



National University  
of Computer and Emerging Sciences



# Expository Writing

## Theory Course Manual

For the Students of

- Computer Science
- Software Engineering
- Artificial Intelligence
- Cyber Security

Spring 2024

FRESHMAN BATCH  
NUCES, Karachi Campus



## COURSE DESCRIPTION FORM

**INSTITUTION** National University of Computer and Emerging Sciences (NUCES-FAST)

**PROGRAM (S) TO BE EVALUATED**

BS(CS)

### A. Course Description

(Fill out the following table for each course in your computer science curriculum. A filled out form should not be more than 2-3 pages.)

|  |   |
|--|---|
| <b>Course Code</b>   | SS-1014   |
| <b>Course Title</b>  | Expository Writing  |
| <b>Credit Hours</b>  | 2+1   |
| <b>Prerequisites by Course(s) and Topics</b>   | Functional English  |
| <b>Assessment Instruments with Weights (homework, quizzes, midterms, final, programming assignments, lab work, etc.)</b> | Mid-I: 15<br>Mid-II: 15<br>Assignments: 10<br>Project: 10<br>Final: 50  |
| <b>Course Coordinator</b>  | Sameera Sultan  |
| <b>URL (if any)</b>  |   |
| <b>Current Catalog Description</b>   | This practical course is designed to enable students to understand the communication process from a scientific perspective. It will allow students to identify potential communication problems, construct productive approaches to communication, and develop strategies to develop effective communication skills. It will introduce students to the basics of interpersonal and business communication, equipping them to communicate more effectively and with greater awareness and skill in both personal and business environments. It is designed to help students heighten their awareness of the function and value of communication. The subject aims to equip students with the ability to use the communication skills required in meetings, group discussions, interviews, and presentations. |
| <b>Textbook (or</b>  | The Business Communication Handbook by Judith Dwyer (fourth edition)  |



| <b>Laboratory Manual<br/>for Laboratory<br/>Courses)</b> |  |   |  |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|--|--|---|--|----------------|-----|-----|--|--------|----------------|-----|----|---|-----------|---|----|----|--|-----------|---|---|----|---|-----------|---|----|----|--|-----------|---|---|---|--|--|-------|---------------------|---|-------|------------------|---|-------|--------------------------|--|-------|------------------------------|---|
| <b>Reference Material</b>                                | Business Communication Today, 2016 by Bovee, Courtland L, John V. Thill & Barbara E. Schatzman.  |   |  |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
| <b>Course Goals</b>                                      | <b>A. Course Learning Outcomes (CLOs)</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>No.</th> <th>Course Learning Outcome (CLO) Statements</th> <th>Domain</th> <th>Taxonomy level</th> <th>PLO</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>Use the theoretical knowledge of communication to accomplish communication objectives efficiently both as a speaker and writer.</td> <td>Cognitive</td> <td>3</td> <td>10</td> </tr> <tr> <td>02</td> <td>Demonstrate sensitivity to the audience and the context of communication when listening and interacting with others.</td> <td>Affective</td> <td>3</td> <td>9</td> </tr> <tr> <td>03</td> <td>Prepare and deliver effective formal and informal presentations/speeches in different business and academic situations.</td> <td>Affective</td> <td>4</td> <td>10</td> </tr> <tr> <td>04</td> <td>Display effective communication skills to meet business objectives in meetings, interviews, and small group communication.</td> <td>Affective</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <b>B. Program Learning Outcomes</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">For each attribute below, indicate whether this attribute is covered in this course or not. Leave the cell blank if the enablement is little or non-existent.</td> </tr> <tr> <td>PLO 1</td> <td>Computing Knowledge</td> <td>Apply knowledge of mathematics, natural sciences, computing fundamentals, and a computing specialization to the solution of complex computing problems.</td> </tr> <tr> <td>PLO 2</td> <td>Problem Analysis</td> <td>Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences.</td> </tr> <tr> <td>PLO 3</td> <td>Design/Develop Solutions</td> <td>Design solutions for complex computing problems and design systems, components, and processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations.</td> </tr> <tr> <td>PLO 4</td> <td>Investigation &amp; Experimental</td> <td>Conduct investigation of complex computing problems using research based knowledge and research based methods</td> </tr> </table> |   |  |                |     | No. | Course Learning Outcome (CLO) Statements | Domain | Taxonomy level | PLO | 01 | Use the theoretical knowledge of communication to accomplish communication objectives efficiently both as a speaker and writer. | Cognitive | 3 | 10 | 02 | Demonstrate sensitivity to the audience and the context of communication when listening and interacting with others. | Affective | 3 | 9 | 03 | Prepare and deliver effective formal and informal presentations/speeches in different business and academic situations. | Affective | 4 | 10 | 04 | Display effective communication skills to meet business objectives in meetings, interviews, and small group communication. | Affective | 5 | 9 | For each attribute below, indicate whether this attribute is covered in this course or not. Leave the cell blank if the enablement is little or non-existent. |  |  | PLO 1 | Computing Knowledge | Apply knowledge of mathematics, natural sciences, computing fundamentals, and a computing specialization to the solution of complex computing problems. | PLO 2 | Problem Analysis | Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences. | PLO 3 | Design/Develop Solutions | Design solutions for complex computing problems and design systems, components, and processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations. | PLO 4 | Investigation & Experimental | Conduct investigation of complex computing problems using research based knowledge and research based methods |
|  | No.  | Course Learning Outcome (CLO) Statements  | Domain   | Taxonomy level | PLO |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | 01   | Use the theoretical knowledge of communication to accomplish communication objectives efficiently both as a speaker and writer. | Cognitive  | 3              | 10  |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | 02   | Demonstrate sensitivity to the audience and the context of communication when listening and interacting with others.            | Affective  | 3              | 9   |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | 03   | Prepare and deliver effective formal and informal presentations/speeches in different business and academic situations.         | Affective  | 4              | 10  |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | 04   | Display effective communication skills to meet business objectives in meetings, interviews, and small group communication.      | Affective  | 5              | 9   |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | For each attribute below, indicate whether this attribute is covered in this course or not. Leave the cell blank if the enablement is little or non-existent.  |   |  |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | PLO 1  | Computing Knowledge   | Apply knowledge of mathematics, natural sciences, computing fundamentals, and a computing specialization to the solution of complex computing problems.  |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | PLO 2  | Problem Analysis  | Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences.                                      |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
|  | PLO 3  | Design/Develop Solutions  | Design solutions for complex computing problems and design systems, components, and processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations. |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |
| PLO 4  | Investigation & Experimental   | Conduct investigation of complex computing problems using research based knowledge and research based methods                   |  |                |     |     |  |        |                |     |    |   |           |   |    |    |  |           |   |   |    |   |           |   |    |    |  |           |   |   |   |  |  |       |                     |   |       |                  |   |       |                          |  |       |                              |   |



|   |   |                                |  |   |   |   |   |   |   |   |     |            |    |
|---|---|--------------------------------|--|---|---|---|---|---|---|---|-----|------------|----|
|   | ion   |                                |  |   |   |   |   |   |   |   |     |            |    |
|   | PLO 5   | Modern Tool Usage              | Create, select, and apply appropriate techniques, resources and modern computing tools, including prediction and modelling for complex computing problems.         |   |   |   |   |   |   |   |     |            |    |
|   | PLO 6   | Society Responsibility         | Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues relevant to context of complex computing problems. |   |   |   |   |   |   |   |     |            |    |
|   | PLO 7   | Environment and Sustainability | Understand and evaluate sustainability and impact of professional computing work in the solution of complex computing problems                                     |   |   |   |   |   |   |   |     |            |    |
|   | PLO 8   | Ethics                         | Apply ethical principles and commit to professional ethics and responsibilities and norms of computing practice.   |   |   |   |   |   |   |   |     |            |    |
|   | PLO 9   | Individual and Team Work       | Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.  |   |   |   |   |   |   |   |     |            |    |
|   | PLO 10  | Communication                  | Communicate effectively on complex computing activities with the computing community and with society at large.  |   |   |   |   |   |   |   |     |            |    |
|   | PLO 11  | Project Mgmt and Finance       | Demonstrate knowledge and understanding of management principles and economic decision making and apply these to one's own work as a member or a team.             |   |   |   |   |   |   |   |     |            |    |
|   | PLO 12  | Life Long Learning             | Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes.     |   |   |   |   |   |   |   |     |            |    |
|   | <b>C. Relation between CLOs and PLOs</b><br>(CLO: Course Learning Outcome, PLOs: Program Learning Outcomes)     |                                |  |   |   |   |   |   |   |   |     |            |    |
|   |   | PLOs                           |  |   |   |   |   |   |   |   |     |            |    |
|   |   |                                | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10         | 11 |
| CLOs  |   | 1                              |  |   |   |   |   |   |   |   |     | ✓          |    |
|   |   | 2                              |  |   |   |   |   |   |   |   |     | ✓          |    |
|   |   | 3                              |  |   |   |   |   |   |   |   |     |            |    |
|   |   | 4                              |  |   |   |   |   |   |   |   |     | ✓          |    |
|   | 5   |                                |  |   |   |   |   |   |   |   | ✓   |            |    |
| <b>Topics Covered in the Course, with Number of Lectures on Each Topic (assume 15-week)</b> |   |                                |  |   |   |   |   |   |   |   |     |            |    |
| Weeks   | Contents/Topics   |                                |  |   |   |   |   |   |   |   | CLO | Assessment |    |
| 1   | Orientation. Difference between Normal Conversation and Public Speaking. Presentation Skills-Content Generation |                                |  |   |   |   |   |   |   |   | 3   |            |    |



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|                                    |    |  |       |  |  |
|------------------------------------|----|--|-------|--|--|
| Instruction and one-hour lectures) | 2  | Script Development and Story Boarding<br>Preparing audio visual aids | 3     |  |  |
|                                    | 3  | Presentation Delivery Skills<br>7 C's Communication-Completeness     | 2,1   |  |  |
|                                    | 4  | Concreteness, Consideration  | 2,1   |  |  |
|                                    | 5  | Courtesy, Conciseness  | 1     |  |  |
|                                    | 6  | <b>MID I</b>   |       |  |  |
|                                    | 7  | Professional Meetings-Types of Meetings, Preparing for meetings,     | 1     |  |  |
|                                    | 8  | <b>Presentation Project</b>  | 3     |  |  |
|                                    | 9  | Developing Agenda, Minutes of the Meeting                            | 1,4   |  |  |
|                                    | 10 | Minutes of the Meeting   | 4     |  |  |
|                                    | 11 | <b>MID II</b>  |       |  |  |
|                                    | 12 | Professional letters-Block Format, Positive messages                 | 4     |  |  |
|                                    | 13 | Negative Messages, Job Interviews                                    | 1,2   |  |  |
|                                    | 14 | Job Interviews   | 1,2,4 |  |  |
|                                    | 15 | Writing Personal Statements  | 4     |  |  |
|                                    | 16 | <b>Revision</b>  |       |  |  |
|                                    |    |  |       |  |  |
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|                                    |    |  |       |  |  |
|                                    |    |  |       |  |  |
| Laboratory                         |    |  |       |  |  |



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|  |   |                  |                 |                           |
|--|---|------------------|-----------------|---------------------------|
| Projects/Experiments Done in the Course    |   |                  |                 |                           |
| Programming Assignments Done in the Course |   |                  |                 |                           |
| Class Time Spent on (in credit hours)      | Theory  | Problem Analysis | Solution Design | Social and Ethical Issues |
|  | 30  | 10               | 5               | 0                         |
| Oral and Written Communications            | Every student is required to submit at least <u>1</u> written report of typically <u>2</u> pages and to make <u>1</u> oral presentations of typically <u>10</u> minute's duration. Include only material that is graded for grammar, spelling, style, and so forth, as well as for technical content, completeness, and accuracy. |                  |                 |                           |

Instructor Name Sameera Sultan

Instructor Signature \_\_\_\_\_

Date June 8, 2023

# **PUBLIC SPEAKING**

Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners. It is a skill and an art. It demands training and education to refine the craft.

## **DIFFERENCE BETWEEN PUBLIC SPEAKING AND ORDINARY CONVERSATION**

- Public speaking is more structured than casual conversation.
- Public speaking requires formal language and excellent grammar when compared to ordinary conversation.
- Public speaking needs a different method of delivery (the way one talks).

Can you think of any more differences between the two?

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## **HISTORY OF PUBLIC SPEAKING**

Public speaking is a skill as old as three thousand years. From that time till now, many works have been written on the subject. These works draw from the practices and experience of orators in ancient Greek. In fact, the art of public speaking was first developed by the ancient Greek. In ancient Greek, public speaking was an important skill for any person who wished to succeed in public and private life. Great orators were valued as priceless assets of the nation.

After Roman invasion of Greece, the Greek techniques of public speaking were copied and modified by the Romans. Under Roman influence, public speaking developed into a full curriculum including instruction in grammar (study of poets), preliminary exercises, and preparation of speeches. Oratory in Roman Empire remained an important skill in law, and became a vital form of entertainment with famous orators gaining great wealth and prestige for their skills.

Latin style of oratory involved a strong emphasis on the following:

1. knowledge of liberal arts and Philosophy
2. The use of wit and humor
3. Appeal to the listeners' emotions
4. The exploration of general themes related to the emotions

Till the beginning of the twentieth century, the Latin style was the key form of oration. However, after World War II, there began a gradual depreciation of the Latin style. The reason for this was the change in societies, cultures, and the scientific revolution. Therefore, the classical styles of oratory were revised according to the modern ideologies of life.

The differences between the classical style and the modern style are as follows:

| <b>POINT OF DIFFERENCE</b> | <b>CLASSICAL STYLE</b>   | <b>MODERN STYLE</b>   |
|----------------------------|--|---|
| <b>VOCABULARY</b>          | Demanded the use of extremely refined and polished vocabulary. It propagated the adoption of the highest and the most dignified words.     | It believes in the use of simple and formal vocabulary, and discourages the employment of difficult and uncommon, or unfamiliar words.  |
| <b>SENTENCE STRUCTURE</b>  | It requires the use of complex sentence structures.  | It promotes the use of simple, formal, and grammatically accurate sentence structures.  |
| <b>AUDIENCE</b>            | The classical style was not very particular about showing empathy to the audience. Listener's background was not taken into consideration. | The modern style believes that successful and effective communication means displaying a very high degree of empathy to the audience. Your speech or presentation must be easily understandable for the audience. |
| <b>OVERALL STYLE</b>       | Complicated and extremely formal   | Simple, easy, conversational, yet formal  |
| <b>SCOPE</b>               | It was leveled at a limited number of audiences.   | It is for an extremely large number of audiences.   |

## **ARISTOTLE ON PUBLIC SPEAKING**

Many modern public speakers are greatly influenced by Aristotle's teachings on the art of oratory. However, they use these teachings with revisions in order to suit the audience of the modern world.

Aristotle was a famous Greek philosopher. He believed that public speaking is an art, and must have a balanced merger of the three aspects of rhetoric given below:

- Ethos: It refers to the character of the speaker
- Pathos: It refers to the emotional appeal to the audience
- Logos: It refers to the words of the speaker

Aristotle's teachings and guidelines are particularly important in persuasive speaking. The gist of his teachings can be expressed as the speaker's being able to project him/herself as an honest and sincere person. The speakers should be able to appeal to the emotions of the listeners, and s/he must speak coherently and have a well-organized speech.

## **IMPORTANCE OF PUBLIC SPEAKING**

In today's modern and fast-paced world, only professional and skillful people can survive and make a difference. Public speaking is an important skill to possess if one wants to have a successful career. One will be required from time to time to speak in public whether it is a presentation that is to be delivered, or

instruction-based speeches to juniors, or even job interviews for that matter. Also, employers are more than happy to appoint and promote candidates who are confident, and speak well before an audience. Therefore, it is very important to study the art of public speaking and master it.

Plus, a rewarding academic career also demands good public speaking skills. Students are required to give presentations and short speeches based on their research proposals and projects before a panel of judges. Good speakers convey their ideas effectively and convincingly and pass with flying colors. On the other hand, those students who cannot speak in front of an audience fail to deliver their ideas convincingly and lose precious marks. To sum up, it will not be wrong to say that a trained public speaker will have an edge over others and this skill will play an important role in forwarding his/her career. Consequently, it is very important to learn public speaking and master it to a reasonable degree.

## **WHAT IS A GOOD PUBLIC SPEAKER LIKE?**

A good public speaker is somebody who

- Should be able to change the emotions of the people
- Should be able to achieve his purpose successfully
- Speaks to inspire
- Delivers messages clearly
- Mesmerizes the audience
- People love to listen to
- Understands what is communication and how it works
- Understands human psychology, and knows how to manipulate it
- Knows his topic very well
- Know how to deliver his points in an effective manner

Can you think of any more qualities of a good public speaker?

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## **SUCCESSFUL AND RENOWNED ORATORS**

Some of the famous orators are

- Abraham Lincoln
- Zulfiqar Ali Bhutto
- Adolf Hitler
- Bill Clinton
- Moin Akhtar
- Winston Churchill

These speakers used their public speaking skills to advance their careers, and have a significant impact on society.

Can you think of some more famous and inspiring public speakers? What is it that attracts you to these speakers?

## TWO KEY DIMENSIONS OF GOOD PUBLIC SPEAKING



Public speaking skills can be seen as comprising of two dimensions. The speaker will have to work on both the dimensions separately and individually if s/he wants to master the craft. The two dimensions are:

1. **Communication (speaking) skills:** Speaking skills must be studied and worked on to become an excellent speaker. For example, learning story telling techniques, attention getting techniques, learning how to use humor, how to maintain audiences' interest through out the speech, how to organize ideas, etc.
2. **Knowledge of the topic:** The speaker must conduct a thorough research on the topic. He should be well-versed in his topic. This means that the speaker must know the following:
  - History
  - Background
  - Different aspects of the topic
  - All possible perspectives on the topic
  - Different views on his topic
  - All major and minor details of his topic
  - Implications for future development

That means that one has to learn

***"How to speak"***

And

***"What to speak"***

## GENERAL TIPS ON DEVELOPING PUBLIC SPEAKING SKILLS

- Observation (Watch speeches and presentations regularly, and analyze the speakers)
- Studying the art
- Tremendous amount of PRACTICE
- Self-confidence

## FORMS OF PUBLIC SPEAKING

The most important forms of public speaking are

- Speech (formal and informal in the business context)
- Presentation
- Talk shows
- Live interviews

And many more.

Can you think of any other dimensions of public speaking?



## THE BIGGEST HORROR IN PUBLIC SPEAKING



The biggest horror in public speaking is **GLOSSOPHOBIA**. It is a term used to refer to stage fright and speech anxiety. Glossophobia is a whole set of anxious feelings which a speaker often experiences before his talk. People suffer from such feelings as they become over conscious about their clothing, style, pronunciation, quality of ideas, and other such concerns when they have to speak before an audience. Many people are continuously haunted by the thought that the audience is judging them, and they might end up making a disastrous mistake and make a fool of themselves. Hence, to be on the safe side, let's never try public speaking, but many people are unaware of the fact that speech anxiety is normal, and everybody experiences it. As an illustration, let's have a look at an interesting fact. What, in your opinion, can be a person's worst fear?

According to different researches conducted on the issue, people's biggest fears can be ranked as follows:

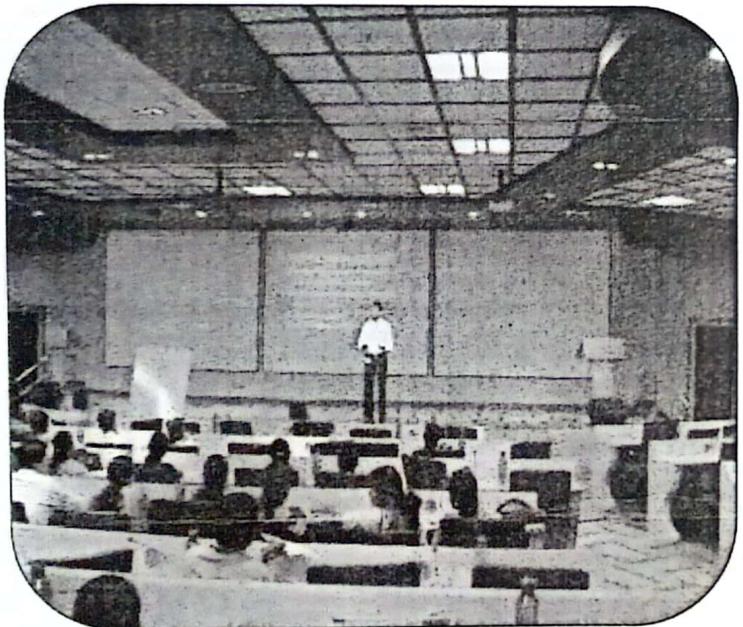
- 3. Death
- 2. Snakes
- 1. Public speaking

Therefore, feeling nervous and fearful before public speaking is absolutely normal. In fact, many famous public speakers including sports stars, actors, politicians, hosts, etc. admit that they too feel nervousness before public speaking even after years of experience and exposure. To conclude, if you feel anxious and panicky before public speaking, do not think that it is just a problem with you. Think that it is an extremely natural and normal phenomenon, and I will, in no way, be put off by this nervousness, and I will definitely achieve my goal.

You cannot altogether do away with these feelings. They just cannot be eliminated. You will have to learn how to control your nervousness, and channel such negative energies in a positive way to achieve your objective. There are various techniques and strategies suggested by different psychologists and expert speakers to overcome speech anxiety. Some of the most commonly used techniques are as follows:

1. First, you need to understand that nervousness is normal, and can be controlled. Half of the success in coping with stage fright lies in acknowledging your fear. Carroll O'Conner, a famous TV actor says, "A professional actor has a kind of tension. The amateur is thrown by it, but the professional needs it." In this way, your acceptance will give you power to deal with your fear in a confident manner.
2. Nervous energy can be channeled by taking very deep breathes just prior to taking your place at the podium. This relaxes your body helping your blood pressure to lower and your mind to clear.
3. Practice several times before your talk. Nothing can beat being prepared for your speech. Preparation gives you confidence and relaxes your nerves.
4. Visualize yourself succeeding.
5. Occupy your mind with what you want to say rather than with the thought that you are nervous.
6. Enjoy speaking. Think of it as a conversation with the audience.
7. While speaking, don't evaluate yourself.
8. Feel good about yourself as you are attempting to do something which is the biggest fear of more than half of the people.
9. Experience reduces nervousness to a remarkable degree. So, always avail of the opportunities you get for public speaking.

# PRESENTATION SKILLS



**"To present something is an effort on the part of the speaker to take the audience on a journey through his topic where the presenter acts as a guide and must be able to enthrall the audiences with a sense of awe and a sense of logical correctness in regard with his topic."**

## PRESENTATION:

The term "presentation" can be defined as the act of presenting information/material on a particular topic/subject/issue in a formal and professional manner.

Presentation skills are very important in academic as well as professional life. Presentation skills must be learnt and studied. With practice and experience, one can master this art. Presentation skills can be divided into two parts:

1. Presentation preparation skills
2. Presentation delivery skills

We will study each dimension involved in mastering presentation skills separately.

## PRESENTATION PREPARATION SKILLS:

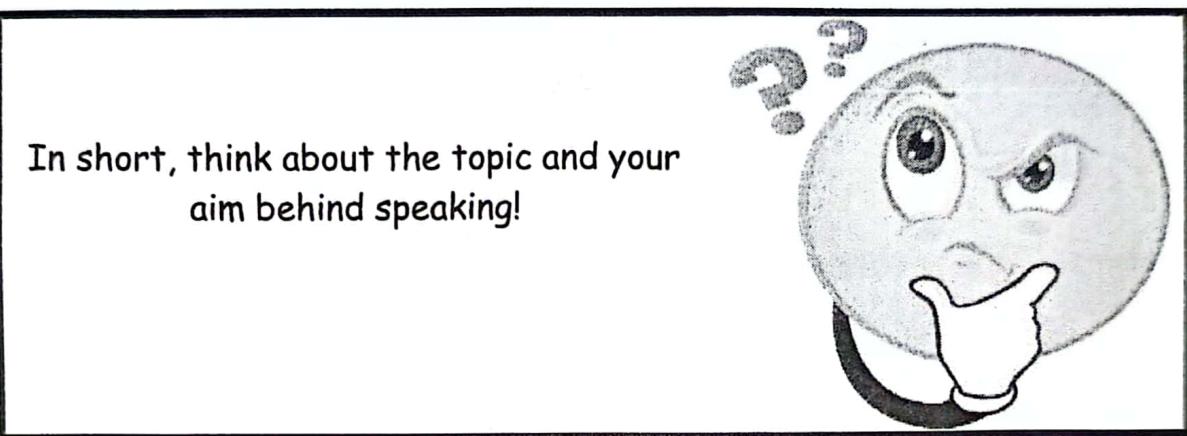
The preparation stage of a presentation is a **PROCESS** consisting of different steps. These steps are explained one by one in great detail below:

1. **TOPIC:** In most of the cases, specific topics are assigned to presenters. However, in some cases, the presenter selects the topic or issue him/herself. In either case, the first step requires the presenter to understand and interpret his/her topic clearly. The presenter must think about his/her topic and develop a central idea. She/he must have a very well-defined and well-thought message to convey about his/her topic.
2. **OBJECTIVE/AIM/PURPOSE OF PRESENTATION:** Next step demands that the presenter recognizes and sets his/her aim behind presentation. The purpose can be divided into two types: the general and the more specific one. Usually, a topic may contain a clear clue about what the purpose of a presentation would be. Different general purposes of a presentation can be
  - To inform
  - To persuade
  - To entertain
  - To create awareness
  - To demonstrate
  - To motivate audiences to take a particular action

- To inspire
- To explain and convince, etc

After clearly identifying the general purpose, the presenter should work out the outcome that he/she wishes to achieve at the end of the presentation. This can be termed as the specific purpose of the presentation. For example, some of the outcomes which can be expected at the end of the presentation are

- The audiences will have the required background information about a topic for future research
- The audience will acknowledge the validity of the speaker's claims and opinions
- The audiences will support the presenter on a particular issue
- The audience will fully understand the details of a topic or subject, etc



#### **EXERCISE:**

For the given topics, determine the purpose (both general and specific) and develop a central idea for a presentation.

- I. Global Warming
- II. Should Fast Food be banned?
- III. Ancient Greek Civilization
- IV. Project(Develop a Game) for Computer Programming Course
- V. Importance of Unity and Discipline for the Progress of a Country

3. **AUDIENCE ANALYSIS:** All communication is always for receivers. If a communicator's message is understood by the listeners clearly and accurately, s/he is said to have carried out the communication act successfully. To be able to convey messages clearly, it then becomes extremely important for one to understand the listeners very well. Understanding listeners actually implies that communicators must know all essential details about their listeners, so that they can frame messages and communicate in a style

that best suits their audiences. In case of presentations, it is a very good idea to work out and make a profile of your audience. Consider the following questions for listener profile:

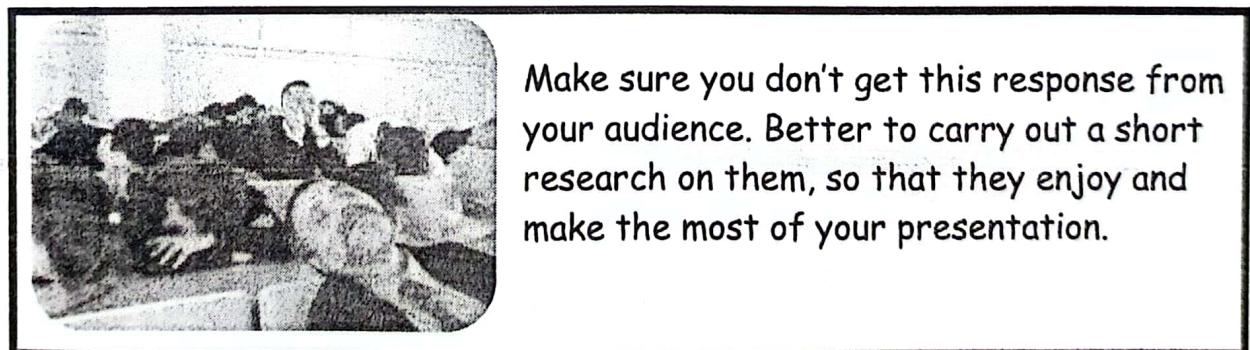
| AUDIENCE PROFILE QUESTIONS   | ANSWERS |
|--|---------|
| Who are they?  |         |
| How many will be there?  |         |
| What is their educational background?  |         |
| What religious and cultural background will the majority possess?  |         |
| What age group do you expect to encounter?   |         |
| What do they know about your subject?  |         |
| What background knowledge do you expect them to have about your topic?                                   |         |
| What do you think they would be expecting from your presentation? Put yourself in their shoes and think? |         |

Considering and searching answers for these questions will help you achieve a clear idea about your audience. In order to be able to make a good presentation for them, make sure that your language, style, and content is appropriate and fitting as far as the audiences are concerned.

#### EXERCISE:

For the given topics, make an audience profile:

- I. Project Game Development for Computer Programming Course
- II. Explaining how to use a Software to your clients



4. **CONTEXT ANALYSIS:** Context refers to the situation in which communication will take place. Contexts can be educational, professional, an international conference, etc. Good understanding and awareness of context can help the presenter make smart choices as far as the dress, vocabulary, style, and the content is concerned.

5. **TIME ALLOTED:** Before moving on to planning the content for presentation, keep in mind the time allotted to you. You should not exceed the time limit, so plan content accordingly.
6. **PLANNING CONTENT:** This is the most important and critical stage. As a presenter, you must have thorough and in-depth knowledge of your topic. It is important that you are well-aware of the following dimensions of your topic:
  - Definitions
  - Main components and parts
  - Key themes and ideas
  - Historical background
  - Aspects
  - Different perspectives on the topic
  - Types
  - Advantages and disadvantages
  - Supporting and refuting arguments
  - Societal importance
  - Future developments and implications, etc

Following guidelines can be followed for planning content.

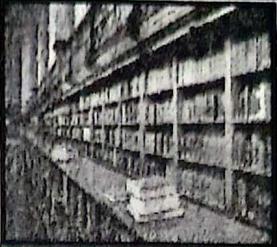
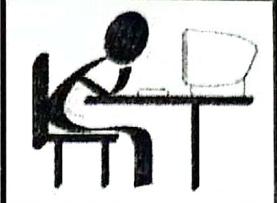
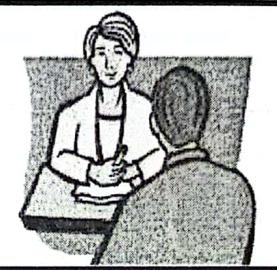
**BRAINSTORMING:** You can begin planning the content with brainstorming. Brainstorming is a very helpful technique in discovering ideas you already have on some topic. In brainstorming, one just clears one's mind and thinks about one's topic. Concentration and intense thinking will bring many good ideas to mind. Jot down all the ideas without any censorship.

**EXERCISE:**

Brainstorm on the presentation topics given below:

- I. Artificial Intelligence
- II. The Role of Navy in Military Forces
- III. Project Game Development for Computer Programming Course

**RESEARCHING THE TOPIC:** With a couple of ideas at hand, the next step, which actually forms the heart of a successful presentation, is conducting research on your topic. Through research, gather all relevant and important information and ideas about your topic. Research will give you an opportunity to delve into your topic and attain a thorough command and profound grasp on your subject. While researching, remember to take notes. You can obtain information by

|                                     |   |  |
|-------------------------------------|---|--|
| Going to a library                  |   |  |
| Browsing and searching the internet |   |  |
| Interviewing the experts            |  |  |

**REVIEWING AND ORGANIZING IDEAS AND INFORMATION:** With research and brainstorming, you will have many ideas and information. The next crucial step is selecting ideas for the presentation. For this, review all information separating relevant points from irrelevant points and general points from the more specific ones. According to the time limit allotted to you, select 3 or 4 major points. For these major points, gather good supporting points. Supporting points can be further elaboration of a major point, facts, examples, statistics, other evidence, etc.

**ORGANIZING IDEAS INTO AN OUTLINE:** Organize your ideas into a clear outline. In this way, you will achieve organization and clarity. At this stage divide your presentation into three parts: the INTRODUCTION, the MAIN BODY, and the CONCLUSION. This is done because public speaking is well-structured. We will study introduction and conclusion separately. Given below is a presentation outline form:

|                                   |
|-----------------------------------|
| TOPIC: _____                      |
| OBJECTIVE: a. GENERAL: _____      |
| b. SPECIFIC: _____                |
| AUDIENCE: _____                   |
| CONTEXT: _____                    |
| TIME: _____                       |
| INTRODUCTION: CENTRAL IDEA: _____ |

**MAIN BODY:**

**SUB-TOPIC/MAJOR POINT 1:** \_\_\_\_\_

**SUPPORTING POINTS:** \_\_\_\_\_  
\_\_\_\_\_

**SUB-TOPIC/MAJOR POINT 2:** \_\_\_\_\_

**SUPPORTING POINTS:** \_\_\_\_\_  
\_\_\_\_\_

**SUB-TOPIC/MAJOR POINT 3:** \_\_\_\_\_

**SUPPORTING POINTS:** \_\_\_\_\_  
\_\_\_\_\_

**CONCLUSION:**

Following are sample outlines:

**TOPIC:** Industrial Revolution (IR)

**OBJECTIVE:** a. **GENERAL:** To inform

b. **SPECIFIC:** At the end, listeners will know the basic details of IR

**AUDIENCE:** Classmates and Teacher

**CONTEXT:** Classroom, Educational

**TIME:** 20 minutes

**INTRODUCTION:** **CENTRAL IDEA:** To provide information about IR

**MAIN BODY:**

**SUB-TOPIC/MAJOR POINT 1:** Definition of IR

**SUPPORTING POINTS:**

Wikipedia and regular dictionaries

**SUB-TOPIC/MAJOR POINT 2:** Effects of IR on society

**SUPPORTING POINTS:**

1. Effects on social classes

2. Effects on standard of living

3. Effects on agriculture

**SUB-TOPIC/MAJOR POINT 3:** Origins of IR

**SUPPORTING POINTS:**

1. Agricultural Revolution

2. Growth of foreign trade for manufactured goods

3. Successful wars and foreign conquest

**CONCLUSION:**

**TOPIC:** Do supernatural creatures exist?

**OBJECTIVE:** a. **GENERAL:** To persuade

b. **SPECIFIC:** The audience will agree that there is a supernatural world as well.

**AUDIENCE:** Educated adults

**CONTEXT:** Local Community Club

**TIME:** 30 minutes

**INTRODUCTION:** CENTRAL IDEA: Supernatural world definitely exists.

**MAIN BODY:**

**SUB-TOPIC/MAJOR POINT 1:** Definition of the supernatural world

**SUPPORTING POINTS:**

Different types of supernatural creatures

**SUB-TOPIC/MAJOR POINT 2:** Proof from different religions

**SUPPORTING POINTS:**

Christianity, Judaism, Islam, and Hinduism; proof from the Holy scriptures

**SUB-TOPIC/MAJOR POINT 3:** Proof from Science

**SUPPORTING POINTS:**

Evidence from the field of Metaphysics, Other famous Scientific researches confirming the existence of the supernatural world

**SUB-TOPIC/MAJOR POINT 4:** Famous incidents

Haunting and possessions

**CONCLUSION:**

For new and inexperienced presenters, a very good idea would be to write down a script for the presentation. Then, you can learn the script, but speak to the audience as it is a very bad idea to read from notes when SPEAKING to the public.

Next, we will now have a look at how to prepare introductions and conclusions for a presentation:

7. **INTRODUCTION:** Introductions are always the most important part of any genre of communication. It is here where the speaker has to win the battle by successfully invading the interest, attention, and the imagination of the listeners. Make sure that in the introduction, you successfully grab your audience's attention and build a rapport.  
Introductions of a presentation must perform the following functions.
  - a) **Get the audience's attention and signal the beginning:** You can use the following expressions:  
*Let's begin.*  
*Can we start?*  
*Let's get the ball rolling.*  
*Let's get down to business.*
  - b) **Greet audience:** Use formal greetings, like,  
*Hello/Good morning/afternoon/evening Esteemed guests/respected teachers/fellow colleagues/ladies and gentlemen*
  - c) **Introduce yourself (name, position, etc):**  
*Good morning ladies and gentlemen. Let me introduce myself.*  
*I'd like to start by introducing myself. My name is.....*  
*I am a student at .....*
  - d) **Introduce your topic:** Inform the audience about your topic and the duration of your presentation.

*Today I'm going to speak about.....*

*The subject of my presentation is.....*

*My talk will last about 15 minutes....*

*The theme of my talk is.....*

e) **Give your objective/aim/purpose:**

*My purpose in doing this presentation is to give you a solid background on the subject.*

*Today, through this presentation, I'm going to prove that.....*

f) **Generate interest:** Do not directly begin your presentation. First try to arouse your audience's curiosity and interest for the topic. Once you feel that you have the complete attention of your audience, move on to the next step. To generate interest, you can use one of the following techniques:

- Give an unusual fact or statistic.
- Tell a story, anecdote, or incident
- Ask rhetorical questions
- Begin with a quote or saying

g) **Announce your outline and tell the rules for questions:**

I have broken down my talk into X parts which are.....

I have divided my presentation into X parts. First, I will discuss.....

You can ask me questions at the end....

You can interrupt in the middle if you have question.....

8. **MAIN BODY:** Discuss the subdivisions of the topic one by one. Remember not to exceed the time limit. Maintain the interest of the audience. When moving from one point to the other, use signposting to indicate the shift. For this, you can use connectors, like, First, we will have a look at....

Next,.....

We now move on to.....

Third most important point is.....

An interesting example for this would be.....

We now turn to the final point.....

Finally, we arrive at the last point....

In the first place.....

To recap,.....

Let me summarize.....

To sum up.....

In short.....

9. **CONCLUSION:** In the conclusion, do the following.

- a) Restate topic and purpose
- b) Summarize main body

- c) End on an interesting note by offering solutions to problems discussed, giving suggestions, predicting future developments, putting forth a thought provoking question, etc.
- d) Invite questions. For example, Ladies and gentlemen, if you have any questions, please feel free to ask.

- 10. DEALING WITH QUESTIONS:** Make sure that you understand the question thoroughly. Do not be impolite or rude if you get an offensive remark or question. You can use the following phrases:
- I'm glad you asked that question...  
That's a good question/remark.....  
I agree with you but there is another way of looking at things.....

## **PRESENTATION DELIVERY SKILLS:**

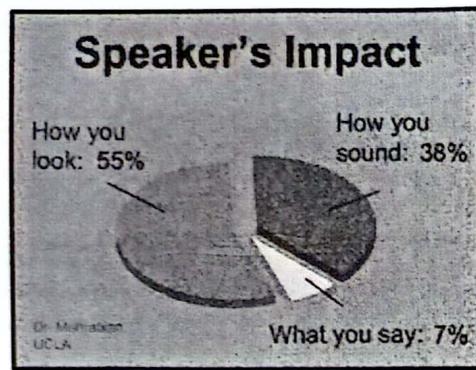
In public speaking, planning your speech and presentation is no doubt an extremely important step. However, the success of a presentation or a speech actually lies in how it is delivered to the audience. Delivery here refers to the act of speaking before audience to convey your messages successfully and effectively. A very well-written speech may have no influence on the audience if delivered poorly. On the other hand, a moderate presentation will be more enjoyable for people if delivered effectively.

To improve delivery, you can use the tried and tested techniques presented in the form of guidelines by experts and successful speakers.

Communication can be divided into

- Verbal
- Non-verbal [body language and voice]

A good speaker pays attention to both as both play an important role in imparting messages, evoking particular feelings, and creating a certain environment. In fact, 55% of the impact of the message depends on the body language. Next, 38% of the impact depends on voice tonality; finally, 7% of the impact depends on the content or the words of a speaker.



Therefore, non-verbal communication in speaking must be given more importance than the words of the message. Given below are important instructions and guidelines on how to use voice and body language correctly and creatively in public speaking.

### VOICE:

Your voice is a great gift and tool given to you by Allah. It is important to understand its significance, so that it can be used effectively to engage the audience. Following things should be kept in mind regarding the correct use of your voice:

1. **LOUDNESS:** Be loud enough to be audible to everyone especially the people at the back.
2. **TONE:** Make sure your tone is appropriate according to your topic, audience, and purpose of public speaking.
3. **SPEED:** Do not speak too fast or too slowly or else this can make the audience lose interest. Speed should be such that the audiences get enough time to understand your messages and make sense of what you are saying.
4. **PAUSES:** Use short pauses to indicate the shift from introduction to main body point 1 and so on.
5. **VOICE MODULATION:** Modulation refers to change in stress, pitch, loudness, or tone of voice in order to create a particular atmosphere and arouse certain feelings in the listeners. Do not speak like a computer in a monotone style. Animate and modulate your voice to sound natural and conversational. You can create suspense, certain effects, arouse interest, or induce different feelings and mood in the audience by altering the pitch of your voice, or by changing the pace of speaking, or by stressing some key words, etc. For example, having many rises and falls in your voice can be very helpful in generating suspense and stimulating the curiosity of the listeners. On the other hand, a lower pitch and volume make you sound professional or reasonable.
6. **WORD STRESS:** Remember to stress important and key terms and words. Stress is used to emphasize key words.

7. **PRONUNCIATION:** Pronounce words correctly. Rehearse at least five times before actually speaking.
8. **ARTICULATION:** Articulate words clearly and completely. Do not mumble.

### EXERCISES:

1. While speaking the following lines, modulate your voice to generate suspense and make the audience curious.

*"Today I'd like to give you some of the facts about caffeine and its effects on your body. It may not cause you to change your coffee consumption but at least you'll be better informed about what you are putting into your body."*

*I'm going to talk about the beneficial effects of caffeine, the negative effects and discuss what are considered safe levels of caffeine consumption.*

*Let's start with the good news. Caffeine, which comes from the leaves, seeds and fruits of about 63 different plants, is well known as a stimulant. That's why people drink it, right?"*

2. Speak the following lines in such a tone that the audiences become emotional and sad.

*"I had to spend a week or so in the hospital last year. A minor ear infection turned into some major problems for my immune system. I was fairly depressed and frustrated one night after my doctor had given me the news that still more tests would be needed, which meant another few days in an uncomfortable bed with people poking and prodding at me.*

*As I thought about it, the pain began again, and I was sure that my condition might only become more serious. About the time I began to wonder if I would ever see my own home again, my best friend from high school stopped by. She was, quite literally, our class clown. She always had great joke on the tip of her tongue. She was the mascot at the football games because her antics were so funny. Even now I can't help but smile when I think about her."*

3. Speak the following lines in such a way that the audiences get excited.

*"Studies have shown that lucky people tend to be far more open to new experiences. Those who are unlucky are creatures of habit, never varying from one day to the next. If you want to be lucky, add some variety to your life. Meet new people, go new places, and increase the possibility of those chance opportunities the "lucky" people always seem to run into.*

*Luck, though, isn't just about trying new things. Luck is also about hard work, even when it is, well, "hard."*

4. Speak the following lines by stressing the bold faced words for emphasis.

***"Obesity is, easily, America's fastest growing health concern. This condition, though, is not limited to American adults. Doctors have recently found that nearly thirteen percent of all American children suffer from this problem and that statistic seems to go up each year. Understanding the jump in childhood obesity rates is directly linked to understanding obesity itself. The American Academy of Pediatricians defines childhood obesity as occurring in kids who have a BMI of more than 30. Other institutions, though, suggest that a child whose body***

*weight is at least 20% higher than a child of a similar height is obese. No matter what the exact definition, obesity is, simply, excess body fat."*

## BODY LANGUAGE

Body language in communication consists of the following:

1. **EYE CONTACT:** It is extremely important to maintain eye contact with the audience for effective public speaking. Eye contact exhibits self-confidence, credibility, and seriousness.
2. **FACIAL EXPRESSIONS:** Facial expressions must coincide with the tone of your voice. Whatever you are saying should be supported by facial expressions.
3. **POSTURE:** Posture refers to the overall look of your body. Stand straight and erect behind the podium. Such a posture reflects authority and confidence. Do not lock your legs. Avoid fidgeting, and shifting back and forth. This can distract the audience. Do not appear too stiff or too relaxed.
4. **GESTURES:** Gestures make your listener more attentive, but your gestures should be natural not forced. For example, you can hold your index finger when stating first main point. Rest your hands freely on the podium. Avoid folding your hands in front or behind your back or keeping them in the pocket. Overall, your body language should display enthusiasm, friendliness, patience, honesty, and confidence.
5. **DRESSING:** Your dressing communicates a lot about your personality. So, make sure that you are dressed in a fashion which is appropriate and suitable according to the topic, purpose, and the context of communication.

### EXERCISE:

Speak the given lines using suitable body language and tone.

*"When most people hear the term "hybrid animal," they often think of odd, mutant creatures - hippopotamuses mixed with lions, dogs mixed with cats, or squirrels mixed with porcupines. Indeed, the word hybrid invokes the imagination and encourages one to entertain these improbable combinations as miracles of science. However, the phrase "hybrid animal" merely means a crossbreeding of two animals - a process which has occurred for centuries, both artificially and naturally. The idea of hybrids dates back to the mythology of ancient times. Folk tales were full of animal-human hybrid stories like mermaids and minotaurs. The word hybrid comes from the Ancient Greek, meaning "son of outrageous conduct." But understanding hybrid animals lies both in nature and science."*

## DON'TS IN BODY LANGUAGE

- Read directly from the notes
- Read directly from the screen
- Turn back on the audience

- Slouch hands in pockets
- Playing with a pen ,keys, etc, or any other distracting mannerism
- No nervous gestures
- No um, ah, you know...

## VISUAL AIDS IN PRESENTATIONS

Following media are commonly used in presentations:

- Transparencies
- Power Point slides
- Videos
- Handouts

Following visuals are used:

- Graphs
- Maps
- Drawings
- Models
- Objects
- Charts
- Photos
- Images
- Video clips

Before starting the presentation, distribute handouts containing the following:

- The topic and outline of the presentation
- Glossary of key words
- Background information
- Interesting images and pictures to arouse the audience's interest

## THE SLIDE SHOW

Slide shows should be used as a supporting tool. When using a slide show, avoid the following:

- Reading from slides
- Focusing on the slides, and not looking at the audience
- Turning back on the audience while referring to slides
- Losing eye contact with the audience because of the slides

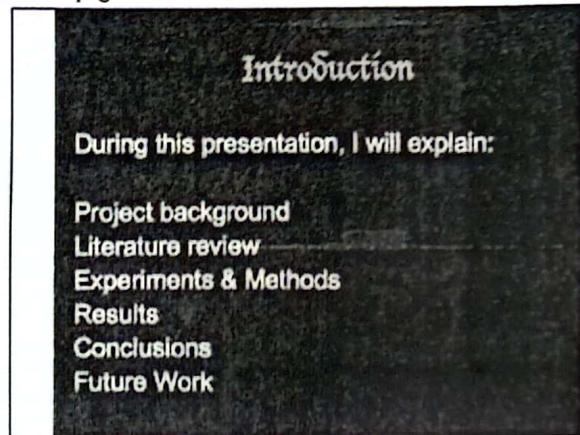
## MAKING A SLIDE SHOW: IMPORTANT GUIDELINES:

### RULE -1:

Use the first 2-3 slides to

- Introduce your topic
- Give the presentation outline
- A list of technical words/terms to be used in the presentation if any

An example is on the next page:



### RULE-2:

Select themes, background, color schemes, etc that would suit your topic, audience, and purpose. Slide background should reflect and emphasize your topic, central ideas, and main ideas.

Different colors tend to have a different impact on a person's psyche. For example, the color blue can evoke feelings of trust and confidence in the audience. For this reason, news desks are usually blue. You can use particular colors to psychologically manipulate the listeners.

### RULE-3:

Select a particular font size and type. Use it with consistency through out the slide show. Do not keep changing font style and type as this can be very disturbing for the audience.

### RULE-4:

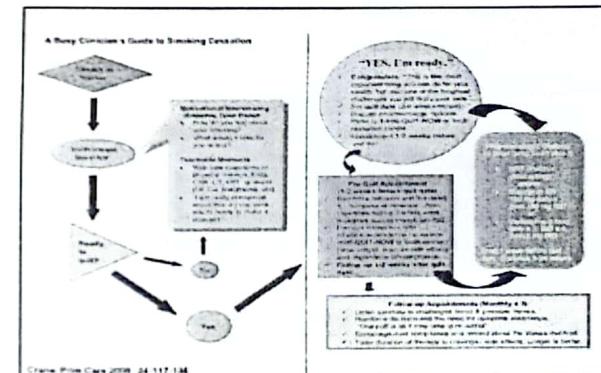
Do not overload a slide with information. It is better to use more slides than to clutter a single slide with too much text.

Following are examples of bad and very busy slide.

Unless specifically permitted above, flexible cords and cables may not be used:

- As a substitute for the fixed wiring of a structure
- Where run through holes in walls, ceilings or floors
- Where run through doorways, windows or similar openings
- Where attached to building surfaces
- Where concealed behind building walls, ceilings or floors
- Where installed in raceways, except as otherwise permitted in this subpart.

Flexible cords used in show windows and showcases shall be Type S, SE, SEO, SEOO, SJ, SJE, SJEO, SJEOO, SJO, SJOO, SJT, SJTO, SJTOO, SO, SOO, ST, STO, or STOO, except for the wiring of chain-supported lighting fixtures and supply cords for portable lamps and other merchandise being displayed or exhibited.

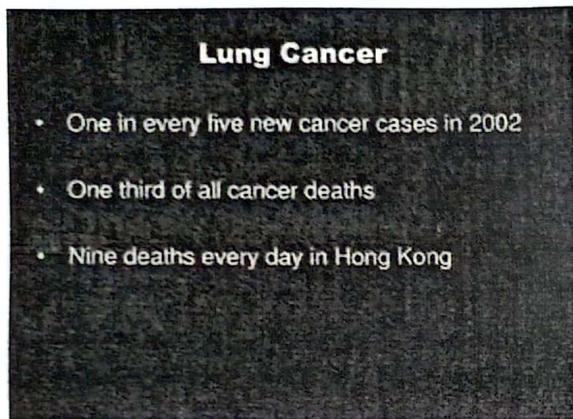


### RULE-5:

Emphasize key terms or important words by changing font style, type, size, etc.

### RULE-6:

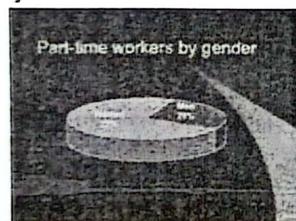
Do not use paragraphs in slides. Just use headings, prompts, key points, and definitions in the slide.



#### RULE-7:

Use pictures, charts, diagrams, tables, videos, etc in your slides to achieve the following:

- Explain points more effectively
- Illustrate a point
- Clarify a point
- Offer evidence to support a point
- Present a point more easily



| Quadrivalent HPV 6/11/16/18 Vaccine: Systemic Adverse Events Post Vaccination |                                   |                  |
|---|-----------------------------------|------------------|
| Systemic Adverse Events (1 to 15 days postvaccination)                        |                                   |                  |
|   | Quadrivalent HPV Vaccine (N=5080) | Placebo (N=3790) |
| Fever   | 10.3%                             | 8.6%             |
| Nausea  | 4.2%                              | 4.1%             |
| Dizziness   | 2.9%                              | 2.6%             |

\* Few subjects (0.1%) discontinued due to adverse experiences

Informational statement: Not every individual experiencing side effects of Quadrivalent HPV vaccine received it at the frequency of 10.3% (7.0% and 1% greater than placebo) that observed among placebo recipients. Information from clinical trials.

Do not just put videos or pictures for the sake of using them. They would otherwise make you appear incompetent. There must be a relationship between your ideas and the pictures you use. So, avoid irrelevant images and videos.

#### RULE-8:

Use special effects and animation to make your presentation more interesting.

#### RULE-9:

Avoid small images. Avoid stretching and pixelation. This can make your pictures blur.

#### *General tips to make an amazing slide show:*

- Keep slides simple
- A unique slide design can bring excitement
- Add background music
- Use inspiring images
- Use unique styles to create hype

## PRESENTATIONS IN THE FIELD OF COMPUTER SCIENCE:

For different projects assigned to you in different courses, you will be required to give presentations and demonstrative speeches on them before a panel of judges. Follow all the guidelines regarding making and delivering presentations.

- Begin by laying down the topic and purpose of your presentation.
- Divide your topic into subtopics.
- Discuss each subtopic one by one in detail.
- Use all sorts of visual aids that can help you deliver your points effectively and make your presentation interesting.

For example, in a presentation on the project “Developing a Game”, your teacher will expect you to achieve the following objectives and address the given issues:

- To inform about the game
- Explain why you chose this type of a game.
- To demonstrate how the game will be used/operated?
- What are the different functions?



- How can these functions be performed? You will have to give a demo and explain.
- What techniques (algorithms) did you use and why? Justify your choices.
- How can your game serve the society?
- What type of impact will your game have on the human personality and psychology?
- What are the future implications of your game?
- Where do you see it in the future?

In your presentation, you will carry out two goals: Inform with demo and persuade the teacher in favor of your choices and vision. You can address each question one by one in an organized fashion. Same questions and issues are to be addressed in other such projects as well.

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## **Chapter 2**

# **The Seven C's of Effective Communication**

### **I. Completeness**

- A. Provide All Necessary Information
- B. Answer All Questions Asked
- C. Give Something Extra, When Desirable

### **II. Conciseness**

- A. Eliminate Wordy Expressions
- B. Include Only Relevant Material
- C. Avoid Unnecessary Repetition

### **III. Consideration**

- A. Focus on "You" Instead of "I" or "We"
- B. Show Audience Benefit or Interest in the Receiver
- C. Emphasize Positive, Pleasant Facts

### **IV. Concreteness**

- A. Use Specific Facts and Figures
- B. Put Action in Your Verbs
- C. Choose Vivid, Image-Building Words

### **V. Clarity**

- A. Choose Precise, Concrete, and Familiar Words
- B. Construct Effective Sentences and Paragraphs

### **VI. Courtesy**

- A. Be Sincerely Tactful, Thoughtful, and Appreciative
- B. Use Expressions That Show Respect
- C. Choose Nondiscriminatory Expressions

### **VII. Correctness**

- A. Use the Right Level of Language
- B. Check Accuracy of Figures, Facts, and Words
- C. Maintain Acceptable Writing Mechanics

### **VIII. Summary**

### **IX. Exercises and Problems**

All seven Cs can apply to both oral and written communication.

To compose effective written or oral messages, you must apply certain communication principles. These principles provide guidelines for choice of content and style of presentation, adapted to the purpose and receiver of your message. Called the "seven C's," they are *completeness, conciseness, consideration, concreteness, clarity, courtesy, and correctness*, discussed in that order in this chapter.

Although we deal here with these principles on the sentence level, they are applicable to all forms of communication, from mere utterances and sentences to complete documents or presentations. To some extent the principles overlap because they are based on a common concern for the audience, whether that audience consists of listeners or readers.

## COMPLETENESS

**Message receivers—either listeners or readers—desire complete information to their questions.**

Your business message is *complete* when it contains all facts the reader or listener needs for the reaction you desire. Remember that communicators—senders and receivers—differ in their mental filters; they are influenced by their backgrounds, viewpoints, needs, experiences, attitudes, status, and emotions. Because of these differences, communication senders need to assess their messages through the eyes of receivers to be sure they have included all relevant information.

Completeness offers numerous benefits. First, complete messages are more likely to bring the desired results without the expense of additional messages. Second, they can do a better job of building goodwill. Messages that contain information the receiver needs show concern for others. Third, complete messages can help avert costly lawsuits that may result if important information is missing. Last, communications that seem inconsequential can be surprisingly important if the information they contain is complete and effective.

As you strive for completeness, keep the following guideliness in mind:

- Provide all necessary information.
- Answer all questions asked.
- Give something extra, when desirable.

### Provide All Necessary Information

**Answering the five Ws helps make messages clear: who, what, when, where, and why.**

When you initiate a message, check to make sure you have provided all the information the reader needs for thorough, accurate understanding. One way to help make your message complete is to answer the five W questions—*who, what, when, where, why*—and any other essentials, such as *how*. The five-question method is especially useful when you write requests, announcements, or other informative messages. For instance, to order (request) merchandise, make clear *what* you want, *when* you need it, to *whom* and *where* it is to be sent, and *how* payment will be made. To reserve a hotel banquet room, specify the accommodations needed (*what*), location (*where*), sponsoring organization (*who*), date and time (*when*), event (*why*), and other necessary details (*how*).

## Answer All Questions Asked

**Look for questions: some may even appear buried within a paragraph. Locate them and then answer precisely.**

Whenever you reply to an inquiry, try to answer all questions—stated and implied. A colleague or prospective customer's reaction to an incomplete reply is likely to be unfavorable. The customer may think the respondent is careless or is purposely trying to conceal a weak spot. In general, "omissions cast suspicions," whether you are answering an inquiry about your product or recommending a former employee for a new job. If you have no information on a particular question, say so clearly. If you have unfavorable information in answer to certain questions, handle your reply with both tact and honesty.

In one example, a software distributor, when replying to a dealer's letter, answered only four of seven questions. Because the original questions were unnumbered and somewhat buried in five long paragraphs, the respondent apparently overlooked or disregarded three of them. The reply, incomplete and unfriendly, caused the distributor to lose the business and goodwill of a potential customer.

Sometimes before you can answer an inquiry, you need certain specific information from the inquirer. If so it is a good idea to list the needed details on a reply form that the inquirer can fill out and return to you. In this way both your answer and that of your respondent will be complete.

## Give Something Extra, When Desirable

The words "when desirable," in the above heading, are essential. Sometimes you must do more than answer the customers' specific questions. They may not

### ■ Communication Probe

Credibility of the communicator has been systematically analyzed over the years, often as relating to the speaker. Several classic, but still relevant, studies suggest that five decisions are made regarding a communication source:

- Competence: Does the sender of the message know his or her message?
- Character: Does the audience perceive the message sender as communicating honestly?
- Composure: Does the sender give the impression of being calm and collected, particularly in a stressful situation?
- Sociability: Does the sender come across as a likable individual?
- Extroversion: Does the source exhibit outgoing tendencies rather than timidity?

McCroskey, J. C., Holridge, W. & Toomb, J. K. (1974). An instrument for measuring the source credibility of basic speech communication instructors. *Speech Teacher*, 23, 26-33; McCroskey, H. C., Jensen, T. & Todd, C. (1972). The generalizability of source credibility scales for public figures. *Paper, Speech Communication Association*, Chicago; McCroskey, J. C., Jensen, T., Todd, C. & Toomb, J. K. (1972), and many others.

know what they need, or their questions may be inadequate. For example, suppose you are president of your local Rotary Club and receive the following inquiry from an out-of-town member:

I'm new to the city and would like to consider joining your club. As I will be visiting your club within the month, will you please tell me where the next meeting will be held?

**Use your good judgment in offering additional material if the sender's message was incomplete.**

If you answered only this one question, your letter would be incomplete. Realizing that your reader is a newcomer to your city and to your Rotary Club you should include in your reply a welcome plus such needed details as directions for reaching the building; parking facilities; day, date, and time of meeting and perhaps also the program for the next meeting. Your message will then have the "something extra" that a reader really needs and appreciates. In most cases the reason the communicator includes something extra will be obvious; whenever it is not completely clear, explain why you are including the additional information.

Here are some additional examples of incomplete questions in faxes and one letter.

**FAX 1 Incomplete question.**

Please fax me in return the departures from Singapore to Hong Kong on the 8th.

In responding to the above you would have to "give something extra" as to times of day, airlines flying that route, costs, and departure and arrival times.

**FAX 2 Incomplete question.**

How come my request for an interview letter did not receive a response?

When was letter sent? Who sent it? To whom was it sent? In other words, to answer fax 2 would require a return letter or fax seeking answers to the above questions.

**LETTER 1 Incomplete letter to a new savings depositor.**

Thank you for the confidence you have shown us by the account you recently opened.

All our facilities are at your disposal, and anytime we can be of service, please call on us. Our appreciation is best expressed by our being of service to you.

**LETTER 1 Revised, complete letter to the new savings depositor.**

Thank you for the confidence you have shown in First Federal by the savings account you recently opened. Our goal is to make all our services to you both pleasant and helpful.

Among the conveniences and services available to you at First Federal, you may be especially interested in these:

YOUR PASSBOOK DEPOSITS earn 6 1/2% interest compounded monthly.

BETTER-THAN-CHECKING service helps you pay bills by phone, earns interest on your money, and permits using our 24-hour cash machines.

MORTGAGE LOANS help you to buy, build, or refinance a home or to borrow for property repairs and improvements.

With our MONEY MARKET CERTIFICATES you can earn interest at various current high rates, depending on time and amount of your investment. The enclosed leaflet gives you more details about these and other services available to you at First Federal.

FREE CUSTOMER PARKING is provided in the lot north of our office. The teller stamps your parking slip, entitling you to free parking while doing business here. Office hours are 9:30 A.M. to 4:30 P.M. weekdays except for Friday, when the doors remain open until 6:00 P.M.

You are most welcome to come in whenever we can assist you. Please consider this association your financial headquarters for your savings and borrowing needs.

**■ Checklist 2.1 Completeness**

1. Remember the five W's:  
Who?    What?    When?    Where?    Why?
2. Answer all questions:
  - a. Stated questions from questioner.
  - b. Implied questions from questioner.
3. Give extra information, when desirable.

### ■ Communication Probe

Completeness means that you tell your reader what he or she wants to know about your service or product. It involves laying out the benefits of what you are selling; it means imagining every reader to have a "show me" attitude. Readers must be convinced; they have to be shown results from simple reading. Therefore writers must be thorough. Informative selling will give the buyer confidence and increase later satisfaction with the purchased product or service. Such completeness will also reduce the number of goods returned to the firm.

On writing a sales letter. (ND). *Royal Bank of Canada*, 43, 3.

## CONCISENESS

Conciseness is saying what you have to say in the fewest possible words without sacrificing the other C qualities. A concise message is complete without being wordy.

Conciseness is a prerequisite to effective business communication. A concise message saves time and expense for both sender and receiver. Conciseness contributes to emphasis; by eliminating unnecessary words, you let important ideas stand out. When combined with a "you-view," concise messages are inherently more interesting to recipients. Finally, concise messages show respect for recipients by not cluttering their professional lives with unnecessary information.

To achieve conciseness, observe the following suggestions:

- Eliminate wordy expressions.
- Include only relevant material.
- Avoid unnecessary repetition.

### Eliminate Wordy Expressions

The following are some concrete suggestions you can use to reduce wordiness in your communication.

1. Use single-word substitutes instead of phrases whenever possible without changing meanings.

**Use single words in place of phrases. Even Winston Churchill made extensive use of simple, one syllable words.**

Wordy: At this time  
Concise: Now

Wordy: Due to the fact that  
Concise: Because

Wordy: / "Have need for  
Concise: Need

Wordy: In due course  
Concise: Soon

2. Omit trite, unnecessary expressions.

Wordy: Please be advised that your admission statement was received.  
Concise: Your admission statement has been received.

Wordy: Allow me to say how helpful your response was.  
Concise: Your last response was helpful.

3. Replace wordy conventional statements with concise versions.

Wordy: Please find attached the list you requested.  
Concise: The list you requested is attached.

Wordy: Such refreshing comments are few and far between.  
Concise: Such refreshing comments are scarce.

4. Avoid overusing empty phrases.

Wordy: It was known by Mr. Smith that we must reduce inventory.  
Concise: Mr. Smith knew we must reduce inventory.

Wordy: There are four rules that should be observed.  
Concise: Four rules should be observed.

5. Omit "which" and "that" clauses whenever possible.

Wordy: She bought desks that are of the executive type.  
Concise: She bought executive-type desks.

Wordy: The receipt that is enclosed documents your purchase.  
Concise: The enclosed receipt documents your purchase.

Use your computer grammar check or let someone else check whether you have overused certain words; dullness may result from the same word or idea being repeated too often.

#### 6. Eliminate unnecessary prepositional phrases.

**Wordy:** The issue of most relevance is teamwork.  
**Concise:** The most relevant issue is teamwork.

**Wordy:** In most cases the date of the policy is indicated in the upper right corner.  
**Concise:** The policy date is in the upper right corner.

#### 7. Limit use of the passive voice.

**Wordy:** The total balance due will be found on page 2 of this report.  
**Concise:** The balance due is on page 2 of this report.

**Wordy:** The reports are to be submitted by employees prior to 5:00, at which time they will be received by Mr. Jones.  
**Concise:** Please submit your reports to Mr. Jones by 5:00.

In all attempts to reduce wordiness, you must be careful to not distort meaning. Conciseness reflects the thoughtful elimination of unnecessary wordy U

#### Include Only Relevant Material

necessary  
dullness

The effective, concise message should omit not only unnecessarily wordy expressions but also irrelevant statements. To be sure you include only relevant facts observe the following suggestions.

1. Stick to the purpose of the message.
2. Delete irrelevant words and rambling sentences.

#### ■ Communication Probe

Wordiness has been the bane of writers—and speakers—since humans began to communicate. The word used to describe such circumlocution is *tautology*, or using two or more words to express a simple and single thought. Often we have implied that business communication can be dull: it tends to lack modifiers, it avoids excessive use of superfluous—or should—words. Yet, writers of reports or other forms of communication should follow the maxim, “once is often enough.”

Alexander, D. & Rivett, A. (1995, Spring). Once is often enough. *Journal of Management Consulting*, 8, 32.

3. Omit information obvious to the receiver; do not repeat at length what that person has already told you. If you feel it is important to remind the audience of known information, subordinate the familiar information.
4. Avoid long introductions, unnecessary explanations, excessive adjectives and prepositions, pompous words, gushy politeness.
5. Get to the important point tactfully and concisely.

**Wordy:** We hereby wish to let you know that our company is pleased with the confidence you have reposed in us.

**Concise:** We appreciate your confidence.

**Wordy:** At this time I am writing to you to enclose an interview card, which has been post-paid, for the purpose of arranging a convenient time when we might get together for a personal interview.

**Concise:** Please return the enclosed interview card to set up a convenient time for an interview.

### Said Unnecessary Repetition

**necessary repetition leads dullness.** Sometimes repetition is necessary for emphasis. But when the same thing is said two or three times without reason, the message becomes wordy and boring. Here are three ways to eliminate unnecessary repetition:

1. Use a shorter name after you have mentioned the long one once. Instead of the "North Central Company," use "North Central."
2. Use pronouns or initials rather than repeat long names. Instead of citing "American Association of Technical Analysts" again and again, use "it" or "they" or AATA. When using well-known initials or acronyms, give the full reference first with the initials in parentheses: The North American Free Trade Agreement (NAFTA) is being debated in Congress.
3. Cut out all needless repetition of phrases and sentences. Sometimes it is possible to combine two or even more sentences by using subordinate clauses or phrases.

The following letter from a business executive to a firm the company had dealt with for 5 years shows unnecessary repetition at its worst.

**Wordy:** Will you ship us sometime, anytime during the month of October would be fine, or even November if you are rushed (November would suit us just as well, in fact a little bit better) 300 of the regular 3- by 15-inch blue felt armbands with white sewn letters in the center.

## ■ Checklist 2.2 Conciseness

1. Use one word in place of phrases; one sentence in place of two. Read out loud to "listen" for wordiness.
2. Omit outdated trite expressions.
3. Ask yourself: What material is really relevant?
4. Look for unnecessary repetition: Does the same word or idea appear too often?

Thank you in advance for sending these along to us by parcel post, and not express, as express is too expensive.

**Concise:** Please ship parcel post, before the end of November, 300 regular 3-by 15-inch blue felt armbands with white sewn letters in the center.

## CONSIDERATION

Consideration means preparing every message with the message receivers in mind; try to put yourself in their place: You are considerate, you do not lose your temper, you do not accuse, you do not charge them without facts. You are, foremost, aware of their desires, problems, circumstances, emotions, and probable reactions to your request. Then handle the matter from their point of view. This thoughtful consideration is also called "you-attitude," empathy, the human touch, and understanding of human nature.

In a broad but true sense, consideration underlies the other six C's of good business communication. You adapt your language and message content to your receiver's needs when you make your message complete. Three specific ways to indicate consideration are:

- Focus on "you" instead of "I" and "we."
- Show audience benefit or interest in the receiver.
- Emphasize positive, pleasant facts.

### Focus on "You" Instead of "I" or "We"

Using "you" does help project a you-attitude. But overuse can lead to a negative reaction.

To create considerate, audience-oriented messages, focus on how message receivers will benefit, what they will receive, and what they want or need to know. In some cases, this can be accomplished by emphasis; you might downplay your own feelings and emphasize a point, make an explicit reference, or use a direct quotation in responding to the request of another individual. Creating a you-attitude may require avoiding telling others how they feel, assuming you know their needs.

**We-Attitude:** I am delighted to announce that we will be extending our hours to make shopping more convenient.

**You-Attitude:** You will be able to shop evenings with the extended hours.

**We-Attitude:** We're sure you must be frustrated by the length of time it has taken to ship your order for Polish gargoyles.

**You-Attitude:** The Polish gargoyles you ordered will reach you within a week.

Showing consideration for the audience involves more than just using "you" instead of "I" or "we." Messages that use "we" can be receiver-oriented if "we" includes the recipient of the message. Messages that use "you" can be insensitive in negative situations. In fact, sometimes avoiding "you" can reduce potential defensiveness or allow the recipient to save face. An extreme example of a negative situation is the collection letter with "you" or "your" in almost every sentence; if those sentences are insulting, sarcastic, tactless, or untrue accusations and threats against the debtor; the letter surely lacks a you-attitude. The use of "you" in negative situations can be avoided by employing the passive voice, making the receiver part of a group, or depersonalizing the situation.

**Insensitive:** You failed to enclose your check in the envelope.

**Considerate:** The check was not enclosed. [passive voice]

**Considerate:** The envelope we received did not have a check in it. [depersonalized]

**Insensitive:** Your contract tells you plainly that . . .

**Considerate:** I'm always happy to discuss the contract terms with new employees. [receiver as part of group]

**Insensitive:** You are completely off base in your proposal.

**Considerate:** We have differing interpretations of the utility of the proposal. [sender-oriented with acceptance of responsibility]

**Considerate:** The proposed plan has three aspects that need clarification. [depersonalized]

### How Audience Benefit or Interest in the Receiver

**Senders may react positively when benefits are shown them.**

Whenever possible and true, show how your receivers will benefit from whatever the message asks or announces. Benefits must meet recipients' needs, address their concerns, or offer them rewards. Most important, they must be perceived as benefits by the receivers. This means that you must identify the

legitimate benefits of your position, policy, or product and then put yourself in the place of the receivers to assess their perspectives.

Receivers will be more likely to react favorably and do what you suggest if you show that benefits are worth the effort and cost you ask of them. In situations where actual direct benefit is impossible or irrelevant to the subject matter, the message should at least show interest in and concern for the recipient's needs or viewpoints.

Merely inserting the word "you" does not ensure you-attitude, as shown in this sentence: "You will be glad to know that we now have a walk-up window open 7-9 A.M. and 3-8 P.M. every weekday." Some readers wonder, "So what?" The following revised sentence includes reader benefit: "You can now take care of your banking needs at our new Walk-Up Window. It is open with a capable teller to serve you 7-9 A.M. and 3-8 P.M. Monday through Friday."

Reader-benefit appeals help collect payments on bills, soften the blow in a turndown, and sell products. Such appeals are desirable also in job applications, favor requests, and announcements to your customers, prospective buyers, stockholders, and employees. Whether you are writing to one person or to large numbers, try to personalize the reader benefits instead of stating them in a general way. Benefits that are realistic, inherent, and tailored to individuals help communicators achieve goals in effective, ethical ways.

### Emphasize Positive, Pleasant Facts

A third way to show consideration for your receivers is to accent the positive. This means stressing what can be done instead of what cannot be done, and focusing on words your recipient can consider favorably.

#### Negative—Unpleasant

It is impossible to open an account for you today.

We don't refund if the returned item is soiled and unsalable.

When you travel on company expense, you will not receive approval for first-class fare.

#### Positive—Pleasant

As soon as your signature card reaches us, we will gladly open an . . .

We refund when the returned item is clean and resalable.

When you travel on company expense, your approved fare is for tourist class.

**Because of past connections with words, readers will react positively or negatively to certain words.**

Among the positive words to which people react favorably are *benefit, cordial, happy, help, generous, loyal, pleasure, thanks, thoughtful*. Words with negative connotations that often arouse unfavorable reactions include *blame, complaint, failed, fault, negligence, regret, reject, trouble, unfair*, and many others. For example, in the following opening of a letter the negative words (underlined) focus on ideas you'd rather not have the reader think about.

We regret that, since you closed your account, your name will be missing from our long list of satis-

### Checklist 2.3 Consideration

1. See your material from your reader's point of view.
2. "You" is more desirable than "I" or "we" in most instances.
3. Readers like to see benefits. Be sure benefits are a prominent part of the message.
4. Consciously use positive words; readers will react more favorably.

fied customers. We sincerely hope that, despite the best efforts of our fine staff, there were no occasions on which you felt we failed to serve you properly.

As a final note, true consideration is a result of integrity and ethics in communication. Because the topic of ethics and communication is so important, we treat it in a separate chapter.

### CONCRETENESS

Misunderstandings of words have produced tragedies in both war and peace, in business and nonbusiness situations.

Communicating *concretely* means being specific, definite, and vivid rather than vague and general. Often it means using denotative (direct, explicit, often dictionary-based) rather than connotative words (ideas or notions suggested by or associated with a word or phrase). Thus the term *female* may appear in a personnel folder as a part of a job description, yet widely different connotations may occur when using terms as *wife*, *mother*, *spinster*, *widow*, *maiden*, *matron*, or *donager*. Each of these latter terms also refers to *female* but with wide-ranging associations.

### Communication Probe

Some letter writers are completely absorbed in the things about which they are writing, about quantities and qualities, about dollars and delivery. To become intelligible and effective, they need to enrich their thoughts by spreading them out to include people. At the core of good writing is audience analysis, audience adaptation.

Some persons will say that business is objective, mechanical, dealing with commodities and services rather than with people. How absurd it is to say so when every businessperson knows that every sale, every purchase, every contact, every financial deal, depends upon the word "yes" or "no" from some human being.

On Writing Clearly. (ND). Royal Bank of Canada Letter, 38, 7.

The benefits to business professionals of using concrete facts and figures are obvious: your receivers know exactly what is required or desired. Using concrete language has some additional, less obvious advantages. When you supply specifics for the reader or listener, you increase the likelihood that your message will be interpreted the way you intended. Moreover, concrete messages are more richly textured than general or vague messages; thus, they tend to be more vivid, dynamic, and interesting. The following guidelines should help you compose concrete, convincing messages.

- Use specific facts and figures.
- Put action in your verbs.
- Choose vivid, image-building words.

### Use Specific Facts and Figures

**It is desirable to be precise and concrete in both written and oral business communication.**

Whenever possible, use an exact, precise statement or a figure in place of a general word to make your message more concrete.

#### Vague, General, Indefinite

Student GMAT scores are higher.

Eastern Europe is making progress in obtaining investments.

She's a brain.

#### Concrete, Precise

In 1996 the GMAT scores averaged 600; by 1997 they had risen to 610.

In 1990 investments in Eastern Europe were about US \$30 million; today that figure has increased by 12%.

Her grade-point average in 1996 was 3.9 on a four-point scale.

Note in the above examples that some of the vague words are opinion words. What is *higher*? What do we mean by *progress*? What does being a *brain* mean? For example, the following words can also lead to uncertainty, confusion:

|          |       |      |       |        |         |
|----------|-------|------|-------|--------|---------|
| slightly | small | soon | early | high   | about   |
| most     | a few | slow | very  | almost | several |

Of course it is permissible—even desirable—to use general expressions. But note some exceptions to the "facts and figures" rule:

1. When it is not possible to be specific: "You may not have the precise figures or facts."
2. When you wish to be diplomatic (considerate): "You have missed three invitations to my office" is harsh; you may be more tactful by saying "I've sent you several reminders to see me in my office."
3. When exact figures are unimportant, as in "more than half the committee was present."

## Put Action in Your Verbs

Verbs can activate other words and help make your sentences alive, more vigorous. That is, to have dynamic sentences (1) use active rather than passive verbs and (2) put action in your verbs rather than in nouns and infinitives.

### Use the Active Voice

When the subject performs the action described by the verb, the verb is said to be in the active voice. Usually the active voice puts the verb up front. "The financial officer *reported* to the Board." Here the subject (the financial officer) reported; the verb "reported" is active, is up front in the sentence.

Conversely, when the subject receives the action of the verb, the verb is in the passive voice: ("The report by the financial officer was heard by the Board.") A passive verb has three characteristics:

- The subject does not do the acting in a sentence.
- The verb consists of two or more words, one of which is in some form of "to be" (is, is being, am, are, was, were, will be, has, or have been, had been, or will have been).
- The word "by" is expressed or implied (by whom or what).

#### Passive (Subject Receives the Action)

The tests were administered by the professors.

Grades of students will be sent to you by the school.

#### Active (Subject Performs the Action)

Professors administered the tests.

The school will send students their grades.

When the subject acts there is more life, vividness.

Active verbs help make your sentences more

1. *Specific.* "The dean decided" is more explicit than "A decision has been made."
2. *Personal.* "You will note" is both personal and specific; "It will be noted" is impersonal."
3. *Concise.* The passive requires more words and thus slows both writing and reading. Compare "Figures show" with "It is shown by figures."
4. *Emphatic.* Passive verbs dull action. Compare "The students held a contest" with "A contest was held by the students."

Sometimes, however, you may prefer the passive voice instead of the active, as in the following situations:

1. *When you want to avoid personal, blunt accusations or comments.* "The October check was not included" is more tactful than "You failed to include. . ." "Attendance at the meeting is required" is less harsh than "You must attend. . ."

2. When you want to stress the object of the action. In "Your savings account is insured up to \$100,000," you have intentionally stressed "your account"—not the firm that does the insuring. Also, "You are invited" is better than "We invite you."
3. When the doer isn't important in the sentence. In "Three announcements were made before the meeting started," the emphasis is on the announcements, not on who gave them.

### Put Action in Verbs, Not in Nouns

**Verbs propel thought; they move ideas in place of slower-moving nouns.**

Seven verbs—*be, give, have, hold, make, put, and take*—(in any tense) might be designated as "deadly" when the action they introduce is hidden in a "quiet noun." The examples below show how each deadly verb with the noun and preposition (all underlined) can be changed to an action verb that shortens the sentence.

| Action Hiding in a "Quiet" Noun   | Action in the Verb  |
|---|---|
| The function of this office <u>is the collection of payments and the compilation of statements.</u> | This office <u>collects payments and compiles statements.</u> |
| Professor H. will give <u>consideration to the report.</u>  | Professor H. will <u>consider the report.</u>                 |
| The proposal has a <u>requirement for . . .</u>   | The proposal <u>requires that . . .</u>                       |
| Students <u>held the meeting in the office.</u>   | Students <u>met in the office.</u>                            |

### Put Action in Verbs, Not in Infinitives

| Action Hiding in Infinitive  | Action in the Verb  |
|--|---|
| The duty of a secretary is <u>to check all incoming mail and to record it.</u> In addition, it is his or her responsibility <u>to keep the assignment book up to date.</u> | A secretary <u>checks and records all incoming mail and keeps the assignment book up to date.</u> |

### Choose Vivid, Image-Building Words

**Business writing uses less figurative language than does the world of fiction.**

Among the devices you can use to make your messages forceful, vivid, and specific are sensory appeals, comparisons, figurative language, concrete nouns, and well-chosen adjectives and adverbs. But use these devices with caution: business writing uses fewer descriptors than does a magazine article or fictional writing.

### Checklist 2.4 Concreteness

1. Were you precise in using facts and figures wherever possible?
2. Did you use the active voice more than the passive?
3. Is there action in verbs rather than in nouns or infinitives?
4. Did you try to occasionally use vivid, image-building words? But in business writing, use them sparingly.

#### Sensory Appeal

Concrete language often evokes a sensory response in people; it appeals to one or more of the five senses. Such language tends to be more descriptive than conventional business language. For example, instead of saying "It was hot in the factory," you might appeal to both sight and touch by saying "Sweat trickled down the arms of the line workers"; or "The secretary's face was wrinkled after squinting into the computer the entire day." Although sensory appeals are used primarily in marketing products, they also have a limited place in providing color and specificity in other forms of business communication.

#### Comparisons

Analogy (either figurative or literal) or comparisons can make an unclear idea clear or make an idea more vivid. Compare the bland images in the left column with those in the right column:

##### Bland Image

Proposals submitted this quarter were uninteresting.

This is a long letter.

##### More Vivid Image

Too many simple sentences, too many simplistic ideas gave the impression of the writing of a first-year student.

This letter is three times as long as you said it would be.

#### Figurative Language

Use figures of speech with caution. When used sparingly they do make an idea more vivid. Consider the following three examples.

##### Literal (and Dull)

Her work in groups was exemplary.

Some women were stopped in their promotions.

##### More Vivid, Figurative

She could be called "the spark plug of the group."

Many women faced the "glass ceiling" in their company.

### ■ Communication Probe

In the ancient world, rhetoricians (teachers of oral communication) suggested that ornativeness in language was a significant part of communication. Indeed, there were communication practitioners and theorists who argued that ornativeness in words and their use within a sentence were core to effective communication.

Such heavy emphasis on ornate communication slowly disappeared in communication texts in the Renaissance and later. Organization of ideas, support for those ideas replaced the micro divisions and subdivisions of how to be more ornate in communication. Today ornativeness in communication is more characteristic of honorary degree citations or keynote speeches at political conventions. Metaphors (implied comparisons between two things) are modern day uses of figures of speech thoroughly discussed in ancient communication texts. Business communication today uses few forms of ornativeness.

Hildebrandt, H. W. (1988). Some influences of Greek and Roman rhetoric on early letter writing. *The Journal of Business Communication*, 25(3), 7-26.

#### Literal (and Dull)

Our budget analysis will begin soon.

#### More Vivid, Figurative

This is the first shot across your bow as we begin to review your budget for next year.

## CLARITY

Getting the meaning from your head into the head of your reader—*accurately*—is the purpose of *clarity*. Of course, you know this is not simple. We all carry around our own unique interpretations, ideas, experiences associated with words

- Choose precise, concrete and familiar words.
- Construct effective sentences and paragraphs.

### Choose Precise, Concrete, and Familiar Words

Clarity is achieved in part through a balance between precise language and familiar language. When you use precise or concrete language, you select exactly the right word to convey your meaning. Precise words need not be pretentious. When you use familiar language, you select a word that is part of your personal repertoire, familiar to the audience, and appropriate for the situation. Familiar words, as between two good friends, for example, are often conversational, and occasionally may be part of a speech or written communication.

When you have a choice between a long word and a short one, use the short, familiar word that your reader or listener will quickly understand. Also, use synonyms instead of Latin terms (L) if they, though short, may be unfamiliar to your audience.

**When in doubt, use more familiar words; audiences will understand them better.**

Familiar  
about  
after  
home  
for example  
pay  
invoice

Pretentious  
circa (L)  
subsequent  
domicile  
e.g. (L)  
remuneration  
statement for payment

Notice how the following statement with unfamiliar words is expressed clearly in the revision using familiar words.

**Unfamiliar:** After our perusal of pertinent data, the conclusion is that a lucrative market exists for the subject property.

**Familiar:** The data we studied show that your property is profitable and in high demand.

Although it is appropriate to use technical terms and business jargon in some professional situations, avoid it when you communicate with a person who is not acquainted with the terminology. If you must use such terms, define them briefly and clearly. If you don't, you'll confuse, embarrass, or irritate the reader. You may even be forced to explain later, as in the following classic story:

A plumber wrote the National Bureau of Standards to tell them hydrochloric acid is good for cleaning out clogged drains. (Before you go any further into the story, visualize the plumber. Assume you don't know him and have never exchanged correspondence. It is a pretty good guess he isn't a college graduate—maybe he didn't finish high school. But he probably is a good plumber—at least conscientious—because he's writing to the bureau to tell them something he thinks will help other people.)

In reply to the plumber's message, a technical specialist of the bureau wrote:

The efficacy of hydrochloric acid is indisputable, but the corrosive residue is incompatible with metallic permanence.

The plumber then wrote to thank the bureau for agreeing with him—when, of course, the bureau was actually disagreeing with him. Sensing the plumber didn't understand, another member tried to set the man straight by writing:

We cannot assume responsibility for the production of toxic and noxious residue in hydrochloric acid, and suggest you use an alternative procedure.

Again the plumber thanked the bureau. Then, in desperation, the department manager wrote:

for t just muriatic acid. It eats hell out of  
the paper.

A writer says and will say throughout the book, understanding the audience he's writing to, the familiar words: those known by the speaker and the listener. Here are just a few examples.

#### Possibly unfamiliar:

- assured valuation
- charge to your principal
- casement for ingress and egress
- buy-outs
- scribbler's compacts

#### Familiar to the Layperson

- property value for tax purposes
- increase the balance of your loan
- allows passage in and out
- purchased by another company
- letters passed along to which readers added comments

With the increased use of E-mail there is the tendency to be concise. The danger is that you must know the meaning of the E-mail acronyms which aim conciseness. For instance how many of the following abbreviations do you know? IMO, FAQ, LOL, MOTOS. Respectively: in my opinion, frequently asked question, laughing out loud, member of the opposite sex.

### Construct Effective Sentences and Paragraphs

At the core of clarity is the sentence. This grammatical statement, when clearly expressed, moves thoughts within a paragraph. Important characteristics to consider are length, unity, coherence, and emphasis.

#### Length

Try for an average sentence length of between 17 and 20 words.

Generally, short sentences are preferred. The suggested average sentence length should be about 17 to 20 words. Because variety in sentence length adds interest to writing, adopt a range of from 3 to 30 or more words. But when a sentence exceeds 40 words, try to rewrite it into more than one sentence. Also, if all sentences are short (under 10 words), the result is primerlike language—choppy and overly simple.

#### Unity

In a sentence—whether simple, compound, or complex—unity means that you have one main idea, and any other ideas in the sentence must be closely related to it. "I like Jim, and the Eiffel Tower is in Paris" obviously is not a unified sentence.

#### Coherence

In a coherent sentence the words are correctly arranged so that the ideas clearly express the intended meaning. Place the correct modifier as close as possible to the word it is supposed to modify. In the following examples notice why each "unclear" sentence conveys a wrong meaning, and how it's corrected in the "clear" sentence.

### ■ Communication Probe

A former assistant managing editor of the *New York Times*, Theodore Bernstein, summarized a series of studies in his classic book—*Watch Your Language*—concerned with one question: Why were some newspaper writers considered more understandable than their colleagues? On review of the newspaper stories, one fact stood out: The more understandable writer used more short sentences. One study compared a journal article with few sentences with the same story with many sentences.

| Longer Sentence Version       | Shorter Sentence Version |
|-------------------------------|--------------------------|
| Number of words 271           | 265                      |
| Total sentences 5             | 21                       |
| Average words per sentence 54 | 12                       |

After two groups of students took comprehension tests on what they had read, the shorter sentence version resulted in a comprehension level of 64 percent as against 9 percent in the longer sentence version.

Bernstein, T. (1958). *Watch your language*. (p. 112) New York: Channel Press.

- Unclear: Being an excellent lawyer, I am sure you can help us.  
 Clear: Being an excellent lawyer, you can surely help us.  
 Clear: As you are an excellent lawyer, I am sure you . . .
- Unclear: His report was about managers, broken down by age and gender.  
 Clear: His report focused on age and gender of managers.  
 Clear: His report about managers focused on . . .
- Unclear: After planting 10,000 berry plants, the deer came into our botanist's farm and crushed them.  
 Clear: After our botanist had planted 10,000 berry plants, the deer came into his farm and crushed them.

### Emphasis

**Most often, put main ideas up front within a sentence.**

The quality that gives force to important parts of sentences and paragraphs is emphasis. Writers must decide what needs emphasis, and then choose correct sentence structure. In a complex sentence the main idea should be placed in the

## ■ Checklist 2.5 Clarity

1. Choose as precise or as concrete a word as possible.
2. Select words that have a high sense of appropriateness for the reader.
3. Opt for the familiar word, the one that is not pretentious.
4. Limit average sentence length to 17 to 20 words.
5. Insert no more than one main idea into a sentence.
6. Arrange words so that the main idea occurs early in a sentence.

main clause; the less important points are in subordinate (dependent) clauses or phrases.

For instance, in the first sentence below, the two ideas appear to be of equal value. In contrast, if the important idea is that the "airplane was difficult to control," the second sentence would be more meaningful and emphatic: its main idea is in the main clause.

**Little emphasis:** The airplane finally approached the speed of sound, and it became very difficult to control.

**Better emphasis:** As it finally approached the speed of sound, the airplane became very difficult to control.

**Little emphasis:** Candidates should be motivated and have interest in static and dynamic testing of material, and have those prerequisites and others.

**Better emphasis:** Prerequisites in candidates should include expertise in static and dynamic testing of material.

In addition to using the above methods for emphasis, the PCs of today—and related software—allow innumerable ways to visually add emphasis to words. Though it is impossible to list all of them, some visual procedures include: headings, tabulations, itemizations, graphs, line charts, pie charts, underlinings, italics, indentations, colored capitals or italics, or even wide or short margins. The visual innovations are endless.

## COURTESY

**Knowing your audience allows you to use statements of courtesy; be aware of your message receiver.**

True courtesy involves being aware not only of the perspective of others, but also their feelings. Courtesy stems from a sincere you-attitude. It is not merely politeness with mechanical insertions of "please" and "thank you," although applying socially accepted manners is a form of courtesy. Rather, it is politeness that grows out of respect and concern for others.

In addition to following the guidelines discussed under "Consideration," courteous communicators generate a special tone in their writing and speaking. The following are suggestions for generating a courteous tone:

- Be sincerely tactful, thoughtful, and appreciative.
- Use expressions that show respect.
- Choose nondiscriminatory expressions.

### Be Sincerely Tactful, Thoughtful, and Appreciative

#### Tact

Though few people are intentionally abrupt or blunt, these negative traits are a common cause of courtesy. Sometimes they stem from a mistaken idea of conciseness, sometimes from negative personal attitudes, sometimes from not knowing the culture of a country or even groups of people. Avoid expressions like those in the left-hand column below; rephrase them as shown in the right-hand column.

##### Tactless, Blunt

Stupid letter; I can't understand any of it.

Clearly, you did not read my latest fax.

I rewrote that letter three times; the point was clear.

##### More Tactful

It's my understanding . . .

Sometimes my wording is not precise; let me try again.

I'm sorry the point was not clear; here is another version.

**E-mail messages are short and often informal.**

Writing a letter to a customer outside the company requires more "niceties" than writing an E-mail within your company. A one-sentence internal E-mail to a colleague could be this short:

Phil, give me a call at #41279 and give me the number of the report you're sending along to the VP.

A fax or letter to a foreign company would not be as short, or blunt; instead, add a few more tactful words:

It was kind of you to write and extend holiday greetings. Here in the States the Christmas season is a high point of the year. Thank you for your regards.

Because our company receives many reports from China and your company, we need the number of the report you sent us in October. We need this in order that our electronic files can easily find it.

in the system. We then wish to send the report along to our Vice President of Marketing.

### Thoughtfulness and Appreciation

Writers who send cordial, courteous messages of deserved congratulations and appreciation (to persons both inside and outside the firm) help build goodwill. The value of goodwill or public esteem for the firm may be worth thousands (or millions) of dollars. Be especially thoughtful and courteous when communicating with Asian cultures: they like the soft, more polite approach in both oral and written communication.

### Use Expressions That Show Respect

No reader wants to receive messages that offend. Such expressions are discussed in two groups: irritating expressions and questionable humor.

#### Omit Irritating Expressions

Following is a consensus list; that is, it includes a list of expressions many people find irritating. Avoid these expressions, particularly used with "you" or "your":

|                                 |                                |
|---------------------------------|--------------------------------|
| contrary to your inference      | you are delinquent             |
| delinquency (delinquent)        | you are probably ignorant of   |
| I do not agree with you         | the fact that                  |
| if you care                     | you claim that                 |
| I'm sure you must realize       | you did not tell us            |
| inexcusable                     | you failed to                  |
| irresponsible                   | you forgot to                  |
| obnoxious                       | you have to                    |
| obviously you overlooked        | you leave us no choice         |
| owing to your questionable      | you neglected to (overlooked)  |
| credit we are unable to         | you say                        |
| simply nonsense                 | you should know                |
| surely you don't expect         | you surely don't expect        |
| we are amazed you can't         | your apparent disregard of our |
| we don't believe                | previous request leaves us     |
| we expect you to                | no alternative                 |
| we find it difficult to believe | your complaint                 |
| that                            | your failure to                |
| we must insist                  | your insinuation               |
| we take issue                   | your neglect                   |
| why have you ignored            | your stubborn silence          |

#### Omit Questionable Humor

When in doubt as to the relevance of humor, leave it out.

Laughter to one person is disgust for another; each of us has a different sense of humor. A flippant attitude can be in poor taste, as seen in the following note. When in doubt be more formal. The second note is also informal, but courteous

**NOTE 1 Offensive**

Hey man, what's this I hear about the good news?  
You sure pulled a fast one this past weekend—and  
then didn't tell any of us about it.

Give my regards to the little lady. And wish her  
the best; she'll need it.

**NOTE 2 More courteous**

Warm congratulations on your wedding!

Well, you certainly took us by surprise. In fact,  
just a few of us even suspected you were taking  
off to get married. But even though we didn't  
hear about it until later, we—my wife and I—wish  
you the best.

Give our warm regards to your new partner.

**Choose Nondiscriminatory Expressions**

Another requirement for courtesy is the use of nondiscriminatory language that reflects equal treatment of people regardless of gender, race, ethnic origin, and physical features. The suggestions selected here can be particularly useful for your written and oral business communication.

**Sexist Terms: "Man" Words**

In western culture there is more concern than in other cultures about using the term *man* as part of a compound noun.

For a long period of time *man* was accepted to denote not only a male person but, generically, humanity at large. Today many people in the United States connect *man* with a "male human being." Thus the English language—more so than other languages—uses alternative expressions for *man* that are neuter in form. Some examples are:

**Questionable**

freshman

manpower

man-made

the best man for the position

**More Desirable**

entering students; first-year  
students

workers; employees; work force;  
personnel

manufactured; constructed; built  
the best person; the best  
candidate for the position

**Singular Pronouns**

English lacks a neuter singular pronoun signifying "he" or "she." Previously we accepted—and some persons still do—masculine pronouns in expressions as "anyone . . . he" or "each customer . . . his bill." The trend today is to avoid using *he*, *him*, and *his* when referring to the hypothetical person or humanity in general.

**Questionable**

Anyone who comes to class late will get his grade reduced.

**More Desirable**

Students who come late to class will have their grade reduced.  
 [Reworded to omit unnecessary pronouns.]

Each customer will have the new changes noted on his bill.

Customers will have the new changes noted on their bills.  
 [Reworded into the plural.]

"Our criteria are firm: he is to be a scholar; he is to be a good teacher."

Our criteria suggest he or she is to be a good scholar and a good teacher.  
 [Reworded to include both genders.]

"You guys should all be concerned about the issue."

Both men and women, all of you should be concerned about the issue.  
 [Reworded to include both genders.]

The executives may benefit from the stock options. He will . . .

The executives may benefit from the stock options. Each executive may . . .  
 [Reworded to repeat the noun or a similar noun if a few words intervene.]

Each manager has an assigned parking place. He should park his car . . .

Every manager has been assigned a parking place. Each car should be parked in . . .  
 [Reworded into the passive.]

In sum, use good judgment. Some companies use the masculine *he* quite freely; know the culture of the company before making a final decision when writing.

**Recognize that the emphasis on gender neutrality is more common in the United States than in other countries.**

**Names**

When using names, treat each gender with respect: use names in parallel form.

**Undesirable**

Ted Aprill and Ruth  
 Mrs. Aprill and Ted

**More Desirable**

Ted and Ruth Aprill  
 Ms. Aprill [she desires this] and Mr. Aprill

### ■ Checklist 2.6 Courtesy

1. Ask yourself: Does the communication have a sincere you-attitude?
2. Have someone else look at your statement if you have doubts about whether it is tactful. Another opinion may cause you to reconsider making a statement.
3. Be cautious in using humor in communication. Here too it pays to have someone else review your words.
4. Be careful in using discriminatory language; this means being aware of gender, race, age, color, creed, sexual preferences, or ethnic origins.

## CORRECTNESS

At the core of *correctness* is proper grammar, punctuation, and spelling. Major principles relating to each of these qualities are in Appendix A.

However, a message may be perfect grammatically and mechanically but still insult or lose a customer. The term *correctness*, as applied to business messages, also means the following three characteristics:

- Use the right level of language.
- Check accuracy of figures, facts, and words.
- Maintain acceptable writing mechanics.

### Use the Right Level of Language

We suggest that there are three levels of language: formal, informal, and sub-standard. Take a quick guess: What kind of writing is associated with each level? What is the style of each?

*Formal* writing is often associated with scholarly writing: doctoral dissertations, scholarly articles, legal documents, top-level government agreements, and other materials where formality in style is demanded. The style is unconvotional, usually impersonal, and often contains long and involved sentences.

*Informal* writing is more characteristic of business writing. Here you use words that are short, well-known, and conversational, as in this comparison list:

**formal writing is more characteristic of business writing—even more so if what writing occurs in an E-mail message.**

| More Formal | Less Formal     |
|-------------|-----------------|
| participate | join            |
| procure     | get             |
| endeavor    | try             |
| ascertain   | find out        |
| deem        | think (believe) |
| edifice     | building        |
| utilize     | use             |
| interrogate | question        |

In the following poem, Enid C. Stickel offers a humorous example of how people try to formalize their language.

### Readability Gap

Colleges aren't schools,  
They are learning institutions;  
Problems don't have answers,  
They have viable solutions.  
People don't spend money,  
They re-allocate resources.  
Newsmen don't use tipsters,  
They rely on informed sources.

Speakers don't make speeches,  
They give oral presentations.  
Bosses don't set quotas,  
They just indicate objectives.  
Workers don't take orders,  
Though they implement directives.

Machinery can't break down,  
But components can malfunction.  
A court does not command  
It just issues an injunction.  
Programs don't have failures,  
They have qualified successes.  
And jargon doesn't hurt you—  
It just constantly distresses!

Avoid *substandard* language. Using incorrect words, incorrect grammar, faulty pronunciation all suggest an inability to use good English. Some examples follow:

#### Substandard

ain't  
can't hardly  
aim at proving  
desirous to  
irregardless  
stoled  
brung  
should of

#### More Acceptable

isn't, aren't  
can hardly  
aim to prove  
desirous of  
regardless  
stolen  
brought  
should have

### Check Accuracy of Figures, Facts, and Words

It is impossible to convey meaning precisely, through words, from the head of the sender to a receiver. Our goal is to be as precise as possible, which means checking and double-checking to ensure that the figures, facts, and words you use are correct.

#### Figures and Facts

- Verify your statistical data.
- Double-check your totals.
- Avoid guessing at laws that have an impact on you, the sender, and your message receiver.

**A good check of your data is to have another person read and comment on the validity of the material.**

- Have someone else read your message if the topic involves data.
- Determine whether a "fact" has changed over time.

In other words, there are accepted measures for statistical analysis just as there are rules for good grammar. At the bottom of all our suggestions, however, is this prescription: Be alert to accuracy because of changing rates, regulations, laws, and conditions locally and even internationally.

### Words That Confuse

Our English language is constantly changing. In fact, even dictionaries cannot keep up with the rapid change in our language. But the dictionary is still a major source for locating correct words and their intended meanings. The following list includes only a sample of the many words often confused in usage:

|                        |   |
|------------------------|---|
| a, an                  | Use <i>a</i> before consonants and consonant sounds or a long "u" sound. Use <i>an</i> before vowels or a silent "h."   |
| accept, except         | <i>Accept</i> is a verb and means to receive. <i>Except</i> is a verb or a preposition and relates to omitting or leaving out.  |
| anxious, eager         | <i>Anxious</i> implies worry; <i>eager</i> conveys keen desire.   |
| between, among         | <i>Between</i> involves two people or two groups; <i>among</i> , three or more.   |
| biannually, biennially | <i>Biannually</i> means "two times a year" or "every 2 years"; <i>biennially</i> , "every 2 years."   |
| continual, continuous  | <i>Continual</i> means "recurring regularly" (like lapping ocean waves). <i>Continuous</i> means "without stopping."  |
| counsel, council       | <i>Counsel</i> means (as a verb) "to advise" and (as a noun) "lawyer," "advice." <i>Council</i> (noun) is an advisory or governing group.   |
| effect, affect         | In business usage only, <i>effect</i> is a noun; it means "result," "condition," or "influence." Both words are verbs—to <i>effect</i> is "to bring about"; to <i>affect</i> is "to influence." |
| eminent, imminent      | <i>Eminent</i> means "high in station, merit, esteem," "prominent." <i>Imminent</i> means "about to happen," "threatening" (said especially of a danger or catastrophe).                        |
| farther, further       | <i>Farther</i> is more used to express distance in space; <i>further</i> for distance in time, quality, or degree.  |

### ■ Checklist 2.7 Correctness

1. Select the right level of language for your communication: either formal or informal.
2. Realize that informal language is most often used in business communication.
3. Check—often by letting another person read your material—for correct figures, facts, and words.
4. Apply the principles of accepted mechanics to your writing.

imply, infer

*Imply* means "to insinuate" or "suggest"; *infer* means "to conclude." A writer *implies*; the reader *infers*.

lay, laid, laid  
lie, lay, lain

A person or a sheet *lies* (rests) on the bed, but a person *lays* the book on the table or *lays* himself or herself on the bed. If you can substitute *place(s)* and answer *what?* use the proper tense of *lay*.

principal, principle

*Principal*, as an adjective, means "chief," "main"; as a noun, it means "sum of money" or "head of a school." *Principle* means "rule" or "basic truth."

which, that, who

*That* refers to persons or things; *who*, to people; *which*, only to things.

who, whom

Use *who* as the subject of a verb—"Who will win?" Use *whom* as the object of a verb or a preposition—"Whom can you trust?" (You can trust *him* or *her*, not *he* or *she*.) "For *whom* will you vote?"

### Maintain Acceptable Writing Mechanics

All the material discussed in Appendix A relating to mechanics, word processing, and appearance of business messages is relevant here. With the various packages available for computers, both grammar-checks and spell-checks have made your editing tasks easier. Yet we recommend careful attention to the mechanical part of every well-written document.

### SUMMARY

Knowing the seven C's, and using them, will help you become a better communicator; the principles for these seven criteria for good communication are core

to this book, and we hope will be your criteria for good communication in the future.

Be *complete* in giving your message receiver all necessary information. One way to remember this suggestion is to think of the five W's: *who*, *what*, *when*, *where*, and *why*.

Apply the second C, *conciseness*, through eliminating wordy expressions, including only relevant material, and avoiding unnecessary repetition. Consistently ask this question: Which word, sentence, or paragraph may be eliminated without omitting relevant material?

Prepare your messages with the audience in mind. *Consideration* means putting yourself in their place. Focus on "you" in place of "I" or "we." Stress the positive in your messages.

Insert specific, definite, and vivid words to make your messages *concrete*, the fourth C principle. Use specific facts and figures; put action in your verbs; and choose vivid, image-building words.

Think of *clarity* as using words that are familiar to the message receiver. Additionally, use sentences that average 17 to 20 words, contain one main idea, are coherent, and give emphasis to ideas more often in the beginning of a sentence.

Respect your message receiver. The sixth C principle, *courtesy*, means being tactful, thoughtful, and appreciative. Such writing also implies using expressions that show respect and use nondiscriminatory language.

Review all your communication for *correctness*. This last of the seven C's focuses on correctness in grammar, punctuation, and spelling. Additionally, give thought to the right level of language and the checking of figures, facts, and words.

## EXERCISES AND PROBLEMS

### Exercises Involving International Issues

#### 1. Understanding a Foreign Country Through Viewing Its Newspapers.

One of the better ways of understanding a foreign country is to spend time viewing one of their newspapers, written in English of course. Foreign students in class may wish to read a paper in their native language. Your task is this: Set up a list of criteria for good English writing and then apply those criteria to the foreign paper. Some criteria you may wish to consider are these:

- a. Use of headings to the stories
- b. Tendency to overuse certain words, such as the article *the*
- c. Control over prepositions
- d. Difficulty with using tenses

#### 2. Analysis of Foreign Form of Written Communication.

Here is an interesting assignment for the foreign students in class: Have each of them analyze a form of writing (letter, memorandum, report, E-mail, or other) as completed in their native language. Their task is to write an analysis of dif-

ferences between their native format and those practiced in their native country. Each student should feel free to select his or her own criteria for the comparative statement.

### Exercises of a General Nature

3. **Comparative Report on a Current Periodical.** Apply two or three of the Seven C's discussed in this chapter as criteria for evaluating several different kinds of publications. (1) Do your analysis of one of the following documents. (2) Have another member of the class analyze the same document. (3) Compare results before reporting to the class on where you agree and where you disagree. You may select your analysis document from the following list or select one on your own:
  - a. *The Wall Street Journal*, the *New York Times*, the *Washington Post*, or a local newspaper in your area
  - b. An annual report
  - c. Periodicals such as the *Economist*, *Business Week*, *Readers Digest*, *Fortune*, or a journal of your choice
  - d. A story from a popular magazine
  - e. The letter from the chairperson in a company's annual report
  - f. This textbook, or another textbook selected from your major
4. **Restatement of Long Thoughts into Shorter Thoughts.** Translate the following gobbledegook into the original proverbs. Then compare sentence length (total words) in each concise proverb with the total words in the gobbledegook counterpart.
  - a. All's well that is finalized effectively.
  - b. Be it a minimal dwelling in a depressed socioeconomic area, there is no place like home.
  - c. All programmed activity and nonutilization of recreational outlets make Jack a less than fully realized personality.
  - d. Do not attempt statistical estimates of your chickens before it is feasible to correlate volume variances with projected expectations.
  - e. The utilization of a superfluity of culinary personnel maximizes disorganization and has a deleterious effect on the broth.
5. **Assignment to Move a Thought from Formal to Informal Writing.** Rewrite the following example of formal writing into a more informal business style:

On behalf of the committee investigating the issue of sex discrimination in the hallowed halls of academia, we respectfully request, indeed implore, that we earnestly seek your recommendation for cri-

teria to remove such discrimination. Furthermore, it is the intent of the committee that you use all means available to you, including via our approval additional measures, to submit no later than the 6th of October 1997 those criteria to us. Finally, be it known that your information be made available to the committee in both hard-copy form and computer disk, the latter compatible with MS-DOS machines.

6. **Exercises on Choice of Words.** Choose the correct word or words that should be used in each sentence listed below.
- a. This act will not (effect, affect) my confidence in you.
  - b. I am (anxious, eager) to (tell, advise) you that you are right.
  - c. (Continuous, continual) rains are drenching the fields.
  - d. We assure you (its, it's) a pleasure to do as you suggest.
  - e. Enclosed (please find, is) my check for (\$100.00, \$100)..
  - f. RXZ College employs 10 (imminent, eminent) scholars.
  - g. The dissension (between, among) the five departments has been settled by a (well known, well-known) authority.
  - h. The man (who, which, that) was crossing the street was struck by a car (who, which, that) Mr. Smith was driving.
  - i. (A, An) university regent held (a, an) one-hour meeting with (a, an) honor society (council, counsel).
  - j. We sold (fewer, less) fans last month.
  - k. We had (already, all ready) received the suit when your letter arrived. I am (already; all ready) to write this customer.
  - l. Your rug should (lie, lay) (smooth, smoothly) on the floor.
  - m. The (principal, principle) of honesty should be evident here.
  - n. Be courteous to (whomever, whoever) comes to your desk.
  - o. A large number of bills (is, are) outstanding.
  - p. Do you know (who, whom) the manager promoted yesterday?
  - q. The decision is a secret between Ron and (I, me).
  - r. We have a large (quantity, amount, number) of suits here.
  - s. Either Ellen or (myself, I, me) will call you Monday.
7. **Substitution of Simpler for More Complex Word.** Assume that you are writing to the average citizen who has contacted your company. Offer appropriate synonyms for the following words in order to improve understanding:

|                |            |             |
|----------------|------------|-------------|
| accelerate     | allegation | default     |
| aggregating    | contingent | discrepancy |
| rescind        | accord     | cunning     |
| validity       | censure    | hot polloi  |
| modus operandi | de facto   | de jure     |
| circumvent     | paucity    | archaic     |

8. *Suggestions for Gender-Neutral Terms.* Suggest some gender-neutral alternatives for the following terms:

|           |           |                |
|-----------|-----------|----------------|
| freshman  | man-hours | workmanship    |
| repairman | layman    | showmanship    |
| manmade   | chairlady | checkroom girl |
| girl      | womankind | man the desk   |

9. *Recriting a Document into Nongender Terms.* For the following inter-departmental memo, (a) number the paragraphs (1 to 4), (b) under every paragraph number, list all nongender, neutral statements—each on a separate line—and (c) opposite each statement write an appropriate nonsexist version.

TO: Mrs. Erica Cosmos      DATE: May 10, 199-

FROM: Tom Grant

SUBJECT: CPC Staffing Requirements

I would like your support along with that of Charles to serve as cochairman of our Staffing Requirements Committee for the Communications Planning Centers. As you know, the CPCs are a most important sales tool, and we need highly qualified manpower with top salesmen.

The other committeemen I have appointed to work with you are Scott Durke, Fred Picker, Miss Helen Jaynes, and Mrs. Thoms.

One of the important jobs at the centers is that of professional sales demonstrator, which requires many man-hours of work. This man will be an entry-level group manager, responsible for all equipment sales demonstrations. He must of course be extremely knowledgeable about all our products and services. Currently this assignment is being handled by Miss Carolyn Mayer at our II Center and by Kermit Smith at ABC Center. Both are doing a superior job.

We would like this task to be a one-year rotational assignment and be filled with the best available candidate—man or lady. This job experience can greatly benefit the assigned individual.

and make him more valuable to our company on future reassessments. Please get your committee together this week to begin an extensive search for good people who are available for these assignments. If you need help typing announcements or other materials, I've asked the gals in the typing pool to be available.

A group of four students belonging to ANS university conducted a survey at a number of universities in Karachi to find out the most used mobile applications by undergraduate and graduate students. The following is an extract from their report. Revise and edit the extract for completeness, clarity, and precision. Write the revised version in your answer copy.

This survey investigated university students' most used mobile applications. Students belonging to many leading universities in Karachi participated in the survey. A great majority of the student respondents were young adults with very few being in their late twenties.

The results of the survey demonstrated that the most used mobile applications by the students were the messaging applications. Almost all the students regularly used all of the most popular messaging applications of today. The second category of most used mobile apps included social networking sites with many students preferring Facebook to Twitter. The next category included games of various kinds. Most of the students played war or combat related games. The last category included MS Office tools with a staggering majority of students using MS PowerPoint.

These results provide useful insight to the software developers targeting the youth at universities. The students expressed a desire for improvements in some of the war games they played. The students also expressed a need for mobile apps which could assist them in tackling various issues in their studies and academic life in general.

**The following sentences are too wordy. Make them concise. You will be required to use a variety of strategies.**

1. Animal testing is cruel, barbaric, and merciless.
2. Ahmer's skills are illustrative of the fact that he has studied with great dedication.
3. It is necessary for students to fill in both questionnaires.
4. There are eight instructors teaching in the Mechanical Engineering department currently.
5. It seems that most North Americans think of motor scooters as vehicles that exist only in European countries.
6. I have conducted an investigation to study the marketing strategies of all our competitors.
7. The report is an attempt to identify the causes behind the collapse of the bridge.
8. This manual of instructions was prepared to aid our dealers in being helpful to their customers.
9. It is the responsibility of our Production Department to see that it meets the requirements of our Sales Division.
10. In spite of the fact that it's a longer commute, I made the decision to take them up on the job they offered me.
11. I was not facilitated in reading the comments that she had written in my paper because of the hand-writing that was illegible and therefore could not be read.

12. Due to the fact that some of the guests that we invited to the meeting have not yet arrived at this time, we will be delaying the start of the meeting till 7:30 p.m., at which time the meeting will commence.

13. It is my objective to utilize more fully and satisfactorily both my university educational experience and my skills as an editor, preferably in a full-time employment position with your firm.

**Make the pronoun references clear.**

1. The files arranged by the temporary workers were badly out of order, so we sent them back to the main office.
2. The car went over the bridge just before it fell into the water.
3. The senator opposes the bottle bill, which displeases many of his voters.

**John works at the IT department of a company. He received a complaint from a colleague at the accounts department. John's reply to the complaint is rude and subjective. Make it objective and professional.**

- a. We received your complaint via our website response system. As you neglected to include precise details about the issue you were facing in data entry, please be advised that your complaint has been ignored.

**Rewrite the following paragraph using an objective and impersonal style.**

- b. From my understanding of the article, capital punishment may not be beneficial because it is inhumane. I feel that societies should provide a better solution to citizens than putting their criminals to death. My essay will demonstrate that capital punishment should be abolished and I will provide three supporting reasons.

**Do as directed:**

- a. When preparing the fabric, it is wise to clean and treat the fabric, depending on the type of fabric, in the same manner as the finished garment would be cleaned, to remove this residue. (revise for conciseness)
- b. Weather problems in the area resulted in damage to the computer systems. (revise for clarity)
- c. Most of the employees are against the new policy. (Rewrite for concreteness)
- d. Thomas Edison made the famous declaration that genius was 99 percent perspiration and 1 percent inspiration, but Noyce had the preference of spending as much time as possible in the inspiration stage. (Write active voice/ action in the verbs)

**Make the sentences concrete by activating the hidden verbs.**

1. In 1972, Niles Eldredge and Stephen Jay Gould made the observation that the history of the book is marked by long periods of stability in format alternating with periods of radical change.

2. The writing tablet made of wood embedded with wax had been in existence since at least the fourteenth century B.C.
3. The company has made improvements in its technical support program.
4. My suggestion is that we make an alteration in the length of the cloak.
5. Thomas Edison made the famous declaration that genius was 99 percent perspiration and 1 percent inspiration, but Noyce had the preference of spending as much time as possible in the inspiration stage.