



# UNIT-5

## Creating Your Media Image

### Learning Outcomes

**By the end of this unit the learner will be able to:**

- ✓ Make your writing clear, complete, concise, and correct.
- ✓ Improve sentence construction and paragraph development.
- ✓ Deal with specific business requests.
- ✓ Create effective business cases, proposals, and reports.
- ✓ Thoroughly document sources that you use in your writing.

## Unit 5

### The C's of Writing

#### Writing Clearly

All writing should be clear, concise, complete, and correct. Good writers use plain language to express clear meaning. They write in a simple style that uses everyday words, which is different than writing academically or for leisure reading. They do not use showy words and ambiguous expressions in an effort to dazzle or confuse readers. They write to express ideas, not to impress others.

#### What do you think this manager meant in the following message?

“Personnel assigned vehicular space in the adjacent areas are hereby advised that utilization will be suspended temporarily Friday morning.”

You would probably have to read that sentence several times before you understand that you are being advised not to park in the lot next door on Friday morning.

Clear messages contain words that are familiar and meaningful to the reader. Whenever possible, use short, common, simple words to say what you mean.

#### Familiar Words

Look at the following list. Can you decide which words your audience would be more familiar with?

Ascertain	Find out
Conceptualize	See/visualize
Encompass	Include
Hypothesize	Guess
Monitor	Check
Operational	Working
Option	Choice
Perpetuate	Continue
Perplexing	Troubling

Reciprocate	Return
Stipulate	Require
Terminate	End
Utilize	Use

### Precise Words

When you consider what you need to say and how to say it, don't give up a precise word if it says exactly what you mean. For example, "The report was on time," is not as precise as, "The detailed, twelve-page report was submitted on time."

Likewise, "There is a change in our budget," is less clear than, "There is a 10% reduction in our budget."

Another example: "The president of the company said we should contribute..." vs. "The president of the company [urged, pleaded, demanded] that we contribute."

### Concrete Nouns

**Concrete nouns** help readers visualize the meaning of words. Concrete nouns name objects that are more easily imagined, such as desk, car, or an earring. On the other hand, **abstract nouns** name concepts that are difficult to visualize, such as automation, justice, integrity, and environment.

In business writing, you should help your reader see what you mean by using concrete language whenever possible.

### Jargon

Every workplace has some words and some terms that are particular to that industry or that business.

### Test Your Knowledge

**What are some examples of jargon in your workplace?**

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**Why do we want to avoid using jargon in our writing?**

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**When is it appropriate?**

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We avoid jargon so that people outside our industry or organization will not be confused. It would only be appropriate to include jargon when we are writing to someone who we know for sure will not only understand but expect us to use that jargon.

**Writing Concisely**

Writing concisely means saying exactly what you mean in the fewest words possible and include all the details that are needed. How do we do this?

**Use the active voice when possible.**

- Ñ **Passive voice:** The groceries had been carried away by the manager.
- Ñ **Active voice:** The manager carried away the groceries.

Notice how much shorter the second sentence is, even though it contains the same information? It’s also easier to read and understand.

**Watch out for adverbs.**

Adverbs can add unnecessary bulk to your sentences. In his treatise *On Writing*, Stephen King says, “The road to hell is paved with adverbs.”

Example:

- Ñ The dog moved much more quickly than the cat.
- Ñ The dog moved quicker than the cat.

**Don't be redundant.**

Have you ever seen a sentence like, “I watched the colorful sun set in the west,” or, “I took off the purple colored shirt”? Now, if the sun were setting in the east, that would be something to comment on, but we all know that the sun sets in the west. Likewise, you can safely assume that your readers know that purple is a colour.

Similarly, watch out for words that mean the same: “We drained and emptied the tank,” could be replaced by, “We emptied the tank.”

**Replace clichés and metaphors.**

When we speak with friends, our language can become full of words that don't belong in business writing. Try to avoid relying on clichés and metaphors to get your meaning across. Replace those phrases with words you really mean, and that other people will understand more easily.

**Clichés** are words and phrases that have been so overused that they lose their impact, even though they may be true. They include phrases like, “dumb as a sack of hammers,” “work like a dog,” or “right as rain.”

**Metaphors** are figures of speech that try and help us understand one thing through the story of another. For example, in *As You Like It*, Shakespeare compared the world to a stage and all the people as merely players. Metaphors can get quite complex as they use analogy, rhetoric and parable.

While the application of a well phrased metaphor can be quite powerful in writing, they usually do not belong in business writing. If you feel the temptation coming over you to write with strongly metaphoric speech, keep in mind that when you edit you'll need to be cutting all that work out as you aim for writing that is clear and concise.

**Make your writing complete.**

Complete writing means that you have included all of the important elements in your writing. The easiest way to think about this is to make sure that your writing includes the 5 W's (who, what, why, when and where) and How.

You can accomplish complete writing by approaching each assignment like an investigative reporter to make sure you remember all of the required elements.

**Test Your knowledge**

Instead of...	Write...
By means of	
Due to the fact that	

For the purpose of	
For the simple reason that	
In order to	
In spite of the fact that	
In this world today	
It is important that	
It is necessary that	
On the occasion of	
Prior to	
In anticipation of	
Until such time of	
With regard to	
In the neighborhood of	
Had an effect on	

## Writing Correctly

### Test Your Knowledge

What sources have you used to ensure that your work is correct?

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There are two aspects of correct writing that we will discuss here: style and facts.

## Style

Style refers to the method behind the writing that you do. If you are writing a document that must conform to particular style specifications (such as Chicago or the American Psychological Association, or a style guide created by your organization), you must make sure that it meets those guidelines. You will also ensure that your document is free of spelling and grammar errors.

Rules associated with style include whether there is a hyphen in some words (like e-mail), how you treat commas, and so on.

## Test Your Knowledge

**How can we ensure that our document is stylistically correct?**

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## Facts

An important component of correctness is factual precision. Did the budget actually come in at \$5,600 or was it the actual total on the financial statements, which show \$5671? Was the temperature actually 67 degrees? Were the test results really positive?

There are a few ways to ensure that your document is factually correct. When writing, make sure you **list the source** whenever you include a fact. These sources can be for your own reference and not part of the final document, but they will help you when editing. These references will also help you answer any questions that readers may have later on.

If at all possible, make sure you go to the **original source**. If you find a newspaper article that quotes a particular study, for example, go back and find that study. In some cases, you may want to find multiple sources to confirm a particular fact. It depends on your audience and what kind of document you are writing.

It can also be a good idea to include **excerpts** from your source. For example, rather than try to explain a graph, it might be easier to include the graph itself. Make sure that you have the appropriate permissions and that the source is quoted if you choose to do this.

**Food for thought: *Caveat lector* is Latin for “reader, beware” (or take heed).**

## Test Your Knowledge

What kinds of sources might we use to check for factual correctness?

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If you are going to use the Internet as a reference source, remember these points.

- Ñ Make sure you are using reputable websites, with verifiable, reputable sources.
- Ñ If you are in doubt of the accuracy of the site, find another way of checking the fact.
- Ñ If at all possible, go back to the original source and use it as a reference.
- Ñ Always keep notes of the name of the site, the URL, and the date you visited it. You may even want to save a copy of the webpage to your local computer.

## Test Your Knowledge

Choosing Your Sources

Brochure with Time Management Tips

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University Paper on Dinosaurs

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**Newspaper Article on the Emergence of Internet Fraud**

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**Internal Company E-Mail on Budget Items**

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**Company Memo Recommending a Product**

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**Training Presentation on Goal Setting**

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## Writing Technicalities

### Building Paragraphs

#### Emphasis

The most emphatic position in a sentence is the ending. The emphasis tells the reader which are the important words or ideas in a sentence.

Consider the following versions of the same sentence:

- Ñ “The deadline is December 30th for applications for overseas assignments.”
- Ñ “December 30<sup>th</sup> is the deadline for applications for overseas assignments.”

You can also use bullets, italics, bolding, or all capital letters to make your point stronger. Use these effects sparingly, however; overusing **visual emphasis effects** can actually lessen the impact if you use too much of it.

Sometimes we want to de-emphasize bad news or painful responses by using general words rather than vivid words, burying the bad news in the middle of a sentence, or putting it in a dependent clause. (Example: “We have a plan that will allow you to meet your immediate needs on a cash basis since we cannot issue you credit at this time.”)

No matter what kind of news you are delivering, it is important to include the four C’s, and to keep your message professional and polite.

#### Sentence Unity

Unified sentences contain thoughts that are related to only one idea.

For example, look at this sentence: “Our insurance plan is available in all provinces and you may name anyone as your beneficiary.”

A better way to write this would be as two sentences, “Our insurance plan is available in all provinces. Furthermore, you may name anyone as your beneficiary.”

#### Sentence Structure

There are three types of sentences: simple, compound, and complex.

**Simple** sentences express one idea. They have a noun or pronoun and a verb. A sentence is simple as long as it remains one clause, containing one predicate. “John laughed” is a complete two-word sentence. We could add modifiers or prepositions and the sentence would still be simple.

A **compound** sentence has two or more main clauses, each containing a subject and a predicate, each describing an action complete in itself. The clauses in the compound sentence are joined by a connective (and, but, or, nor, for, or so), by a semi-colon, or by a colon.

If however, one part of the sentence depends on the other (if the one is the cause of the other, for instance) we have a **complex** rather than a compound sentence.

Here are some examples:

- Ñ John hit the ball. (**Simple**)
- Ñ Little Johnny in the third grade hit the ball out of the park. (Still **simple**)
- Ñ Little Johnny in the third grade hit the ball out of the park and it broke the window in his grandmother's house. (**Compound**)
- Ñ Little Johnny, who had been practicing all summer, hit the ball out of the park and it broke a window in his grandmother's house, which was located directly behind the park. (**Complex**)

Keep most sentences short in order to keep them clear. There's nothing wrong with having a long sentence every now and then, but work to keep the average length of your sentences to fewer than **17 words**. Vary the length of your sentences to make your writing more interesting. Read your work aloud so that your message is not getting lost in short, clipped sentences (which can sometimes sound aloof or even rude).

### Paragraph Size

One excellent guideline to follow is to **limit each paragraph to one idea**, unless you are linking related thoughts. If you are comparing the old and the new, for example, it makes sense to bring them together in one paragraph. Otherwise, stick to one idea.

Complicated information, or a discussion of several ideas, generally needs to be broken up into separate paragraphs to be easily understood.

Keep paragraphs short when possible. While paragraph length depends on content, creating paragraphs that are concise will help to frame your ideas or arguments and present them well. A good rule to follow is to question the sensibility of paragraphs over 12 lines. An **average length of 9 lines** generally makes for good readability in business writing.

Ordering a paragraph is a challenge for many writers. There are several methods that you can use:

- Ñ General to specific, or specific to general
- Ñ Least important to most important, or vice versa
- Ñ Spatial (for example, describing a room from left to right)
- Ñ Chronological
- Ñ Question and answer
- Ñ Pros and cons

## Test Your Knowledge

### Other Techniques

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### Proper Paragraphs

- 1) When I was a young boy I dreamed of being a firefighter or a police officer. As I grew older, I saw myself training as a paramedic, rushing to accident scenes to save lives. Gradually, however, I realized I had the talent to work with figures and ended up as a chartered accountant. Now I find myself yearning for the adventure I never had.

**Ordering Method:** \_\_\_\_\_

- 2) In any painting project there are some important steps to follow, such as choosing a color that is complementary to its surroundings, taping off the areas that should not be painted, preparing the surface by sanding or filling holes, and most importantly, choosing the proper painting tool in order to do a professional job.

**Ordering Method:** \_\_\_\_\_

- 3) There is a lot to be said for living in the country. Usually it is a quieter place to live, with less traffic and fewer people around. Property taxes are usually lower, because we pay for fewer services. The air is fresher without pollution from car exhausts and manufacturing plants and we can see the stars at night. However, there is that long commute to work since we aren't on a bus route, and we have to drive back to the city if we want to take in a movie or a concert. Now I am responsible for my water and my garbage disposal and we always wait longer than urban people for electricity to be restored after a storm.

**Ordering Method:** \_\_\_\_\_

- 4) Generally I prefer outdoor sports that let me just get away from it all. I like to feel the wind in my hair and the smell of salt water in my nostrils. For me, that means a day of sailing or perhaps some deep sea fishing.

**Ordering Method:** \_\_\_\_\_

## More on Paragraphs

Paragraphs also must also have unity, coherence, and emphasis.

### Unity

In good paragraphs, the emphasis is on oneness: one theme with which the writer focuses the readers' attention. This theme should be stated in the first sentence of the paragraph.

### Coherence

Coherence is achieved by carefully organizing your thoughts/material and then using mechanical devices such as:

- Ñ **Parallelism** of similar (terrorize/tyrannize) or contrasted (on the other hand) structure and words.
- Ñ **Repetition** (during one/during another) forces the reader to recall what came before and focuses their attention. Recall Winston Churchill's "We will fight them" speech.
- Ñ Use demonstrative adjectives (this, that, these, those) to refer to the concept that is the theme of the paragraph. In an opening sentence, if you referred to one evening, in the next, you would say "that day" to point back to the evening (emphasis!!!).

The most important part of coherence is using **transitional terms** to bridge thoughts together by:

- Ñ Adding one point to another (also, besides, in addition, further)
- Ñ Showing similarity (likewise, in other words)
- Ñ Showing cause and effect (since, as a result, consequently)
- Ñ Showing differences (yet, nevertheless, despite, on the other hand, conversely)
- Ñ Expressing emphasis (chiefly, primarily, more important, mainly)

### Emphasis

A little while ago we discussed how the most important part of a sentence is the end. Paragraphs are the same, in that the **ending is slightly more important than the beginning**. Strong writing throughout the paragraph is important, however, because although weak closing sentence can fail to wrap up the entire paragraph, a paragraph will not always recover from a weak opener.

One very effective way to get emphasis is to **vary both sentence length and paragraph length**. While there is no optimum length, most effective paragraphs can say what they need in six or seven sentences, but should rarely exceed nine or ten.

**Complicated information**, or a discussion of several ideas, generally needs to be broken up into separate paragraphs to be easily understood.

## Rhythm

You should also vary the length and structure of your sentences so the pace of your writing doesn't become too monotonous or too choppy.

Sometimes you may want to use long sentences to develop rhythm or to take a lilting or rolling approach. In the following paragraph, however, the ideas unfold too slowly. Note that the sentences are similar in both length and structure.

“The Unicorn Corporation will close its plant in North Branch next fall. The closing will occur because of monetary cutbacks. The closing will put 500 people out of work. Monetary cutbacks will also close a plant in South Branch. Next fall, 200 employees will be laid off and another 200 reassigned.”

This example also demonstrates a different problem where the information is overly compressed and the reader must retain a lot of information.

“Next fall, because of monetary cutbacks, the Unicorn Corporation will close plants in North Branch, where 500 people will be put out of work, and in South Branch, where 200 employees will be laid off and 200 will be reassigned.”

## Voice

There are two voices: active and passive.

### The active voice:

- Is direct (The manager pressed the button on the photocopier.)
- Reduces length
- Clarifies the sentence
- Produces a crisper, more vital style

### The passive voice:

- Is indirect (The button on the photocopier was pressed by the manager.)
- Reverses the normal subject-verb-object pattern
- Includes some form of the verb be, followed by a past participle (was pressed)
- Usually considered weak, obscure, wordy, and lacks vigor

### Examples:

- Passive: “Be assured that action will be taken.” (What action will be taken, and by whom?)
- Active: “I assure you that I will act.”

If you find yourself using past participles like:

- Was given
- To be accompanied
- Had been shown
- Will be measured
- Is being removed

Then stop and consider whether an active structure might not be more effective. However, if you are writing to break bad or unpleasant news, the passive voice is less direct and will weaken the link between you and the **bad news**. The passive voice focuses on actions rather than personalities; it helps you be impersonal and tactful.

### Test Your knowledge

The photocopier is out of toner.

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I have a car but I do not drive it to work.

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I need some picture hooks if I am going to get all these frames hung today.

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## Preparing Business Documents

### Types of Letters

These are some of the types of letters you may have to prepare:

- Ñ Requests for information
- Ñ Letters of reference (recommendation)
- Ñ Letters of refusal
- Ñ Letters of persuasion

### Information Requests

The most emphatic positions in a letter are the first and last sentences. Readers tend to look at them first. Capitalize on this tendency by **putting your most significant statement first**. The first sentence of an information request is usually a question or a polite command. Do not explain or justify your position unless you believe your request will be refused. This saves time and immediately tells the reader what you want.

The **body of the letter** can provide the necessary details. Make it easy to read and use highlighting

techniques to make the main points stand out, such as lists and bullets. Items in a list are much easier to read than items bunched in a paragraph. They should also be phrased similarly or parallel.

The quality of the information obtained from a request often depends on the clarity of the enquiry. Analyze your needs, organize your ideas, and frame your request logically, and you are likely to receive a meaningful answer.

Use the **final paragraph** to ask for specific action, to set an end date if appropriate, and to express appreciation.

## Letters of Recommendation

Here are some guidelines you may want to follow when writing a letter of recommendation.

- Ñ Identify the reason for writing.
- Ñ Suggest the confidentiality of the recommendation.
- Ñ Establish your (or your manager's) relationship with the client.
- Ñ Identify the length of employment and job duties if relevant.
- Ñ Describe the applicant's professional and personal qualities.
- Ñ Describe the applicant's relationship with others.
- Ñ Include specific details and examples that illustrate the applicant's personality and performance.

- Ñ Be especially careful to support negative comments with verification. (Not that he was slower than other receptionists, but he answered 25 calls an hour while most receptionists averaged 40 an hour.)
- Ñ Compare the applicant with others in his or her field.
- Ñ Offer an overall rating of the applicant.
- Ñ Summarize the significant attributes of the applicant.
- Ñ Draw a conclusion regarding the applicant.

## Letters Refusing Requests

When you must refuse a request and you feel the refusal is likely to antagonize, upset, hurt or anger the reader, use the indirect approach. Try the following writing plan:

- Ñ Start with a buffer that identifies previous correspondence either incidentally or as a subject line, and then begins with a neutral statement on which both reader and writer can agree.
- Ñ Then add a key word or phrase that leads naturally to the explanation.
- Ñ The explanation presents valid reasons for the refusal and avoids problem words that will be seen as negative. The bad news can be de-emphasized to soften the blow. Avoid language that causes hard feelings.
- Ñ If possible, suggest an alternative or a substitute, or perhaps a compromise.
- Ñ Renew good feelings with a positive statement, without referring to the bad news.

These same general principles of indirectness are appropriate whenever bad news must be delivered. You may worry that the indirect approach is unethical or manipulative because the writer deliberately delays the main idea. But consider the alternative: breaking bad news bluntly can cause pain and hard feelings. Remember, “It’s not what we say but how we say it.” Your goal is to be a compassionate yet effective communicator.

## Letters of Persuasion

The ability to persuade or to sell an idea is a key factor in the success you achieve in your career and in your interpersonal relationships. Persuasive individuals are highly valued in today’s organizations. Persuasive individuals become decision-makers because their ideas generally prevail.

Persuasion is necessary when resistance is anticipated or when ideas require preparation before they can be presented effectively. Persuasion requests are generally more effective when they are indirect because the writer has the opportunity to lay the groundwork before actually making the request.

Persuasive appeals generally fall into two broad groups: emotional and rational. **Emotional appeals** are associated with the senses. They include how we see, feel, taste, smell, and hear. Strategies that arouse anger, fear, pride, love, and satisfaction are also emotional.

**Rational strategies** are those associated with reason and intellect. They appeal to the mind. Rational appeals include references to making money, saving money, increased efficiency, and making the best use of resources.



## Preparing Business Documents

### Business Cases

How can you create a compelling case for change? Share an idea for a compelling project? You write a business case!

When you write a business case, you concisely present the benefits of the initiative and include an argument about what makes it a good idea. Your business case is not complete until it also has a complete cost/benefit analysis to assess the financial impacts of the change.

Set up your business case by including:

- Ñ Executive summary/business case summary: Although this is found at the beginning of your business case, it is a summary of all that has been brought forward, and as such, should be written last.
- Ñ An introduction to the proposed change
- Ñ Appropriate background information
- Ñ A mission statement for the proposed change, if desired
- Ñ Benefits accrued from the change
- Ñ Conclusions from your research
- Ñ Why the organization should consider the idea
- Ñ Principles to guide development
- Ñ Recommended scope of change
- Ñ Projected cost/benefit analysis
- Ñ Cost of recommended program or change
- Ñ Measurement, outcomes, and evaluation methods
- Ñ Anticipated overall results

Appendix information should include:

- Ñ Glossary of frequently used terms
- Ñ FAQs
- Ñ Endorsements
- Ñ Sources used

## Requests for Proposals

Companies of all sizes will often use a **Request for Proposals** (also known as an RFP) to solicit competitive bids on projects. When a company knows exactly what it wants, whether it is a computer upgrade or a feasibility study, preparing an RFP allows them to specify their requirements. They can then invite companies to submit proposals, and then compare what the different bidders can do.

Some of the cardinal rules for RFP's are:

- Ñ Preparation, preparation, preparation.
- Ñ Know what you want.
- Ñ Know what the people who respond to your RFP will need to know and what they will want to know.

## Writing Reports

There are several basic formats or approaches to writing reports. The type that you use will depend on how formal the report needs to be, and how much detail your readers need. You can write internal reports (memorandum report), a letter style report, a short report, or a formal report.

Reports typically make use of headings and subheadings to separate the information. This gives your reader a break from reading solid pages of text and also allows people to find what they want to read quickly.

Typically, a longer, more formal report has the following parts.

- Ñ **Cover:** Includes the name of the organization, your department, and the title of the report.
- Ñ **Letter of Transmittal:** Explains how, why, and under what circumstances the report was prepared.
- Ñ **Title Page:** Title of the report, who the report was prepared for (name and title of recipient), author's name, and date.
- Ñ **Synopsis or Executive Summary:** An informative summary covering the purpose of the report as well as key findings, conclusions, and recommendations.
- Ñ **Table of Contents:** Contains main divisions with page numbers.
- Ñ **List of Illustrations:** Needed only if there are many illustrations and graphs.
- Ñ **Introduction:** Includes whatever the reader needs in order to understand the report, such as the background, scope, limitations, details about your approach or method, and criteria used in making your evaluation.
- Ñ **Body/Discussion**
- Ñ **Summary**
- Ñ **Conclusions**
- Ñ **Recommendations**
- Ñ **Appendix:** May include statistics, tables, and other information of interest to only some readers (so it would not be appropriate in the body of the report).
- Ñ Very extensive reports may also contain **footnotes** and a **bibliography**.

Shorter, less formal reports will include only some items from this list.

## Documentation

If you use data from secondary sources when you are preparing your report or your business case, the data must be documented, meaning the source of that information must be cited. Using someone else's

ideas without giving credit for them is **plagiarism**. Even when you paraphrase and put others ideas in your own words, they should be documented.

**Use direct quotations sparingly.** There are three situations when you will find it useful to quote someone's exact words: when they are an expert and you want to emphasize their opinion; when you want to use their exact words before you criticize them; or you want to repeat identical phrasing because of its precision, clarity, or aptness.

This isn't a fun part of writing, but it does have its uses. Citing sources strengthens your arguments and shield you from charges of plagiarism.

The greatest challenge is that all business writers do not follow the same formatting style. Some companies who do a lot of report writing will specify a **particular style**. Styles continue to evolve, which makes things a little more complicated.

There are a couple of frequently used style guides, particularly in North America, including:

- Ñ American Psychological Association (APA)
- Ñ Chicago Manual of Style
- Ñ Modern Language Association Method (MLA)

**Electronic sources** generally follow print source formatting, although you won't often have page numbers. You should also include the date that you accessed the information. You must include the entire URL since sources can be moved.

There are also many **academic disciplines** (including science, legal, journalistic, government, medicine, business, and industry) that require a particular style depending on their documentation system. These can vary around the world.

For the most recent updates, we suggest that before you start your documentation, you refer to the actual handbooks, Internet sites, or subscribe to current versions of the text that you need.

As with many of the rules we cite with writing, the important thing is to be consistent. Don't mix two or more styles within one document. As you can see on the next page, different styles can lead to very different results.

#### **One author, in Chicago Manual style:**

Lynne Truss. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* , New York, Gotham Books, 1993

#### **One author, in American Psychological Association (APA) style:**

Truss, Lynne (1993). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York, Gotham Books, 1993

**One author, in British Broadcasting Corporation News Style Guidelines:  
Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation, Lynne Truss, Gotham Books, New  
York, 1993**

**Test Your Knowledge**

**Editing Techniques**

**How can you improve the document?**

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**What word choices will you change?**

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**How can you add emphasis to this piece of writing?**

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**How can you re-write paragraphs to make them stronger?**

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**Further Reading:**

- ✓ Bates, Jefferson D. *Writing with Precision*. Penguin, 2000.
- ✓ Birkets, Sven, and Donald Hall. *Writing Well (Longman Classics Edition)*. Longman Classics, 2006.
- ✓ Guffey, Mary Ellen. *Essentials of Business Communication*. South-Western College Pub, 2006.
- ✓ Kessler, Lauren. *When Words Collide: A Media Writer's Guide to Grammar and Style*. Wadsworth Publishing Company, 2003.
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