

UNIT
7

Troubleshooter

Use Troubleshooter to help you correct common errors in your writing.

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7.1

Sentence Fragment

Problem 1

Fragment that lacks a subject

frag Sol went to the airport. Wanted to leave today.

frag Dora jogged to school. Was late for class.

frag My car broke down today. Couldn't start it.

SOLUTION Add a subject to the fragment to make a complete sentence.

Sol went to the airport. He wanted to leave today.

Dora jogged to school. She was late for class.

My car broke down today. I couldn't start it.

Problem 2

Fragment that lacks a predicate

frag Jo caught a plane yesterday. The plane at noon.

frag Colin baked a cake today. The cake in the oven.

frag Tatiana likes that court. The tennis court in the park.

SOLUTION Add a predicate to make the sentence complete.

Jo caught a plane yesterday. The plane left at noon.

Colin baked a cake today. The cake is in the oven.

Tatiana likes that court. The tennis court in the park is the one she likes.

Problem 3

Fragment that lacks both a subject and a predicate

frag Sylvia played the violin. *In the symphony orchestra.*

frag My cousin rode his bike. *To the store today.*

frag Alex bought new skis. *From the sports store.*

SOLUTION Combine the fragment with another sentence.

Sylvia played the violin in the symphony orchestra.

My cousin rode his bike to the store today.

Alex bought new skis from the sports store.



If you need more help avoiding sentence fragments, turn to Lesson 8.2, pages 361–362.

7.2

Run-on Sentence

Problem 1

Two main clauses separated by only a comma

run-on Barb went water-skiing, she skied behind the boat.

run-on I stopped reading, my eyes were tired.

run-on I worked hard on this chapter, I did well on my test.

SOLUTION A Replace the comma with a period or another end mark, and begin the new sentence with a capital letter.

Barb went water-skiing. She skied behind the boat.

SOLUTION B Replace the comma between the main clauses with a semicolon.

I stopped reading; my eyes were tired.

SOLUTION C Insert a coordinating conjunction after the comma.

I worked hard on this chapter, and I did well on my test.

Problem 2

Two main clauses with no punctuation between them

run-on My dog has fleas he scratches behind his ears.

run-on Husam bought that book he read it last week.

SOLUTION A Separate the main clauses with a period or another end mark, and begin the second sentence with a capital letter.

My dog has fleas. He scratches behind his ears.

SOLUTION B Insert a comma and a coordinating conjunction between the main clauses.

Husam bought that book, and he read it last week.

Problem 3

Two main clauses with no comma before the coordinating conjunction

run-on Samantha went home and she went to bed early.

run-on I can go to Roberta's party but I can't stay long.

SOLUTION Insert a comma before the coordinating conjunction.

Samantha went home, and she went to bed early.

I can go to Roberta's party, but I can't stay long.



If you need more help in avoiding run-on sentences, turn to Lesson 8.6, pages 369–370.

7.3

Lack of Subject-Verb Agreement

Problem 1

A subject that is separated from the verb by an intervening prepositional phrase

agr One of the radios are broken.

agr The boys in the class is singing.

SOLUTION Ignore a prepositional phrase that comes between a subject and a verb. Make sure that the verb agrees with the subject of the sentence. The subject is never the object of the preposition.

One of the radios is broken.

The boys in the class are singing.

Problem 2

A sentence that begins with *here* or *there*

agr There go the local train.

agr Here is the students who will write the report.

agr There is oil paintings in the art gallery.

SOLUTION The subject is never *here* or *there*. In sentences that begin with *here* or *there*, look for the subject *after* the verb. The verb must agree with the subject.

There goes the local train.

Here are the students who will write the report.

There are oil paintings in the art gallery.

Problem 3

An indefinite pronoun as the subject

aqr Neither of the girls have their umbrella.

aqr Many of the books is old.

aqr All of my pleading were in vain.

Some indefinite pronouns are singular, some are plural, and some can be either singular or plural, depending upon the noun they refer to.

SOLUTION Determine whether the indefinite pronoun is singular or plural and make the verb agree.

Neither of the girls has her umbrella.

Many of the books are old.

All of my pleading was in vain.

Problem 4**A compound subject that is joined by *and***

agr Posters and balloons was strewn around the gym.

agr The star and team leader are Rico.

SOLUTION A If the parts of the compound subject do not belong to one unit or if they refer to different persons or things, use a plural verb.

Posters and balloons were strewn around the gym.

SOLUTION B If the parts of the compound subject belong to one unit or if both parts refer to the same person or thing, use a singular verb.

The star and team leader is Rico.

Problem 5**A compound subject that is joined by *or* or *nor***

agr Either the actor or the actress appear onstage.

agr Neither the tomato nor the bananas looks ripe.

agr Either Mom or Dad are driving us to the movie.

agr Neither my brother nor my uncles likes trains.

SOLUTION Make the verb agree with the subject that is closer to it.

Either the actor or the actress appears onstage.

Neither the tomato nor the bananas look ripe.

Either Mom or Dad is driving us to the movie.

Neither my brother nor my uncles like trains.

Problem 6

A compound subject that is preceded by *many a*, *every*, or *each*

agr Every nook and cranny were searched.

agr Each boy and girl smile brightly.

SOLUTION Use a singular verb when *many a*, *each*, or *every* precedes a compound subject.

Every nook and cranny **was** searched.

Each boy and girl **smiles** brightly.



If you need more help with subject-verb agreement, turn to Lessons 16.1–16.5, pages 541–550.

7.4

Incorrect Verb Tense or Form

Problem 1

An incorrect or missing verb ending

tense Have you reach all your goals?

tense Last month we visit Yosemite National Park.

tense The train depart an hour ago.

SOLUTION Add *-ed* to a regular verb to form the past tense and the past participle.

Have you **reached** all your goals?

Last month we **visited** Yosemite National Park.

The train **departed** an hour ago.

Problem 2

An improperly formed irregular verb

tense The wind blowed the rain from the roof.

tense The loud thunder shaked the house.

tense Sophia bringed the horse back to the barn.

The past and past participle forms of irregular verbs vary. Memorize these forms, or look them up.

SOLUTION Use the correct past or past participle form of an irregular verb.

The wind blew the rain from the roof.

The loud thunder shook the house.

Sophia brought the horse back to the barn.

Problem 3

Confusion between the past form and the past participle

tense Mimi has rode the horse home from school.

SOLUTION Use the past participle form of an irregular verb, not the past form, when you use the auxiliary verb *have*.

Mimi has ridden the horse home from school.



If you need more help with correct verb forms, turn to Lessons 10.1–10.12, pages 401–424.

7.5

Incorrect Use of Pronouns

Problem 1

A pronoun that could refer to more than one antecedent

pro Sonia jogs with Yma, but she is more athletic.

pro After the dogs barked at the cats, they ran away.

pro When Sal called out to Joe, he didn't smile.

SOLUTION Rewrite the sentence, substituting a noun for the pronoun.

Sonia jogs with Yma, but Yma is more athletic.

After the dogs barked at the cats, the cats ran away.

When Sal called out to Joe, Joe didn't smile.

Problem 2

Personal pronouns as subjects

pro Vanessa and me like to camp in the mountains.

pro Georgianne and them drove to the beach.

pro Her and Mark flew to London.

SOLUTION Use a subject pronoun as the subject of a sentence.

Vanessa and I like to camp in the mountains.

Georgianne and they drove to the beach.

She and Mark flew to London.

Problem 3

Personal pronouns as objects

pro Joel is coming with Manny and she.

pro Please drive Rose and I to the store.

pro The dog brought the stick to Chandra and I.

SOLUTION Use an object pronoun as the object of a verb or a preposition.

Joel is coming with Manny and her.

Please drive Rose and me to the store.

The dog brought the stick to Chandra and me.



If you need more help with the correct use of pronouns, turn to Lessons 11.1–11.7, pages 435–448.

7.6

Incorrect Use of Adjectives

Problem 1

Incorrect use of *good, better, best*

adj Is mountain air more good than ocean air?

adj Marla is the most good babysitter I know.

SOLUTION The comparative and superlative forms of *good* are *better* and *best*. Do not use *more* or *most* before irregular forms of comparative and superlative adjectives.

Is mountain air better than ocean air?

Marla is the best babysitter I know.

Problem 2

Incorrect use of *bad, worse, worst*

adj Mandy's cold is the baddest cold I've ever seen.

SOLUTION The comparative and superlative forms of *bad* are *worse* and *worst*. Do not use *-er* or *-est* for irregular forms of comparative and superlative adjectives.

Mandy's cold is the worst cold I've ever seen.

Problem 3**Incorrect use of comparative adjectives**

adj Twine is more stronger than thread.

SOLUTION Do not use both *-er* and *more* at the same time.

Twine is stronger than thread.

Problem 4**Incorrect use of superlative adjectives**

adj This is the most hardest test I've ever taken.

SOLUTION Do not use both *-est* and *most* at the same time.

This is the hardest test I've ever taken.



If you need more help with the incorrect use of adjectives, turn to Lesson 12.3, pages 461–462.

7.7

Incorrect Use of Commas

Problem 1

Missing commas in a series of three or more items

com We had fish ◦ vegetables ◦ and bread for dinner.

com Help me make the beds ◦ sweep the floor ◦ and wash the windows.

SOLUTION When there are three or more items in a series, use a comma after each one, including the item that precedes the conjunction.

We had fish, vegetables, and bread for dinner.

Help me make the beds, sweep the floor, and wash the windows.

Problem 2

Missing commas with direct quotations

com "The concert ◦" said Dora ◦ "was loud and boring."

com "Tomorrow ◦" said Burton ◦ "I will read that book."

SOLUTION The first part of an interrupted quotation ends with a comma followed by quotation marks. The interrupting words are also followed by a comma.

“The concert,” said Dora, **“was loud and boring.”**

“Tomorrow,” said Burton, **“I will read that book.”**

Problem 3

Missing commas with nonessential appositives

com Mr. Unser ◦ our English teacher ◦ was born in England.

com Ms. Charo ◦ my mother's supervisor ◦ is taking us to dinner.

SOLUTION Determine whether the appositive is truly not essential to the meaning of the sentence. If it is not essential, set off the appositive with commas.

Mr. Unser, our English teacher, was born in England.

Ms. Charo, my mother's supervisor, is taking us to dinner.

Problem 4**Missing commas with nonessential adjective clauses**

com Devin ◦ who arose early ◦ smelled the eggs and bacon.

SOLUTION Determine whether the clause is truly essential to the meaning of the sentence. If it is not essential, set off the clause with commas.

Devin, who arose early, smelled the eggs and bacon.

Problem 5**Missing commas with introductory adverb clauses**

com When the whistle blows ◦ the workday is over.

SOLUTION Place a comma after an introductory adverbial clause.

When the whistle blows, the workday is over.



If you need more help with commas, turn to Lessons 20.2–20.4, pages 601–606.

7.8

Incorrect Use of Apostrophes

Problem 1

Singular possessive nouns

apos *Beths* dress is from France.

apos *My boss* report is on *Angelas* desk.

apos *My gerbils* fur is brown and white.

SOLUTION Use an apostrophe and an *s* to form the possessive of a singular noun, even one that ends in *s*.

Beth's dress is from France.

My boss's report is on Angela's desk.

My gerbil's fur is brown and white.

Problem 2

Plural possessive nouns ending in *s*.

apos *The boys* shirts are too big for them.

apos *My horses* manes are long and thick.

apos *My parents* friends joined them for dinner.

SOLUTION Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

The boys' shirts are too big for them.

My horses' manes are long and thick.

My parents' friends joined them for dinner.

Problem 3**Plural possessive nouns not ending in s**

apostrophe The childrens books are in the library.

apostrophe The womens meetings are in this building.

SOLUTION Use an apostrophe and an s to form the possessive of a plural noun that does not end in s.

The children's books are in the library.

The women's meetings are in this building.

Problem 4**Possessive personal pronouns**

apostrophe This new tape is her's, but the CD is their's.

SOLUTION Do not use an apostrophe with any of the possessive personal pronouns.

This new tape is hers, but the CD is theirs.

Problem 5

Confusion between *its* and *it's*

apos The bird built *it's* nest in the oak tree.

apos I want to know if *its* going to be sunny today.

SOLUTION Do not use an apostrophe to form the possessive of *it*. Use an apostrophe to form the contraction of *it is*.

The bird built **its** nest in the oak tree.

I want to know if **it's** going to be sunny today.



If you need more help with apostrophes and possessives, turn to Lesson 20.7, pages 611–612.

7.9

Incorrect Capitalization

Problem 1

Words referring to ethnic groups, nationalities, and languages

cap Many canadian citizens speak french.

SOLUTION Capitalize proper nouns and adjectives that refer to ethnic groups, nationalities, and languages.

Many Canadian citizens speak French.

Problem 2

The first word of a direct quotation

cap Devon said, "the new highway runs through town."

SOLUTION Capitalize the first word in a direct quotation that is a complete sentence.

Devon said, "The new highway will run through town."

Problem 3

Words that show family relationships

cap Dennis asked aunt Silvie to drive him to school.

SOLUTION Capitalize words that show family relationships when used as titles or as substitutes for people's names.

Dennis asked Aunt Silvie to drive him to school.



If you need more help in capitalizing, turn to Lessons 19.1–19.4, pages 583–590.

7.10

Lack of Parallelism

Problem 1

Failure to include articles before all the items in a series.

*You should have fun at the beach with the dolphins, fish, **all those** seagulls, and the sand.*

SOLUTION Apply articles to all the items in a series, or to only the first item in the series.

You should have fun at the beach with the dolphins, the fish, the seagulls, and the sand.

You should have fun at the beach with the dolphins, fish, seagulls, and sand.

Problem 2

Failure to apply pronouns to all items in a series

*I defeated Bob, a chess champion, Jenny, **who was** the fastest kid in school, and Michael, the football coach.*

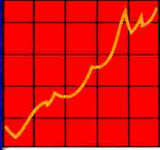
SOLUTION Apply pronouns to all the items in a series or only to the first item in a series.

I defeated Bob, who was a chess champion; Jenny, who was the fastest kid in school; and Michael, who was the football coach.

I defeated Bob, who was a chess champion; Jenny, the fastest kid in the school; and Michael, the football coach.



If you need more help with parallelism, see pages 63, 79, 128, 367, and 834.



Business and Technical Writing

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We encounter a number of business and technical documents in every day life. These types of documents are forms of expository writing because they inform or tell us how to do something. Among these types of documents are business letters, memos, work plans and contracts, public service announcements (PSAs), newsletters, and multimedia presentations.

Business Letters

A business letter is a formal letter written to a person who can grant a request, satisfy a complaint, or give information.

The following business letter is written to express a complaint. Note how the writer follows the tips suggested in the chart on the following page.

440 Mountain Rd.
Pickett, Idaho 67098
August 15, 20--

Mr. David Payne, Manager
The Sport Shop
2786 Aspen Avenue
Pickett, Idaho 67098

Dear Mr. Payne:

On August 13, I purchased a pair of in-line skates at the Sport Shop. That same day, I discovered that one of the wheels on the left skate is permanently stuck and won't roll.

On August 14, I took the skates back, and a customer service representative, Mr. Greely, said the skates couldn't be returned because they were bought on sale. Then he showed me a sign that said, "No Returns or Exchanges on Sale Items." I explained that the skates were unusable because of a defect, but Mr. Greely just pointed at the sign and helped the next person.

I understand that the skates were on sale and are not returnable, but I feel that your store should either replace the defective skate or refund my money. I am enclosing a copy of my receipt.

I also feel that it was wrong of Mr. Greely to ignore my complaint. My family has been shopping at the Sport Shop for years, and nothing like this has happened before. Thank you for taking care of this problem.

Sincerely yours,

Rachel Goldstein

The letter is addressed to a specific person.

The writer explains her complaint in the first paragraph.

The writer tells the story of what happened.

The writer tells how she thinks the complaint should be resolved.

The writer gives additional information.

Business Letters

Types of Business Letters

Business letters are a direct and effective way to communicate on many topics.

Use a business letter when you want to inquire, make a request, state an opinion, or voice a complaint. Keep the tone of your business letter formal and polite. Use standard American English, not slang or clichés (worn out expressions). Keep the language simple. “Thank you for taking care of this problem” is better than “I would appreciate it if you would look into this situation at your earliest convenience and take appropriate action.”

When you write a business letter, remember that the person receiving it is probably very busy, so a short letter is

more likely to be read than a long wordy one. Keep business letters to one page or less. Include only necessary information in a logical sequence.

When you write a business letter, use persuasive writing. If you are writing to complain about a problem with a product or service, you want to convince the person to correct the problem. When you write a letter of opinion, you want to persuade someone to agree with you and take action. Use a letter of application to convince someone to hire you for a job or consider you for membership or an award. Use a letter of inquiry when you want someone to give you information.

Knowing how to write an effective business letter is a skill you will use often.

TYPES OF BUSINESS LETTERS

COMPLAINT LETTER	REQUEST LETTER	OPINION LETTER	APPLICATION LETTER
<p>Identify the product or service clearly.</p> <p>Describe the problem accurately.</p> <p>Request a specific solution.</p> <p>Be polite.</p> <p>Keep a copy of your letter until your complaint has been resolved.</p>	<p>Be brief.</p> <p>State your request clearly.</p> <p>Include all necessary information.</p> <p>Make your request specific and reasonable.</p> <p>Include your phone number or a stamped self-addressed envelope.</p>	<p>State your opinion in the first sentence or two.</p> <p>Support your opinion with reasons, facts, and examples.</p> <p>Summarize your main points and offer a solution if possible.</p>	<p>Write to a specific person.</p> <p>Describe the job or program for which you are applying.</p> <p>List your qualifications.</p> <p>Tell why you're the best person for the job or award.</p> <p>Request an application form or an interview.</p>

Business Letters

Style

Business letters are usually written in one of two forms: block style or modified block style.

Block Style In the block style, all lines begin at the left margin. Paragraphs are not indented; they are separated by a line space. The letter on page 333 is typed in the block style.

Modified Block Style In the modified block style, the heading, the closing, your signature, and your typed name begin in the center of the line. The paragraphs may be indented—five spaces on a typewriter or half an inch on a computer—or not indented. The letter below is in the modified block style with paragraphs indented.

Heading	455 Pleasant Street Moran, California 78987 May 3, 20--
Mr. Kevin Kulakowski, Manager Moran Movie Theater 304 South Main Street Moran, California 78987	Inside Address
Dear Mr. Kulakowski:	Salutation
<p>On Saturday, May 1, I went to a movie at your theater. During the movie, I stood up to go to the concession stand and almost fell over because my feet had stuck to the floor! I know you can't clean up every single spill after every movie, but the sticky mess was so thick that it must have been there for a long time. When I moved to sit in a different part of the theater, the floor there was just as sticky.</p> <p>The men's restroom was very messy. Paper towels were strewn all over, and there were bugs around the floor drain.</p> <p>Please let me know when these problems have been corrected, so that my friends and I can come back to your theater and enjoy the movies again.</p>	Body
Closing	Sincerely,
Name and signature	Kurt Brady

Business Letters

The Parts of a Business Letter

A business letter has six parts.

The Heading There are three lines in the heading.

- your street address
- your city, state, and ZIP code
- the date

The Inside Address The inside address has four or more lines.

- the name of the person to whom you're writing (with or without a courtesy title such as *Ms.*, *Mr.*, or *Dr.*)
- the title of the person to whom you're writing (Place a short title on the same line with the person's name. A long title requires a separate line.)
- the name of the business or organization
- the street address of the business or organization
- the city, state, and ZIP code

The Salutation or Greeting The salutation should include a courtesy title, such as *Dear Mrs. Biedermeyer* or *Dear Mr. Bogden*. If you don't know the name of the person, begin with *Dear* and the person's title: *Dear Customer Service Representative* or *Dear Manager*. The salutation of a business letter is followed by a colon.

The Body The body tells your message.

The Closing The closing is a final word or phrase, such as *Sincerely* or *Yours truly*. The closing is followed by a comma.

Name and Signature Type your name four lines below the closing. Then sign your name in the space between the closing and your typed name.

Neatness Counts

Your reader will pay more attention to your opinion if your letter is neat.

- Type your letter or use a computer.
- Use unlined white paper.
- Leave a two-inch margin at the top and at least a one-inch margin at the left, right, and bottom of the page.
- Single-space the heading. Allow one or more blank lines between the heading and the inside address, depending on the length of your letter.
- Single-space the remaining parts of the letter, leaving an extra line between the parts and between the paragraphs in the body.

Friendly Letters

A personal, or friendly, letter differs from a business letter in purpose, tone, and length. The tone of a letter depends on the closeness of your relationship with the receiver. A friendly letter may be short (a thank-you note) or long (a detailed account of an interesting experience). Contrast the following friendly thank-you letter with the business letters on pages 333 and 335.

The familiar greeting is followed by a comma.

24 Hardcastle Lane
Pickett, Idaho 67098
August 10, 20--

Dear Aunt Elsie,

Thank you for the beautiful card and the generous birthday check. You never forget my special day!

Now I'll be able to buy the in-line skates I've had my eye on for months. Whenever I go skating, I promise I'll think of you.

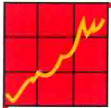
Mom and Dad send their best. We're looking forward to seeing you for Thanksgiving. Thanks again for remembering me.

Your loving niece,

Rachel

The tone is informal and friendly. The letter may be typed or handwritten.

The closing is informal. Even if the letter is typed, the signature is handwritten.



Activity

Imagine that your family traveled a long way to get to a vacation spot where you had reservations at a motel. When you arrived, your rooms had been given to someone else and the motel was full. Write a letter of complaint to the motel manager. Use either the block or the modified block format.

PURPOSE To write a letter of complaint

AUDIENCE Classmates

LENGTH One page

WRITING RUBRICS To write an effective letter of complaint, you should

- state your complaint in the first paragraph of your letter
- tell what you think is a fair solution and why



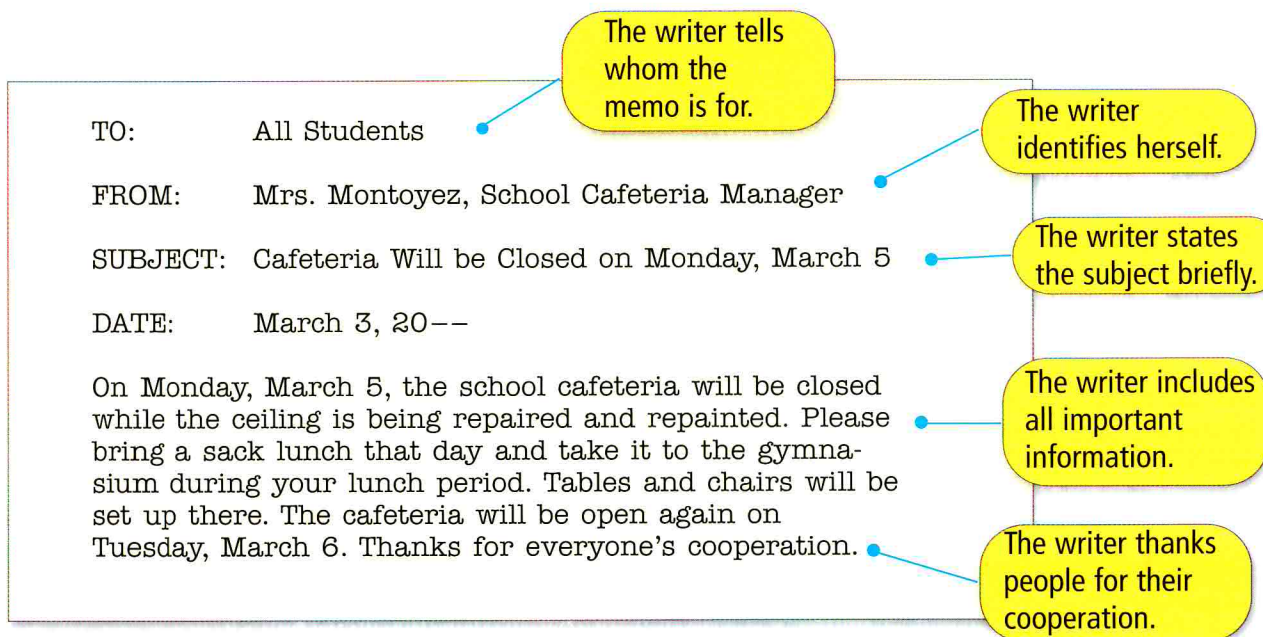
Technology Tip

You can set up a template for one or both of the business letter formats. Select **Page Setup** in the **File** menu to set the margins. Next, use the ruler to set any tabs or paragraph indentations you need. Then type in a made-up letter, format it with the size and style of type you want, and save the letter as a template. When you need to write a business letter, open the template, rename it (so that the original remains unchanged), and replace the made-up copy with your new letter. Some word processing programs have built-in templates or offer free downloads of templates at their Web sites.

Memos

A memo is a brief business note that gives the reader important information on a topic. Memos are written in formal lan-

guage but have a friendly tone. Memos are usually written to people you know or work with.



Types of Memos

Memos can be used to convey many kinds of important messages. You can write a memo to make an announcement, ask or answer a question, or make an assignment. A grocery store manager might write a memo to all cashiers about how to redeem a new store coupon. A church pastor might write a memo to the ushers, thanking them for volunteering and inviting them to a special dinner.

When you write a memo to make an announcement, include the most important details in one or two paragraphs. If you are using a memo to make a request,

tell your reader exactly what you want him or her to do. For example, you might say, "Please see me on Tuesday at 1:30 P.M. to discuss this." Use a memo when you want to remind people of an upcoming event they may have known about but forgotten or to remind them to do something. When you write a memo to assign a task, describe the task and include the date when it must be finished.

Always keep memos brief—one page or less. Don't include any extra information. Use formal language, but keep the tone friendly.

TYPES OF MEMOS

ANNOUNCEMENT

Headline your announcement in a few words on the subject line.
 Make the announcement in one or two short sentences in the first paragraph.
 Give details in a second paragraph.
 Include dates and times.

REQUEST

State your request briefly on the subject line.
 Make your request clear in the first sentence.
 Tell how people can respond to your request.
 Thank the readers for their help.

REMINDER

Begin the message with words such as, "I'd like to remind you to . . ."
 Give the most important information in the first sentence.
 Include necessary details like dates, times, and phone numbers.

ASSIGN A TASK

Name the task in the subject line.
 In the first sentence, use language such as, "Your job is to . . ." or "This assignment includes . . ."
 Give a brief description of the task.
 Give a date by which the task must be completed.

Style

Memos are written in the block style. Each heading and paragraph starts at the left margin. Memo headings are printed in

capital letters and followed by a colon. The words following the colon are capitalized like a title. Memos can include simple charts or a bulleted list if needed.

Words after headings align at the left.

Headings { TO: All Members of the Student Photography Club
 FROM: Mr. Lee
 SUBJECT: Pinhole Camera Project
 DATE: September 9, 20-- **Date**

Message The activity during our September 20 meeting will be to make a pinhole camera. You will need the following supplies:

- cereal box
- sewing needle
- 1 sheet of wax paper
- rubber band
- pair of scissors

Bulleted list

Please bring all materials to the meeting with you.

Memos

The Parts of a Memo

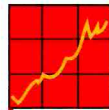
Headings A memo heading is a title word in capital letters followed by a colon. Most memos have four headings: TO, FROM, SUBJECT, and DATE, followed by the corresponding information.

Message The message is written in one or more paragraphs. Sentences are usually short—not longer than about twenty words. Some memos may include a bulleted or numbered list.

Neatness Counts

Create memos on a typewriter or computer. If you must handwrite a memo, neatly print in black ink.

- Use unlined white paper.
- Leave a two-inch margin at the top and one-inch margins at the sides and bottom of the page.
- Double-space each heading line.
- Use a double space between the headings and the message and between paragraphs.
- Single-space the lines of each paragraph.



Activity

Write a memo to your classmates about an event at a place you know. Include directions from your school to the place. Write the memo on a computer and revise it to make sure it is concise and flows logically. Proofread it for grammar and usage, spelling, and word choice. Post it in your classroom.

PURPOSE To write clear directions

AUDIENCE Classmates

LENGTH One page or less

WRITING RUBRICS To write an effective memo, you should

- state the topic clearly in the subject heading
- include all important information
- be brief



Technology Tip

Use a computer's word processing functions to help create a neat memo. Your software may contain one or more templates for memos. You can also create your own memo design. Experiment with typefaces and styles and sizes of type, but don't get too fancy. A memo's appearance, like its message, should be simple and to the point.

Work Plans and Contracts

Work plans are documents that describe the details of a project and show the progression of the work. The following work

plan shows assigned tasks and the completion dates. A contract often accompanies a work plan.

The writer identifies the plan in a title.

Cady School Newsletter Work Plan March 20-- Issue

The writer organizes information into columns.

Student	Assignment	Due Date
Ali Ziad	writing article on school election	2/5
	distributing newsletter to all classrooms	3/3
Matt Abrams	writing school calendar column	2/9
Tracy Everett	compiling sports schedule	2/9
Eiko Sanjo	editing election articles	2/9
	editing school calendar & sports schedule	2/15
	editing newsletter draft	2/28
Enrique Salinas	taking photos	2/15
	developing film	2/20
Greta Anderson	typing all articles into computer layout	2/23
	taking final copy to printer	3/3
	picking up copies from printer	3/5
Reema Johnson	adding graphics and scanning in photos	2/25

The writer lists each assignment and its due date.

Types of Work Plans

Work plans can be written to describe a project, list dates and times when work will be completed, and show who is assigned to each task. Contracts usually accompany work plans and must include the parties involved, the work to be done, the payment terms, and the time of performance.

When you describe a project, start by listing its objectives (goals). Then list all tasks to be completed. Describe in detail how each one is to be done.

Create a schedule to show when each

task must be completed. List each task under its deadline date.

The schedule should show the responsibilities of each person working on the project. You could organize this schedule in three columns, showing the person's name, his or her tasks, and the due date of each assignment, as in the model on this page.

Some work plans need a budget column that shows the expected costs of a project. To make a simple budget, list all the materials and other expenses involved.

Work Plans and Contracts

Then, next to each item, list the estimated cost. Leave a blank column to show the actual cost as money is spent.

Work plans make clear to everyone involved what his or her responsibilities

are and when the work must be finished. A well thought out work plan can keep people working smoothly together to finish a project on time.

TYPES OF WORK PLANS

PROJECT SCHEDULE

Use a title to show what the schedule is for.

List every task to be done.

Give the date each task is to be completed.

Organize the information in a table or columns so that it will be easy to understand.

ASSIGNMENT SCHEDULE

Name tasks briefly.

Make a graphic organizer to show who does what and when it is due.

Include every person involved and every task that must get done.

Include a due date for each task.

PROCESS OUTLINE

Use an outline or a series of numbered steps to explain a process (how a task should be done).

List the steps of a process in the order in which they must be completed.

Be brief.

Include only necessary steps.

BUDGET

Include a list of all of the costs involved in the project.

Estimate each cost.

Record actual expenses as they are paid.

Style

Work plans may include some sections written in paragraph form. Do not indent paragraphs. Instead, leave a line of space between paragraphs. Begin each line at the left margin.

If your work plan includes an outline, use Roman numerals for each item and capital letters to list details under each item.

Tables should be centered on the page if they are narrower than the width of your type block.

The Parts of a Work Plan

Title Work plans are titled to show the project or job they are for.

Objectives Work plans begin by stating the goals of the project.

Body The body can but does not need to include task descriptions and assignments, dates, schedules, an outline, and a budget.

Organization Counts

A badly organized work plan will confuse people and delay the completion of the project. Before writing a work plan, make lists of pertinent information; then experiment with the organization of your plan. Use a computer to create and revise your plan.

Goals

School Garden Project Work Plan

Title

Objectives

- * To plan and plant a butterfly garden in the central courtyard
- * To beautify the school grounds
- * To provide a habitat for butterflies
- * To teach students gardening skills
- * To teach students about butterflies

Dates

Project Dates

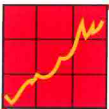
The project will begin on February 1, 2010, and will be completed by June 15, 20--.

Work schedule

Task Listing

Work Schedule

	February	March	April	May	June
Tasks	Research flowers and shrubs	Draw landscape plan	Lay out garden	Plant trees and flowering shrubs	Transfer seedlings to garden
	Make final plant and tree selection	Order Seeds	Dig beds	Install bird-bath	Purchase annuals and plant them
	Study seed catalogues		Start seeds in trays indoors		Make mulch beds



Activity

Brainstorm a list of projects for solving a technical problem or for providing a service. Choose one and create a work plan to show the progression of the project. Use the models on pages 341 and 343 to help you organize your plan.

Trade plans with a partner and discuss how the plans could be made clearer.

After you have finished revising your plan, make a final clean copy to display in the classroom.

PURPOSE To write a work plan

AUDIENCE Classmates

LENGTH One page

WRITING RUBRICS In order to write an effective work plan, you should

- write clear objectives
- list each task separately
- set realistic due dates
- organize the information in a clear, easy-to-read format

Public Service Announcements

A public service announcement or ad carries a message for a good cause. These ads are created by advertising agencies free of charge at the request of government agencies and nonprofit organizations. The ads

are often published at no charge by media such as radio, TV, newspapers, and magazines. The model below is a script for a thirty-second radio spot created for the state police.

The ad was created for a specific group.

State Police

“Click to Start” Ad title

:30 Radio Tells the length in seconds and the type of script

SFX: 2 car doors slamming

Alex: Let’s see. First the seatbelt . . .

SFX: metallic click

SFX Silence

Mom: Start the car, Alex. Characters’ dialogue

Alex: Can’t.

Mom: You passed driver ed. Don’t be scared.

Alex: I’m not scared.

Mom: Then, what? I’ve got to get the grocery shopping done.

Alex: When I was little you always told me the car wouldn’t start until everyone had their seat belts buckled.

Mom: Oh, for Pete’s sake!

SFX: Silence

Mom: Alex?

Alex: Mom?

SFX: metallic click

SFX: engine starting

SFX: loud rock music

ANNCR: If they don’t buckle up, don’t rev it up. Seat belts save lives! Announcer’s lines

Sound effect

Public Service Announcements

Types of Public Service Announcements

Public service announcements are written for a wide range of causes. Writers of these announcements use persuasive writing to make their messages convincing. The following are examples of public service messages: adopt a pet from the humane society; exercise for good health; stop smoking; don't do drugs.

There are three types of public service ads.

Broadcast ads include TV and radio commercials and announcements. TV ads rely on sights (visuals) and sounds. TV commercials are made up of action scenes to catch and hold the viewer's attention. Radio commercials rely on spoken dialogue and sound effects.

Outdoor ads are created for billboards, posters, and the sides of buildings. Billboards are only seen at a glance as people drive past, so the message uses large, eye-catching visuals and few words.

Print ads are found in magazines and newspapers. A headline catches the viewer's attention and a visual holds it. Print ads include a few lines of copy (text) to explain the message and to give other information the audience may need such as a phone number or location.

When you create a public service ad, you should always limit it to a single idea. Make that idea clear at first glance. Make your ad tell a story, as in the radio spot on page 344. Use persuasive writing to convince your audience to change an opinion or take action. You can persuade by example, as in the model radio script, or by including reasons to do something, as in the model print ad on page 346. Sometimes public service announcements are factual and serious in tone. For example, an announcement might show the effects of a car accident caused by a drunk driver. Other public service announcements use humor to deliver the message.

TYPES OF PUBLIC SERVICE ANNOUNCEMENTS

BROADCAST (TV AND RADIO)	OUTDOOR (BILLBOARDS AND POSTERS)	PRINT (NEWSPAPERS AND MAGAZINES)
Limit ad to fifteen or thirty seconds for TV, thirty or sixty seconds for radio. Check the timing of an ad by reading it aloud several times. Use persuasive writing to support a cause.	Use colorful visuals. Let the picture tell the story at a glance. Keep the copy to a very few words.	Use a clever headline to get the audience's attention. Include pictures and copy. Keep the copy brief and persuasive. Include information on how people can take action.

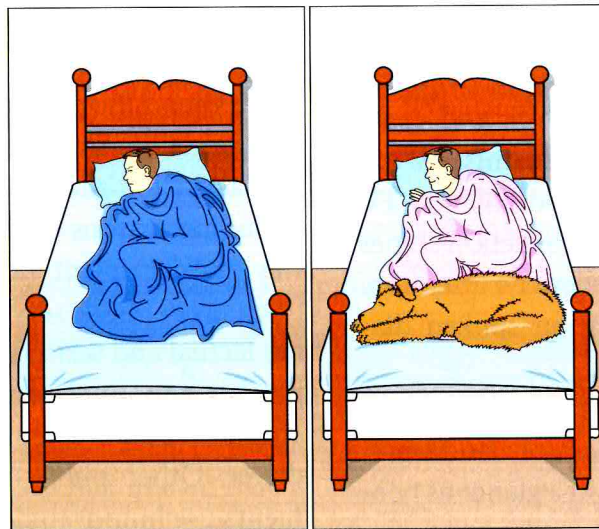
Public Service Announcements

Style

TV and radio commercials are written in script form, as shown in the model on page 344. Billboards, posters, and print ads are created as art to fit the size of the finished ad. Print ads are published in

standard sizes, such as a full page, half page, and quarter page. The space you have for an ad will help you determine how many details and how much copy you can include.

Cold feet? Get a bed warmer from the Humane Society **Headline**



Visual

You know your normal body temperature is 98.6°, but did you know that a dog's body temperature is 101.5°? Those extra three degrees are the reason the Inuits brought a dog or two into the igloo on frigid arctic nights. **Copy**

Now you can get your own personal igloo warmer (OOPS!) bed warmer from the Humane Society. The best friend bit is a bonus.

The Humane Society has three locations in Rock Creek.

Call 1-800-DOG-GONE

Information on where to go and what to do

The Parts of a Public Service Ad

Public service ads have some or many of the following parts, depending on the medium used.

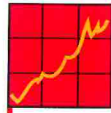
Headline A headline is a short, catchy statement designed to get attention. Both print and outdoor ads use headlines, but headlines on outdoor ads are even shorter than those on print ads.

Message The purpose of an ad is to carry a message to an audience. Each of the following parts helps to convey the message of an ad:

- headline
- copy (the written text in a print ad)
- visuals (any part of an ad that appeals to sight, such as pictures, artwork, movies, or animation)
- sound effects (in radio and TV ads)
- contact information (where to send a donation, what phone number to call, travel directions to a place)

Presentation Counts

In an ad, presentation is everything. If you are writing a TV or radio commercial, your story must unfold in a logical sequence to keep your audience watching or listening. In outdoor ads, your billboards must be eye-catching and deliver the message at a glance. In print advertising, your ad must first catch the audience's eye and then keep its interest with clever copy.



Activity

Work in a small group to choose a good cause for which you will create a public service announcement. Your ad may be a print ad, a poster, or a radio or television commercial. Decide which form is best for your announcement.

If you choose to create a print ad or a poster, you will want to start by making a sketch that shows the location of the headline, visual, and copy. When your ad is ready for publication, display it in the classroom.

If you choose to create a radio or television commercial, first write a script and read it aloud while timing it. It should fit a thirty- or sixty-second time slot. When your commercial is ready to be aired, play the final recording for the class.

PURPOSE To create a public service ad

AUDIENCE Teachers and students

LENGTH Thirty- or sixty-second commercial, one-page print ad, or one poster

WRITING RUBRICS To create an effective public service announcement, you should

- keep your copy short and to the point
- include contact information
- use visuals that work well with your copy
- use precise wording
- proofread carefully

Newsletters

A newsletter is a publication that reports on topics of interest to a specific group. Newsletters are collections of articles and

are often formatted in columns. The model below is from a newsletter sent to residents of a particular neighborhood.

The newsletter is for a specific group.

The articles report on items of interest to the group.

Walnut Acres Newsletter

A Newsletter for Residents of Walnut Acres

Volume 1, No. 3

October 20--

Board Meeting Schedule

Following is the schedule for board meetings for the last three months of 2001. All meetings will be held at the community room in the public library from 7 P.M. to 10 P.M. Every homeowner is welcome to attend.

Monday, October 8
Tuesday, November 6
Monday, December 3

Snow Plow Contract Awarded

The board of directors has awarded a contract to Snowbusters, Inc., to plow our streets after each snowfall throughout the winter.

The writer gives specific information, such as times and dates.

Walnut Acres Teenager to the Rescue!

Thirteen-year-old Demetra Koufalis of Hazelnut Street was walking by the north Walnut Acres entrance when a truck, eastbound on Hickory Road, veered out of control and demolished the entrance sign. The driver was not hurt, but he backed up over the sign and drove away.

Demetra memorized the license number of the truck and later identified the driver to the police.

Because of Demetra's great memory and quick thinking, the board was able to collect \$534.98 from the driver to replace the sign. Thanks, Demetra!

President's Message

At the September meeting, the board of directors set the following goals for 2002:

- Establishing a garden committee to develop and maintain flowerbeds for the south and west entrances to Walnut Acres. Anyone who is interested in serving on this committee should call Janelle Whitmore at 987-0876.
- Purchasing and installing new playground equipment in the west park. To help with this project, call Josh Bernard at 987-4356.
- Hiring a lawn-cutting service for the park areas. Neighborhood teens are welcome to bid for this job. Call Steve Harms at 987-6545 for a complete job description and information on how to submit a bid.

The writer includes contact information.

Newsletters

Types of Newsletters

Newsletters can be used to communicate information of interest to different audiences. Newsletters are published at regular intervals, such as weekly, monthly, or quarterly. How often a newsletter is published and how it is distributed depends on its purpose. A newsletter to keep employees aware of work progress might be published weekly and distributed by putting out a pile of copies in the room where workers take their breaks. A newsletter for stamp collectors might be published once a month and mailed to members' homes. A newsletter whose

purpose is to give information on an annual event, such as an art fair, might only be published once a year and mailed to people who attended previous fairs.

You might regularly receive more than one newsletter, depending on what your interests and hobbies are.

When you create a newsletter, include factual information such as dates, times, and locations of meetings and events. Also include articles on topics of interest to your audience. Keep newsletter articles short and to the point. You can include graphics to illustrate articles.

TYPES OF NEWSLETTERS

CLUB OR SPECIAL INTEREST GROUP

Give the newsletter a name that reflects the purpose of the group, such as *Bits and Bytes* for a computer group.

Publish the newsletter on a regular schedule.

Include a calendar of club meetings and special events of interest to members.

Include a summary of the last group meeting.

EMPLOYEE

Include dates, times, and details on events for employees, such as the company picnic.

Report news about employees, such as promotions, awards earned, retirement dinners, and new people in the company.

include photographs if possible.

Employees may be encouraged to produce the newsletter themselves.

CUSTOMER

Publish as a form of advertising for a business.

Send to customers or potential customers.

Include information about special sales or store events.


Include a column of information useful to customers, such as household hints or safety tips.

Newsletters

Style

Newsletters are written as a series of articles. The articles can be laid out in columns, like a newspaper, or in a single column the width of the page. Headings are used to separate articles. Some newsletters are more formal than others. A newsletter published by a large corporation might be printed on glossy white paper, written in formal language, and be several pages long. A club newsletter might have a catchy name, be printed on brightly colored paper, and be written in a conversational tone.

A newsletter keeps the same style and organization of articles from issue to issue. For example, the masthead (box with the newsletter name) is always printed in the same style so that readers will recognize the newsletter on sight. The main column on the front page might always be a message from the club president, and the lower right corner of the front page might always be used for the meeting schedule.



Trail Talk

The Newsletter of the Fresh Air Hiking Club for Teens

Volume and issue numbers
Volume 3, No. 4

Date of this issue April 20--

On the Trail
by Byron Brock

Last month five members of the Coventry Chapter walked the five-day route of the Painted Rock Trail through the Coventry Wilderness Area. The first day was very slow going because the trail was muddy from recent rains. On the second day, as we climbed higher, the trail became dry and views of the canyon below were spectacular. On the third day, we saw two black bears and a moose. In spite of the mud, I recommend this trail to experienced hikers.

Upcoming Club Hikes

The following backpack trips are open to all members. For more information or to sign up, call Tanya Smith at (877) 876-3939.

Trail	Dates
Redmond	April 6-8
Cling Peak	April 20-21
Black Creek	May 11-13

Articles

May Meeting Features Slide Show

Our May meeting will be held at 5:00 P.M. on May 27 in the Grange Hall at 594 Forest Street in Coventry. Andrew Lim, who hiked part of the Appalachian Trail last summer, will present a slide show entitled "Scenes of Appalachia." This meeting includes a potluck dinner. Bring your favorite trail dish and copies of the recipe.

Classified

Coleman Dual Fuel Backpack Lantern for sale. Good condition. Call Jeff at (734) 555-7477.

Lightweight tent for sale. Two-person dome with fly. Only used once. Best offer. Call Murph at (734) 555-8897.

The Parts of a Newsletter

The Masthead The masthead includes the following information:

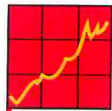
- title of the newsletter
- volume number (The volume number represents a period of publication, such as one year. All newsletters published in the first year would be Volume 1. All newsletters published the next year would be Volume 2, and so on. A school newsletter might start a new volume when the school year begins in September.)
- issue number (Issues are numbered in order throughout a volume. The first issue of each volume would be number 1.)
- date

Articles Newsletters are divided into articles on different topics. Some topics appear regularly, such as a meeting schedule or a classified ad section.

Organization Counts

Your newsletter is more likely to be read if it looks interesting and is well organized. Some tips:

- Create your newsletter on a computer.
- Give each article a title.
- Use graphics or illustrations to add interest.
- For a one- or two-page newsletter, use a single sheet of 8½-by-11-inch paper.
- Jazz up your newsletter with colored paper.



Activity

Class Project: Create and publish a class or school newsletter.

- Divide the following jobs among teams and individuals: design a masthead, decide on a title, brainstorm for article ideas, interview subjects, write articles, edit articles, design graphics and illustrations, lay out the newsletter on a computer.
- Some things you might include in your newsletter are coming events, school news, cafeteria menus, lost and found items, and student essays.
- Edit and proofread your newsletter, publish it, and distribute it to students, parents, and teachers.

PURPOSE To create and publish a newsletter

AUDIENCE People interested in your school

LENGTH One page

WRITING RUBRICS In order to create an effective newsletter, you should

- give your newsletter an appropriate title
- create a layout that is both attractive and easy to read
- use visuals to enhance the messages of articles and features

Multimedia Presentations

In multimedia presentations multiple kinds of media are used to present a topic. A television commercial might be described as multimedia because it has both sights and sounds.

Types of Media

In a multimedia presentation, you use multiple sight and sound media to give your audience information on your topic. You can use such media as photos, slides, posters, diagrams, charts, videos, handouts, CDs, and audio cassettes. If presentation software is available, you can combine text, various graphics, and sounds on a computer “slide show.”

Multimedia presentations can be used for many kinds of reports. You can make a multimedia presentation to inform your audience about a subject, to persuade an

audience to take some action, or even to sell a product. The chart below gives examples of different kinds of media you might use. Begin by thinking of possible subjects. Think about each subject and how it could be presented with different types of media. What facts could be made into graphic organizers? What sounds are associated with the subject? Do research at the library or on the Internet to learn more about each possible subject. Search for facts, statistics, and expert opinions.

Once you choose a topic, you can contact experts on the subject by fax or e-mail. Experts can answer your questions and also give you quotations you can use to make your presentation stronger.

When making a sales presentation, you want to make your product as appealing as possible. For example, if you are trying

TYPES OF MEDIA		
<p>VISUALS (SIGHTS)</p> <p>Use a photograph or slide to make your subject clear.</p> <p>Give a demonstration of how something works.</p> <p>Make a video to show action and appeal to your audience’s sense of hearing.</p> <p>Use a series of slides to show a process.</p> <p>Make handouts of information you want your audience to have.</p>	<p>SOUND</p> <p>Play a cassette or CD—of a bird’s song or sounds of the ocean, for example—to help your audience hear your subject.</p> <p>Use background music to help create a mood.</p> <p>Add sound effects to a slide show.</p>	<p>OTHER OPTIONS</p> <p>Appeal to your audience’s sense of touch by having individuals handle an object such as a seashell or a snake’s shed skin.</p> <p>If you are selling a food product, pass out samples to taste.</p>

Multimedia Presentations

to promote your new lawn-mowing service, you might make a series of slides that tell why your mowing service is better than your competitors' services. You could even add the sound of a lawn mower as a sound effect every time you change slides. You could conclude your presentation by giving the audience a handout showing your rates and information on how to contact you.

Style

- Keep each visual simple.
- Use large type for visuals. Experiment with type sizes in the room where you will present. See which type sizes would be visible from the back of the room.
- Do not crowd your visuals. Two typefaces and three colors are sufficient.
- Use the same border and background color on all your visuals to tie them together.

The Parts of a Multimedia Presentation

All multimedia presentations have three parts.

Introduction Introduce your topic in a way that will attract your audience's attention by using sound or a visual, or both.

- Introduce yourself by saying something like, "I'm Mario, and my presentation will show you why you should use my mowing service to keep your yard looking its best."

- Use a transparency or a slide to show your thesis in headline form while you introduce yourself orally.
- Use music to set the mood; then introduce yourself and your thesis.
- Give a demonstration of a product while explaining who you are and what you are doing.

The Body The body is the longest and most important part of your presentation. You explain your topic and support it with facts gathered from reliable sources, such as experts on the subject and encyclopedias and other reference books. Use media to present your facts and arguments in interesting ways. You can make sure your audience gets your message by allowing time for questions. You should try to think of possible questions in advance so that you can have extra facts and statistics ready to answer them.

Conclusion Use the final few moments of your presentation to restate your thesis and sum up the most important points. Keep your conclusion brief. Thank your audience for their attention.

Multimedia Presentations

Presentation Counts

If you were Mario, you could begin by playing a short recording of a lawn mower and then saying, “That’s the sound of your grass being mowed down to size by Mario’s Mowing Service.” Or you could present a video commercial showing your service in action.

Experiment with the order of your presentation on your family and friends until you find the most successful combination. Use humor when possible.

When it comes time to give your presentation, be enthusiastic, and your audience will be enthusiastic too.

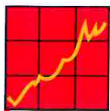
The presenter uses favorite songs that the audience associates with summertime to add sound to his presentation.

The presenter uses a slide to visually show the main points of his topic.

The tee shirt is a visual and introduces the subject to the audience at first glance.

Why Mario's?

- No lawn too big or too small
- Lawns cut weekly
- A free extra mowing when your lawn is growing fast
- All workers thorough and polite
- Shrubs, trees, and flowerbeds trimmed
- Clippings picked up and removed
- Driveway edging available at a small extra charge



Activity

As a class, use a video camera to make a multimedia commercial to sell a product or a service. Present your finished commercial to another class.

- Divide the class into working groups. Researchers can identify a product or a service, writers can write the script, and actors can star in the commercial. Other specialty jobs include set designers, prop persons, camera operators, and director.
- Include a description of all scenes in the script. You can find screenplay scripts in a library to show you how to do this. Specify how your commercial will include visuals and sounds.
- You may want to do a storyboard of your presentation. A storyboard includes rough sketches that show

each shot of your movie as the shot should look on camera. You can combine storyboard and script into a single document that will vividly summarize your commercial.

- Before filming the commercial, review the script with your classmates. Discuss ways to rearrange the material to make the commercial more effective.

PURPOSE To make a multimedia video commercial

AUDIENCE Another class

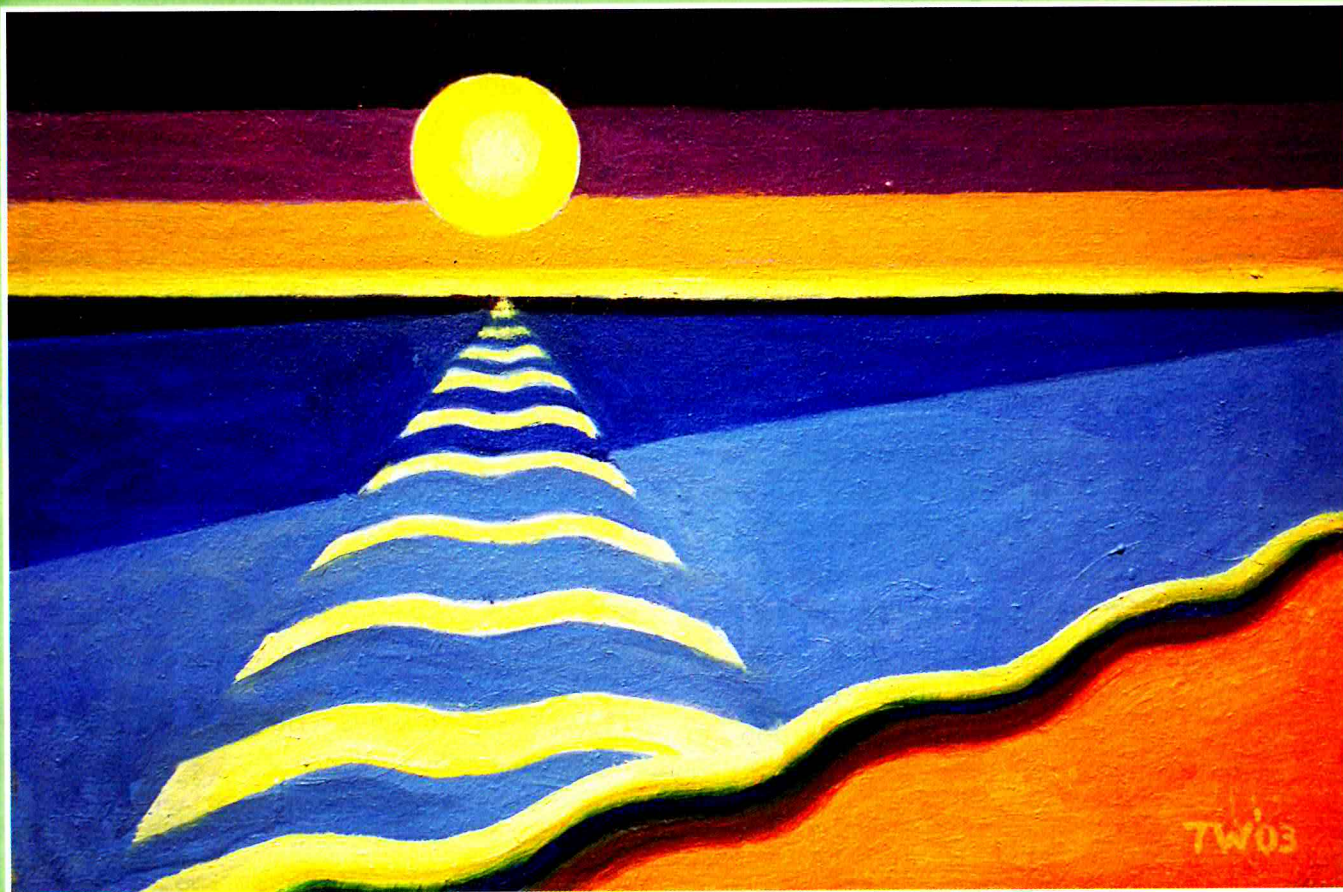
LENGTH Three minutes

WRITING RUBRICS In order to create an effective multimedia commercial, you should

- write an engaging script that will persuade the audience
- create and use visuals that will strengthen the message
- use reference materials as needed

Technology Tip

Presentation software allows you to combine text with sounds and graphics into a single production that can be shown on a computer monitor. Programs include a Help function that will help you create a presentation.



Tilly Willis, Sun Sea and Sand, 2003

“During the day the glass sun shimmered a beautiful yellow, the blue a much better color than the sky outside: deeper, like night.”

—Alma Luz Villanueva,
“Golden Glass”