

Unit - 1

Communication

The students of Engineering and Technology need a particular set of language skills for their success in education and career. They should be capable to communicate the purpose and importance of their work in all positions, both in orally and written words. Good communication skills are often needed to get a good job. Today, the professional profile of a capable engineer contains well-developed communication skills which help him to achieve success in the modern, highly competitive global work arena. So, communication plays a very important role in our professional and personal life. The term ‘communication’ has been derived from the Latin word ‘communicare’ which means ‘to share’. So, communication is sharing of information, ideas, emotions, skills, etc. between two or more human beings by the use of symbols, words, pictures, figures, graphs, and other means.

Definition:

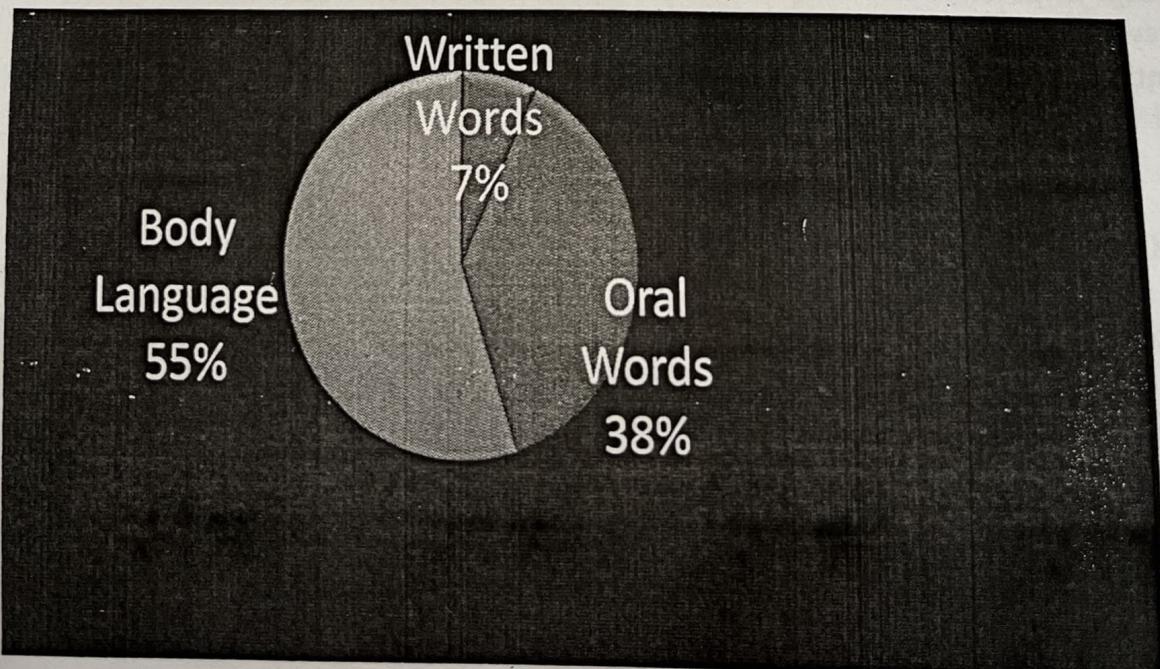
“Communication is the process of transmitting ideas or thoughts from one person to another for the purpose of creating, understanding in the thinking of the person receiving the communication”

Or

“It is the act or process of transmission that is usually called communication”

There are three major parts in human face-to-face communication. They are body language, voice tonality, and words. According to a research;

- 55% of impact is determined by body language—postures, gestures, and eye contact.
- 38% by the tone of voice.
- 7% by the content or the words used in the communication process.



Levels of communication:

1) Inter personal

This level contains minimum two human being listener and speaker.

2) Intra personal

There is no need of listener in this level because human beings talk to him or herself, we can say monologue.

3) Extra personal

In this level a human being talks with non-human entities.

4) Organisational Communication

Communication in an organisation for various activities.

5) Mass Communication

to transmit information, concept, advertisement to the mass.

Types of Communication:

Verbal communication

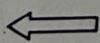
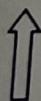
A dialogue is a reciprocal conversation between two or more entities under which the oral and written communication take place.

Nonverbal communication

Nonverbal communication is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture, facial expression and eye contact. Nonverbal communication plays a key role in every person's day-to-day life, from employment to romantic engagements. It includes pictures, drawings, charts, signs, symbols, body language, sounds and visuals.

Process of Communication:

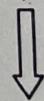
Sender → encoding → message → channels → receiver



Feedback



decoding

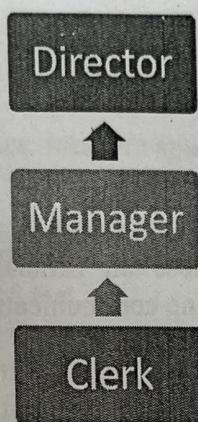


Channels of Communication:

In any work place all forms of communication are routed through different types of channels according to the nature and purpose of communication. The following are the channels / directions of communication used in workplaces.

- 1) Upward
- 2) Downward
- 3) Horizontal
- 4) Diagonal

- Upward communication starts from the lower levels and goes up to the higher level.



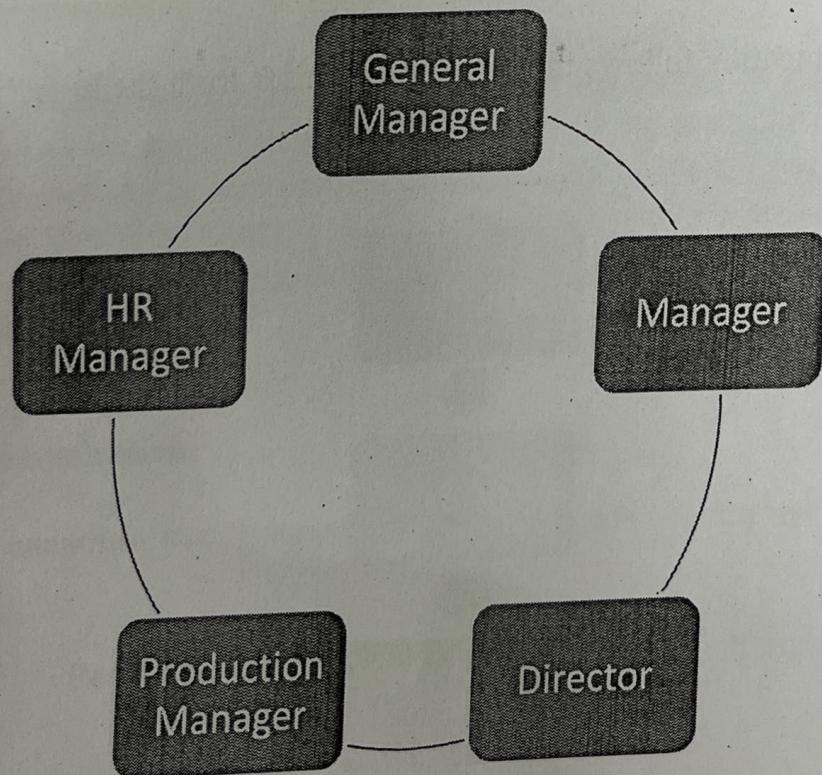
- Downward communication follows the hierarchical order from the higher to the lower level.



- Horizontal communication takes place between employees of equal ranks and sometimes among the peer groups.



- Diagonal communication happens across all official cadres and no hierarchy is followed. This is also known as grapevine communication. This is a mode of informal, unofficial but effective way of communication.



Language Barriers:

- Improper message
- Confusion resulting from homophones and spelling
- Accent
- Physical inconvenience
- Lack of attention
- Lack of confidence
- Improper time management
- Strict seniors / boss
- Status problem / ego
- One way communication
- Job pressure
- Strict rules

Use of space in communication:

Body spacing is divided in four spaces: intimate space, personal space, social space and public space.

Intimate space includes touching, whispering and embracing. Distance of intimate space is from less than 6 inches to 1.5 feet.

Personal space includes interaction with people who are close to you. Distance of personal space is from 1.5 feet to 4 feet and it depends on people around you and social situation.

Social space includes an interaction among people you know. Distance of social space is from 4 feet to 12 feet.

Public space includes interaction with audience or public. Distance of public space is from 12 feet to 25 feet or even more.

Difference between general and technical communication

- Actually, General communication is informal or unofficial discussion while the technical communication properly formal or official and all participants become attentive during technical conversation.
- There are no boundaries and barriers in general communication but technical communication has boundaries and barriers of rules and regulations.

- General communications is formal in nature that's why feeling and emotions are included, while there is no place for feeling and emotions in technical communication. Only technical words are used.
- Habitually, simple topics are communicated in General communication, as current news, local-market, weather, politics, ideas, opinions, etc. But Technical communication discusses on serious topics which are not understood by common people, like Software solutions and programming and Enterprise Resource Planning etc.

Internal and External Communication

Internal Communication is to share or exchange the information between the employees of a company, between the members of any organization, between the units of the company and between the various departments of a company. It may be through letter, notice, mail, meeting, group discussion, phone call, order etc. External Communication is the giving out of information between the companies or organizations, between the customer and company. Usually, it is official that's why correctly documented. It's being with general public, customers, dealers, investors, suppliers, clients, government agencies etc. The tools of external communication are brochures, newsletters, posters, advertisements, financial records, press releases etc.

Q. What is LSRW? Explain in detail.

Or

Q. What are the four natural stages to acquire a language?

Answer:

Language is never learnt. It is acquired. In the beginning as a baby, we 'listen to' the language spoken around us for 3 years. At the second stage, we 'speak' in broken words and sentences for a couple of years. At the third stage, we 'read' some picture books. Even alphabets are remembered as pictures. It is only the last and fourth stage that we learn to 'write'. That's why there are four natural stages to acquire any language. They are Listening, Speaking, Reading, and Writing. In short we can say LSRW.

Listening:

Though 45% of our communication is listening but it's very hard to listening continue on any particular topic. It's needed a big practice. We should know the difference between Listening and Hearing. There is a big difference between both. *Listening is an active process*. We concentrate and retain the information during listening; while *hearing is a passive process* and listener doesn't want to retain any information. There are some barriers in listening like; external noise, personal distraction, inappropriate place and time, overload information and selective listening. To keep away these barriers we can do listening practice. Active listening has nonstop listening, concentration, asking questions and observing the non verbal indications and the capability to restate the message.

Speaking:

We should follow the following rules to be a valuable speaker:

- Use simple and suitable vocabulary
- Check the stress, rhythm and intonation accordingly.
- Use simple language, short sentences and avoid ostentation. (Pretension, display, self-importance)
- Avoid hanging thought, relate whatever you say.
- Know your listener / audience.
- Avoid slang and unparliamentary words.
- Synchronize (mach) the body language and words.
- Be slow, if you doubt your pronunciation.

Reading:

Reading is the process of decoding the symbols and words whether print or electronic. It's an interaction between the text and the reader. Reading is normally an individual activity but occasionally we read loudly for the benefit of listeners. It's not always necessary that we understand every word that we read. Reading is effective only when;

- The reader can distinguish sounds of the language.
- The reader is fluent so as to remember what he has already read.
- The reader deduces the meaning of the vocabulary used in the text.

Reading is of four types:

1. Skimming

It is to collect the *most important information* by running the eyes over the text. One has a tendency to read only the title, sub titles and topic sentences. Skimmers will not look for details but Pictures, graphs and charts help him to understand the text.

2. Scanning

It is to find *any particular information* in text. The scanner scans the text until he finds what he was looking for. For example, fans of any cricket player would scan the sports column to know how many runs he scored in how many over. It is also like finding the phone number of any well known person from the directory. We also scan for the expiry date when we buy a product.

3. Reading for thorough comprehension

It is when the reader wants to gain the *full knowledge or information* in the text. The reader tries to understand the relationship between the ideas and the purpose of the author. Our vocabulary becomes extensive in this type of reading, naturally.

4. Critical reading

In critical reading reader tends to *make judgment* on any written work. The reader creates different questions and gives arguments whether in favor or against. It's done to understand the author's purpose of writing and language of the book.

Writing

We can put our thoughts or feelings on a paper or computer screen by writing. It's considered one of the most difficult skills and therefore is less preferred. The grammatical rules should be properly used in writing because it's more formal. If the writing is comprehensible and creative then the writer has achieved the purpose. One should use proper punctuation so that the reader can arrive at what the author is trying to convey.

Context of Communications

The context that results in a basic understanding of the situation in which the communication is taking place, and the factors that influence the communication also becomes quite important in this respect. There is a possibility that the contexts might influence and overlap with each other that can make the communication even more robust.

The context can be categorised as:

- Interpersonal
- Intrapersonal
- Public
- Mass

What is Intrapersonal Communication?

Intrapersonal communication is when a person is involved in communication with themselves. It is often regarded as self-talk. This may include imaginary conversation with oneself, a particular visual and any self-retrospection.

What is Interpersonal Communication?

Interpersonal communication mostly involves two or more people. It can range from being very formal to intimate to impersonal. The different types are as follows:

1. *One-on-One Communication* - It involves direct communication between two people through different mediums of communication such as telephone, internet, etc.
2. *Group Communication* - Group communication involves small groups in conversation and is a very dynamic process. It mostly involves three-to-eight people in conversation.
3. *Team-based communication* - Team communication is a part of group communication. The various forms of communication between different team members can be interpersonal. Team communication becomes very important to how the business operates and it becomes a challenge, at times, for the managers as well as the employees involved in such communication.

What is Public Communication?

Public communication takes place when one person presents his/her views in front of many people, similarly this communication can also be in written form where one person is writing for others.

The speaker may initiate a dialogue or conversation to engage the audience and this can be done via email, or through point-counter-point letters sent to the editor.

This form of communication is inherently different from group communication that has a different set of rules.

The speaker is often protracted by the group in a public speaking institution.

With the change in tradition, culture and perceptions, there are possible exclamations that should not be regarded as obstacles.

This should be instead regarded as affirmative expressions.

What is Mass Communication?

Through mass communication, messages are sent out to large numbers of people.

It involves sending out one single message to an entire group.

While it does allow for wider reach, the messages need to be curated keeping in mind the target group, their choice and preference, and other contextual factors that impact the content of the message.

Basic listening models

Why are effective listening skills important? Simple. Most of what we do or don't do (the way we act and respond to others) is based upon our understanding of the messages that have been conveyed to us. In "real world" terms, misunderstanding can cost us time, money, credibility, and even relationships. Conversely, accurately received messages create comfort, confidence, and appreciation in the minds of others, from friends to coworkers to customers. Effective listening has three modes: attentive listening, responsive listening, and active listening. Understanding these modes will help you increase your listening accuracy and reduce the opportunity for misunderstanding.

Competitive or combative listening

This is the type of listening that is done when people want to push their own type of view or opinion rather than listen to someone else's. With this type of listening, we mostly are waiting to jump in and say something or point out flaws in what the other person is saying. We pretend that we are listening, when really we are formulating our own ideas and just waiting for the person to break so we can blurt them out. The downside is that we fail to actually take in what the other person is saying and have closed our minds, which is a barrier to good listening.

Passive and Attentive Listening

Attentive listeners focus on the speaker and work hard to eliminate distractions (such as ambient noise or poor delivery skills). They are also patient and let the speaker finish their thoughts without interruption. While not easy, attentive listening is essential for effective communication.

Responsive Listening

Responsive listeners demonstrate to the speaker that they are listening and understanding what is being said, which encourages the speaker to continue. Encouraging responses may include both nonverbal and verbal cues:

Nonverbal Responses

- Smiling
- Appropriate facial expression
- An affirmative nod of the head
- Good (appropriate) eye contact
- Minimising distractions (turning off cell phones, etc.)
- Taking notes (under-utilised way to broaden the depth of learning)

- Leaning slightly towards the speaker

Verbal Responses

- "Uh-huh"
- "I see"
- "Yes"
- "Really?"
- Occasionally repeating or paraphrasing short phrases to show what you've heard

Active and Reflective Listening

Active listening is probably the most important listening skill. It is "active" because an active listener monitors the communication of a message at both the content and feeling level. They pay attention to what people say, how they say it, and why they're saying it. Then, once the listener feels they understand the sender's message, they paraphrase it back to the speaker to ensure understanding prior to responding with their own answer or message. The listener's goal is to first understand the messenger's thoughts, feelings, and needs.

Barriers to Effective Listening

1. Physical barriers in communication:

Physical barriers can be anything that blocks the ability to hear what is being said. This can include noise, obstructions, and distance. External noise can be anything from a construction site next door to people talking loudly in the office or the sound of traffic outside of your window.

Physical obstructions can be people standing before you at a networking event or someone sitting between you and the person speaking at a meeting. In this case, your ability to listen effectively will also be hindered.

Distance can also be a barrier if you are not sitting close enough to the person speaking or if you have a poor connection when talking on the phone. The further away people are from one another when they talk, the more difficult it can be to hear them clearly.

. Emotional barriers:

Emotional barriers are emotional factors that get in the way of effective listening. These include both positive and negative emotions, such as being excited, angry, upset, or distracted. It's difficult to focus on something else when emotions come in the way of concentration.

For example, if you're upset about something that happened earlier in the day, it will be challenging to focus on what the person in front of you is saying. If you're angry with someone, you're less likely to be very receptive to things they have to say. And if you're distracted by something exciting going on in your life, you won't be able to focus on the speaker very well.

3. Psychological barriers to effective listening:

Psychological barriers are similar to emotional barriers, but they are based on our thoughts rather than feelings. Sometimes, we tend to assume we know what the other person is going to say, think about what we're going to say next, or judge the person we're listening to.

For example, if you are talking to someone and start thinking about replying, you will be less effective at listening to what that person is saying. Instead, you'll be focused on formulating your response. This lack of focus can lead to misunderstandings and poor communication.

4. Cultural barriers:

Cultural barriers can be seen in both social and business contexts. These could be caused by differences in religion, traditions, or social status. Cultural barriers arise when there is a difference in how business is done in different parts of the world. This can be because of different laws, customs, or social norms.

For example, in many parts of Europe, it is common to shake hands when greeting someone for the first time or even kiss on the cheek, but in certain places, it is not appropriate to touch a person of another gender that you have just met. This can lead to discomfort and misunderstanding if you are not aware of the cultural differences between you and the person you are talking to.

5. Language Barriers:

In our global society, a language barrier is probably one of the most common obstacles to effective listening. It can exist when there is a language difference between the two

individuals talking or when one person has a poor understanding of the language.

For example, someone from the south of England may not understand someone from the north of England because they speak with a different accent or even use other expressions.

6. Time Pressure:

This barrier is based on the idea that people feel they do not have enough time to listen. Time pressure can come from a number of different places, including from within oneself or from an external source.

For example, if you are running late for a meeting, you will probably be less inclined to spend time listening to everyone's ideas than if you had more time available.

Alternatively, if you feel impatient because the person speaking is taking too long, you might feel unable to focus on what they are saying.

Because of this, it could be hard to focus on what the other person is saying, and you may stop listening and start preparing your excuse for leaving.

7. Pace of speech:

The speed of speech can often be a barrier to effective listening. When someone speaks too quickly, it can be difficult to keep up and understand everything they are saying.

In some cases, the person speaking fast might be doing so because they are nervous or do not think their listener is interested in what they have to say. Or, sometimes, they are just naturally fast speakers.

If you feel overwhelmed by someone's fast speech, it can be hard to process what they're saying. This can lead to a lack of understanding and poor communication.

8. Tone of voice:

The tone of voice can also be a barrier to effective listening. When someone is speaking in a monotone voice, it's difficult to focus on their message. Or, if their tone is angry and loud, it can cause the listener to react emotionally instead of focusing on what the speaker has to say.

9. Interruptions:

Interruptions can come from either side of the conversation, and they can be physical or verbal. A physical interruption might be someone grabbing your arm to get your attention while you are talking, or people trying to talk over each other.

Verbal interruptions come in the form of questions and statements. Overlaps happen when both people try to speak simultaneously, and neither will give up their turn to hear what the other has to say. As a result, the message gets lost, and the conversation becomes ineffective.

10. Information overload:

When there is too much information coming at someone, it can be challenging to focus on one thing. This often happens in business meetings when people are presenting either new or complex information. It can also occur during conversations when the person you are talking to gives you too much information at once. In either case, the listener will not focus on what is being said and will probably miss important details.

11. Bias:

Bias includes prejudice or assumptions about others based only on their appearance, gender, race, religion, and other factors. When we are biased toward someone else, we expect them to act in a certain way based on our assumptions, resulting in poor listening.

For instance, in a multicultural workplace, you often have a group of people who come from different backgrounds and have different physical characteristics or life experiences.

When you are in this situation, it may be easy for you to make assumptions about the people you are working with despite never actually getting to know them. This can prevent you from listening to them effectively because you are not giving them a chance to show you who they are.

These 11 barriers to effective listening can help us improve our communication skills and relationships at home and at work. By being aware of these obstacles, we can overcome them and improve our ability to listen effectively.

Precise Writing

Introduction:

A précis is like a miniature portrait of the passage. The one aspect that needs to be taken care of is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, the writing should be clear with effective sentences (no rambling) and diction should be perfect. Unnecessarily long sentences should be avoided and the transition from one point to another should be smooth and consistent. Finally, the précis should make sense and be logical in its content and presentation.

Features of a Good Precise

- Marked by clarity, briefness and accuracy.
- It should be written in the précis writer's own words.
- A small version of the original passage.
- Must have a logical order and well connected.
- Must use linking devices such as so, therefore, and, because further etc.
- Must have a title.
- Must not contain any details not found in the original.

Do's and Don'ts of Precise Writing

- **Do's in a précis:**
- Start your précis by highlighting the main idea of the passage
- Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.
- Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
- Remove what is extra and retain the core essence of the work.
- The three grammatical rules you need to follow while writing a précis are: write it in third person, indirect form and appropriate past tense.

- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name.
- Finally, a wise policy would be to count the words of your précis and put them down in a bracket at the end.
- **Don'ts in a précis:**
 - Do not express your own opinion, wish, remark or criticism.
 - Do not insert any question in your précis, if essential, may be expressed by a statement.
 - Do not use abbreviations.
 - Do not be shaky (insecure). This suggests that most probably, we have not understood the sense of the passage properly.

Write a Precise of a given passage.

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of fighting earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping cracks appear in busy streets. If the quake strikes at sea, huge tidal waves remove inland. If it strikes in mountain regions, landslides roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively under populated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so

immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**
 - Earthquake strikes all without a distinction of national boundary or political affiliation.
 - The power of a quake is greater than that of a man-made weapon of destruction.
 - Scientists are trying to find out means to fight earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
 - Strikes without warning.
 - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**
 - Quake strikes plains, seas and mountains causing all round destruction.
 - In 1755, Lisbon destroyed, 450 killed.
 - In 1970, Peru struck, 50,000 killed.
- **What can the scientists do?**
 - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
 - Scientists cannot resist the powerful earthquake.

- They can predict the place of origin of the quake so that precaution can be taken to save man & property.

Based on the above outline, we can make the following rough draft:

Earthquake- The Great Destroyer

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

The final draft would look as follows:

Earthquake - The Great Destroyer

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words)

How do I organize a paragraph?

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. **Below are a few possibilities for organization, with links to brief examples:**

- **Narration:** Tell a story. Go chronologically, from start to finish. ([See an example.](#))
- **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic. ([See an example.](#))
- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third. ([See an example.](#))
- **Classification:** Separate into groups or explain the various parts of a topic. ([See an example.](#))
- **Illustration:** Give examples and explain how those examples prove your point. (See the detailed example in the next section of this handout.)

5-step process to paragraph development

Let's walk through a 5-step process for building a paragraph. For each step there is an explanation and example. Our example paragraph will be about slave spirituals, the original songs that African Americans created during slavery. The model paragraph uses illustration (giving examples) to prove its point.

Step 1. Decide on a controlling idea and create a topic sentence

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, you may need more than one sentence to express a paragraph's controlling idea. **Here is the controlling idea for our “model paragraph,” expressed in a topic sentence:**

Model controlling idea and topic sentence — Slave spirituals often had hidden double meanings.

Step 2. Explain the controlling idea

Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph. The writer explains

his/her thinking about the main topic, idea, or focus of the paragraph. Here's the sentence that would follow the controlling idea about slave spirituals:

Model explanation — On one level, spirituals referenced heaven, Jesus, and the soul; but on another level, the songs spoke about slave resistance.

Step 3. Give an example (or multiple examples)

Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that came before it. The example serves as a sign or representation of the relationship established in the idea and explanation portions of the paragraph. **Here are two examples that we could use to illustrate the double meanings in slave spirituals:**

Model example A — For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.”

Model example B — Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings.

Step 4. Explain the example(s)

The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale that were stated at the beginning of the paragraph. This explanation shows readers why you chose to use this/or these particular examples as evidence to support the major claim, or focus, in your paragraph.

Continue the pattern of giving examples and explaining them until all points/examples that the writer deems necessary have been made and explained. **NONE** of your examples should be left unexplained. You might be able to explain the relationship between the example and the topic sentence in the same sentence which introduced the example. More often, however, you will need to explain that relationship in a separate sentence. **Look at these explanations for the two examples in the slave spirituals paragraph:**

Model explanation for example A — When slaves sang this song, they could have been speaking of their departure from this life and their arrival in

heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North.

Model explanation for example B — [The relationship between example B and the main idea of the paragraph's controlling idea is clear enough without adding another sentence to explain it.]

Step 5. Complete the paragraph's idea or transition into the next paragraph

The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper. At this point, you can remind your reader about the relevance of the information that you just discussed in the paragraph. You might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph. Here's an example of a sentence that completes the slave spirituals paragraph:

Model sentence for completing a paragraph — What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

Notice that the example and explanation steps of this 5-step process (steps 3 and 4) can be repeated as needed. The idea is that you continue to use this pattern until you have completely developed the main idea of the paragraph.

Here is a look at the completed "model" paragraph:

Slave spirituals often had hidden double meanings. On one level, spirituals referenced heaven, Jesus, and the soul, but on another level, the songs spoke about slave resistance. For example, according to Frederick Douglass, the song "O Canaan, Sweet Canaan" spoke of slaves' longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the following lyrics: "I don't expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don't expect to stay." When slaves sang this song, they could have been speaking of their departure from this life and their arrival in heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North. Slaves even used songs like "Steal Away to Jesus (at midnight)" to announce to other slaves the time and place of secret, forbidden meetings. What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

Presentation Techniques

The best way to enliven and capture the interest of an audience during a seminar or a lecture is to use audio or visual aids. Computer education has made it even easier as this provides us with the techniques combining audio and visual inputs in the form of power point presentations and short films. However it is not enough to load all the information we have into innumerable (numerous) slides and attempt to convince the people who have gathered to listen.

Tips for presentation

Stages of Preparation

1. Selecting the topic Know your audience, be sure you know who you are addressing, Choose a topic that will interest them and one that interests you as well!!
2. Collecting relevant data – and organizing it in proper sequence
3. Preparing slides based on data –not too many slides!! Just enough to make sure you do not omit (neglect) the main points.
4. Practicing the presentation – Speech, Voice, Tone, intonation (accent), body language etc.
5. Delivery

Slide preparation

1. Do not crowd your slides with words –have a maximum of 5 lines, lengthy sentences should be avoided.
2. Use simple, clear fonts and the size should be big enough to be viewed by the last row in the audience.
3. Do not use too many colours three colours can be maintained for the entire presentation.
4. Pictures and diagrams should be well chosen clarity and neatness should be the main criteria.
5. Practice your talk along with the power point presentation keeping to allotted time.

Delivery

1. Body language is all important –from the moment the speaker walks up to the stage till he leaves.
2. Start with a greeting (salutation, welcoming).
3. Introduce your topic; you could touch upon the main headings of your presentation.
4. Get started with a joke, anecdote (story, sketch), proverb or a question.
5. Divide your speech into three parts and highlight the important points of each part, taking the help of the slides, to make sure you do not forget any.
6. Close your speech with a good concluding statement.
7. Never forget to ask if the audience has any questions to ask.
(Answer those you know and for the others say that you would look into that particular area.)
8. Close

Paraphrasing and summarizing

Paraphrase

Rephrasing or restating information from another source in your own words without changing the meaning, usually shorter than the original passage.

Summary

Summary includes only the main ideas of someone else's writing, restated in your own words, much shorter than the original text. Always acknowledge the original author when using a paraphrase or summary.

Paraphrasing techniques

Steps to effective paraphrasing and summarizing:

1. Read your text/paragraph and ensure that you understand it.
2. Write down your ideas without looking at the original.
3. Use synonyms or change the word order of your sentence.
4. Compare with the original to see whether you are conveying the same meaning.
5. Note down the source so you can easily cite it later.

Example

Original Text

The most common improvement strategy is upgrading management. Modern mythology promises that organizations will work splendidly if well managed. Managers are supposed to have the big picture and look out for their organization's overall health and productivity. Unfortunately, they have not always been equal to the task, even when armed with computers, information systems, flowcharts, quality programs, and panoply of other tools and techniques. They go forth with this rational arsenal to try and tame our wild and primitive workplaces. Yet in the end, irrational forces too often prevail.

Paraphrase

Developing management is the most common strategy used to improve the overall health and productivity of an organisation; however, this does not always work due to ability or uncontrollable forces, regardless of the tools or technology employed (Bolman & Deal, 2013).

Summary

Bolman and Deal (2013) recognise that renewing management is the most common strategy for an organization's improvement; however, managers are not always able to find solutions and there are often uncontrollable forces that influence the outcome.

EXPOSITORY ESSAY

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

The structure of the expository essay is held together by the following.

- **A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.**

It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

- **Clear and logical transitions between the introduction, body, and conclusion.**

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse.

- **Body paragraphs that include evidential support.**

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

- **Evidential support (whether factual, logical, statistical, or anecdotal).**

Oftentimes, students are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.

- **A bit of creativity!**

Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember,

though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.

- **A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.**

It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesise and come to a conclusion concerning the information presented in the body of the essay.

A COMPLETE ARGUMENT

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of the Great Depression and its current effect on those who lived through the tumultuous time, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the exposition in the middle of my second point, questions would arise concerning the current effects on those who lived through the Depression. Therefore, the expository essay must be complete, and logically so, leaving no doubt as to its intent or argument.

THE FIVE-PARAGRAPH ESSAY

A common method for writing an expository essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of:

1. an introductory paragraph
2. three evidentiary body paragraphs
3. a conclusion