

FIFTH EDITION

WRITING

THAT

WORKS

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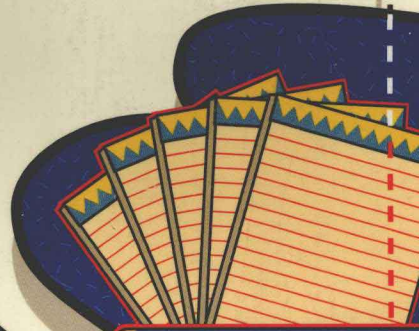
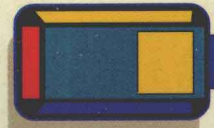
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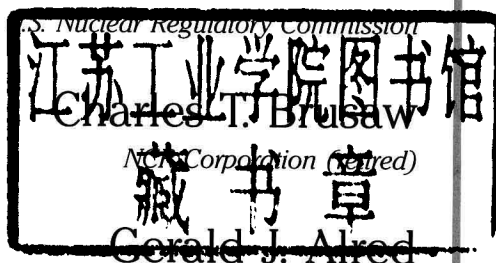
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Writing That Works

How to Write Effectively on the Job

Fifth Edition

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ST. MARTIN'S PRESS

NEW YORK

Acquisitions editor: Nancy Lyman
Development editor: Elaine Silverstein
Manager, publishing services: Emily Berleth
Editor, publishing services: Doug Bell
Project management: Omega Publishing Services, Inc.
Production supervisor: Dennis Para
Text design: Proof Positive/Farrowlyne Associates, Inc.

Library of Congress Catalog Card Number: 94-65187

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Manufactured in the United States of America.

9 8 7 6 5

f e d c b a

For information, write:
St. Martin's Press, Inc.
175 Fifth Avenue
New York, NY 10010

ISBN: 0-312-10376-X

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Preface

Writing That Works, Fifth Edition, is designed for students of varied academic backgrounds and occupational interests whose jobs will, or already do, require writing skills. Each chapter provides abundant and realistic examples drawn from a wide range of occupations, as well as carefully structured exercises and writing assignments. The text is unusually comprehensive, and probably few instructors will wish to assign every chapter. We have, therefore, built into the book sufficient flexibility to enable instructors to choose the sections they consider most important for any particular class. (In addition, our *Instructor's Manual* contains a suggested syllabus for a sixteen-week course.) At the same time, we feel that this text is inclusive enough to serve as a reference tool for the student long after the course is over, since no course can possibly cover all the writing concerns students will encounter once they are actually on the job.

For the fifth edition we have retained and refined the three-part organization of the text—an organization designed to facilitate both the teaching and learning of various types of writing. Part One is an introduction to the writing process. The six chapters in this part guide the student through all the steps of the process—planning, organizing, writing (including a separate chapter on how to highlight key ideas), and revising—with special emphasis on the questions a writer must ask when approaching any writing task: What is my purpose in writing? For whom is the writing intended? How much information must I include? By page 41 the student is familiar with the most common organizational patterns; by page 60 he or she has been introduced to the elements—including the right frame of mind—of drafting an effective first draft. And by page 125 the student has studied the ways of achieving emphasis in writing—with the active and passive voices, subordination, word order, and introductory words and phrases. The chapter on collaborative writing provides detailed guidance and exercises for this practice so crucial in most job settings.

For the fifth edition, **Chapters 3 and 5 underwent significant revisions to better help students master how to draft and revise their writing.** Chapter 3 adds new material emphasizing that first drafts are necessarily rough and unpolished, presents a variety of ideas to help writers keep their readers foremost as they write their drafts, and provides essential guidance for how writers establish a voice appropriate to their readers and their topic. Chapter 5 completes the extensive coverage of the revision process begun in Chapter 4 by providing in-depth information on how to link, unify, and highlight ideas so that readers grasp them with a minimum of effort.

Part Two—Chapters 7 through 16—looks at the writing process at work, considering in particular the various kinds of on-the-job writing and the strategies appropriate to each one. Part Two opens with a chapter that presents the range

of rhetorical applications for specific purposes that should be part of every writer's basic equipment: creating instructions, explaining a process, describing information, comparing information, dividing and classifying information, defining terms and concepts, explaining cause and effect, persuading readers, and writing problem-solution analyses, an application new to the fifth edition. Each rhetorical application is illustrated by one or more job-related examples and the chapter concludes with a section on summarizing information. Chapter 8 discusses the principles of business correspondence and continues its focus on the importance of goodwill and the "you" viewpoint, in addition to including typical letter and memo formats. New to the chapter for the fifth edition is a **comprehensive section on international correspondence**. Chapter 9 then goes on to describe the various types of business correspondence, including order letters, inquiry letters, transmittal letters, acknowledgment letters, complaint letters, adjustment letters, collection letters, and sales letters.

Chapters 10, 11, and 13 discuss reports, with separate chapters on the informal report, research techniques (not only library research but interviews, questionnaires, and first-hand observations), and the formal report. Chapter 12 takes up the preparation of tables, charts, and other visuals, and includes a detailed section with examples on computer graphics. This chapter also presents practical but essential information on how to integrate graphic and tabular materials with text.

Chapter 14 looks at proposal writing, with coverage of both internal proposals and external, or sales, proposals (both solicited and unsolicited). Comprehensive examples of both internal and external proposals are provided.

Chapter 15 discusses not only the preparation and delivery of oral presentations but **considerably expands for the fifth edition the information about effective listening**. Also new to this edition is a section about conducting effective meetings. The last chapter is a practical, step-by-step guide to finding a job, with special emphasis on the preparation of effective résumés and of application and follow-up letters. Sample résumés are provided both for students with little or no job experience and for those with a great deal of experience.

Finally, Part Three of *Writing That Works* is a highly accessible Writer's Guide presenting important supplemental tools for the writer. Section A provides detailed coverage of word processing and an introduction to electronic mail, two types of electronic technology that business and technical people increasingly rely on for the production and communication of writing on the job. The word processing section features guidelines for using this technology to maximum effect for capturing ideas, revising text, and formatting and printing well-designed written products. The section on electronic mail, a complementary technology, discusses the special writing and confidentiality issues important to those communicating text, data, and images through this medium.

Section B comprises instructional material on spelling and vocabulary building, while Section C is a highly comprehensive handbook of grammar, punctuation, and mechanics. The handbook is based on materials drawn from our *Handbook of Technical Writing* and *Business Writer's Handbook*, both published by St. Martin's Press. In an effort to make the handbook section as useful and accessible as possible, we have cross-referenced it with Chapter 4 on revising. Also

new to the fifth edition, we have added **English as a Second Language as Section D of the Writer's Guide**. Beginning with International Correspondence in Chapter 8, Section D rounds out coverage and emphasizes the importance of international communications in a global economy. At the very end of the book is a correction chart, with page references to appropriate passages in the text discussion and the handbook.

Once again, *Writing That Works* is accompanied by a helpful *Instructor's Manual*, prepared by Carl Kropf and updated by Alicia Minsky, providing useful teaching suggestions and answers to the end-of-chapter exercises in the textbook. Also available is the St. Martin's Tutor Software, offering practice exercises in skills such as using subordination, correcting errors in agreement, and building vocabulary, to name just a few.

We are grateful to Alicia Minsky for her careful work on the *Instructor's Manual* to accompany *Writing That Works*. We also wish to thank Susan K. McLaughlin for her invaluable assistance in drafting Chapter 15, "Oral Communications." In addition, we would like to express our appreciation to the following instructors for their helpful comments and recommendations: Rieta C. Boone, El Paso Community College; John Cooper, University of Kentucky; Edward Klonoski, University of Hartford; Melinda Knight, Stern School of Business of New York University; Patricia Medeiros, Scottsdale Community College; Lawrence E. Milbourn, El Paso Community College; Joanne Rodriguez, St. Petersburg Junior College; and Francis A. Yezbick, Henry Ford Community College.

We are also most grateful to Nancy Lyman and Barbara Heinssen of St. Martin's Press for their indispensable conceptual and editorial help in the publication of the fifth edition. Appreciation is also due to Doug Bell, Editor, Publishing Services at St. Martin's Press, and to Rich Wright of Omega Publishing Services, Inc., for their scrupulous attention to the myriad production details essential to the publication of this edition. Finally, we wish to thank Edward Hutchinson of St. Martin's Press for his assistance in the preparation for this edition.

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Part One

The Writing Process

In Part One, you will learn techniques for developing, drafting, and revising letters, memos, and a wide array of other on-the-job writing tasks. You will find that using these strategies will help you produce clearly written, well-organized documents, because effective on-the-job writing always reflects the writer's attention to the work that goes on before the finished memo or letter emerges from the printer.

Chapters 1–6 discuss ways in which writers can use the following strategies to develop, draft, and revise their written work:

Determining audience and purpose. Chapters 1–3 provide discussion and exercises to help you clearly define your reader's needs

and the message you intend your document to convey.

Brainstorming and gathering information. Chapter 1 includes detailed examples and discussion of methods you can use to generate ideas and collect and begin to organize information.

Outlining. Chapter 2 describes how you can organize your information into an outline that is appropriate to your purpose and audience. It also offers examples of a wide range of outline styles.

Drafting. Chapter 3 discusses and offers examples of the process through which writers turn an outline into a successful rough draft.

Revising. Chapters 4 and 5 describe the kinds of problems you need to evaluate

when you revise a draft. You will learn how to review a draft to see how well it communicates to its intended audience; to emphasize key ideas; to check information for factual accuracy; to scrutinize language for grammatical correctness, consistency, and preciseness; and to proofread for punctuation and spelling.

Collaboration. Chapter 6, which closes Part One, discusses the importance of the writing strategies learned in Chapters 1–5 to collaborative writing projects on the job, whether you are a member of a collaborative writing team or the team leader.

Within every chapter in Part One, you will find specific tips for using a word processor to help you generate and organize ideas as well as write and revise drafts.

As you study these strategies and work with each chapter's exercises, you should keep in mind that writers almost never move from first idea to finished document in a completely mechanical, step-by-step manner. For instance, some writers come up with the perfect opening while they're still brainstorming ideas; other writers find themselves brainstorming a new idea when they're in the middle of a final revision. The process you use for your writing work will depend at least a bit on your idiosyncrasies and needs. You will find, however, that the qualities that all effective writers share are their abilities to define their audience and purpose for writing, to plan and organize their writing task, and to revise (and revise again) their drafts.