	propose	tutor
contract	improve	protect	unite
contribute	increase	prove	update
control	influence	provide	upgrade
convince	inform	publicize	utilize
coordinate	initiate	realize	vault
copy	inspect	receive	verify
correspond	install	recommend	volunteer
counsel	institute	reconcile	write
create	instruct	record	
critique	interact	recruit	

RESUME WRITING EXERCISE

In resume writing it's important to not only list your skills and personal characteristics but also to quantify them for your reader.

Instead of
typing

State
typing 65 wpm

data entry

data entry at 12,000
keystrokes per minute

computer literate

Advanced WP 5.1 and
Lotus 1.2.3.

Revise the following terms so they will be more useful to a reader.

SKILLS

Instead of

State

file clerk

cashier

deliver mail

accounting skills

bilingual

PERSONAL CHARACTERISTICS

organized

take-charge person

supervisory skills

conscientious

competent

ASSIGNING AND INTERVIEWING RESUME PARTNERS

OBJECTIVES:

- To practice working collaboratively with a partner to benefit from the knowledge, skills, and perspective of another employee
- To practice using major headings to create a resume

ACTIVITIES:

- Workshop -- partner activity

SUPPLEMENTAL MATERIALS:

- Additional 3" X 5" ruled index cards

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Assigning Resume Partners: For the resume project, participants write his/her partner's resume. This provides each participant with the experience of creating a resume and benefiting from the objective perspective of a potential employer (his/her partner).</p>

Lesson 16

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Partner Activity: With their assigned partners, participants interview each other, using the index cards they have prepared.</p> <p>Participants may use the questions on Handout 15.1 to guide this activity.</p> <p>Assignment: Participants write a rough draft of their partner's resume for next class.</p>	<p>In assigning partners, avoid pairing participants that work in the same department or area or who are close friends.</p> <p>During this workshop, briefly visit with each pair and facilitate if necessary.</p>

PEER EDITING OF RESUMES--ROUGH DRAFT

OBJECTIVES:

- To review principles of peer editing
- To review principles of resume writing

ACTIVITIES:

- Whole group discussion/review of the resume and editing processes.
- Workshop -- Peer editing of rough draft

SUPPLEMENTAL MATERIALS

- Handout

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
	<p>Review of Peer Editing and Resume Principles: Review Handouts 5.2 (Levels of Edit), Handout 6.1 (Editing Techniques), and Handout 17.1 (Points to Remember When Writing and Editing a Resume).</p>

Lesson 17

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Review of levels of edit, editing techniques, and resume writing principles.</p> <p>Partner Activity: With their partners, participants edit their rough drafts, using the questions on Handout 17.1 as a guide.</p> <p>Assignment: Final draft of resumes are due at the next class.</p>	

Points to Remember When Writing and Editing a Resume

Given the purpose of the resume, have I selected the proper format?

As we have previously discussed, there are three basic resume formats, i.e. functional, chronological, and combined (review your samples). The purpose of the resume determines which format is used.

CHRONOLOGICAL: Jobs are listed in order, starting with the most recent and working backwards. This format is used to highlight a stable, progressive employment history. This is the most common format and the easiest to prepare.

FUNCTIONAL: Experience is organized by skill areas/categories. Use categories appropriate to your job objective and list skills in each category from any work experiences. This format is used when making a career change, entering the job market, or deemphasizing your employment history.

COMBINED: Skill areas are highlighted within the work history. This format is becoming more popular because it combines the best features of the chronological and functional formats.

Have I used the active voice and strong verbs?

Have I demonstrated proof for my statements (when possible)?

Have I used effective formatting techniques (bolding, bulleting, proper font size) to increase the visual appeal of the document?

PRINCIPLES OF PERSUASION--COVER LETTERS

OBJECTIVES:

- To reinforce principles of persuasive writing
- To provide additional practice in collaborative writing

ACTIVITIES:

- Whole group discussion
- Team writing activities

SUPPLEMENTAL MATERIALS:

- Overhead transparencies
- Handouts
- Newspaper ads

TIME: 90 minutes

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Whole Group Discussion: Participants discuss or ask questions regarding Handout 18.1.</p>	<p>Cover Letters: Distribute Handout 18.1 and read together. Answer any questions. From this discussion, make a list of the criteria of a good cover letter.</p>

Lesson 18

ACTIVITIES	INSTRUCTOR'S NOTES
<p>Team Activity: Participants determine if sample cover letters (Handouts 18.2-18.5) meet the criteria they have established for cover letters.</p> <p>Team Activity: As a team, participants complete prewriting strategies in response to the want ad they selected and begin their first drafts. (Although they are working on teams, for this exercise <u>each</u> team member will write a letter.)</p> <p>Assignment: Rough drafts of cover letters are due at the beginning of the next class.</p>	<p>Distribute Handouts 18.2-18.5. In teams, have participants decide how each cover letter sample meets or doesn't meet their criteria for cover letters.</p> <p>Writing Activity: From recent newspapers, participants select want ads from the employment section for their team. Before they start writing, review prewriting strategies, audience, purpose, and tone.</p>

COVER LETTERS

A cover letter is a form of sales letter. You are marketing your skills, abilities, knowledge, and experience to a potential employer. The goal of a cover letter is to get the attention of the person who initially screens job applicants.

A cover letter accompanies your resume and allows you to highlight specific abilities that may or may not be on your resume. This personalized aspect of a cover letter is one of its major strengths and creates a custom, personalized document to accompany your resume.

Because a cover letter is a form of persuasive writing, it has a particular tone and style. When writing your cover letter, remember to develop and maintain a positive, enthusiastic tone using a professional yet friendly style. A cover letter provides you with the opportunity to show a company what you know about them and most importantly, what skills, abilities, experience, and knowledge you can offer them to meet their needs.

As we have previously discussed in this course, principles of effective formatting must be considered when writing business letters. Bulleted statements and vertical lists are especially effective (see Handouts 18.3 & 18.5) in cover letters. Remember also to use fonts which allow easy reading of your document.

In addition to the points in the above discussion, remember the following guidelines when writing a cover letter:

- The recommended length is approximately one page.
- If possible, address the letter to a person instead of "To Whom It Concern."
- Allow for follow-through. State when (and possibly how) you will contact them in the future.

February 24, 1991

Director of Human Resources
Gilding Enterprises, Inc.
P.O. Box 1236
Ogalala, NE 67123

To the Human Resources Director:

Due to my extensive warehouse/distribution experience, I am applying for your parts coordinator position in Denver.

For 16 years I was employed by Reeling International. After the plant's closing, I worked for Bond Paper Company while seeking a more challenging and responsible warehouse position. In April 1990, I was hired by Crunchy Snacks International; however, due to declining sales, I was recently laid-off.

As the attached resume details, I have been responsible for a variety of positions in a warehouse/distribution setting. My background in inventory control, purchasing, shipping, receiving, and warehouse operations has given me the experience that would benefit your company.

I appreciate your consideration and look forward to hearing from you soon.

Sincerely,

(Your name)
123 Elk Street
Denver, CO 80001
(303) 123-4567

April 12, 1994

Lori Maguendo
Project Manager
National Association of Conservationists
1000 23rd Street
Denver, CO 80001

Dear Ms. Maguendo:

I understand that you are currently seeking researchers in the area of energy conservation. Based on my knowledge of the work done by your agency, I believe my qualifications are well-suited to your needs.

I can offer your agency the following specific skills:

Writing: Critical, focused writing style used successfully as an environmental researcher for 12 years.

Research: Completed several research projects focusing on energy conservation.

Organizational Skills: Effectively worked as an individual and team member to meet project deadlines.

Education: B.S. in Biology; M.S. in Environmental Science.

I would consider it a privilege and challenge to join your staff. I look forward to discussing my potential contributions to your organization with you, at your convenience.

Thank you for your consideration.

Sincerely,

Alice Roberts

April 12, 1994

ABC Corporation
ATTN: Hank Lewis
789 Clark Lane
Denver, CO 80001

Dear Mr. Lewis:

Enclosed is my resume that highlights my background in accounting.

I would like to discuss my career objectives with you and how I could make a significant contribution to your company.

Please contact me at (303) 123-4567.

Sincerely,

(Your name)

April 11, 1994

The Denver Gazette
123 California
ATTN: Gloria Smith
Denver, CO 80101

Dear Ms. Smith:

I am responding to your advertisement for a Sales Representative in "The Denver Gazette" on April 10, 1994. The following comparison clearly shows how my experience and background match the requirements your company is seeking.

Your Requirements

Five to seven years experience.

Strong communication skills

Computer literate

My Qualifications

Six years sales experience. Set sales new company standards for sales quotas. Supervised a staff of five.

Developed and presented training seminars. Prepared sales literature and coordinated mailings to 1,000 clients.

Purchased appropriate sales software, resulting in increased turnaround times. Expanded DOS capabilities to more efficiently manage files.

I would like to discuss this position with you in greater detail. I will call you next week to see when we can meet.

Sincerely,

Julie M. Markus

INSTRUCTOR'S COPIES

**INTERACTIVE BUSINESS WRITING
WRITING SAMPLE (PRETEST)**

1. **Today you found out that you have a new boss! Not only do you have a new boss, but your new boss wants a written account of your job responsibilities. On another sheet of paper, write a letter of introduction to your new boss and provide the information she has requested.**

2. **Edit the following paragraph. Look for errors in capitalization, spelling, and grammar.**

This report focuses on the preparation of resumes and what personnel managers like included in them. Much research was done and several sources were used to find out what personnel administrators look for in a resume. Information was obtained from questionnaires, interviews, and secondary sources such as books and periodicals. This report will not discuss what is presently being taught in classrooms or placement offices about the preparation of resumes.

In the past students in colleges and universities have been taught several different ways to prepare a resume. However, they are still unsure whether to include certain items on their resume because they don't know if the prospective employer "likes it that way."

OVERVIEW OF THE WRITING PROCESS

PLAN

Determine Purpose--Refer to **Handout 2.2**

Determine Audience--Refer to **Handout 2.2**

Use prewriting strategies (free-writing, brainstorming, clustering, incubating, drawing). Refer to **Handout 2.3**

Organize information (outlining, creating headlines).
Refer to **Handout 2.4**

DRAFT

Write first draft

REVISE

Revise document (developmental edit)-- Look at the whole document. **Does it make sense?**

Edit document (copyedit)-- Look at individual sentences to see if they're grammatically correct. Also look for punctuation and spelling errors.

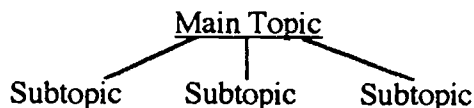
Write second or final draft-- If necessary, repeat any of the previous steps to successfully revise the document.

PREWRITING STRATEGIES

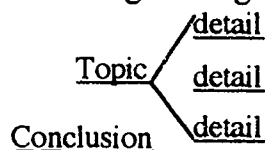
Freewriting -- Uncensored, private writing. An effective strategy to make the transition into the writing mode. In freewriting it's important not to worry about grammar or content. **Anything** is correct.

Brainstorming -- Another form of uncensored writing. In brainstorming whatever thoughts regarding a topic are written down. This may be done individually or as a group. Later these thoughts are further organized.

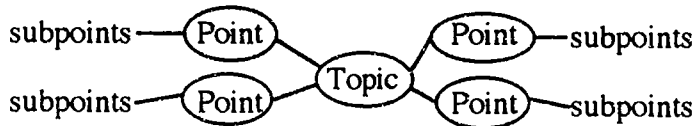
Treeing -- A graphic method of organizing the results of a brainstorming session.



TDC -- Another graphic method of organizing information.



Clustering -- A graphic form of a freewriting approach. Also called "mind mapping."



Incubating -- Thinking about what you are going to write. Although this method may appear unproductive, for some people it works.

Outlining (Formal or Informal) See **Handout 2.4**

Drawing -- Doodling. For some people, this is a form of freewriting.

ACTIVE AND PASSIVE VOICE

In the following sentences if the sentence is in the passive voice, rewrite it in the active voice and vice versa. **ANSWERS WILL VARY.**

1. The contract was broken by the agency.
The agency broke the contract.
2. It was found that all claims were being suspended due to a computer error.
The computer suspended all claims in error.
3. John presented the new product line to all three companies.
The new product line was presented to all three companies by John.
4. It was requested by the member that his policy be terminated.
The member requested to terminate his policy.
5. Payroll mailed the checks last week.
The checks were mailed by payroll last week.
6. The media asked the new director many personal questions.
The new director was asked many personal questions by the media.
7. The new guidelines are being printed by reprographics.
Reprographics printed the new guidelines.
8. In 1983 the America's Cup races were won by Australia.
Australia won the America's Cup races in 1983.
9. Mark Twain wrote many important novels.
Many important novels were written by Mark Twain.
10. The financial statement was faxed to the manager.
The accountant faxed the financial statement to the manager.

REVISION EXERCISE

Make the following paragraphs more effective by eliminating the passive voice and unnecessary words.

1. It has been requested that a supply list for our department be developed to save secretaries time in ordering supplies. It has also been requested that we obtain a special cost center number for each department to use when they order their supplies.

I suggest we create a supply list for our department and a special cost center number to save time and insure accuracy in ordering our supplies.

2. At this point in time, it is necessary for the healthcare industry to reexamine their basic and fundamental concepts and the way they are perceived by the public.

The healthcare industry must now reexamine their fundamental concepts and public image.

3. There has been no significant change regarding this issue since my first original report of May 15. As the report states, it was decided by the new board members to tentatively drop the retiree luncheon due to lack of funds.

As stated in my report of May 15, the new board members decided to tentatively drop the retiree luncheon due to lack of funds.

EXERCISES IN PARALLELISM

Finish the series in the following sentences so all items are parallel. Answers will vary.

1. On her vacation she visited museums, talked to relatives, and dined at expensive restaurants.
2. The new computer is fast, efficient, and quiet.
3. She carefully, slowly, and silently picked up the evidence and placed it in an envelope.
4. The busy toddler kicked the ball, screamed at the cat, and terrorized his sister before finally falling asleep.
5. The sun shines, the moon glows, and the stars twinkle.

Rewrite the following vertical lists so that all items are parallel.

- | | |
|---|--|
| <ol style="list-style-type: none">1. Demonstrated ability to<ul style="list-style-type: none">OrganizeSuperviseCommunicateAttend to detail3. In order to process your application, we need the following information:<ul style="list-style-type: none">College transcript-- unofficial copyBirth Certificate--copySocial Security Card--copyLetters of recommendation-- Three from past employers | <ol style="list-style-type: none">2. Activities include<ul style="list-style-type: none">SkiingBowlingFishingHiking4. Major points to consider in purchasing a home include:<ul style="list-style-type: none">Location?Personal appeal?Price?School district? |
|---|--|

EDITING PRETEST

Note: Responses will vary according to the texts/style guides consulted.

February 10, 1994

ABC Corporation
Attn: Elsie Fogg
123 Princeton Drive
Denver, CO 80000

RE: Your Own Corporate Newsletter

Dear Ms. Fogg:

Attractive, well-written newsletters are a recognized and effective way to communicate with employees. Your Company's Best is published quarterly in a four-color, four-page format. This publication offers timely articles on employee wellness programs, consumer buying tips, and retirement options. And you can add your own articles, allowing you to create a newsletter that truly becomes your own.

There are several reasons why Your Company's Best can provide your company with the customized newsletter you've been looking for.

- You can offer employees lively, timely topics.
- You can stretch your staff time. Your staff can focus on other important projects because we produce the newsletter for you.
- You get exclusivity in your market. You won't see other competitors using these newsletters in your local market.
- You get extra value for the dollars you invest. You get full color impact at two-color prices with our volume printing discounts.

I look forward to talking with you soon about this exciting newsletter product.

Sincerely,

Sally Sue Ship
Account Representative

4 MOST COMMON METHODS OF DEVELOPMENT (M.O.D.)

Note: If you would like more information on methods of development, consult a business writing text.

1. Order of Importance

- A. Most important to least important.
Most common M.O.D. Bottom line on top.
- B. Least important to most important.
Bottom line at the bottom. Used when delivering bad news.

2. Chronological

Arrange information in time, i.e. accident reports, progress reports.

3. Specific to General-- Use specific to general when your audience has little knowledge of the subject. Lead into (inductive method) the major point.

General to Specific -- Audience has prior knowledge of the subject so writing concentrates on specifics and/or features (deductive method).

4. Comparison/Contrast-- Advantages/Disadvantages. When using this method, group the advantages of A and B together; then the disadvantages of A and B together. This makes your analysis of the information more accessible to the reader.

COPYEDITING ACTIVITY

Note: Responses will vary according to the texts/style guides consulted.

In April of 1974, Ms. Carr went to the District Attorney's office in this city and applied for NON-AFCX services. At that time the District Attorney's office handled all non-welfare cases. Unfortunately, there was no cross-referencing between the District Attorney's office and Social Services. The District Attorney's office filed an Uresa petition to the State of Wyoming. The State of Wyoming ordered Mr. Carr to pay the sum of \$17.50 for the benefit of his children commencing on January 6, 1975. (attached)

In 1975 Ms. Carr did reapply and receive AFDC benefits and assigned her rights to child support to the Department of Social Services. Under this state's law we can collect principal and interest on child support arrears up to the amount of public assistance expended. In this case the state provided \$17,116.05 in assistance for these children.

The Uresa order was modified on February 2, 1985 when the oldest child turned 18 years old. This child support order terminated when the youngest child turned 18 years old on October 24, 1986.

Although Mr. Carr was ordered to pay a lesser amount through the Wyoming courts, this state's Juvenile order still remained in effect. This state stopped accruing a current monthly support amount when Ms. Carr

discontinued receiving AFCD benefits for her children on October 31, 1979.

All payments made under Wyoming's provisions have been credited under the this state's Juvenile Act.

Sentences, Fragments, and Clauses

Criteria for a Sentence

- Has a subject
- Has a predicate
- Expresses a complete thought

Example: The employees (subject) enjoyed (predicate) the Christmas banquet. (statement expresses a complete thought)

Criteria for a fragment

- Lacks a subject/predicate
- Always refers to something incomplete

Example: Interviewed the candidate. (subject is missing; thought is incomplete)

Criteria for a clause

- Group of words that has a subject and a predicate
- The following are 2 kinds of clauses:

Independent clause: Group of words that has a subject, predicate, and expresses a complete thought. (An independent clause is a simple sentence when it stands alone.)

Example: The policeman blew his whistle (independent clause), and the traffic stopped. (independent clause)

Dependent (subordinate) clause: Group of words that has a subject and predicate but **the clause cannot stand alone.** A dependent clause depends upon the independent clause for its meaning.

Example: The cars stopped (independent clause) when the policeman blew his whistle. (dependent clause)

Practice

Circle the independent clauses and underline the dependent (subordinate) clauses in the following sentences:

1. Although a new safety program has been implemented, the number of accidents continues to increase.
2. I don't ski because I am afraid of heights.
3. When the wind finally stopped, we heard the bells ringing.
4. We heard the bells ringing when the wind finally stopped.
5. He spent a lot of time with his family after he retired.
6. Since we finished the project, we have more leisure time.
7. I memorized several poems when I was in high school.
8. When she receives the final draft, she will call you.
9. We painted the furniture and then we raked the yard.
10. After two weeks in the repair shop, the microwave is broken again.

COPYEDITING ACTIVITY

Note: Responses will vary depending on the texts/style guides consulted.

To: All Employees

From: Charles Jolley, Manger of Corporate Relations

Date: December 15, 1992

I want to thank all of you who participated in the recent Annual Giving Campaign. Because of your generosity, our company raised nearly \$27,000. While our contributions will go a long way towards helping dozens of organizations and thousands of people in need in the Denver area, on a comparative basis, we reached only 72 percent of our goal.

As the Mile High Annual Giving Campaign chairperson, I've worked with a volunteer team to promote increased giving among Denver's corporate community. I feel a deep personal commitment to this year's campaign and hope our company can play a leading role.

The campaign was conducted in a short timeframe and was more low key than in past years. Some of you have told me you did not have the opportunity to contribute this year. If you would like to support this campaign, there's still time. Just complete the attached pledge form and return through interoffice mail by **January 5, 1993**.

Again, thank you for your generosity.

REDUNDANCIES

Eliminate redundancies, make appropriate word choices, and then rewrite the following sentences.

1. At this point in time, it is our first and foremost objective to assess the fiscal implications of foreign imports.

Our first objective is to assess the fiscal effects of imports.

2. Whether or not you meet your weight loss goals and objectives depends upon the final outcome you have established for yourself.

Whether you meet your weight loss goals depends on the final outcome you have set for yourself.

3. The current status of the overall plan indicates a new breakthrough in turnkey technology.

The plan indicates a breakthrough in turnkey technology.

4. In his personal opinion, the basic and fundamental problem with education is that teachers don't make the welfare of our children their first priority.

He believes the fundamental problem in education is that teachers don't make children their priority.

5. After they rendered a detailed examination of the spacecraft, the scientists made the recommendation to extensively restructure the space program.

Scientists thoroughly examined the spacecraft and recommended a major restructuring of the space program.

6. In compliance with your request, please find enclosed a copy of your new insurance policy.

At your request, I have enclosed a copy of your new policy.

7. Input your social security number to receive assistance in completing your application form.

Enter your social security number to receive help in completing your application.

8. I would like to make a recommendation that we initiate a contract with Zinko Incorporated and terminate our contracts with other vendors.

I recommend that we begin a contract with Zinko Incorporated and end our other contracts.

9. The client's past medical history is confidential.

The client's medical history is confidential.

10. The secretary sent a duplicate copy of the tuition fees to the chairman of the committee.

The secretary sent a copy of the tuition to the committee's chairperson.

DIFFICULT DUOS

In the following sentences, circle the correct responses.

1. The (affects, effects) of the drug on the nervous system are unknown. **effects**
2. All customer service representatives are instructed to answer the phone, "(May, Can) I help you?" **May**
3. Chicago is (farther, further) from Denver than Omaha. **farther**
4. I have (fewer, less) books than my sister. **fewer**
5. The gift shop received a large shipment of floral (stationary, stationery). **stationery**
6. (Irregardless, Regardless) of his excellent credit history, he was denied a mortgage loan. **Regardless**
7. The size of an engine (affects, effects) gas mileage. **affects**
8. I (implied, inferred) from her comments that she didn't like the performance. **inferred**
9. (Whether, Whether or not) you are successful in school depends on your degree of commitment. **Whether**
10. He likes houses (that, which) have basements. **that**
11. Gala apples are (different from, different than) delicious apples. **different from**
12. Her letter (implied, inferred) that a reorganization was imminent. **implied**
13. He is ill (due to, because of) stress. **due to**
14. The blouse and skirt (complement, compliment) one another perfectly. **complement**
15. Skiing well requires (continual, continuous) practice **continual**

RESUME WRITING EXERCISE

In resume writing it's important to not only list your skills and personal characteristics, but also to quantify them for your reader.

<u>Instead of</u>	<u>State</u>
typing	typing 65 wpm
data entry	data entry at 12,000 keystrokes per minute
computer literate	Advanced WP 5.1 and Lotus 1.2.3.

Revise the following terms so they will be more useful to a reader. **Answers will vary.**

SKILLS

<u>Instead of</u>	<u>State</u>
file clerk	maintain 600 files daily
cashier	responsible for \$60,000 in daily receipts
deliver mail	distribute mail to 1000 employees daily
accounting skills	Accounts Payable/Receivable
bilingual	English/Spanish

PERSONAL CHARACTERISTICS

organized	established desk procedures for department
take-charge person	initiated employee assistance program
supervisory skills	supervised 45 employees
conscientious	notified management of billing irregularities
competent	reduced overtime by 60%

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