ELEVENTH EDITION

Successful Writing at Work

PHILIP C. KOLIN

Instructor's Resource Manual

for

Successful Writing at Work

Eleventh Edition

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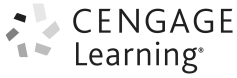

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PART ONE
General Approach to Teaching *Successful Writing at Work,* 11th Edition

Introduction

The purpose of *Successful Writing at Work*, Eleventh Edition, is to prepare students majoring in the sciences, technology, business, and all sorts of e-commerce for the variety of writing assignments they will encounter in their jobs. Teaching such a practical writing course, where skills can determine successful careers, requires that you emphasize the value of communication to students who are often more concerned about becoming prepared in their technical field. Obviously, there is no one right way to teach such a class. Depending on the needs and backgrounds of the students, teaching strategies may vary from one section to another of the same class. The following suggestions are only a few of the possible ways of incorporating the principles of *Successful Writing at Work*, Eleventh Edition into your class.

Educational Goals and Instructional Objectives

1. Compose a variety of well-structured, organized, grammatically correct forms of business communications, including using properly documented outside sources.
2. Distinguish and analyze the basic elements of business communications.

Teaching Approaches

Simulate the kinds of conditions students will face, or have faced, in the "real" world. You could begin the term by comparing yourself to an employer and students to your employees. (The shift from "student writing" to "employee writing" in *Successful Writing at Work* can help you here.) Neatness, accuracy, conciseness, and promptness in turning in work-all determine success on the job and in your course. In emphasizing the needs of an audience, use student experiences as examples. You may have students from seven or eight different majors in the class. Indicate that such an audience reflects the diverse readers in the world of business and industry. Explain that a broad audience may have little in common with the writer who thinks of him or herself as communicating only with other specialists.

Emphasize that since students will often exchange assignments, they should work collaboratively on projects and make presentations in front of a class or online. In doing so, they have to consider the different needs and backgrounds of their audiences. Moreover, point to yourself as one of the students' most important **readers** *(note that you are not their audience).* In doing this, you answer a question often unasked by students: How can English/communications teachers understand and grade the technical material written about in their classes? Stress that the writer's greatest asset is the ability to make technical subjects clear without distorting content, emphasizing your own ability as a researcher, your knowledge of the Internet, and so on.

Sometime during the first week of the term, call upon students to discuss their majors and careers. When they use jargon and unfamiliar abbreviations that confuse their listeners, emphasize the importance of considering the audience.

Sample Syllabus

Course Description:
This course develops the reading and writing skills needed to be successful in the workplace, including the rhetorical principles and compositional practices necessary for writing letters, memos, instructions, proposals, annotated bibliographies, short and long reports, and materials related to the job search. The course also focuses on producing visuals and giving effective oral presentations.

Course Objectives:
- Identify elements of business communication; describe how messages are adapted to various audiences and purposes.
- Prepare and revise a variety of formal business communications, including letters, memos, instructions, reports, proposals, and summaries to make them unified and well detailed.
- Develop and revise an effective resume.
- Design effective visuals, and use electronic graphics to enhance business messages.
- Write effective instructions that adapt the text to the previous knowledge and the needs of the audience, includes an introduction, definitions, preparations, and steps given as commands.
- Differentiate between various types of summaries, including informative, explanatory, and analytic.
- Edit and revise sentences for grammar, mechanics, punctuation, and sentence boundary errors.
- Demonstrate sentence variety.
- Appraise a writer's vocabulary in terms of diction, level, and rhetorical purpose.
- Provide adequate supporting details for rhetorical claims.
- Focus and narrow ideas from prewriting
- Document external sources with parenthetical citations and a Works Cited list using MLA format.
- Apply a variety of patterns of development in writing such as cause/effect (complaint letter, instructions, proposal); compare/contrast (reading responses); persuasion (proposal, letters), summary (annotated bibliography); and analysis (report).
- Analyze articles, reports, letters, and other modes of business communication for effective organization, purpose, tone, and rhetorical strategies.
- Analyze elements of non-fiction articles and essays, including author's thesis, main points, supporting details, and organization strategy.
- Assess an author's purpose, tone, and audience in a variety of modes of business communication.

Course Schedule

10-Week Schedule:

Weeks 1–3: Writing and the Workplace; Letters, Memos, Faxes, Email: Letter/Memo Portfolio
Chapters 1–6
Homework: Complete selected book exercises; complete CourseMate quizzes

Week 4: The Job Search: Job Portfolio
Chapter 7
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 5–6: Researching, Documenting, Summarizing: Annotated Bibliography
Chapters 8–9
Homework: Complete selected book exercises; complete CourseMate quizzes

Week 7: Writing Effective Instructions and Procedures
Chapter 12
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 8–9: Writing Winning Proposals with Visuals
Chapters 10, 11, 13
Homework: Complete selected book exercises; complete CourseMate quizzes

Week 10: Writing Effective Short Reports, Long Reports, & Making Effective Presentations
Chapter 14–16
Homework: Complete selected book exercises; complete CourseMate quizzes

15-Week Schedule:

Weeks 1–2: Writing and the Workplace
Chapters 1–3
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 3–4: Letters, Memos, Faxes, Email: Letter/Memo Portfolio
Chapters 4–6

Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 5–7: The Job Search: Job Portfolio
Chapter 7
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 8–10: Researching, Documenting, Summarizing: Annotated Bibliography
Chapters 8–9
Homework: Complete selected book exercises; complete CourseMate quizzes

Week 11: Writing Effective Instructions and Procedures
Chapter 12
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 12–13: Writing Winning Proposals with Visuals
Chapters 10, 11, 13
Homework: Complete selected book exercises; complete CourseMate quizzes

Week 14: Writing Effective Short Reports
Chapter 14
Homework: Complete selected book exercises; complete CourseMate quizzes

Weeks 15: Writing Effective Long Reports & Making Effective Presentations
Chapters 15–16
Homework: Complete selected book exercises; complete CourseMate quizzes

Special Assignments

Experimenting with Role Playing

An excellent way to reinforce simulating the corporate world is to experiment with role-playing. Several profitable suggestions for making use of role-playing can be found in customer relations letters. You might ask your students to exchange their letters of complaint and then send the letter-writer an appropriate adjustment letter. In another assignment, they can write to you-their manager informing you of their decision. Students thereby research and communicate with very real and different audiences.

As part of teaching, you may want to stage mock interviews or guide the students to career services located on your campus. If you choose to do them in class, ask for volunteers—students who are not timid about getting up in front of a class. Then you, or perhaps an outside expert

such as a personnel director invited to class, can conduct the interview. You may even want to videotape it. Students can then watch the interview or study the tape to assess, with your help, how well the candidate performed. Similar interviews can be staged for students to gather information for one of the short reports. Some excellent ideas and tips for interview preparations might be found on the Internet.

You will find role-playing has many advantages. Staged cell phone or even chat room conversations provide both a lively change of pace and a genuine test of a speaker's ability. Also students can be asked to submit a summary of, or a memo/email report on, a conversation. This assignment is one of the most useful exercises you can give.

Throughout the 11th Edition, emphasis on technologies gives students abundant chances to experiment with the kinds of interactions they may need in the world of work. You can provide a list of pertinent Internet sites and locations for students to access. Asking students to send you emails and to join a listserv puts them in the role of functioning employees in their chosen careers. Many nontraditional students may already have done these things and can offer their experiences during class discussions.

Your own role as a manager (or as an editor-in-chief) can have important implications in preparing students for the electronic world of work.

Stressing Ethics

Teaching ethics in business and technical writing is one of the best ways to prepare students for a successful career in the world of work. The topic is especially relevant and current in light of recent corporate scandals. Beginning with the key place ethics occupies in Chapter 1 gives you many opportunities to incorporate ethical issues as part of teaching students how to write and design various business documents. In attempting to simulate a workplace environment in your course and through your assignments, you can alert students to ethics through your syllabus, in early handouts, or on your website. Spell out and identify as ethical considerations such important matters as being on time, turning work in, not plagiarizing, doing research, reporting accurately, collaborating conscientiously as a member of a writing team, and conducting meetings professionally.

Early in the term you might teach ethics by discussing the kinds of violations of corporate trust that stain a company's image and injure employees, and the executives who violate ethical behavior. Encourage students to relate such issues to preparing specific types of letters, emails, reports, etc. To encourage such dialogue and to provide some real-world models, direct students to various corporate websites where ethical codes are posted. Start with the mega-site, the Federal Web Locator (http://www.lib.auburn.edu/madd/docs/fedloc.html). And then go to such specific sites as the Better Business Bureau (http://www.bbb.org/) and the U.S. General Accountability Office (http://www.gao.gov/), which serves as a watchdog for federal spending and offers a mission statement rooted in ethical issues.

In addition to the websites above, a host of other resources are available to you and your students about ethics in workplace writing. Ask your class to bring in catalogues, student handbooks, job regulations, manuals, and handbooks where ethical conduct is delineated and discussed. You can

discuss content, style, and design format.

Students who work for federal or state agencies can share ideas from workshops on ethical/legal issues. For example, employees often must agree in writing that they will not engage in outside employment, discuss internal affairs, or criticize institutional or governmental policy, or any personnel. You might want to stress that confidentiality applies to both in-house communications as well as those going outside an agency or company.

Finally, you might invite a human resources professional on campus or from a local business to address your class on privacy issues, respect for fellow workers (including international workers), meddling, rumor control, confidentiality, disclosure, respect, and appropriate language and dress.

Practicing Collaborative Writing

As *Successful Writing at Work*, Eleventh Edition emphatically affirms, most corporate documents are written collaboratively. Contributions and feedback come both laterally from different departments and vertically from different management levels. A company's organization will determine how much and how often collaborative writing is done. Because collaborative writing is almost always practiced in the world of work, you should encourage students to work in groups in your classroom. You will thus further stress what they will encounter, or already have encountered, on the job. Many exercises in the book and on the companion website ask for team/collaborative effort.

Based on discussions of collaborating, prepare specific guidelines for your students to follow. Allow for in-class workshops for brainstorming, drafting, and revising. Ask a group leader to provide photocopies of papers for each member of the group and for you as well. You might differentiate between peer teamwork (student collaboration) and supervised teamwork (you as the students' boss, supervisor, or manager). Many types of documents, and especially the proposals, can be easily assigned as a group rather than as an individual project. If students do collaborate as a team on writing or editing, make sure that each individual's responsibilities are spelled out precisely. Require an initial email (with subsequent updates) from each student outlining his or her responsibilities for researching, drafting, revising, and visuals preparation and then ask for progress reports charting and justifying the work done by certain intervals. When a group project is complete, you could then ask for self-evaluations from each student.

It is critical to discuss with students at the onset of their collaboratively produced document the kinds of conflict they may encounter. There are three categories (or levels) of conflict: substantive, procedural and affective.

Substantive conflict is essentially good conflict. This is sharing of different ideas because individuals have diverse viewpoints and approaches. All members of a group should be encouraged to express their opinion so that the benefits of collaboration exist. Substantive conflict, if not approached correctly, can devolve into less productive forms of conflict because individuals are often attached to their ideas.

Procedural conflict is cultivated from lack of agreement and communication on accomplishing goals through the collaborative process (or procedures). Areas of procedural conflict can include meeting time and duration, agendas (or lack thereof), leadership issues, distribution of responsibilities and workload, prioritizing tasks and deadlines, and clarity of team roles. This kind of conflict is usually bad when it occurs, but can result in opportunity for clarity or reassessment of project procedures and goals. If not handled, procedural conflict can result in affective conflict, which is dysfunctional and damages the overall effectiveness of the goal and potentially the project.

The most destructive and non-productive conflict is *affective conflict*. Most affective conflict is focused on personalized anger or resentment and often stems from unresolved substantive or procedural conflict issues. Affective conflict can be the result of work styles or expectations and often spirals out of control and poisons the work of a group. While procedural conflict is often cognitive conflict (or task-based), affective conflict is often heated and irrational; this type of unprofessional behavior can result in failure of the team and project, but ultimately termination of employment can result from participation in affective conflict.

Students will want to involve you and your authority in their conflict. However, encourage students to resolve any conflicts before you are called to arbitrate.

When assigning collaborative work, be especially careful in explaining your grading procedures. Since grading a group project poses difficulties-some students may have done more work than others-you may require students to grade themselves as part of their self-evaluation and then ask them to write evaluations, with suggested grades, of the other members of the group.

To simulate the "real-world" as closely as possible, you may want to grade the project and assign all members the grade. While it does not reflect real world procedures, individual grades can serve students in a classroom setting as well as a group grade. Individual grades may be derived from collaborative projects from task sheets, progress reports, and self-evaluations; the group grade comes from the final, collaborative report. You might find it useful to divide student grades into percentages: (e.g., 50% of collaborative grade is based on student contribution, 25% on the quality of the project, and the other 25% on the quality of peer evaluations). Many teachers do not like the concept of students grading each other, but it oftentimes keeps ethics and democratic behavior at a high.

Having Students Bring in Examples

Encourage students to bring in their own examples of letters, emails, brochures, newsletters, websites, instructions, reports, and visuals that they find in their course work, on their jobs, or in their community activities, or on the Internet.

Have students evaluate their examples according to the principles set out in *Successful Writing at Work*. You might even ask students to act as editors, redrafting and revising a letter or report to make it more effective. Caution students to pay special attention to tone in the business correspondence they bring in, including email. Have them spend some profitable time rewriting to improve poor tone in these documents. Identifying the strengths and weaknesses of their

examples will reinforce their learning. Moreover, the students' examples may point to realistic differences in format and expression in job-related writing.

Make sure that you also ask students to comment on the use of visuals in the examples they bring to class, either downloaded from the Web or available in print sources. Are the visuals effective, carefully placed, clearly identified, and so on? You might also require students to add visuals where they think they might be useful for the intended audience.

A profitable assignment based on "poor examples" is to have each student act as the director of communications for the company that produced the report or letter and send his or her comments to the writer. Not only will students gain experience acting as editors, they will also recognize the benefits of collaborative writing and editing.

Bringing in Outside Experts

Bring in outside experts from the world of work. These may sometimes be instructors on your campus with whom you have conferred or been on committees with. Such testimonies not only add variety to a class but also help emphasize the techniques and principles you have been discussing. One of the most logical guest lecturers is someone who can speak to your class about the importance of computers in drafting and revising documents, as well as designing them. You might ask an instructor from the computer science or business education department to talk to the class about recent desktop publishing programs and the ways to select the most appropriate hardware and software for an office or agency. You might find a sales representative from a local computer store more than willing to provide a demonstration for your class.

You might ask the manager of a local business supply store to discuss different kinds of paper, letterheads, and office equipment with your class. Suggested guest speakers are a credit manager, merchant, and banker. One banker's dilemma provided a practical problem in customer relations for my students to solve in one of their letters. The banker was worried about how to inform certain customers that they would have to start paying for their safe deposit boxes. They had let the balance in their accounts drop and hence were no longer eligible for this free service. Invite someone from the placement office at your school or a personnel director from a local firm to talk to your class. You may even be able to persuade a visiting recruiter to come in for a period to talk about job skills and requirements.

Someone employed in a public relations firm or an instructor who teaches statistics or marketing courses would be an appropriate guest to talk about short reports. When you teach about proposals, it would be helpful for students to experience a demonstration of visuals and presentation software. This guest speaker might discuss such relevant topics as how visuals are integrated in a text and how (and when) visuals can explain a concept or process more effectively than a lengthy verbal description can. To prepare your class for such a visit, you might want to stress the collaborative roles played by writers and designers in the world of work.

Successful Writing at Work, Eleventh Edition contains material on designing documents. When you teach this chapter, ask how many students have had any experience designing their own documents or for an employer. Encourage students to bring their work to class and to discuss the opportunities and challenges they faced.

In order to supplement your discussion of proposals, you might ask someone from a city or county agency that has written proposals for federal, state, and/or local funds to address your class about documenting a problem and supplying appropriate information about budgets, personnel, and schedules. In teaching the short report, especially the incident report, you might invite a public safety official or a safety engineer to your class. Finally, a volunteer from a local Toastmasters Club or an educational consultant from a telephone or marketing services company would be an appropriate speaker to address a class studying oral reports.

Writing for International Readers

Successful Writing at Work, Eleventh Edition repeatedly stresses that students increasingly will have to communicate with individuals in business and industry for which English is not their first language. Many international companies have offices and plants operating in the United States, and unquestionably many large U.S. companies conduct their business worldwide. One of the most important goals of writing to readers for whom English is not their native language, therefore, is to make sure the writer does not offend these readers and shows respect for readers' communication protocols by observing all the necessary cultural courtesies.

You can help your students to learn more about international communication strategies in several ways. You might ask them to write a letter or send an email to a foreign company that does business in the United States to find out something about that company. Through a letter of inquiry or email, students could then gather information to use in writing to that company. Students might also request examples of reports or descriptions (written in English) of the company and its products. Interviewing international students and faculty on your campus is another way that students can learn about the needs and expectations of international business readers.

Many countries have extensive websites with all levels of information on geography, politics, language(s), economy, and so forth. There are sites that include multiple links for international information. You can also access valuable information at the World Business Organization's International Chamber of Commerce (http://www.iccwbo.org).

Another successful strategy to use in teaching the effective skills necessary for communication with international readers is to have students conduct an interview with someone new to the U.S. and ask pertinent questions regarding cultural differences. The students summarize the results in memo reports, which they share within small group sessions. The instructor then tabulates responses from all sections of the course, listing them by country and by responses. This exercise gives students an overview of crucial international differences they have with their intended audience.

As a prelude, or as a follow-up, to these exercises and classroom activities, you might invite a guest speaker from a foreign business, from an international student group, or from a consulate in or near your school to address your class about the preferred ways (and the taboos) of writing to individuals in the speaker's native country. Perhaps one of the most ambitious ways to teach students about communicating with individuals from another country is to have them research the culture and business practices of an assigned country, write a two- to three-page memo report

or email on their findings and recommendations, provide references for additional information, and give a five-minute oral report with an accompanying visual. Of course, students might begin their research on the Internet.

Preparing Writing Portfolios

Consider having your students prepare a writing portfolio (or webfolio) in your class for later use in their careers. This portfolio could include copies of their best emails, letters, reports, instructions, visuals, and other suitable material. This creative idea dates back a couple of decades and teaching strategists still claim the benefits of the portfolio system of assessment.

What your students include in their portfolios will, of course, depend on their majors and career goals. Technicians and service professionals will select different items than will professional writers. When you ask students to develop such a portfolio in your class, you will be giving them valuable experience in analyzing their own work for a very real audience and teaching them important skills in revision, organization, and presentation. Major units on using visuals, writing job application letters, and researching reports can all be related to the student's goal of preparing a portfolio. You might even use the student's portfolio in exercises dealing with collaborative revising and editing. Students with advanced computer skills may even consider including links to specific items in an electronic portfolio.

Final Notes about Teaching with *Successful Writing at Work*, 11th Edition

Consider using the Online Exercises, which supplement each topical area for this text and ask students to take the CourseMate tutorial quizzes as chapter reviews. Additionally you may want preview the PowerPoint slides when preparing your lecture. Consult the sample syllabus to help you determine how you will approach teaching with this text. Take into consideration not only your students' in-coming writing level(s) and the projected outcomes for the course, but also the length of time you have available to you to teach this course. For entry-level workplace writing, the quality of what students are learning to transfer is critical.

If time allows, take the opportunity to help students investigate their transition into and success of workplace writing with an end of the semester metacognitive writing piece. In place of a semester final, ask students to reflectively write about how they achieved the goals and objectives of the course though each assignment. By asking students to reflect and dissect the course assignments, they are able to realize what skills they take into the workplace or upper-level courses. Additionally you may want to ask students to discuss where they have already used the materials they created during the course (or even the knowledge base). This will allow them to see, which is oftentimes evident, what they have gained from the course.

PART TWO
Key Concepts, Activities, and Tests

Chapter 1 Getting Started: Writing and Your Career

Chapter Outline

Writing—An Essential Job Skill
Writing for the Global Marketplace
Four Keys to Effective Writing
Characteristics of Job-Related Writing
Ethical Writing in the Workplace
Successful Employees Are Successful Writers

Activities

1. Write a memo (see "Memos," pages 220–227 for format) addressed to a prospective supervisor to introduce yourself. Your memo should have four headings: Education—including goals and accomplishments; Job Information—where you have worked and your responsibilities; Community Service—volunteer work, church work, youth groups; and Writing Experience—your strengths and weaknesses as a writer, the types of writing you have done, your knowledge of and experience in writing e-communications, and the audiences for whom you have written.

2. Bring to class a set of printed instructions, a memo, a sales letter, a brochure, or the printout of a company's or organization's home page. Comment on how well the example answers the following questions:
    a. Who is the audience?
    b. Why was the material written?
    c. What is the message?
    d. Are the style and tone appropriate for the audience, the purpose, and the message? Explain.
    e. Discuss the use of any visuals and color in the document. For instance, how does color (or the lack of it) affect an audience's response to the message?

3. Find an advertisement in a print source or online that contains a drawing or photograph. Bring the ad to class along with a paragraph of your own (75–100 words) describing how the message of the ad is directed to a particular audience and commenting on how the drawing or photo is appropriate for that audience.

4. Select one of the following topics and write two descriptions of it. In the first description, use technical details and vocabulary. In the second, use language and details suitable for the general public.
    a. iPad
    b. blood pressure cuff
    c. flash drive
    d. energy drinks
    e. Bluetooth headset

f. legal contract
g. electric sander
h. firewalls
i. muscle
j. protein
k. smartphone
l. cloud computing
m. bread
n. money
o. all-in-one printer
p. soap
q. blogging
r. computer virus
s. Ebola
t. thermostat
u. trees
v. mobile app
w. earthquake
x. recycling

5. Select another topic from Exercise 4, and write two more descriptions as a collaborative writing project.

6. Select one article from an online newspaper and one article from a professional, trade, e- or print journal in your major field or from one of the following journals: *Advertising Age, American Journal of Nursing, Business Marketing, Bloomberg Businessweek, Computer, Computer Design, Construction Equipment, Criminal Justice Review, E-Commerce, Food Service Marketing, Journal of Forestry, Journal of Soil and Water Conservation, National Safety News, Nutrition Action, Park Maintenance, Scientific American*. State how the two articles you selected differ in terms of audience, purpose, message, style, and tone.

7. Assume that you work for Appliance Rentals, Inc., a company that rents TVs, microwave ovens, stereo components, and the like. Write a persuasive letter to the members of a campus organization or civic club urging them to rent an appropriate appliance or appliances. Include details in your letter that might have special relevance to members of this specific organization.

8. Read the article, "The Mouse That Knows You" (pages 40–41), and identify its audience (technical or general), purpose, message, style, and tone.

9. How do the visuals and the text of the Digital World Technologies advertisement in Figure 1.1 on page 7 stress to current (and potential) employees, customers, and stockholders that the company is committed to diversity in the workplace? Also explain how the ad illustrates the functions of on-the-job writing as defined on pages 20–26 ("Characteristics of Job-Related Writing").

10. Write an email or a social media post to a cell phone provider that has mistakenly billed you for a data plan that you never ordered, received, or needed.

11. The following statements contain embellishments, selected misquotations, false benefits, omitted key information, and other types of unethical tactics. Revise each statement to eliminate the unethical aspects. Make up details as needed.
    a. Storm damage done to water filtration plant #3 was minimal. While we had to shut down temporarily, service resumed to meet residents' needs.
    b. All customers qualify for the maximum discount available.
    c. "The service contract…on the whole…applied to upgrades."
    d. We followed the protocols precisely with test results yielding further opportunities for experimentation.
    e. All our costs were within fair-use guidelines.
    f. Customers' complaints have been held to a minimum.
    g. All the lots we are selling offer relatively easy access to the lake.
    h. Factory-trained technicians respond to all our calls.

12. You work for a large international company, and a co-worker tells you that he has no plans to return to his job after he takes his annual two-week vacation. You know that your department cannot meet its deadlines shorthanded and that your department will need at least two or three weeks to recruit and hire a qualified replacement. You also know that it is your company's policy not to give paid vacations to employees who do not agree to work for at least three months following their return. What should you do? What points would you make in a confidential email to your boss? What points would you raise to your co-worker?

13. Your company is regulated and inspected by the Environmental Protection Agency (EPA). In 90 days, the EPA will relax a regulation about dumping occupational waste. Your company's management is considering cutting costs by relaxing the standard now, before the new, less demanding regulation is in place. You know that the EPA inspector probably will not return before the 90-day period elapses. What do you recommend to management?

14. You and your co-workers have been intimidated by an office bully—a twelve-year employee who has seniority. As a collaborative writing project (see "Collaboration Is Crucial to the Writing Process," pages 75–76), draft a letter to the head of your human resources department documenting instances of the bully's actions and asking for advice on how to proceed.

15. Write a memo to your boss about being passed over for promotion. Diplomatically and ethically compare your work with that of the individual who did receive the promotion.

16. Write a 50- to 200-word email to your boss about one of the following unethical activities you have witnessed in your workplace. Your email must be carefully documented, fair,

and persuasive—in short, ethical.

a. cyberbullying
b. surfing pornography websites
c. using workplace technology for personal matters (shopping, dating, buying stocks)
d. falsifying compensatory or travel time
e. telling sexist, off-color jokes
f. concealing the use of company funds for personal gifts for fellow employees
g. misdating or backdating company records
h. sharing privileged information with individuals outside your department or company
i. fudging the number of hours worked
j. lying about family illnesses
k. exaggerating a workplace-related injury
l. not reporting a second job to avoid scheduled weekend work
m. misrepresenting, by minimizing, a client's complaint

Test Bank

1. Almost everything you do at work is related to writing in some way.
   a. T
   b. F

2. Understanding technology and your company's computer programs are not essential for every employee.
   a. T
   b. F

3. Globalism and the growing international marketplace make the following necessary:
   a. understanding other cultures.
   b. using "International English."
   c. expecting other cultures to understand American idiom.
   d. understanding other cultures and using "International English."
   e. understanding other cultures and expecting other cultures to understand American idiom.

4. The only person you need to consider when writing is the direct recipient of your communication.
   a. T
   b. F

5. The first, most important consideration in writing is your:
   a. purpose.
   b. audience.
   c. deadline.

6. Your audience's purpose for reading is none of your business.
   a. T
   b. F

7. Occupational writing often consists of the following:
   a. practical information.
   b. facts, not impressions.
   c. visuals.
   d. creative flair.
   e. All of these choices are correct.
   f. All of these choices are correct except "creative flair."

8. When using visuals, it is not necessary to offer detailed explanations.
   a. T
   b. F

9. Ethical concerns are the responsibility of the company, not the employee.
   a. T
   b. F

10. Ethics in the workplace involves:
    a. computers.
    b. the environment.
    c. international readers.
    d. All of these choices are correct.

Identify:

11. Style

    Answer: Style refers to how something is written rather than what is written. Style helps to determine how well you communicate with an audience and how well your readers understand and receive your message.