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ABSTRACT

This document offers brief lesson plans for four courses: (1) an 8-hour refresher course for employees who write memos, short reports, and letters; (2) an 8-hour refresher course on creating a short document; (3) a 16-hour course on technical manual writing; and (4) an 8-hour course on technical manual writing. The courses were part of a workplace literacy project developed by Mercer County Community College (New Jersey) and its partners. In addition to the lesson plans are the following: a glossary of word usage, a list of cliches to avoid, a list of transitional words, exercises to review punctuation, a list of outdated business language, memo-writing exercises, exercises on parallelism, checklists for good writing, and a lists of commonly misspelled words. (CML)

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WRITING CLINIC FOR BUSINESS AND TECHNICAL WRITERS

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National Workplace Literacy Program Grant to
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OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

WRITING CLINIC

A course aimed at refreshing writing skills. Students will learn techniques that will help them communicate effectively, write quickly, powerfully, and clearly. Geared to people who write memos, short reports, or letters.

OBJECTIVES

Upon completion of this course, students will be able to:

- o Write short documents quickly, powerfully, and clearly

TOPICAL OUTLINE

- o Steps for writing any document
- o Write for your audience
- o Different styles of writing
- o Editing
- o Grammar and punctuation

OTHER

- o 8 hours

TEXTBOOKS

Brock, Susan, Better Business Writing, Crisp Publications, California, 1987.
Dumaine, Write to the Top: Writing for Corporate Success

WRITING CLINIC

As directed by MCCC for Princeton Plasma Physics Laboratory (PPPL).

A two week seminar to refresh writing skills. Learn techniques to communicate effectively, write quickly, powerfully and clearly. Geared to people who write memos, short reports, or letters.

Steps for writing any document
Write for your audience
Different styles of writing
Editing
Grammar

CURRICULUM

Textbook: Better Business Writing by Susan Brock; published by Crisp Publications.

The class was four 2 hour sessions.

FIRST SESSION:

Introduction of instructor and class participants.

Free write - write about anything that's on your mind: your drive to work, the weather, your vacation, Christmas presents, etc.

Memo writing - write a short memo about something on the job: phone use, long breaks, late arrivals, extra vacation time request, etc. I used this as my pre-write sample).

p. 3 - Brock - take Self Assessment test

pp.4-5 - Brock - read and discuss Personality types; what is your main personality type? what characteristics of the other types do you possess? who do you usually write to? what characteristics does that person or group possess? (write them)

Rewrite memo (prewrite memo) in terms of reader's personality type. Compare the two memos.

pp.6-9 - Brock - "Back to Basics"; take spelling test; discuss "Spelling Mnemonics"; hand out "Commonly Misspelled Wordlist" (see Attachment #1)

pp.10-13 - Brock - "Improve Your Punctuation" - read "Punctuation Pointers" and do "Punctuation Exercise"

ASSIGNMENT: read p. 14 - Brock; read Usage List (see Attachment #1)

Bring in writing samples - yours and your boss'

SECOND SESSION:

(Brought in Punctuation exercises, at class' request, from the Writing Center. See Attachment #2).

Do Punctuation exercises and discuss answers in terms of Punctuation Pointers and other rules.

(Note - as class did exercises, I critiqued writing samples with the individual writers).

p. 15 - Brock - do "Parallel Construction" exercise and discuss Parallelism in writing (lists, etc.)

pp. 16-17 - Brock - "Proper Word Usage" - do exercise and discuss answers

ASSIGNMENT: Rewrite memo discussed individually; read and do pp. 18 -27 - Brock; read through Handout (see Attachment #3).

THIRD SESSION:

pp. 18-22 - Brock - do "Wordiness" exercise; do "Redundancies" exercise; discusses Cliches and Businessese (See Attachment #1).

pp. 23-27 - Brock -discuss "Pitfalls of Business Writing"

p. 29 - Brock - discuss "Five Stylistic Tools"

pp. 30-35 - Brock - discuss "Writing Samples" - letters and memos.

p. 36 - Brock - discuss "Nine Tips to a Better Memo"

p. 41 - Brock - discuss "Basic Outline for Business Letter"

p. 10 Duraine's Write to the Top: Writing for Corporate Success - hand out "Focus Sheet" (See Attachment #4); discuss this in terms of next writing assignment on the job.

ASSIGNMENT: Fill out Focus Sheet and then write next memo you must do for your job. Bring memo and Focus Sheet to class.

FOURTH SESSION:

do "Parallel" exercise (See Attachment #5) - class
requested more help in this area

Review Homework assignment with each individual as
as rest of class does Parallelism exercises.

p. 36 - Brock - review "Tips for a Better Memo"

p. 41 - Brock - review "Basic Outline for a Business
Letter"

Post test - rewrite memo that was assigned for homework

Write Class Evaluation

CREATING A SHORT DOCUMENT

As directed by MCCC for PPPL.

A two week seminar to refresh writing skills.. Learn techniques to communicate effectively, write quickly, powerfully and clearly. Geared to people who write memos, short reports, or letters.

Basic writing styles
Samples of business writing
Writing persuasively
Organization of writing
Memorandums

CURRICULUM

Textbook: Better Business Writing by Susan Brock; published by Crisp Publications.

The class was four 2 hour sessions. Two people who were in the Writing Clinic attended this class.

FIRST SESSION:

Introduction of instructor and class participants.

Free write - write about anything that's on your mind: your drive to work, the weather, your vacation, Christmas presents, etc.

Pre-write sample - write memo asking for additional vacation time, without pay

p. 3 - Brock - take "Self Assessment" test

pp. 4-5 - Brock - read and discuss Personality types; what is your main personality type? what characteristics of the other types do you possess? whom do you usually write to? what characteristics does that person or group possess? (write them)

p. 10 - Dumaine's Write to the Top: Writing for Corporate Success - hand out "Focus Sheet" (See Attachment #4) - discuss Vacation Time memos in terms of this Focus Sheet.

Lecture about Generating Ideas - use pp. 14-29 from Dumaine book

Brainstorm - What qualities do you want in your next supervisor? Then group the characteristics as if you were to write a memo about them.

Start a free-write on "If I could redesign my job in any way...

ASSIGNMENT: finish free-write on "If I could redesign my job...". Bring writing samples - yours and your boss'. If you did not take the Writing Clinic, read pp. 6 - 29 in Brock. Hand out lists (See Attachment #1)

SECOND SESSION:

Lecture on Grouping Information Under Headlines from Dumaine, pp. 30 - 42. read list from Creating Categories. Pass out "Typical Memos and Reports Categories" from Dumaine, pp. 32-33 (See Attachment #6)

Lecture on Sequence of Ideas from Dumaine, pp.43-56.

Lecture on Writing the First Draft from Dumaine, pp. 57 - 63. Include Constructing Paragraphs, Transitional Words (See List from Attachment #1).

Notes on paragraphs:

1. develop single idea presented in topic sentence.
2. provide logical break in material
3. create physical breaks that help reader visually.

Notes on writing first draft:

1. write headline, then paragraph
2. add more headlines as sub-topics emerge
3. no such things as the perfect first draft

Do "Jessica is compiling the research. I'll interview the client." and insert transitional words to show how the meaning can change.

Hand out "Be Your Own Editor" checklist from Dumaine, pp. 65 - 66 (See Attachment #7) - discuss importance of 'distance' from writing

Write memo on something from the job (beginning of triple memo). Collect.

ASSIGNMENT: Write a second version of memo (triple memo) that you just turned in.

THIRD SESSION:

Discuss free write of 'Job Redesign" in terms of Dumaine's 'Be Your Own Editor" list.

Regroup information and rewrite 'Job Redesign".

Lecture on Visual Impact from Dumaine, p. 69.

Lecture on Rewriting Headlines from Dumaine, p.75.

- p. 48 - Brock - discuss Writing Persuasively
- p. 50 - Brock - discuss Motivated Sequence; I read steps as class read along on pp.52 -53.

Rewrote memo for third time (triple memo).

- pp. 49 -50 - Swenson's "Writing Fitness" - hand out retyped memos and discuss.

ASSIGNMENT: p. 51 - Swenson - hand out memo and assigned revision for next class.

FOURTH SESSION:

- p. 51 - Swenson - discuss revision.
 - p. 53 - Swenson - hand out memo and revise.
 - p. 105 - Dumaine - lecture on Writing to Influence
 - p. 107 - Dumaine - lecture on Negotiations and Strategies
 - p. 112 - Dumaine - lecture on How to Get Action from Your Writing
- (Note - I typed up the triple memos) - hand out triple memos and discuss how they can be improved. Rewrite them in terms of class' suggestions and what was discussed in class. (This was the Post-write for the class).

REVIEW:

- Focus sheet
- Personality Types
- Generating Ideas
- Grouping Ideas
- Typical Memo Categories
- Headlining
- Sequencing
- Writing First Draft
- Visual Impact
- Writing Persuasively
- Motivated Sequence
- Writing to Influence
- Negotiations and Strategies
- How to Get Action

Write Class Evaluation.

COURSE OUTLINE

TECHNICAL MANUAL WRITING

A workshop to sharpen technical manual writing skills. Geared to those who already write technical manuals or who perform similar tasks. Emphasis is on critiquing writing samples of participants' work.

OBJECTIVES

Upon completion of this course, students will be able to:

- o Revise draft versions of their work
- o Write for a target audience
- o Write technical language in a clear and precise style

TOPICAL OUTLINE

- o Drafting and revision
- o Definitions
- o Defining audience
- o Descriptions
- o Technical writing style
- o Instructions

OTHER

- o 16 hours

TEXTBOOK

Dumain, D., Write to the Top: Writing for Corporate Success, Random House, NY, 1989.

TECHNICAL MANUAL WRITING

As directed by MCCC for PPPL.

An eight week seminar to sharpen technical manual writing skills. Geared to those who write technical manuals at PPPL.

Drafting and revision
Defining an audience
Technical writing style
Definitions
Descriptions
Instructions

CURRICULUM

The class was eight 2 hour sessions.

FIRST SESSION:

Introduction of instructor and participants.

Hand out - Attachments #1 and #3

Lectured on:

Focus sheet - p.10 Dumaine (Write to the Top:
Writing for Corporate Success)
Generating Ideas - pp. 14-29 Dumaine
Grouping Information under Headlines -
pp.30-42 Dumaine
Sequence of Ideas - pp. 43-56 Dumaine
Be Your Own Editor - pp 65-66 Dumaine
Visual Impact - p.69 Dumaine
Rewriting Headlines - p. 75 Dumaine

ASSIGNMENT: Bring copies of your own writing to the next class. Each participant was to bring enough copies of his writing for each person in the class so that all the participants could critique the writing samples.

SECOND SESSION:

Participants brought writing samples and the class critiqued them and explained how each sample would better. The critiques were lengthy, objective, and very helpful. Since peers were making the suggestions, the individual writers were more amenable to different ideas. We did about three samples in each class. I acted as a group discussion leader.

THIRD SESSION - EIGHTH SESSION:

See second session. Wrote class evaluation in last session.

TECHNICAL MANUAL WRITING

As directed by MCCC for PPPL.

A two week seminar to sharpen technical manual writing skills. Geared to those who write technical manuals at PPPL.

Drafting and revision
Defining an audience
Technical writing style
Definitions
Descriptions
Instructions

CURRICULUM

Textbook: Technical Writing in the Corporate World by Herman Estrin, Ph.D. and Norman Eliot, Ph.D.; published by Crisp Publications (Note - book is a waste of time and money for a class like this one)

The class was four 2 hour sessions.

FIRST SESSION:

Introduction of instructor and participants.

Free write - write about anything that is on your mind:
your drive to work, the weather, your
vacation, Christmas presents, etc.

Hand out - Attachments #1 and #3

Lectured on:

Focus sheet - p.10 Dumaine
Generating Ideas - pp. 14-29 Dumaine
Grouping Information under Headlines -
pp.30-42 Dumaine
Sequence of Ideas - pp. 43-56 Dumaine
Be Your Own Editor - pp 65-66 Dumaine
Visual Impact - p.69 Dumaine
Rewriting Headlines - p. 75 Dumaine

ASSIGNMENT: Bring copies of your own writing to the next class. Each participant was to bring enough copies of his writing for each person in the class so that all the participants could critique the writing samples.

SECOND SESSION:

13

Participants brought writing samples and the class critiqued them and explained how each sample would better. The critiques were lengthy, objective, and very helpful. Since peers were making the suggestions, the individual writers were more amenable to different ideas. We did about three samples in each class. I acted as

a group discussion leader.

THIRD SESSION:

See second session.

FOURTH SESSION:

See third session.

Post test - participants rewrote writing critiqued during
the classes.

Write class evaluation.

GLOSSARY OF USAGE

a	use before a consonant sound: a bank
an	use before a vowel sound: an hour, an eye
accede	to agree to; to consent
exceed	to surpass; to be greater than
accent	emphasis; stress
ascent	rise; climb
assent	agree; accede
accept	to receive
except	to leave out; exclude (verb); excluding (preposition)
adapt	to adjust; to modify
adept	proficient
adopt	to take by choice as one's own; to choose
advice	recommendation; suggestion; counsel (noun)
advise	to recommend; to suggest; to counsel; to caution (verb)
affect	to impress; to influence; to pretend (verb)
effect	to bring about; to accomplish (verb)
effect	result; outcome (noun)
all ready	prepared; ready
(ready)	previously; beforehand
allusion	indirect reference
illusion	mistaken idea; misconception
delusion	persistent false beliefs; self deception about facts, often indicating a disordered state of mind
among	used for three or more people or things
between	used for two people or things
amount	refers to things in bulk or mass: amount of time
number	refers to the countable: number of minutes
any	refers to one or more of several persons or things: any of the four participants
either	refers to one of two things or persons: either of the two participants
anyways	should always be <u>anyway</u>
anywheres	should always be <u>anywhere</u>
appraise	estimate the value of
apprise	notify; inform

apt	habitual inclination or tendency toward something
liable	to be subject to probable risk or misfortune
likely	probable; fairly certain
libel	written or oral defamatory statement
as though, as if	use as a subordinating conjunction: as if I did
as to	use <u>about</u> instead
beside	next to; by the side of (preposition)
besides	in addition to; moreover (adverb)
bouillon	broth, soup
bullion	uncoined gold or silver
biannual	twice a year
biennial	once every two years
bimonthly	once every two months
biweekly	once every two years
can	ability to perform
may	permission
censor	delete forbidden material
censure	blame; condemn
cite	to quote from
cited	praise formally
sight	vision; view; to see; to take aim
site	location
complected	should be <u>complexioned</u>
complement	complete; fill up; make perfect
compliment	praise; flattering remark; to present a token of esteem
continual	interrupted action; frequently repeated
continuous	uninterrupted action; without stopping
council	elected or appointed assembly or group
counsel	advice; advisor; lawyer (noun) to advise (verb)
consul	a government official in a foreign country
credible	believable; plausible
creditable	worthy of esteem, praise
credulous	ready to believe on little evidence
disinterested	impartial; unselfish motives
uninterested	unconcerned; apathetic
disorganized	confused arrangement
unorganized	not in any arrangement; never in any arrangement

due to	introduces noun and pronoun modifiers: The division of the forces was due to a misunderstanding.
because of, on account of owing to	introduces adverbial phrases: The forces were divided because of a misunderstanding.
emanate eminent imminent	to come out from a source; to emit distinguished; prominent; famous impending; about to happen
emigrate from immigrate to	to go <u>from</u> one country to another to come <u>into</u> a country from another
erasable irascible	can be erased or deleted easily angered; hot-tempered
explicit implicit	specific; definite; fully developed implied; unquestioning
fewer	refers to a number of things or people: Fewer hours were needed.
less	refers to quantity, mass, degree of one thing: Less time was needed.
had ought hadn't ought	<u>ought</u> doesn't need an auxiliary verb
hardly, scarcely	when used with <u>no</u> , <u>never</u> , <u>not</u> , they become double negatives
have, of	<u>of</u> is the incorrect substitute for <u>have</u> after <u>may</u> , <u>might</u> , <u>shall</u> , <u>should</u> , <u>will</u> , <u>would</u> , <u>can</u> , <u>could</u> , <u>must</u> , <u>ought to</u>
If...would	do not use in the same clause: 'If I had known' rather than 'If I would have known'
imply	to suggest, assume, insinuate, vaguely express something
infer	to interpret, to deduce, to conclude from something (Note: speaker implies, listener infers)
introconvertible inconvertible	indisputable; not open to question not exchangeable
indict indite	to charge, accuse to make up, dictate, compose
ingenious ingenuous	resourceful, clever, original straightforward, frank, innocent, naive
in regards to	should be <u>in regard to</u>
irregardless	should be <u>regardless</u>

inside of	use <u>within</u> instead
outside of	omit <u>of</u> : outside the door
kind of, sort of	use <u>somewhat</u> , <u>somehow</u> , <u>rather</u> instead: She was rather quiet.
learn	to acquire knowledge
teach	to impart knowledge
leave	go away
let	allow, permit
let's	contraction of <u>let us</u> and should be used only where <u>let us</u> can be used
like	as a preposition, it is accompanied by a noun or pronoun: like me
as	subordinating conjunction: as I did
loose	not tightly fastened or attached
lose	to suffer loss through accidental or unforeseen circumstance
lots, a lot	use <u>very much</u> , <u>a great deal</u> , <u>many</u> instead
moral	ethical, virtuous, practical lesson
morale	'esprit de corps'; mental and physical attitudes
most	very; to the greatest or highest degree
almost	nearly; not quite
mostly	for the most part
off of	omit <u>of</u>
person	an individual
people	group; sometimes a race or nation
party	group or individual (legal writing only)
personal	private; individual
personnel	department concerned with employees; persons; staff of workers
perspective	view things in their true relation or relative importance
prospective	related to the future; expectant
practicable	feasible; usable (refers only to things)
practical	sensible, useful in actual course of action (refers to people and things)
precede	come before
proceed	to go on, to go forward; advance

prescribe proscribe	to lay down as a rule; dictate condemn; prohibit; forbid
principal	person with controlling authority; chief, capital sum; most important
principle	truth, fact, law
reason is because	should be <u>reason is that</u> : The reason he is late is that his car would not start.
seasonable seasonal	opportune; timely; unsuitable for time and circumstances relating to seasons
species specie	class, kind, category money in coin
spacious specious	roomy, expansive having deceptive attraction and allure
stationary stationery	fixed, immobile writing materials
statue stature statute	sculptured likeness natural height law
sure and	should be <u>sure to</u>
than then	in comparison at that time; following next in order
theirself, theirselves	should be <u>themselves</u>
'try and	should be <u>try to</u>
unquestionable unquestioned	beyond doubt; indisputable not questioned yet
veracious voracious	truthful; accurate ravenous; insatiable; excessively eager
waive wave	abandon; forego; to relinquish voluntarily to motion; to flutter; undulate; signal
where	do not substitute for <u>that</u> : I read that the meeting will be held next week.
where at	omit <u>at</u> : Where does she live?

CLICHES TO AVOID

acid test	not enough sense to come out of
after all is said and done	the rain
all work and no play	on the ball
beautiful but dumb	on the beam
better half	other side of the coin
better late than never	partake of refreshments
bolt from the blue	pretty as a picture
blushing bride	raining cats and dogs
busy as a bee	rears its ugly head
by leaps and bounds	ripe old age
conspicuous by his absence	run like a flash
easier said than done	sadder than wiser
equal to the occasion	salt of the earth
Father Time	slow as molasses
filthy lucre	slow but sure
flowing like milk and honey	sly as a fox
from the dawn of time	sober as a judge
green with envy	sound as a dollar
helpless as a baby	stew in your own juice
history tells us	straight from the shoulder
hungry as a bear	strong as an ox
in the arms of Morpheus	this day and age
I thought I'd die	to the bitter end
it goes without saying	too funny for words
last but not least	tired but happy
like rats in a trap	traffic slowed to a snail's pace
method in his madness	water under the bridge
Mother Nature	watery grave
nip it in the bud	weaker sex
none the worse for wear	wrought havoc

Allow us to express our sincere appreciation for . . .
We hope to hear from you at your earliest convenience.
We beg to inform you . . .
Enclosed please find . . .
Thanking you in advance . . .
We regret to inform you . . .
Will you be kind enough to . . .
May we take the liberty of . . .
Begging your kind indulgence . . .
If this is agreeable to your wishes . . .
If this meets with your approval . . .
We take pleasure in sending . . .
Assuring you of your interest . . .
Please don't hesitate to call on us if we can be of further assistance.
As per your request . . .
Anticipating a favorable response . . .
. . . meets with your approval . . .
At the present writing . . .
Contents duly noted . . .

TRANSITIONAL WORDS

CAUSE AND EFFECT: accordingly, although, as, as a result, because, consequently, ergo, for, hence, otherwise, since, so, the reason is, then, therefore, thus

TIME: after, after awhile, after then, afterwards, at last, at length, at another time, at once, at one time, at that moment, at the same time, at that time, before, beyond, concurrently, during, earlier, eventually, first, finally, immediately, in the meantime, lately, later, meanwhile, next, of late, once, preceding, presently, previously, prior, shortly, simultaneously, since, since then, sooner, subsequently, temporarily, the next day (week, etc.), then, thereafter, thereupon, until now, until then, while.

SIMILARITIES: again, also, and, first, second, third, furthermore, in addition, in a like manner, in the first (second, third) place, in the same way, likewise, moreover, next, similarly, to be sure, too,

DIFFERENCES/CONTRAST: although, besides, by contrast, but, for all that, however, in spite of, instead, nevertheless, on the contrary, on the other hand, rather, still, though, while, yet

SUMMARY: in brief, in conclusion, in short, on the whole, then, thus, so far, to conclude, to sum up, up to this point

CONDITION: assuming, if, in case, provided, unless, whether

EXAMPLES: for example, for instance, in fact, in other words, in particular, namely, that is, specifically, such as, thus, to illustrate

REDRESS AND CONCESSION: admittedly, after all, as a matter of fact, at the same time, certainly, I admit, indeed, in fact, naturally, no doubt, of course

CORRELATIVE CONJUNCTIONS: either/or, neither/nor, not only/but also

Each of the following sentences requires one mark of punctuation to be correct. Put it in where it belongs.

1. "I don't know the answer to Dr Green's question," said Mark.
2. I dislike these vegetables cabbage, corn, spinach, and squash.
3. If we give you the money, will you pick up the tickets for us
4. The colors of the rainbow are delightful!" yelled Barbara.
5. I can't find my shoes my dog frequently steals them.
6. "The Sniper is a short story which takes place in Dublin.
7. The shrine to St Peter was destroyed in a gigantic fire yesterday.
8. If you want to vote you must register at the firehouse tomorrow.
9. The Swedes the Irish and the Italians migrated to the U.S. in the twentieth century.
10. The most famous Russian novel of all time is War and Peace.
11. "Is the cafeteria still open now " asked Doris.
12. "I don't understand, said Bruce, "what that story was supposed to mean."
13. "There were over 19000 people at the Wings' concert," said Barry.
14. "Charlie did you wash the dog yet?" asked Paul.
15. The sailors, wet and shivering were taken from the life raft this morning.
16. Our leader is fearless he is capable of neither terror nor humor.
17. Jerry remarked, The cost of living is rising rapidly, and I am broke."
18. "To be a singer," said Madame Olga, "you must work hard and long.
19. All of my wisdom teeth were pulled by Dr Carver in Bordentown.
20. How many of those books are Fred's or yours
21. There are four volunteers for the job Karen, Betty, Lea, and Rhonda.
22. When Gilda Gray retired the silent screen lost one of its most beautiful actresses.
23. If Warren Beatty invited you to spend the weekend at his beach house would you go?

Each of these sentences needs one mark of punctuation to be correct. Put it where it is needed.

1. When Jane arrived from Rome everybody in the family went to meet her.
2. I have already been to China I have no desire to go back.
3. Count your blessings and don't worry about your troubles.
4. Is she the only one from your class who is going to the picnic
5. Kenny said "The only courses I need are math and gym."
6. "This miracle fabric," said the salesman, is both fireproof and mothproof."
7. "Is that your Pinto in the driveway " asked Mildred.
8. His grades weren't very high but he was enthusiastic about succeeding.
9. I don't keep a notebook because I have an excellent memory
10. When the baby was born he weighed six lbs , but now he weighs twelve.
11. "The Hour of Letdown and "Virtuoso" are both short stories about robots.
12. Larrys attitude is discouraging in one so young.
13. "Watch out for that wire " screamed the mechanic.
14. Place your feet carefully on the prongs, and you wont slip off the seat.
15. Water was everywhere the flood had become ferocious in just a few minutes.
16. Is this wallet yours, Harrys or hers?
17. They linked arms and walked down the path towards Grandmothers house.
18. Her accent was so thick that I couldnt understand a word that she said.
19. Paul asked "Is this the way to lose weight?"
20. The class assembled at 8 30, and the teacher began the lesson.
21. "Are we all going to Atlantic City " asked Louie.
22. The most popular boy in my sisters graduating class is now a priest.
23. I left Poland at the age of four I am now an American citizen.
24. Some of our students really don't live in Mercer County many counties without their own colleges pay for their residents' tuition here.

WRITING CENTER EXERCISES

What mark of punctuation (period, question mark, exclamation point) should be used at the end of each of these sentences?

1. Do you believe that our economy will survive the present crisis
2. You are the biggest fool I have ever met
3. Have you tried to give up smoking
4. Isn't her hair style the messiest thing you've ever seen
5. Her engagement ring is at the jeweler's being repaired
6. Because of the heavy rainfall, all outdoor concerts for the weekend have been postponed
7. The capital of New York is Albany; the capital of New Jersey is Trenton
8. Have you any old books to donate to the fire house book sale
9. Curdled yogurt makes me throw up
10. Please give all the information requested at the top of this form
11. Are carrots and tomatoes as easy to grow as beans and peppers
12. There may be a flea market at the drive-in this weekend
13. Your cold fingers nearly frightened me to death
14. She bought peaches and nectarines at the roadside stand on Dutch Neck Road
15. How often does your church sponsor bingo games
16. Submit your requests on time if you want the committee to give them full consideration
17. I can hardly believe that this is happening to me
18. When are we supposed to start playing the passage marked allegro
19. These magazines are supposed to be taken to the library some day
20. Leave that disgusting worm alone, Francine
21. She is always careful about not leaving cleaning fluids and other dangerous products within the reach of her small children
22. Is it time for Wonderwoman yet
23. My father told me that he wouldn't carry me on his auto insurance, so I had to buy my own policy

WRITING CENTER EXERCISES

Put commas where they are needed in the following sentences.

1. The president of the college announced that he would meet with the students listen to their grievances, and decide what to do.
2. We ordered crab cakes, a salad, potatoes and wine for dinner.
3. The advertisement for the car said that it gave 45 miles per gallon on the highway, 38 in the city and 31 combined.
4. Wendy washed Charles' cuts, bandaged them, put him to bed and then fainted.
5. The day was windy, cold, dark and bleak.
6. The Thompson children were all bright, good looking, intelligent and dull.
7. Neither the security guard, the teller nor the bank manager believed that it was a hold-up.
8. Bonkins was so charming, sensitive and intelligent that it was difficult to remember that she was a cat.
9. When he realized that his boss, his parents, friends and the neighborhood children had all been invited, he was annoyed.
10. In the mornings, he fed the chickens, cleaned the barn, made breakfast and had a shower before he left for school.
11. There was scotch and soda, rum and coke, gin and tonic and draught beer for the guests.
12. The club agreed to organize the bazaar, collect the profits and buy new toys for the needy children.
13. Each student's room was equipped with a reading lamp, a desk for studying, a small bed next to the window, a thin wall closet and a threadbare rug.
14. She was experienced, honest and courageous and she was the best person for the job.
15. Many students still are not sure when they are to use commas, semi-colons and dashes.
16. Her mother, her younger sister, her son and her daughter had the same penetrating blue eyes.
17. Joanne's wallet, keys and books were stolen from her gym locker.
18. My cat or your dog is sure to win one of the show's blue ribbons.
19. Patti Jacobs, our head cheerleader, has a sense of humor, a loud voice and great legs.
20. Mike Douglas, Dick Cavett and Johnny Carson patronize the same barber in Los Angeles.

WRITING CENTER EXERCISES

In addition to the classifications of sentence by structure (simple, compound, complex), sentences are also classified by content.

A sentence which makes a statement (Paris is the capital of France/My dog ate a hamster/Your nose is running) is called DECLARATIVE. Declarative sentences end with a period.

A sentence which asks a question (Are you sick? Is this the way to the zoo? Does chocolate really give you zits?) is called INTERROGATIVE. Interrogative sentences end with a question mark and have a slightly different word order than than the other types of sentences; the verb or part of the verb comes before the subject.

A sentence which expresses strong feeling or emotion (Your hair is on fire! I just swallowed a cockroach! Mona fell into the cesspool!) is called an EXCLAMATORY sentence. Exclamatory sentences end with an exclamation point.

A sentence which expresses a request or a command (Take out the garbage/Get off my new rug/Leave your dirty laundry near the door) is called an IMPERATIVE sentence. It usually omits the subject because the sentence is directed at one person, you. Imperative sentences usually end with periods, although a command given with sufficient emotion might also call for the use of the exclamation point instead of the period.

What mark of punctuation (period, question mark, exclamation point) should be used at the end of each of these sentences?

1. Remove all articles from the pockets of your clothing
2. She distributed the milk and cookies at recess time
3. Are we going to that same dumpy motel again
4. In case of fire walk quickly but calmly to the nearest exit
5. The hill was too steep for us to climb in this weather
6. Did you see that movie about the elephant's burial ground
7. Take your hand out of there
8. The population in states like Florida and California is rapidly increasing
9. What kind of vitamins are you taking now
10. Are all of the children in your family as dense as you are
11. How many calories do cream filled, chocolate covered doughnuts have
12. Murder and kidnapping are the favorite sports of Italy
13. Did you read that moronic article in The College Voice
14. I ran to tell you that the Martians have landed
15. Are you donating blood to the Helene Fuld Hospital this year

Outdated Business Language

comply with your request
have before us
pleasure of a reply
regret to advise
thanking you kindly
the writer
in reply would advise
we trust
at the present time
enclosed please find
in view of the fact
as per your request
thank you for your cooperation
until such time
prior to the start of
in the event that
inasmuch as
in the matter that
on the part of

at hand
permit us to remind
pursuant to
subsequent to
in response to your
hereby advise
we take pleasure in advising
as per our agreement
due to the fact that
for the purpose of
regarding the matter of
despite the fact that
please be advised
we would appreciate it if
in the near future
it is our opinion
in order to
at a later date
please do not hesitate

Redundancies

Redundant

first begin
fill out and complete
enclosed herewith
seldom ever
basic fundamentals
carbon copy
reduce down
refer back
send in
expenses incurred
and also

Correct

began
complete
enclosed (or here is)
seldom
fundamentals
carbon
reduce
refer
send
expenses
also

SINGLE WORD SUBSTITUTES FOR PHRASES

Original

a good deal of
a large portion of
a great majority of
a multitude of
a number of
the vast majority
prior to
subsequent to

Revised

much
most
most
many
many
most
before
following

SUBSTITUTE GERUNDS FOR NOUN PHRASES

<u>Original</u>	<u>Revised</u>
the introduction of	introducing
the preparation of	preparing
the reception of	receiving
the reduction of	reducing
the supervision of	supervising
the use of	using

AVOID OVER-USE OF "IT IS..."

it is possible that	possibly
it is anticipated that	we anticipate
it is highly probable that	perhaps-probably
it is my conviction that	I am convinced
it is my intention to	I intend to
it is my hope that	I hope
it is my understanding	I understand
it is possible to	we can
it is the author's belief	the author believes
it is the college's intent	the college intends
it is the tendency of many	many tend
it is apparent that	apparently
it is their intention	they intend
it is the purpose of this study to	this study proposed to
it would be impossible for me to	I can't

SIMPLIFY THE SENTENCE BY USING A SIMPLE PREDICATE

<u>Original</u>	<u>Revised</u>
has been an attempt	has attempted
has been a deterrent to	has deterred
have been making studies of	have studied
have had a feeling	have felt
was an attempt	attempted
they have a requirement	they require
is the recipient of	receives
is an indication of	indicates
is a discussion of	discusses
had the feeling	felt
have an understanding of	understand
are the results of	result from
are the characteristics of	characterize

AVOID UNNECESSARY USE OF MAKE, MADE, MAKING

They made an attempt	they tried
made it possible for	enabled
make a choice	choose
make a careful analysis	analyze carefully
made a contribution to	contributed to
makes it possible for	enables
make provisions for	provide
make a sharp improvement	improve sharply
make direct application	apply directly
make the observation	observed
makes use of	observed
makes use of	uses
making preparation for	preparing for

SIMPLIFY PREPOSITIONAL PHRASES

Original

at all times
at a later date
at an early date
at the present time
at the time when
at this time
in the amount of \$10.00
in the developments of
in the event that
in the meantime
in the nature of
in the near future
in view of the fact that
for the collection of
for making the comparisons
for the learning of
for the mastery of
for the month of July
for the operation of
for the purchasing of
for the preparation of
for the purpose of reviewing
for the operation of
for the reason that
for this to be accomplished

Revised

always
later
soon
now
when
now
for \$10.00
in developing
if
meanwhile
like
soon
because
to collect
to compare
to learn
to master
for July
to operate
to buy
to prepare
to review
to operate
because
to accomplish this

SIMPLIFY PREPOSITIONAL PHRASES

Original

along the lines of
(films) of this nature
on the grounds that
on the part of the learner
over the signature of
to the attainment of
through the use of
under the direction of
under separate cover

Revised

like
such films
because
by the learner
signed by
to attain
by using
directed by
separately

UNNECESSARY WORDS:

are as follows
aware of the fact that
if it is deemed satisfactory
in order to be well-prepared
in the course of his speech
in the month of July
in the year 1961
it is interesting to note that
it is obvious that
it is possible to do this
until such a time as
we are in the process of preparing
we are in the process of restructuring
we wish to advise
we find it objectionable
we came to the conclusion that

are
aware that
if satisfactory
to be well-prepared
in his speech
in July
in 1961
(leave it out)
(leave it out)
we can do this
until
we are preparing
we are restructuring
(leave it out)
we object
we concluded that

Exercises for Memo Writing

TRIPLE MEMOS

1. The Great American Smokeout will take place on the third Thursday in November. Handouts for techniques for stopping smoking, which are provided from the American Cancer Association, will be on display in the Lobby and the Cafeteria. Upon request, our medical team provides personal direction for techniques on a schedule basis. Please publicize this event.

2. Subject: The Great American Smokeout

In an effort to encourage our employees to stop smoking, PPL will participate in the great American Smokeout on the third Thursday of November.

Smokers are advised to take the first step by going through the day without smoking. Literature on smoking-cessation techniques will be available in the dispensary and in LOB.

Please help me publicize the event.

3. Subject: The Great American Smokeout

On the third Thursday of November, PPL will be participating in the GREAT AMERICAN SMOKEOUT.

Smokers will be encouraged to take the first step in a program of smoking-cessation by leaving their cigarettes at home - and spending a smokeless day.

Posters will be on display in the lobby where incentives and smoking-cessation handouts will be available.

This year's theme will be to adopt-a-smoker by using a buddy system to encourage a smoking acquaintance to stop smoking and live healthier.

Please help publicize this upcoming event in your November issue of the Hotline.

Subject: Travel Arrangements

1. Attached please find the travel approval form for two people attending training at the Harnischfeger Institute in New Berlin, Wisconsin. I have already registered them for this class by phone, but the registration form needs to be sent in with the registration payment.

Also, they need airline reservations from Philadelphia to Milwaukee leaving PM October 29 and returning November 3 after 5:00 PM.

Hotel reservations are made for each student by the school, but they will both need a letter stating that are government employees, to guarantee they get the government rate.

Please let me know when they can pick up their airline tickets and letters.

Thanks!

2. Attached are the approval forms for two people who will be attending a class at Harnischfeger Institute in New Berlin, Wisconsin. They are both pre-registered by phone but the registration fee needs to be processed and sent.

Please make plane reservations from Philadelphia to Milwaukee and return leaving October 26 and returning November 1. Travel should be done in the afternoon to Milwaukee and after 5:00PM leaving Milwaukee.

3. Attached are travel approvals forms for two people attending training at Harnischfeger Institute in New Berlin, Wisconsin. They will need to leave Philadelphia the afternoon of October 28 and return from Milwaukee after 5:00 p.m. November 2. Please make flight arrangements accordingly.

They are pre-registered by phone. Please process registration fee of \$750 each for payment. Also, please include the letter stating that they are government employees.

Subject: Request Pay Check Early.

1. I'm requesting that my pay check be given to me early on October 24, 1991 at 3:00 3:00 p.m. due to the fact that I will be on vacation for the next two weeks.

2. I'm requesting this week's pay check October 25, 1991, be given to me on Thursday, October 24, 1991, at 3:00 due to the fact that I will be on vacation for the two weeks

Subject: PM Status Report FY-91

1. In the process of reviewing the PMs for the HVAC and Operation technicians, I found out that most of the PMs for the Periods 45 through 52 have not been completed.

Consequently, most of those PMs are categorized as safety related items and they have to be completed as scheduled.

Attached is a list of the PMs not performed and their status at the present time. Please review the list and contact the supervisor responsible for them. I would appreciate an immediate response regarding this matter.

Thank you.

2. Attached are a list of PMs not returned for periods 45 through 52, fiscal year 1991.

Please advise supervisors responsible to complete PMs and return the lists as soon as possible. Most of the work to be done are safety related items and it is essential that the work be completed. If, however, there is a particular reason the work cannot be done at this time, please let me know.

I will be thankful for an immediate response.

3. Enclosed are a list of PMs not turned in for periods 45 through 52 of fiscal year 1991.

Most of the PMs are safety-related items, and it is essential that the jobs be completed. Please advise supervisors responsible to complete the work and return the PMs to me. If, however, certain jobs cannot be completed at this time, please let me know.

An immediate response regarding this matter will be highly appreciated.

Thank you.

Sample Fictitious Names

Revise the memo below. The original sounds stiff and cold; rewrite it using language that is more personal and human. Change passive sentences to active.

TO: All Employees
FROM: Carol Smith, Human Resources
SUBJECT: Cancellation of July 4th's picnic
DATE: May 27, 19__

It is with great regret that the July 4th's picnic at Central Park has been cancelled. Due to our present reorganization, President Jeff P. Hoff and other senior management have cancelled Liberty Savings Club Association could not financially justify such an event at this time.

Since these events are so important for the morale of the company, management is hoping to be in a better position to provide its employees with a well deserved Christmas party. And with everyone's help, management knows we will be able to celebrate the holidays like never before.

Mr. Hoff thanks you for making this great sacrifice during Liberty's hard times. In making these types of sacrifices, you are helping to ensure a better future for all. Watch for exciting news regarding this year's Christmas party in Liberty's monthly newsletter, you can make it happen.

Revise the memo below. It is too wordy and the tone should be more conversational. Substitute familiar words for big words.

TO: All employees
FROM: Sandy Blunkett, Director
DATE: October 13, 1954
RE: Contributions

It has recently been brought to my attention that only a small percentage of employees are contributors to the Carol Relief Fund supported by the Personnel Department. This fund is the source of money for the alleviation of employee hardship and emergencies which happen from time to time to employees.

It is hoped by this management that encouragement and motivation will be offered by each of you in supporting this worthwhile endeavor. Unless the level of contributions reaches a significant increase soon, a decline will be apparent in the formerly strong contribution level of all employees.

It is understood that no employee or person should be forced to make contributions to this fund. However, since we believe that a true belief in their community and a desire to see the problems of employees met face-to-face by workable solutions are shared by most employees of Bidweel and Sons, we are certain that undue or inappropriate persuasion techniques will not be needed by the management staff.

You may leave your contributions with Sandy in the Personnel Department office. Thank you for your generosity in supporting this valuable cause.

Analyze and compare the following memos:

A. Pursuant to phone contact, final sales for the quarter ending in September are enclosed herewith. A planning conference for all sales personnel will be scheduled for the 11th October and these figures will be discussed. It is hoped that all district managers will be aware that the figures are such that reductions in the total number of dealerships and retail units may be indicated. A meeting to discuss this matter will be held on Monday, 17 October, at 10 a.m., in the regional manager's office. Thank you for your cooperation.

B. I have read your letter regarding your request for transfer. Travel time to work and a lack of hours are strong reasons for transfer. Presently A & Z can't offer you any position in the San Francisco area. I realize you are eager to transfer, but, there are no positions available for which you qualify. If a position becomes available you will be strongly considered. Continue to perform as excellently as you have in the past. Together we can find a solution to this problem. Feel free to reapply for transfer in six months. I am sorry we are unable to comply with your request. If you have any questions give me a call at 642-7582.

C. I have spoken with the Data Processing Department about your transfer. There are no positions available for a person with your qualifications. The minimum qualifications for a position in Data Processing are an A.A. degree in computer science and one year of programming experience.

If you wish to complete the necessary education, you may wish to consider taking advantage of the company's tuition program. I can adjust your work schedule to give you time to complete your education. Please let me know if you want to take advantage of this opportunity.

If you have any questions or would like to discuss your transfer, please call me.

Revising faulty Parallelism. Each of the following sentences has an error in parallelism. Write a correct version of each by placing all elements in a series of parallel structure.

1. A person may be brilliant in a specific field but he does not have general knowledge.
2. When we turn on TV sets, radios, or read magazines, we are usually seeking entertainment.
3. A citizen of this country is assured freedom of many things and one of these being freedom of speech.
4. Americans want peace, a high standard of living, to be the best, and they want to be liked.
5. Agricultural areas use water not only for everyday use and crop use, but the wildlife also use it.
6. He would leave his farm idle and may cause erosion.
7. The poem starts out with an ant running into a moth and is so busy he doesn't notice.
8. Disinfect diapers with boiling, sunshine, or, best of all, use special antiseptic diaper rinse granules.
9. He was like the king who ate and drank poison and he finally became immune to it.
10. These three things can be decided by the young people and do not need any interference from the adults.

REVIEW CHECKLIST

NOTES

1. Have you communicated your ideas, expectations, requirements, and needs to the reader?
2. Is your message clear?
concise?
specific?
complete?
personal and friendly?
in the reader's language?
3. Has the purpose of your writing been achieved?
4. If a response is necessary, will your reader respond accordingly?
5. Have you developed a profile of your reader?
6. Have you demonstrated the "you" attitude?
7. Have you determined the impact your writing will have on your organization and your reader?

• Group Instruction
Activity 14

Please place overhead transparency 15
on the projector.

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8. Are your paragraphs complete units with qualifying ideas in separate sentences?
 9. Are your sentences and words short and simple?
 10. Have you organized your main and subordinate ideas by sequencing?
transitional words?
inductive or deductive reasoning?
 11. Is your word usage correct?
 12. Are your sentences grammatically correct? Do your pronouns have antecedents? Do your subjects agree with their verbs?

WORDS THAT ARE COMMONLY MISSPELLED

F 1

NOTES

absence
accept
accessible
accidentally
accommodate
accumulate
accurate
achievement
acknowledge
acquaintance
acquire
acquitted
address
adequate
advantageous
advertisement
advice
advise
aerial
affect
allot
allotted
all right
altogether
among
analyses
analysis
analyze
apologize
apparatus
apparent
approach
approximately
arguing
argument
arrangement
assistant
athlete
athletic
attendance
attorneys
authentic
auxiliary
basically
bases
basis
beginner
beginning
belief
believe
beneficial
benefit
benefited
blight
boundary
breadth

breath
breathe
budget
bulletin
bureau
bureaucracy
buses
business
calendar
candidate
canvas
canvass
capital
capitol
carburetor
career
careless
carrying
category
ceiling
cemetery
challenge
changeable
character
characteristic
characterize
chargeable
choose
chose
chosen
clientele
column
comfortable
coming
commission
committed
committee
companies
comparative
comparison
compelled
competition
competitive
competitor
comprise
compromise
compulsory
conceivable
conceive
condemn
conferred
confidential
connoisseur
conscience
conscientious
conscientiously

conscious
consciously
consensus
considerable
consistent
consistency
conspicuous
consumption
continually
continuous
controlled
controlling
controversy
convalescence
convenience
convincible
coolly
correspondence
corroborate
council
counsel
counterfeit
courageous
courteous
criticism
curiosity
cylinder
dealt
deceive
decide
decision
deducible
deference
deferred
deferring
deficient
definite
definitely
definition
demise
dependent
descendant
describe
description
desirability
desirable
despair
desperate
desperately
develop
development
device
devise
diary
dictionary
difference

dilemma	formerly	losing
dilettante	forty	luxury
dining	fourth	maintain
disappearance	further	maintenance
disappoint	gauge	manageable
disastrous	genuine	maneuver
discipline	ghastly	manufacturer
discriminate	government	marriage
disease	grammar	mathematics
dissatisfied	grievance	medieval
drunkenness	grievous	mediocre
ecstasy	guarantee	merely
effect	happiness	mileage
effective	harass	miniature
efficiency	height	miscellaneous
efficient	hindrance	mischievous
either	hundredths	missile
eligible	hypocrisy	misspell
eliminate	hypocrite	modifying
embarrass	illegible	monopolize
emphasize	imaginary	moral
encyclopedia	immediately	morale
endeavor	implement	mortgage
enforce	incidentally	municipal
entertain	indebted	mysterious
entrance	indefinite	necessary
environment	independent	necessity
equaled	indigent	negligence
equipped	indispensable	Negro
erroneous	influential	Negroes
exaggerate	inimitable	neither
exceed	insistent	newsstand
excel	intelligence	niece
excelled	interest	nineteen
excellence	interpret	ninety
exceptionally	involve	ninetieth
exercise	irrelevant	ninth
exhilaration	irresistible	noticeable
existence	judgment	occasion
exorbitant	knowledge	occasionally
experience	laboratory	occur
explanation	landlord	occurred
extraordinary	laundry	occurrence
extremely	lead	omitted
familiar	led	oneself
fascinate	legitimate	operate
favorite	leisure	opinion
feasible	liable	opportunity
February	license	optimism
fictitious	likelihood	original
finally	likely	oscillate
financial	liquefy	outrageous
financier	livelihood	pamphlet
foreign	loneliness	panicky
forfeit	loose	parliament
formally	lose	particularly

passed	reference	supersede
past	referent	suppose
pastime	referred	suppress
peculiar	referring	surprises
perceive	relieve	surround
performance	remembrance	susceptible
permanent	reminisce	syllable
permissible	repetition	tariff
perseverance	repetitious	technique
persistence	representative	temperament
personal	rescind	temperature
personnel	resource	tendency
phenomenon	respectfully	tentative
plebian	respectively	their
possesses	response	themselves
possession	responsible	there
possible	rheumatism	therefore
possibility	rhythm	thorough
practical	ridiculous	through
precede	sacrilegious	tragedy
precedence	satisfactory	transfer
preceding	satisfactorily	transferred
predictable	scarcely	transferring
predominant	seize	treacherous
prefer	sense	tries
preference	separate	truly
preferred	sergeant	tyrannize
prejudice	serviceable	umbrella
prejudicial	severely	undoubtedly
prepare	sheik	unnecessary
prevalent	shining	until
principal	siege	unusual
principle	significance	usage
privilege	similar	useful
probable	sincerely	using
probably	sophomore	usually
procedure	species	vacillate
proceed	specimen	vacuum
professor	stationary	vary
prominent	stationery	vengeance
pronunciation	statue	vicious
psychiatry	stature	vigilance
psychology	statute	villain
pursue	strengthen	warrant
pursuit	strenuous	weather
quantity	studying	Wednesday
questionnaire	subscribe	weird
quiet	subsistence	whether
quite	succeed	whose
realize	success	worrisome
rearrange	successful	write
recede	succession	writing
receive	suddenness	written
recognize	summarize	
recommend	superintendent	

• PLEASE TURN ON YOUR CASSETTE PLAYER.

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NOTES

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8. Are your paragraphs complete units with qualifying ideas in separate sentences?
9. Are your sentences and words short and simple?
10. Have you organized your main and subordinate ideas by sequencing?
 - transitional words?
 - inductive or deductive reasoning?
11. Is your word usage correct?
12. Are your sentences grammatically correct? Do your pronouns have antecedents? Do your subjects agree with their verbs?

48

dilemma	formerly	losing
dilettante	forty	luxury
dining	fourth	maintain
disappearance	further	maintenance
disappoint	gauge	manageable
disastrous	genuine	maneuver
discipline	ghastly	manufacturer
discriminate	government	marriage
disease	grammar	mathematics
dissatisfied	grievance	medieval
drunkenness	grievous	mediocre
ecstasy	guarantee	merely
effect	happiness	mileage
effective	harass	miniature
efficiency	height	miscellaneous
efficient	hindrance	mischievous
either	hundredths	missile
eligible	hypocrisy	misspell
eliminate	hypocrite	modifying
embarrass	illegible	monopolize
emphasize	imaginary	moral
encyclopedia	immediately	morale
endeavor	implement	mortgage
enforce	incidentally	municipal
entertain	indebted	mysterious
entrance	indefinite	necessary
environment	independent	necessity
equaled	indigent	negligence
equipped	indispensable	Negro
erroneous	influential	Negroes
exaggerate	inimitable	neither
exceed	insistent	newsstand
excel	intelligence	niece
excelled	interest	nineteen
excellence	interpret	ninety
exceptionally	involve	ninetieth
exercise	irrelevant	ninth
exhilaration	irresistable	noticeable
existence	judgment	occasion
exorbitant	knowledge	occasionally
experience	laboratory	occur
explanation	landlord	occurred
extraordinary	laundry	occurrence
extremely	lead	omitted
familiar	led	oneself
fascinate	legitimate	operate
favorite	leisure	opinion
feasible	liable	opportunity
February	license	optimism
fictitious	likelihood	original
finally	likely	oscillate
financial	liquefy	outrageous
financier	livelihood	pamphlet
foreign	loneliness	panicky
forfeit	loose	parliament
formally	lose	particularly