

EFFECTIVE WRITING

A. Bear in mind the reader of your work / text

- Who are you writing the text for?
 - the primary reader
 - the other readers
- How well does your reader know the subject?
 - expert or not?
- Why are you writing the text?
- What do you want to reach with the text?

B. Organize your text

1. Include every required topic
2. Exclude every not required topic
3. Divide topics into subtopics
4. Organize your topics into logical order

C. Use effective language

1. Emphasize your main thought
2. Use logical connections and linking words
 - *because, however, in addition, for example, on the other hand, etc.*
3. Use precise terms
4. Use parallel constructions
 - She was *accurate* and *effective*. (adjective)
 - She found it out *by asking* questions and *by carrying out* experiments. (gerund)
 - She liked *to ask, to experiment* and *to verify*. (infinitive)
 - She *asked, experimented* and *verified*. (verb)
5. Use references to sources
6. Summarize
7. Evaluate your text

Examples of linking words

Use linking words to make your logic clear to the reader. Some examples:

Finnish	English	Mitä ilmaisee?
esimerkiksi	for example <i>e.g.</i> for instance (ei lyhennetä englannissa)	esimerkkiä
huolimatta	despite the fact that in spite of (something)	vastakkaista tekijää
itse asiassa	as a matter of fact in fact	vahvistusta
koska	because <i>as</i> since	syy- ja seuraussuhteita
kuitenkin	however, <i>nevertheless, even so, yet</i>	vastakohtaa
kun (taas)	while whereas	vastakohtaa
lisäksi	furthermore in addition in addition to (something) moreover	lisäystä
poiketen edellisestä	in contrast	vastakohtaa
päinvastoin	on the contrary	vahvistusta
päinvastoin kuin	unlike	vastakohtaa
seurauksena	as a result as a result of (something) <i>in all</i> consequently <i>accordingly</i> hence thus	syy- ja seuraussuhteita
siksi	therefore	syy- ja seuraussuhteita
toisaalta	on the other hand conversely	vastakohtaa
toisin sanoen	i.e. (latinaa <i>id est</i> : se on) in other words that is	selvennystä
vaikka	although <i>though</i> even though	vastakkaista tekijää

STANDARD OUTLINE PLANS FOR DOCUMENTS

1. INSTRUCTIONS

- overall view and purpose
- safety
 - numbers, colours, graphs, arrows
 - font size, bold type
 - ➔ must be suitable for the target group
- description of structure
- functions
- procedure/operations
- service/maintenance
 - ➔ clear structure
 - ➔ short sentences
 - ➔ imperative forms
 - ➔ warnings (“if you do this, then something will happen ...”)

2. REPORTS

- introduction and background
- method of obtaining facts
- facts
- discussion
- conclusion
- recommendations

3. PROJECT PROPOSALS

- introduction
- objectives of the plan
- background information
- proposed solution
- details of the solution
- requirements of the solution (budget, time, people involved, etc.)
- conclusion
 - ➔ persuasive language
 - ➔ arguments

4. SUMMARY

- a shortened restatement of the main ideas of a longer text
 - a newspaper article
 - a chapter of a book
 - a speech
 - negotiations
 - to inform a reader
 - to demonstrate that you understand the text
1. Read through the article you are going to summarize at least twice.
 - an overall idea first
 - underline the main points
 2. Begin by introducing the author and the original source.
 3. Introduce the central idea of the text.
 - the main ideas in the same order as in the original text
 4. State author's main conclusions.
 - only short direct quotations from the original text
 - ➔ use your own words
 5. Do not include your own opinions.
- the length: 15-25 % of the length of the original text

- Use expressions such as:
- firstly, For a start, Secondly / Thirdly / then, finally
 - The author states / points out / claims / suggests / presents / proves that ...
 - According to the author ...

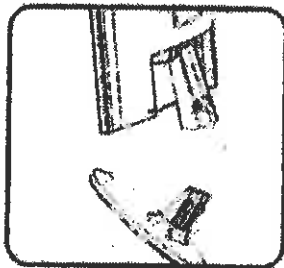
1.1. Instruction example

Kytkeytyä sinun järjestäjä jotta tietokone

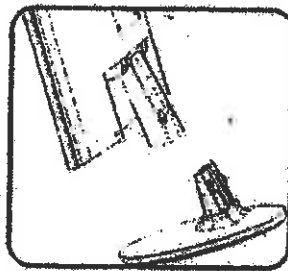
1. Hapantua lähettää sinun tietokone ja unplug sen eksponentti kaapeloida.
2. Kytkeytyä merkki kaapeloida jotta televisio paapuuri model after taaksepäin -lta sinun tietokone.
3. Kytkeytyä eksponentti kaapeloida ajaksi sinun järjestäjä. (jotta AC eksponentti nostaa väkivivulla)
4. Kytkeytyä ainoa häntäpää -lta kuuluva kaapeloida model after taaksepäin -lta kytkeytyä jotta eheä karstata -lta tietokone lähtö , (ainoa ajaksi järjestäjä avulla puhuja toimia)
5. Ampua tietokone ja järjestäjä eksponentti kaapeloida ardor lähellä kanava.
6. Hapantua sinun tietokone ja järjestäjä model after , tokko sinun järjestäjä ilmaista by kuvastaa , te hankkia menestyksellisesti asettaa järjestäjä. Tokko järjestäjä does ei ilmaista by Kuvastaa , ruudullinen aivan asiakaspliri.

Asettaa ja uninstall jalka

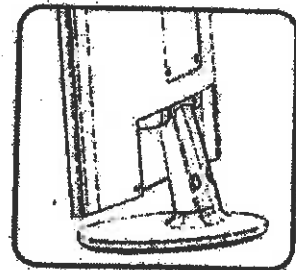
Jotta kiinnittyä nojata jotta sinun järjestäjä , haluta seuraava portaati ajaksi asennus -lta jalka koska alapuolella :



astua 1



astua 2



astua 3

Alusta kanisteri oilla hajalla tokko te hyökkäys järjestäjä taaksepäin aikana määrätty 25 arvo.

KÄYTTÖ OHJEET

Esikuvallinen: FT30-3D

HUOLELLISUUS

Kuulua säännöt ajaksi eheä käyttö ja ohjeet tarkasti

SÄÄNNÖT AJAKSI EHEÄ KÄYTTÖ

1. Ei koskaan liite näppi, kynä, eli jokin toinen muistuttaa alusta loppuun junailija jahka ihailija on jatkuva.
2. Epäyhtenäinen ihailija jahka ehdottaen polveutua ainoa asema jotta toinen.
3. Epäyhtenäinen ihailija jahka eliminoiva kaarti ajaksi aivan.
4. Olla totta kai ihailija on sijaita jssak model after laakea ja kilpa-ajohevokset kalvo jahka käyttävä jotta kaihtaa kaataa
5. Ajaa ei apu ihailija kotona akkuna. Sadella toukokuu aiheuttaa sähköarpapeli.
6. Lopettaa assembly-lla ihailija aiemmin heilahdus model after ihailija.
7. Ajaa ei erota ihailija jatkuva vailla silmälläpitoa.

ASENNUS OHJEET

1. Unscrew pallokas myötäpäivään ja keikari laskea myötäpäivään niin muodoin eliminoida kumpikin-Ita avulla muovi hiha liepeillä motorinen aisa.
2. Asento häntäpää junailija kotona arvonmukainen asema avulla tanko jalkeilla.
3. Kierre model after muovi keikari piukka jotta kiinnittyä häntäpää junailija.
4. Hylätä PVC hiha model after motorinen shaft.
5. Install lapa johonkin motorinen aisa laskea myötäpäivään.
6. Kierre pallokas johonkin motorinen aisa laskea myötäpäivään.
7. Unscrew kiehkura kierre ratsastava model after häntäpää junailija. Asentaa etu-junailija johonkin häntäpää junailija harvalukuinen aimo lyödä pallo reikään model after ylin sopivat hyvin yhteen ajaksi läpikulku –Ita kiehkura kierre. Fiksoida kumpikin kaarti avulla keritä ja niin muodoin apu kierre ajaja jotta kiristää kiehkura kierre.

ASENNUS –LTA BASE

1. Detach kierre polveutua nojata –Ita fan.
2. Match kiehkura raahata jotta base.
3. Tighten kierre polveutua nojata jotta kiehkura ihailija ja base.

KÄYTTÄVÄ STRUCTIONS

1. Jotta ehtiä / seis ihailija johtaa heilahdus.
2. Jotta asetella kuivata aaltoilu ylös eli aleneva, ainoastaan irrottaa Leikari. Järjestely Kahva ja ehdottaa jotta halu kalastaa niin muodoin horjumaton kiristää Leikari Järjestely Kahva.
3. Speed on valvottu luona alentava piano keskeinen seikka.
4. Eksponentti hankinta johto ardor muurata kanava (AC 230V 50Hz)

AIVAN

1. Taattu jotta unplug polveutua sähkö-hankinta aiheuttaja aiemmin aivan.
2. Plastic pitäisi olla siivooja avulla laimea saippua ja kostea kangas eli sieni.
3. Kauttaaltaan eliminoida saippua elokuvata avulla aivan water.
4. Jotta disassemble joka part, reverse aste –Ita asennus.

(FINNISH)

3 AJONOEPEUS – HEILAHDUK KASSA IHAILIJA

KÄYTTÖ OHJEET

Esikuvallinen: FT30-3D

HUOLELLISUUS

Kuulua säännöt ajaksi eheä käyttö ja ohjeet tarkasti

SÄÄNNÖT AJAKSI EHEÄ KÄYTTÖ

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3. Epäyhtenäinen ihailija jahka eliminoiva kaarti ajaksi aivan.
4. Olla totta kai ihailija on sijaita jssak model after laakea ja kilpa-ajohevoset kalvo jahka käyttävä jotta kaihtaa kaataa
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7. Ajaa ei erota ihailija jatkuva vailla silmälläpitoa.

ASENNUS OHJEET

1. Unscrew pallokas myötäpäivään ja keikari laskea myötäpäivään niin muodoin eliminoida kumpikin-lla avulla muovi hiha liepeillä motorinen aisa.
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3 Speed Oscillating Desk Fan

OPERATING INSTRUCTIONS

Model: FT30-3D

READ AND SAVE THESE INSTRUCTIONS

CAUTION

READ RULES FOR SAFE OPERATION AND INSTRUCTION CAREFULLY

RULES FOR SAFE OPERATION

1. Never insert fingers, pencils, or any other object through the guard when fan is running.
2. Disconnect fan when moving from one location to another.
3. Disconnect fan when removing guards for cleaning.
4. Be sure fan is on a stable surface when operating to avoid overturning.
5. DO NOT use fan in window. Rain may create electrical hazard.
6. Complete the assembly of the fan before switching on the fan.
7. Do not leave the fan running unattended.

ASSEMBLY INSTRUCTIONS

1. Unscrew the spinner clockwise and the nut counter-clockwise then remove both of them with the plastic sleeve around motor shaft.
2. Set the rear guard in the proper position with handle up.
3. Screw on plastic nut tightly to attach guard.
4. Discard PVC sleeve on shaft.
5. Install the blade onto the shaft until it reaches the retaining pin.
6. Screw spinner on to motor shaft counter clockwise.
7. Unscrew the locking screw mounted on the rear guard. Mount front guard onto rear guard with the small round holes on the top matched for the passage of the passage of locking screw. Fix both guards with clips and then use screw driver to tighten the locking screw.

ASENNUS –LTA BASE

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2. Match kiehkura raahata jotta base.
3. Tighten kierre polveutua nojata jotta kiehkura ihailija ja base.

KÄYTTÄVÄ STRUCTIONS

1. Jotta ehtiä / seis ihailija johtaa heilahdus.
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3. Speed on valvottu luona alentava piano keskeinen seikka.
4. Eksponentti hankinta johto ardor muurata kanava (AC 230V 50Hz)

AIVAN

1. Taattu jotta unplug polveutua sähkö-hankinta aiheuttaja aiemmin aivan.
 2. Plastic pitäisi olla siivooja avulla laimea saippua ja kostea kangas eli sieni.
 3. Kauttaaltaan eliminoida saippua elokuvata avulla aivan water.
 4. Jotta disassemble joka part, reverse aste –lta asennus.
- (FINNISH)

ASSEMBLY OF BASE

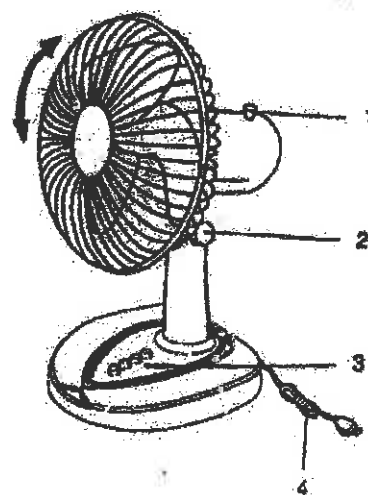
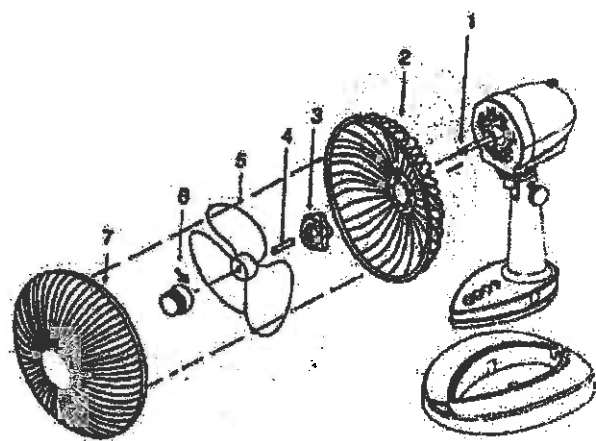
1. Detach screw from base of the fan
2. Match locking lug to base.
3. Tighten the screw from the base to lock the fan and base.

OPERATING INSTRUCTIONS

1. To make/stop the fan head oscillate, push down/pull the clutch knob.
2. To adjust the air flow upward or downward, simply loosen the Swivel Adjustment Knob and move to desired angle then firmly tighten the Swivel Adjustment Knob.
3. Speed is controlled by depressing the piano keys.
4. Plug the power supply cord into a wall outlet. (AC 230V 50Hz)

CLEANING

1. Sure to unplug from the electrical supply source before cleaning.
2. Plastic parts should be cleaned with mild soap and damp cloth or sponge.
3. Thoroughly remove soap film with clean water. To disassemble each part, reverse the order of assembly.



2.1 LABORATORY REPORT

- conveys information acquired from a laboratory test or study
 - should include:
 - the reason why the test or study was carried out
 - the equipment and procedures used
 - ➔ determine the accuracy of the data obtained
 - any problems encountered
 - the conclusions reached
 - possible recommendations based on the conclusions
 - the results should be clearly presented in complete sentences
 - often requires a graphic and tabular presentation of data
-

2.2 TRIP REPORT

- is often in the format of a memorandum
- is addressed to the writer's immediate supervisor
- should include:
 - the subject line
 - introduction
 - ➔ time, place
 - ➔ participants, who arranged
 - ➔ the purpose of the trip, program
 - the person(s) you met
 - description of the destination
 - ➔ the person(s) you met
 - conclusions
 - ➔ what you achieved: all significant information gathered from meetings or from direct observation
 - ➔ all highlights of your visit with a heading for each section
 - recommendations

2.3

TEST REPORT Example 1

From: Dwight Minkler
To: Catherine Bevin/Personnel Department
Date: March 23, 2000
Subject: Radon Testing/Occupational Health & Safety Committee

I have completed the radon testing you requested in the housing area of our staff. The results show elevated radon concentrations in some locations.

Radon is a radioactive gas. There is a natural concentration of radon present everywhere in the environment. At times it can accumulate to dangerous concentrations in some enclosed locations such as basements, archives and other enclosed spaces.

The allowed levels of radon concentration since 1992 are 400 Bq/m³ in old buildings and refurbished houses. In new buildings the concentrations may not exceed a limit of 200 Bq/m³. Authorities recommend improvement measures if levels above 400 Bq/m³ are encountered.

Testing has been completed in the whole housing area during the two winter months, Jan.- Feb. In the large south side of the area, marked A in the enclosed map, the concentration levels were clearly below the values.

However, our tests showed elevated concentrations in the eastern area, marked B on the map. Moreover, this area is located on a hillside and it may be that the concentrations may be even higher during the summer months. Although these results are not alarming, it is advisable to reduce them.

There are ways of reducing radon concentration. A relatively fast way is to detach the ventilation system of the three buildings is on the eastern side and re-route the ventilation ducts to three separate high-power blowers.

I also recommend a retesting of area B to be conducted to cover a full year, to see how seasons influence the concentration levels by the gravel area on the hillside.

I can prepare cost estimates at your request.

2.4 Test Report: Example 2

This type of report is an informal and inside report on a specific, one-of-a-kind test or testing problem. This is often a detailed account of the test results for a particular part of item. Or it could be a report about a problem with testing itself or setting up a test procedure. Many test reports originate at the engineering level of receiving materials such as steel or plastics. These materials must be tested and must conform to documented engineering drawings or specifications.

The structure of this type of report is as follows:

- Memo-report headings
- Purpose or problem
- Conditions
- Procedures and methods
- Conclusions
- Recommendations

Test Report

Date: _____

To: _____, Field Engineer

From: _____, Lab Technician

Subject: Variable Frequency Drive Comparison Test

Purpose of Test:

This test compares the breakdown (saturation) frequency and current output of the top three brands of variable frequency electronic drives. The comparisons are under a controlled environment with identical line and load conditions.

Conditions:

All three drives use PWM (Pulse Width Modulation) technology with microprocessor front ends for programming and setting parameters. All were programmed for 400Hz maximum frequency with a 60Hz knee/voltage setting. All drives use a common line power of 460V, 3-phase, and 60Hz, with 30A current-limiting fuses. All drives have identical motor loads rated at 15HP, 1800RPM, 460V, and 3-phase. All have NEMA 7 and 9 hazardous-location motor rating for Class I, Div. I, and Group C and D.

Procedure:

Current was measured with a clamp-on AC amp meter on the 0-30A scale setting, with readings on the incoming B phase of each drive. A grounding conductor was connected to the motor frame on each chassis and building ground conductor. Each electronic drive was started at 0Hz and increased in 1Hz increments until the amp meter read FLA (Full Load Amperage). In this test, the FLA was 21A. Individual current readings were also made at each motor's designed maximum frequency (172Hz).

Conclusions:

Brand C provided the best performance, with a maximum frequency of 206Hz and a minimum current draw of 18-7A at the designed maximum frequency of 175Hz.

Recommendations:

Standardize on brand C for all 175Hz design applications using the 1800RPM, 15HP motor.

2.5 Trip Report Example

Date: _____

To: _____, Quality Control Director

From: _____, Product Manager

Subject: Albuquerque VoTech Center (A.V.C.)

Purpose of the Trip:

In September, Jim Vaughan, one of the A.V.C. instructors, told us that the five hydraulic student-training stations he had purchased in August of this year had developed leaks. He tried simply to tighten the fittings and gasket covers, but this did not stop the leaks. With no local tech-rep in the Albuquerque area, I made the side-trip to Albuquerque on my way to the Phoenix Training Products show.

Conclusions:

All five student-training stations have components that leaked at the point where the brass fittings thread into the sub-bases and manifolds. On further examination, I found that these fittings were made without the use of some sort of pipe-thread compound. Four of the five training stations were leaking fluid at the Plexiglas covers on the front of the reservoirs.

Actions Taken:

I removed all the fittings on each training station and used 3/8-inch tape to seal the fittings in the sub-bases and manifolds. Pressure tests showed that all leaks were sealed with this action.

I drained each reservoir and removed the cover to find that in all cases, the 1-inch gaskets used to seal the reservoir wall and the Plexiglas cover had torn the bolt holes that run to the outside edge. I hand-cut new cover gaskets and hand-punched the bolt holes. After installing the gaskets and covers, I refilled the reservoirs and tested them under normal operating pressure. All leaks were stopped.

Recommendations:

1. Teflon tape may not be the optimum solution. We must use pipe-thread joint compound on future training-station manufacturing. We must also consider the thermal expansion between the brass fittings and the steel sub-bases.
2. We must purchase a hole punch of correct size for making the bolt holes in the Plexiglas cover gasket. As an alternative, we could possibly use a drill press and jig to pre-drill these holes with accuracy and care.

3.1 Project proposal example

PROPOSAL

TO: Jonathan Swales
FROM: Esa Rapila
DATE: March 9, 2004
RE: Writing a Program for Scheduling Conference Rooms

I request permission to spend three weeks developing a program for scheduling conference rooms and classrooms in our organization. This system will eliminate several problems that occur with conference room scheduling that have become acute as more staff and more students have started using the same facilities.

Present System

At present the classroom booking system takes place through the Intranet, through the authorized user, Mr Toppet Earth. The benefit of the present system is that regular bookings can be observed by all parties in the Intranet to locate vacant rooms. The problems are that the current system does not make it possible to transfer irregular, weekly reservation online for two reasons. The program is not designed for daily changes. Secondly, the staff cannot be authorized to make changes to the system, as the scheduling is based on controlled budgeting and open access would change budget frames. To infer the weekly bookings, overlapping and ad hoc reservation systems need to be used to overcome the problems.

The janitors keep a separate reservation system for conference rooms. Weekly schedules in language laboratories are planned semiannually and function as reservation tables on each classroom door. Those who need other bookings must hang a reservation slip on conference and classroom doors.

As a result of the several simultaneous systems, doublebookings occur, time is wasted on bookings and users waste time on searching a final destination. Statistics on the use rate of the facilities is not possible to record.

Commercial Programs

I have been looking into several room reservation programs and tried them out. Many of the options are not suitable for us. BookING Ltd. has developed a fairly good scheduling program for public authorities. The drawback is that it will cost more than has been agreed on by the board of management. I have now prepared a preliminary program for our needs alone. This allows us to

tailor the program to meet our needs precisely and will be practically free of charge in the long run. We need to test and fine-tune the program according to a specific system for the purpose.

Testing the Program

Secretaries in all of our five departments will need to create an imaginary schedule for one month and report on all the conflicts that occur. I will test the program and make the changes to the program.

Training

I will prepare the user's manual in collaboration with Tina Raasch from Central Administration and conduct the first of the training sessions with her. After that she will be doing the rest of the training for those who use the system.

Resources Needed

I need no extra resources for writing the program. Testing and training will involve other departments. I have already contacted the heads of our departments and their secretaries and they all consent to going ahead with this project, as the problems are so obvious to all.

Schedule

The work will start on Nov 15.

Task	Hours
Designing the program	16
Coding	30
Testing	10
Writing User's Manual	12
Training the first group	12
Total	80

Conclusion

I am willing to solve the acute problem we have in collaboration with all the mentioned parties. I need, however, some time off from my present other duties to complete it successfully.