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SOLUTIONS

Solutions are provided for nearly all of the writing activities appearing in Chapters 4-10. Answers to end-of-chapter questions and solutions for activities in other chapters appear in the Chapter Teaching Suggestions.

Chapter 4

4.1 Document for Analysis - Revision

DATE: Current
TO: All Employees Using HP 5000 Computers
FROM: John Smith, Director, Information Systems
SUBJECT: IMPROVING COMPUTER SECURITY

Your cooperation is urgently needed in solving a serious computer security problem. To enable you to keep your files and those of the entire company secure, please follow these two actions:

Keep your password private. Please do not share it with anyone.

Log on to the computer manually. Avoid using automatic logon procedures.

By refusing to share your password, you prevent intrusion into your private files. Automatic logon procedures are also dangerous. Although they seem to save time, they give anyone access to the entire computer system—even those without prior knowledge of your password.

Please sign the attached form and return it to me indicating that you are aware of this urgent problem and agree to follow the two actions described above. We appreciate your help in keeping your files and those of the entire company safe.

Attachment

4.2 Selecting Communication Channels

- a. Since the team members are all likely to be stuck to their computers, you could use e-mail and an instant message to determine availability. However, a phone call could also be made to determine their availability.
- b. Since this type of message is very personal and negative in nature, you should use face-to-face conversation. The follow up to this conversation could be in written form (letter or memo).
- c. Because this has a short deadline, you should use the telephone. If Thomas checks his e-mail regularly, you could use e-mail to provide information. Thomas may need additional information on the size of the printing job and the complexity.
- d. When digital information must be made available to others, wikis are useful. They also provide the opportunity for collaboration because participants can easily add, remove, or edit content.
- e. Since price quotes are sensitive in nature and e-mail security is problematic, fax would be the best method to send quick messages across time zones or international boundaries when a written record is significant.
- f. Because considerable data will be involved, you would write a report to be submitted internally.
- g. Write a letter because it provides a written record of correspondence sent outside of your organization.

4.3 Analyzing Audiences

- a. The primary reader will probably be a busy human resources director, an educated, experienced individual who has doubtless read many letters of application and resumes. Since the job is advertised, you would expect the reader to be neutral or positive toward your letter. Because your relationship is professional, your tone should be formal, yet friendly.
- b. Because the primary reader is your sales manager, you should know what kind of communication format and content he expects. But he may not know much about the customer and specifically what the customer is demanding. Since the manager is familiar with the business, you can use jargon or references that outsiders might not understand. You can expect the receiver to be receptive to prospective new business; perhaps he's willing to make concessions to please this new customer. However, you should also remember that the sales manager may want to forward your message to a higher executive. Thus, be sure to fill in details and use fairly formal language.
- c. The primary reader is your boss, but a secondary reader may be your boss's superior, if further approval is sought. The relationship is both personal and professional. Since your boss probably has no knowledge of the computer class, you would want to describe the class in detail and offer well-planned reasoning explaining why your proposal would benefit both the company and you. You might expect a negative response.

- d. A targeted audience of executives means that you have some expectations about their income, education, status, and interests. You can use language that educated readers would comprehend. Because the readers probably know little about the subject, you'll have to provide persuasive arguments and data. You might expect a negative response.
- e. The audience will be all municipal water users, with a wide range of language abilities represented. The audience knows little about the technicalities of water chemistry and delivery. You would use plain English. You might expect a neutral reaction.

4.4 Copyright Confusion: Myths and Facts

- a. If it doesn't have a copyright notice, it's not copyrighted. *False*
- b. If I don't charge for it, it's not a violation. *False*
- c. If it's posted to Usenet, it's in the public domain. *False*
- d. My posting was just fair dealing. *True*
- e. If you don't defend your copyright, you lose it. *False*
- f. If I make up my own stories but base them on another work, my new work belongs to me. *False*
- g. They can't get me; defendants in court have powerful rights! *False*
- h. Copyright violation isn't a crime or anything, is it? *False*
- i. It doesn't hurt anybody. In fact, it's free advertising. *False*
- j. They e-mailed me a copy, so I can post it. *False*

4.5 Reader Benefits and the "You" View (Obj. 5)

- a. Students in classes in which the instructor has requested IOpods as learning tools may now obtain these devices free at the bookstore.
- b. For your safety you may rent power equipment when you have demonstrated proficiency in its use.
- c. To prevent you from possibly losing large sums of money from your account, our bank now requires verification of any large cheque presented for immediate payment.
- d. Please complete the enclosed card so that your customer records are up-to-date.
- e. For just \$159 each, you can spend two nights in Niagara Falls, where you will enjoy hotel accommodations, Maid of the Mist tickets, and complementary breakfasts.
- f. To indicate the preferred dates for your summer vacation, please complete the enclosed questionnaire.
- g. To continue to purchase name brands at discount prices, you can get a store credit on returned merchandise.

4.6 Language Bias (Obj. 3)

- a. All employees must wear their ID badges on the job. OR,
Every employee must wear his or her ID badge. OR,
Every employee must wear an ID badge on the job.
- b. Media Moguls hired Sheena Love for the project manager position.
- c. Skilled assistants proofread their bosses' documents and catch any errors.
- d. Theatres in the multiples offer discounts for people over 65 (or for senior citizens).
- e. The conference will include special excursions for the spouses of executives. Serving on the panel are a veterinarian, a doctor, two business people , and a CGA.
- f. Because Sarah uses a wheelchair, she uses the elevator.

4.7 Conversational but Professional (Obj. 5)

- a. As you requested, we are sending you the brochures you requested.
- b. Regarding your July 12 letter, your shipment was sent on June 9.
- c. Amy was upset because the manager accused her of stealing office supplies.
- d. Sam, please convince Lisa to take on the budget project.
- e. Your vehicle requires repairs.
- f. He didn't have the courage to criticize her to her face.
- g. Employees wanting to change health plans must do so by December 30.

4.8 Positive and Courteous Expression (Obj. 5)

- a. The contractor will complete the footings when the soil is dry.
- b. Payment of your consultant's fee will be issued once the work is completed.
- c. In your July 2 letter, you explained your experience with out representative.
- d. Plans for the new health centre will move forward once full community support is received.
- e. Please record my January 6 payment of \$500 to my account. I've attached my previous letters describing the problem.
- f. We are sending you a replacement blade for your food processor. Please read page 18 of your operator's manual to learn how to attach this blade to give you effective performance.
- g. Customers are eligible for the 10 percent discount when they how their membership cards.

4.9 Familiar Words

- a. The salary we are offering is equal to other managers' pay.
- b. To speed approval of this agreement, we urge you to vote yes.
- c. While talking with the manager, I learned that you plan to end our agreement.
- d. Did the braking problem appear after the recall?
- e. As you requested, we will question our agent.

4.10 Precise Words

- a. When replying to e-mail, (bring in, include, put) enough of the old message for (someone, the person, the recipient) to recognize the original note.
- b. For a (hard, long, complicated) e-mail message, (make, create, have) the note in your word processing program.
- c. If an e-mail (thing, catch, glitch) interferes while writing, you can easily (get, have, retrieve) your message.
- d. We plan to (acknowledge, publicize, applaud) the work of exemplary employees.

For the following sentences provide more precise alternatives for the italicized words.

- e. In her e-mail memo she said she would (a) *change* overtime hours in order to (b) *fix* the budget.
(a) eliminate, reduce
(b) balance, cut, repair
- f. Our new manager (a) said that only (b) the right kind of applicants should apply.
(a) explained, declared, suggested
(b) qualified, experienced, proficient
- g. After (a) reading the report, I decided it was (b) bad.
(a) examining, studying, analyzing
(b) useless, deceptive, unethical

4.11 Legal Language

- a. We have inspected the septic system and will send a complete report.
(reviewed, studied)
- b. Our goal is to assure completion of the project on schedule. (facilitate)
- c. We will determine the amount of stress for each supporting column. (evaluate, assess, analyze)

4.12 Communicating Mortgage Information: Tired of Paying Rent

Discussion material for this activity is offered in the Chapter Teaching Suggestions.

Chapter 4 – COMMUNICATING AT WORK: Applying Your Skills

Applying for a job as a Research Assistant – writing sample.

Suggested Solution:

DATE: Current
TO: Melissa Montgomery, Recruiter
FROM: Your name
SUBJECT: TIPS TO AVOID COLLEGE-RELATED DEBT

As you suggested, I am submitting the following suggestions to help students avoid getting into college-related debt. These suggestions are based on research on the Web.

1. Plan Early. Parents should plan early and decide which school their child may attend. Then they should look into the various savings plans available. Students must also plan to get the best grades possible to ensure a high GPA. This will help students to qualify for potential scholarships.
2. Participate in Extracurricular Activities. Joining in sports, school clubs, and volunteering will also provide potential scholarship opportunities.
3. Research. Look for potential scholarships and grants from schools and employers. Apply to several colleges but pick a college you can afford.
4. Practice Essay Writing. Ensure there are no errors in your work.
5. Recommendations. Be sure to get recommendations for teachers, advisors, coaches, and supervisors.
6. Make a budget – get help from your parents and plan early. Make a budget based on your needs at school and not your wants. Consider buying used books for school.
7. Stay away from credit cards and when shopping, don't forget the coupons. Stay away from fast food and alcohol which are expensive.
8. Get at part time job during the school year and a full time job during the summer.

Many graduating students owe between \$12,000 - \$16,000 in student loans and credit card debt. Following these steps, however, can help to keep a student out of debt while in college.

(The following websites will provide additional information about college related student debt and how to avoid it.

- http://www.youngmoney.com/credit_debt/get_out_of_debt/031716_01/
- <http://www.nextstudent.com/articles/college-debt.asp>
- http://personalbudgeting.suite101.com/article.cfm/how_to_avoid_student_debt
- http://www.ehow.com/how_6061969_go-college-going-debt.html)

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Chapter 1 – Communicating in Today’s Workplace

Sample Lesson Plan – Instructional Method (100 mins.): Small and large group discussion

Teacher’s Instructional Activity	Student’s Participatory Activity
<p><i>Identify Learning Objectives (5 min.)</i> Students will:</p> <ul style="list-style-type: none">• understand the importance of communication skills• recognize changes in today’s workplace and need for communication skills• analyze the process of communication and engage in it effectively• recognize barriers to communication and methods to overcome these• analyze internal and external functions of communication as well as advantages and disadvantages of oral and written communication• examine flow of communication within organizations and barriers to success• understand ethical business goals and tools for doing the right thing.	<ul style="list-style-type: none">• Students listen to, observe, and record learning objectives for the upcoming activity
<p><i>Introductory Connecting Activities (30 mins.)</i></p> <ul style="list-style-type: none">• discuss the need for technical and “soft” skills• review examples of job postings and ask students to point out the soft skill requirements• Have students complete one of the C.L.U.E Diagnostic Tests in Part 1 of the IM• Review the correct responses	<ul style="list-style-type: none">• students are given sample job postings and flip chart paper to record soft skill requirements• students complete C.L.U.E. test and compare their answers to correct answers

<p><i>Delivery of content (20 mins.)</i></p> <ul style="list-style-type: none"> • Instructional method: lecture, supplemented with PowerPoint slides covering elements of successful communication in today's workplace 	<ul style="list-style-type: none"> • students listen to instructor, observe PowerPoint slides, and take notes
<p><i>Facilitate Small Group Activities (25 mins.)</i></p> <p>Activity 1</p> <ul style="list-style-type: none"> • ask students in each team to describe one instance of a major miscommunication between them and another person in a workplace or college that resulted in anger, embarrassment, frustration, or pain for one or both of them. <p>Activity 2</p> <ul style="list-style-type: none"> • Provide students with examples flows of communication within an organization 	<ul style="list-style-type: none"> • in small teams, have students describe what happened, and analyze what obstacles created he communication process and the barriers which caused the misunderstanding. • have each group present their situation and ask the class to discuss some ways the miscommunication might have been overcome. • students must explain whether these are upward, downward or horizontal flows of communication.
<p><i>Facilitate Large-Group Activity (15 mins.)</i></p> <ul style="list-style-type: none"> • have students take the ethics quiz on page 36 of the text. • discuss answers and what tools for doing the right thing might be applicable 	<ul style="list-style-type: none"> • students take quiz and answer questions related to tools for doing the right thing
<p><i>Concluding Activity (5 mins.)</i></p> <ul style="list-style-type: none"> • thank students for their professional behaviour, interesting responses, look forward to their contributions in next class • preview topic for next class and any preparation required. 	<ul style="list-style-type: none"> • students listen, take notes on preparatory questions for next class.

Chapter 1 Sample Lesson Plan – Instructional Method (55min.): Interactive Lecture

Teacher's Instructional Activity	Student's Participatory Activity
<p><i>Identify Learning Objectives (5 min.)</i> Students will:</p> <ul style="list-style-type: none">• understand the importance of communication skills• recognize changes in today's workplace and need for communication skills• analyze the process of communication and engage in it effectively• recognize barriers to communication and methods to overcome these• analyze internal and external functions of communication as well as advantages and disadvantages of oral and written communication• examine flow of communication within organizations and barriers to success• understand ethical business goals and tools for doing the right thing.	<ul style="list-style-type: none">• Students listen to, observe, and record learning objectives for the upcoming activity
<p><i>Introductory Connecting Activities (10 mins.)</i></p> <ul style="list-style-type: none">• have students complete Exercise 1.6 Workplace writing – Separating Myths from Facts• discuss answers	<ul style="list-style-type: none">• students complete exercise 1.6 and discuss their answers
<p><i>Delivery of content (20 mins.)</i></p> <ul style="list-style-type: none">• Instructional method: lecture, supplemented with PowerPoint slides covering elements of successful communication in today's workplace	<ul style="list-style-type: none">• students listen to instructor, observe PowerPoint slides, and take notes

<p><i>Facilitate Large-Group Activity (15 mins.)</i></p> <ul style="list-style-type: none"> • have students analyze exercise 1.11 and name as many barriers to communications as they can find 	<ul style="list-style-type: none"> • Students review exercise 1.11 and discuss all the barriers to communication they can find
<p><i>Concluding Activity (5 mins.)</i></p> <ul style="list-style-type: none"> • thank students for their professional behaviour, interesting responses, look forward to their contributions in next class • preview topic for next class and any preparation required. 	<ul style="list-style-type: none"> • students listen, take notes on preparatory questions for next class.



Chapter 2 – Developing Team, Listening, and Etiquette Skills

Sample Lesson Plan – Instructional Method (100 mins.): Small and large group discussion

Teacher's Instructional Activity	Student's Participatory Activity
<p><i>Identify Learning Objectives (5 mins.)</i> Using PowerPoint or Overhead Projection</p> <p>Students will:</p> <ul style="list-style-type: none">• recognize the importance of soft and teamwork skills in workplace• understand team performance, conflict resolution, groupthink avoidance, and group decision-making• plan and participate in productive meetings• explain usefulness of collaborative technologies• implement active listening techniques• understand the forms and importance of nonverbal communication• develop professionalism and business etiquette skills	<ul style="list-style-type: none">• Students listen to, observe, and record learning objectives for the upcoming activity
<p><i>Discussion (10 mins)</i></p> <ul style="list-style-type: none">• “past experience with group work”	<ul style="list-style-type: none">• students discuss why group work was successful or not
<p><i>Delivery of content (15 mins.)</i></p> <p>Instructional method: lecture, supplemented with PowerPoint slides covering</p> <ul style="list-style-type: none">• elements of successful teamwork, team formation, conflict resolution and groupthink avoidance• facilitating and planning successful meetings	<ul style="list-style-type: none">• students listen to instructor, observe PowerPoint slides, and take notes

<p><i>Facilitate Small Group Activities (25 mins.)</i></p> <ul style="list-style-type: none"> • create teams of 4 or less students • have students in their teams solve a problem related to school .i.e. orientation needs for new students, steps to getting financial assistance, getting the word out about learning assistance programs available, etc. • tell students that before they begin to tackle the problem, they must elect a leader, and discuss member roles and responsibilities, and ground rules for working together • have students pay particular attention to the stages in their team development as well as obstacles they encountered, and have them record some of the actions taken at each stage 	<ul style="list-style-type: none"> • students will analyze the problem they are given within their teams; come to a consensus about member roles and team ground rules while noting any barriers as they go through the team development
<p><i>Introductory connectivity exercise (5 mins.)</i></p> <ul style="list-style-type: none"> • have students take the listening quiz 	<ul style="list-style-type: none"> • students listen to questions and raise their hands to share the answers
<p><i>Delivery of content (15 mins.)</i> Instructional method: lecture, supplemented with PowerPoint slides covering</p> <ul style="list-style-type: none"> • active listening techniques • forms and importance of nonverbal communication • professionalism and business etiquette skills 	<ul style="list-style-type: none"> • students listen to instructor, observe PowerPoint slides, and take notes