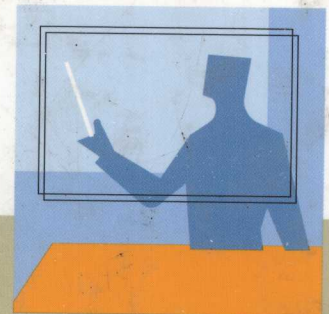
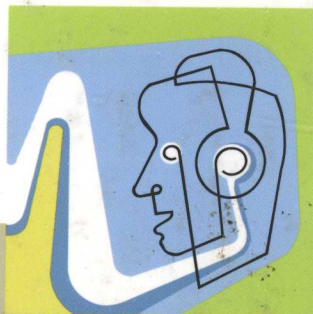
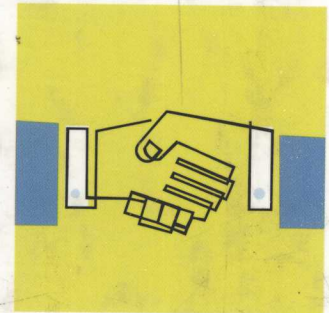
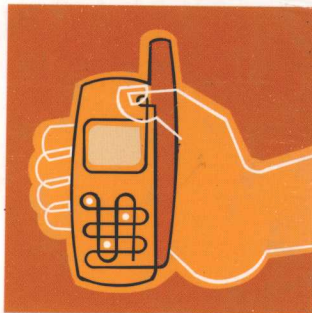
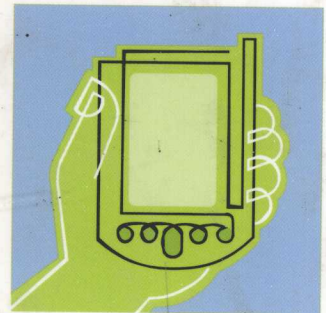
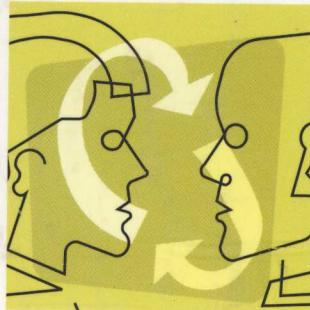
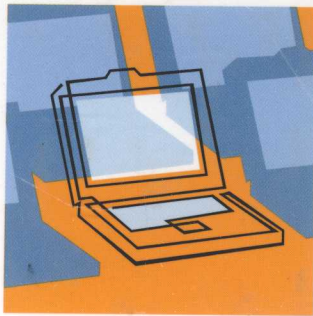


SCOT OBER

# Contemporary Business Communication



SIXTH EDITION



SIXTH EDITION

# Contemporary Business Communication

**Scot Ober**

*Ball State University*

**Houghton Mifflin Company**

*Boston New York*

*To my wife and five sons, with deep affection: Diana, Jeff, Andy, Ken, Tony,  
and Casey*

*Publisher:* Charles Hartford  
*Editor in Chief:* George T. Hoffman  
*Associate Sponsoring Editor:* Joanne Dauksewicz  
*Development Manager:* Susan M. Kahn  
*Senior Development Editor:* Chere Bemelmans  
*Project Editor:* Andrea Cava  
*Senior Composition Buyer:* Sarah Ambrose  
*Senior Art and Design Coordinator:* Jill Haber  
*Senior Photo Editor:* Jennifer Meyer Dare  
*Manufacturing Coordinator:* Chuck Dutton  
*Executive Marketing Manager:* Steven W. Mikels  
*Marketing Associate:* Lisa E. Boden

*Cover image:* © CSA Images Illustration / Veer Incorporated

The model letters provided on authentic company stationery have been included by permission to provide realistic examples of company documents for educational purposes. They do not represent actual business documents created by these companies.

Credits appear on pages 634–635, which are considered extensions of the copyright page.

Copyright © 2006 by Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Houghton Mifflin Company unless such copying is expressly permitted by federal copyright law. Address inquiries to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Control Number: 2004113917

Student Text ISBN: 0-618-47252-5

Instructor's Annotated Edition ISBN: 0-618-47253-3

1 2 3 4 5 6 7 8 9-DOW-09 08 07 06 05



<b>MODEL 1</b>	Minutes of a Meeting	78	<b>MODEL 21</b>	Questionnaire	388
<b>MODEL 2</b>	Routine Request	235	<b>MODEL 22</b>	Questionnaire Cover Letter	390
<b>MODEL 3</b>	Routine Reply	238	<b>MODEL 23</b>	Table	394
<b>MODEL 4</b>	Routine Claim—Remedy Specified	242	<b>MODEL 24</b>	Line Charts	400
<b>MODEL 5</b>	Adjustment Letter	246	<b>MODEL 25</b>	Bar Charts	402
<b>MODEL 6</b>	Goodwill Message	249	<b>MODEL 26</b>	Pie Charts	403
<b>MODEL 7</b>	Persuasive Request—Selling an Idea	276	<b>MODEL 27</b>	Report Outline	432
<b>MODEL 8</b>	Persuasive Request—Asking a Favor	279	<b>MODEL 28</b>	Report Introduction	435
<b>MODEL 9</b>	Persuasive Claim	281	<b>MODEL 29</b>	Report Findings	436
<b>MODEL 10</b>	Sales Letter	288	<b>MODEL 30</b>	Report Summary, Conclusions, and Recommendations	438
<b>MODEL 11</b>	Bad-News Reply—Rejecting an Idea	319	<b>MODEL 31</b>	Transmittal Memo	439
<b>MODEL 12</b>	Bad-News Reply—Refusing a Favor	320	<b>MODEL 32</b>	Résumé in Chronological Format	536
<b>MODEL 13</b>	Bad-News Reply—Refusing a Claim	323	<b>MODEL 33</b>	Résumé in Functional Format	537
<b>MODEL 14</b>	General Bad-News Announcement	326	<b>MODEL 34</b>	Online Résumé	542
<b>MODEL 15</b>	Bad-News Announcement—Personal Letter	328	<b>MODEL 35</b>	Electronic Résumé	546
<b>MODEL 16</b>	Progress Report	352	<b>MODEL 36</b>	Job-Application Letter	549
<b>MODEL 17</b>	Project Proposal	356			
<b>MODEL 18</b>	Research Proposal	358			
<b>MODEL 19</b>	Procedure	360			
<b>MODEL 20</b>	Situational Report	363			

## annotated models

<b>CHAPTER 1</b>	Writing an Ethical Statement	26
<b>CHAPTER 2</b>	A Plan for a Business Meeting	86
<b>CHAPTER 3</b>	Evaluating the Quality of Internet Data	118
<b>CHAPTER 4</b>	Writing a Concise Message	149
<b>CHAPTER 5</b>	Writing an Unbiased Message	184
<b>CHAPTER 6</b>	A Simple Memo	213
<b>CHAPTER 7</b>	A Routine Adjustment Letter	250
<b>CHAPTER 8</b>	A Sales Letter	289
<b>CHAPTER 9</b>	A Bad-News Message	329
<b>CHAPTER 10</b>	A Project Proposal	370
<b>CHAPTER 11</b>	A Questionnaire	410
<b>CHAPTER 12</b>	A Section of a Report	450
<b>CHAPTER 13</b>	A Business Presentation	487
<b>CHAPTER 14</b>	A Business Presentation (continued from page 487)	520
<b>CHAPTER 15</b>	An Application Letter	561

## *The 3Ps* Problem, Process, Product models



<b>1 ON TECHNOLOGY</b>	The Medium Is the Message	10
<b>2 ON TECHNOLOGY</b>	Overcoming Information Anxiety	15
<b>3 ON LAW AND ETHICS</b>	How Would You Respond?	24
<b>4 ACROSS CULTURES</b>	Internationally Yours	54
<b>5 ACROSS CULTURES</b>	So You're an Adult Learner	59
<b>6 ACROSS CULTURES</b>	Race Manners: The Color of Speech	61
<b>7 ACROSS CULTURES</b>	Gift Giving—Japanese Style	83
<b>8 ON TECHNOLOGY</b>	The Paperless Office?	100
<b>9 ON TECHNOLOGY</b>	So You're a Distance Learning Student	101
<b>10 ON TECHNOLOGY</b>	Browsing and Searching the World Wide Web	106
<b>11 ON TECHNOLOGY</b>	Using Microsoft Word to Edit a Team Document	113
<b>12 ACROSS CULTURES</b>	Same Rules the World Over	139
<b>13 ACROSS CULTURES</b>	So You're an ESL Speaker	145
<b>14 ON TECHNOLOGY</b>	Netiquette	169
<b>15 ON TECHNOLOGY</b>	Electronic Punctuation Tones Up E-mail	170
<b>16 ON TECHNOLOGY</b>	Designing Documents	180
<b>17 ON TECHNOLOGY</b>	Use You're Grammar Check Her—Four What Its Worth	210
<b>18 ACROSS CULTURES</b>	When in Rome . . .	231
<b>19 ON LAW AND ETHICS</b>	Messages with Legal Implications	239
<b>20 ON LAW AND ETHICS</b>	How Can You Collect Money That Is Due You?	273
<b>21 ON LAW AND ETHICS</b>	What May You Say in a Sales Letter?	285
<b>22 ON LAW AND ETHICS</b>	Whose Idea Was This?	308
<b>23 ON LAW AND ETHICS</b>	Ten Reasons to Consult Your Lawyer	314
<b>24 ACROSS CULTURES</b>	Context in International Reports	366
<b>25 ON LAW AND ETHICS</b>	When Is a Picture <i>Not</i> Worth a Thousand Words?	409
<b>26 ON LAW AND ETHICS</b>	Who Said So?	444
<b>27 ACROSS CULTURES</b>	Presenting Abroad	471
<b>28 ON TECHNOLOGY</b>	Converting Presentation Slides into an Audience Handout	511
<b>29 ON LAW AND ETHICS</b>	The Ethical Dimensions of the Job Campaign	553
<b>30 ON LAW AND ETHICS</b>	The Legal Dimensions of the Job Campaign	558

## checklists

<b>1</b>	Commenting on Peer Writing	49
<b>2</b>	Business Meetings	77
<b>3</b>	Evaluating the Quality of Internet Resources	110
<b>4</b>	Effective E-mail Practices	112
<b>5</b>	Writing with Style	183
<b>6</b>	The Writing Process	212
<b>7</b>	Routine Requests and Replies	237
<b>8</b>	Routine Claim and Adjustment Letters	247
<b>9</b>	Persuasive Requests	275
<b>10</b>	Sales Letters	287
<b>11</b>	Bad-News Messages	317
<b>12</b>	The Reporting Process	348
<b>13</b>	Questionnaires	385
<b>14</b>	Visual Aids	405
<b>15</b>	Reviewing Your Report Draft	449
<b>16</b>	The Oral Presentation Process	519
<b>17</b>	Résumés	547
<b>18</b>	Job-Application Letters	552
<b>19</b>	Employment Interviews	560

# spotlights

此为试读, 需要完整PDF请访问: [www.ertongbook.com](http://www.ertongbook.com)



# grading symbols

<b>abb</b>	Do not abbreviate this word. (page 597)	<b>info</b>	Use all the relevant information in the problem; make only reasonable assumptions.
<b>acc</b>	Verify the accuracy of this statement or figure. (pages 133–134, 347–349)	<b>int</b>	Interpret this point. Don't simply state facts or repeat data from tables and figures; give more information so that the reader understands the importance and implications. (pages 406–408)
<b>act</b>	Prefer active voice. (pages 132, 147–148, 172–173, 183)	<b>list</b>	Consider putting these ideas in a numbered (sequence important) or bulleted (sequence not so important) list. (pages 180, 611–624)
<b>agr</b>	Make sure subjects, verbs, and pronouns agree; use plural verbs and pronouns with plural subjects and singular verbs and pronouns with singular subjects. (pages 352, 357, 592–594)	<b>mean</b>	Reword to make your meaning clearer or to be more precise. (pages 133–135)
<b>apol</b>	Do not apologize in this instance. (pages 241–244)	<b>mod</b>	Use modifiers (adjectives and adverbs) correctly. (page 592)
<b>app</b>	Make sure that the appearance of your document does not detract from its effectiveness. (pages 182, 208–209)	<b>num</b>	Express numbers correctly (either in words or in figures). (pages 598–599)
<b>aud</b>	Make sure the content and tone of your message are appropriate for your specific audience. (pages 196–203, 363, 471–473)	<b>obv</b>	Avoid obvious statements. (page 171)
<b>conc</b>	Be more concise; use fewer words to express this idea. (pages 140–141)	<b>org-dir</b>	Use a direct organizational pattern here—main idea before the supporting data. (pages 228, 269–271, 307–310)
<b>conf</b>	Use a more confident style of writing; avoid doubtful expressions. (pages 168–170)	<b>org-ind</b>	Use an indirect organizational pattern here—supporting data before the main idea. (pages 228–229, 269–271, 310–312)
<b>cons</b>	Be consistent; do not contradict yourself.	<b>orig</b>	Use more original wording; avoid clichés and avoid copying the wording from the problem or text examples. (pages 138–140)
<b>dang</b>	Avoid dangling expressions; place modifiers close to the words they modify. (page 135)	<b>par</b>	Use parallel structure; express similar ideas in similar grammatical form. (pages 166–167, 431–433)
<b>disc</b>	Avoid discriminatory language. (pages 173–177)	<b>para</b>	Do not make paragraphs so long that they appear uninviting to read. (pages 167–168)
<b>emp</b>	Emphasize this point. (pages 173–177)	<b>plur</b>	Do not confuse plurals and possessives. (pages 586–587)
<b>end</b>	Make the ending of your message more effective—more interesting, more positive, or more original. (pages 232, 234, 240, 244–245, 286, 315–316, 480, 551)	<b>pos</b>	Use positive language to express this idea. (pages 142–144)
<b>evid</b>	Give more evidence to support this point. (pages 271–272, 283–286)	<b>pro</b>	Use pronouns and antecedents correctly. (page 592)
<b>expl</b>	Use expletive beginnings (such as <i>there are</i> or <i>it is</i> ) sparingly. (page 142)	<b>punc</b>	Use appropriate punctuation to help your reader understand your message. (pages 576–592)
<b>for</b>	Use correct format. (pages 611–624)	<b>quot</b>	Use direct quotations sparingly; paraphrasing is usually more effective. (page 443)
<b>frag</b>	Avoid sentence fragments. Each sentence must contain a complete thought. (page 591)		
<b>head</b>	Use report headings effectively—descriptive, concise, parallel, and not too many or too few. (pages 430–433, 616)		



<b>read</b>	Put the reader in the action; state this idea in terms of reader response or reader benefits; use the "you" attitude. (pages 177–178)
<b>rel</b>	What is the relevance of this point?
<b>rep</b>	Avoid redundancy and needless repetition. (pages 140–141)
<b>run</b>	Avoid run-on sentences. Use a semicolon to join two independent clauses or make two separate sentences. (page 592)
<b>spec</b>	Be more specific; avoid generalities. (page 137)
<b>sp</b>	Use correct spelling. (pages 599–600)
<b>sub</b>	Subordinate this point. (pages 172–173, 441–442)

<b>ten</b>	Use proper verb tense—past, present, or future. (page 441)
<b>titl</b>	Express titles correctly—italicize (or underline) titles of complete works; enclose titles of parts of works in quotations. (pages 588–589)
<b>tone</b>	Avoid a tone of insincerity, anger, flattery, condescension, preachiness, bragging, accusation, or exaggeration. (pages 167, 171)
<b>tran</b>	Use transition to make sentences flow smoothly and to connect one topic with the next. (pages 164–166, 442–443)
<b>word</b>	Choose your words carefully; do not confuse similar-sounding words. (pages 603–608)

## proofreaders' marks

### Proofreaders' Mark

### Draft

### Final Copy

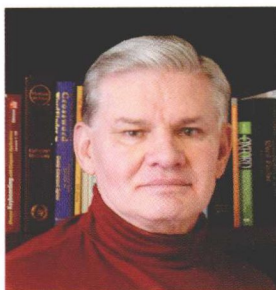
≡	Capitalize	Elmwood <u>street</u>	Elmwood Street
2	Delete	a <del>true</del> fact	a fact
...	Don't delete	a <del>true</del> story	a true story
ds	Double-space	ds [first line second line	first line second line
^	Insert	Mr. to Aaron Atlas	to Mr. Aaron Atlas
#	Insert space	paper <sup>#</sup> clip the receipt	paper clip the receipt
⊙	Make a period	for today⊙ John may	for today. John may
[	Move left	[ Thank you	Thank you
]	Move right	The second reason	The second reason
○	Omit space	at the book○store	at the bookstore
¶	Paragraph	¶ To be sure	To be sure
ss	Single-space	ss [first line second line	first line second line
sp	Spell correctly	Sincerely yours, <sup>sp</sup>	Sincerely yours,
○	Spell out	only (4) times	only four times
↵	Transpose	to (clearly see)	to see clearly
—	Underline (or italicize)	in today's <u>Tribune</u>	in today's <i>Tribune</i>
/	Use lowercase letter	the /resident of	the president of



# **Contemporary Business Communication**



# preface



Scot Ober

Students don't have to be convinced of the need for competent communication skills. By the time they enter the business communication class, they already know enough about the business environment to appreciate the critical role communication plays in the contemporary organization. They're also aware of the role that communication will play in helping them secure an internship or get a job and be successful at work.

To sustain this inherent interest, students need a textbook that is current, fast-paced, and interesting—just like business itself. Thus, a major objective of the sixth edition of *Contemporary Business Communication* is to present comprehensive coverage of real-world concepts in an interesting and lively manner.

This edition of *Contemporary Business Communication* has been considerably revised to provide students with the skills they need to communicate effectively in the complex and ever-changing contemporary work environment. The revision was based on helpful feedback received from current users around the country (and, indeed, around the English-speaking world), changes in the discipline, and changes in the workplace itself. As illustrated later, specific numerous refinements have been made to various features of this edition. Two important and global changes, however, are the move to an objective-based organization and the complete revision and updating of the end-of-chapter exercises.

**Objective-Based Organization** To a greater extent than is true for most other business courses, the content and organization of the basic business communication course differs markedly, depending on the institution at which it is taught, the department that teaches the course, the level of the student, and the like. For example, some institutions place major emphasis on business report writing, while others give the topic scant coverage. The same is true, of course, for other topics such as oral communication, basic English skills, and employment communications. Even more important, there are topics within chapters that, because of time constraints or coverage in other courses, some instructors choose not to cover. Thus, every chapter communication objective (CO) may not be relevant for every business communication class.

The sixth edition of *Contemporary Business Communication* lets instructors easily customize their course to meet their particular needs. Each communication objective that is presented at the beginning of each chapter has been defined to cover an important element of that chapter's content. Each chapter is then organized around these objectives, and the particular objective being covered is identified in the margins. All content relating to one objective is presented before moving on to the next consecutive objective. Further, the chapter summary is organized around each objective, as are the end-of-chapter exercises.

This means that instructors can easily assign an entire chapter or only components of the chapter, based on the communication objectives, and then easily identify the related end-of-chapter exercises and test-bank items.



**New Student Exercises** No matter how effective a student exercise is, it begins to lose its effectiveness over time. Long-time users of *Contemporary Business Communication* will be pleased to learn that all application and assessment exercises have been revised for this edition, including the following:

- More than 100 totally new end-of-chapter exercises and minicases have been added to this text. The ones that have been retained have been revised and updated.
- All of the exercises for the LAB (Language Arts Basics) modules at the end of the book are new. The old exercises have been placed on the BusCom Online Teaching Center (<http://college.hmco.com/business>) for instructors to download and use for additional practice materials for students.
- Test items in the printed test bank and computerized test bank have been completely updated—with hundreds of completely new items; others have been extensively revised. The test items are now organized according to the communication objectives they cover.

The following discussion highlights the features of this complete teaching and learning system:

- Business communication—in context
- Work-team communication
- Focus on contemporary issues
- The 3Ps (Problem, Process, and Product) Model
- Annotated models and checklists
- Basic skills first

## Business Communication—In Context

Business communication problems in the real world do not occur in a vacuum. Events have happened before the problem and will happen after the problem, affecting its resolution. Thus, in addition to typical end-of-chapter exercises, three learning tools in this text provide more complete long-term situations that provide a “slice-of-life” reality students will actually face on the job.

**An Insider’s Perspective** Each chapter begins with an on-the job interview with a manager from a multinational company (such as 3M), a small entrepreneurial company (such as Hilliard-Jones Marketing Group), or a nonprofit organization (such as the Wilderness Society). All opening vignettes continue at the end of each chapter with a 3Ps (Problem, Process, and Product) activity.

New to this edition are chapter-opening interviews (and new end-of-chapter exercises) with the following business managers:

- Gilbert C. Morrell Jr., President and CEO, The Nucon Group
- Scott Roller, Internet Marketing Director, Texas Instruments
- Gary Davis, Vice President, Corporate Communications, World Wrestling Entertainment, Inc.
- Bobbie Kroman, General Manager, Barnes & Noble, College Division



- Noel McCarthy, Editor-in-chief, *Executive Perspectives*, PriceWaterhouseCoopers
- Patrick Vijiarungam, Sales Representative, Wurzburg, Inc.
- Anne K. Cobuzzi, Senior Brand Planning Manager, CV, AstraZeneca
- Todd Mesek, Director of Marketing and Communications, Rock and Roll Hall of Fame and Museum
- Sara González, President and CEO, Georgia Hispanic Chamber of Commerce
- Jeff Taylor, Founder and Chief Monster, Monster.com

**Continuing Text Examples and End-of-Chapter Exercises** Continuing examples are often used throughout the chapter (and sometimes carried forward to the next chapter) in both the text and end-of-chapter exercises. For example, in Chapter 7, students first assume the role of buyer and write a claim letter. Later, they assume the role of seller and answer the same claim letter by writing an adjustment letter. In Chapter 8, students write a persuasive request from a subordinate; and in Chapter 9 (about bad-news messages), they assume the role of superior and turn down the well-written persuasive request.

Such situations are realistic because they provide a sense of following a problem through to completion. They are interesting because they provide a continuing thread to the chapters. They also reinforce the concept of audience analysis because students must first assume the role of sender and later the role of receiver for the same communication task.

**Urban Systems: An Ongoing Case Study** Every chapter ends with a case study involving Urban Systems (US), a small entrepreneurial start-up company whose primary product is Ultra Light, a new paper-thin light source that promises to revolutionize the illumination industry. A company profile is contained in the Appendix to Chapter 1, and each chapter presents a typical communication problem faced by one of the employees. As students systematically solve these 15 case studies, they face communication problems similar to those typically found in the workplace. The continuing nature of the case studies provides these positive learning experiences:

- Students are able to use richer contextual clues to solve communication problems than is possible in the shorter end-of-chapter exercises.
- Students become intimately familiar with the managers and the company and must select what is relevant from a mass of data, thereby learning to handle information overload. For added realism, each case includes an action photograph illustrating that particular communication situation.
- Because the same situations frequently carry over into subsequent chapters, students must face the consequences of their earlier decisions.
- Many cases require students to solve the same communication problem from two different perspectives—thereby enhancing the concept of audience analysis.
- The cases provide realistic opportunities for practicing work-team communication and critical-thinking skills.

## Work-Team Communication

Fed by global competition and global opportunities, contemporary organizations are making extensive use of project management, continuous process improvement,



and work teams to encourage their employees to work and communicate collaboratively to solve complex workplace problems. Thus, competent communicators need to develop high-level interpersonal skills for working in small groups as well as for writing and presenting collaboratively.

Because many instructors assign group projects right from the beginning of the term, work-team communication competence is one of those “up-front” skills students must have to benefit completely from the discussion of other business communication topics. Unfortunately, however, instructors often erroneously assume students already know how to work together effectively.

Chapter 2, “Work-Team Communication,” introduces these topics:

- The role of conflict, conformity, and consensus in work teams.
- Proven methods for giving constructive feedback, including commenting on peer writing.
- Work-team intercultural diversity that stresses diversity within the United States—for example, ethnicity, gender, age, and physical abilities.

Numerous end-of-chapter exercises provide students the opportunity to work together in teams to solve typical business communication problems.

## Focus on Contemporary Issues

Throughout the text, boxed features called Spotlights illustrate how business communication is affected by three contemporary issues: the increasing international and intercultural nature of today’s business world (with an emphasis on demographic diversity within the U.S. work environment), technology in the workplace, and the growing importance of the ethical dimensions of communicating.

Spotlights are specifically designed to reinforce criteria from AACSB (Association to Advance Collegiate Schools of Business) for teaching the international, technological, ethical, and demographically diverse dimensions of business. Because these are contemporary issues, all Spotlights have been updated.

New to this edition are “Communication Snapshots”—colorful graphics that present up-to-date factoids about issues directly relating to contemporary business communication.

Today, if there is one business buzzword, it has to be “technology”—and with good reason. Every aspect of contemporary business communication—from determining what information to communicate to processing the information and sharing it—depends on technology. In *Contemporary Business Communication* students learn to:

- Compose, format, and manage e-mail.
- Evaluate the quality of the information accessed from the Internet.
- Format electronic and HTML résumés and search online for jobs.
- Give electronic presentations, including preparing effective audience handouts.
- Cite electronic sources such as Web pages, online journals and directories, e-mail, and other Internet sources in business, APA, and MLA formats.

Throughout, the text places major emphasis on newer technologies (such as teleconferencing, videoconferencing, and video and electronic presentations). In addition, numerous end-of-chapter exercises provide experience in obtaining, evaluating, and using Internet data sources.



## The 3Ps (Problem, Process, and Product) Model

The 3Ps (Problem, Process, and Product) models and activities, with their step-by-step analyses of typical communication tasks, have been one of the most popular features of previous editions. These models comprise the *problem* (the situation that requires a communication task), the *process* (step-by-step guidance for accomplishing that task), and the *product* (a fully formatted finished document).

The 3Ps activities require students to focus their efforts on developing a strategy for any message (including e-mail messages) before beginning to compose it, and they serve as a step-by-step model for students when they compose their own messages.

The 3Ps activities within each chapter all contain the solutions to the process questions. The 3Ps exercises at the end of the chapter (plus additional ones in the *Instructor's Resource Manual*, on the instructor's website, and in Eduspace in the BusCom Writer tutorials) pose process questions and then require the students themselves to provide the solutions, thereby more actively engaging the student in the problem-solving process.

## Annotated Models and Checklists

Full-page models of each major writing task appear in this edition, shown in complete ready-to-send format, so that students become familiar with the appropriate format for every major type of writing assignment. Each model provides marginal step-by-step composing notes as well as grammar and mechanics notes that point out specific illustrations of the grammar and mechanics rules presented in the Reference Manual.

The 19 Checklists recap the essential points for composing each major type of communication and serve as a blueprint when students compose their own documents.

## Basic Skills First

**Language Arts Basics (LABs)** No one can communicate effectively if he or she cannot communicate correctly. It is an unfortunate fact of life that many contemporary students today have not had the advantage of the nuts-and-bolts grammar and mechanics instruction that their instructors took for granted in their own education. Students must learn these basic skills at some point, and the collegiate business communication course is probably their last opportunity.

The six LAB exercises in the appendix of *Contemporary Business Communication* systematically teach and test the most frequently occurring and most frequently misused rules of English grammar and mechanics:

1. Parts of Speech
2. Punctuation—Commas
3. Punctuation—Other Marks
4. Grammar
5. Mechanics
6. Word Usage

Each chapter in the text ends with a LAB test that systematically reinforces the language arts rules presented in the appendix. Instructors can use the LAB exercises and LAB tests as needed to ensure that their students have an opportunity to



demonstrate their strategic business communication skills without allowing grammar and mechanics deficiencies to interfere with their communication goals.

**SCANS Competencies** In its report *Learning a Living*, the U.S. Department of Labor Secretary's Commission of Achieving Necessary Skills (SCANS) defined the skills U.S. workers need for workplace success. Clearly identified in this report were needed workplace competencies in using resources, acquiring and processing information, developing interpersonal skills, understanding and working with systems, and using technology. Since then, numerous state higher education commissions have required that postsecondary textbooks indicate the extent to which they teach and apply these competencies. The *Instructor's Resource Manual* identifies every SCANS competency taught and applied in *Contemporary Business Communication*.

**Revising—The Real Communication Skill** Students learn at least as much from revising as from drafting their documents. The *Instructor's Resource Manual* provides handout masters for “Help Wanted” exercises for Chapters 7 through 15. These exercises present a sample student-written draft, marked up with typical instructor or supervisor comments, which students then revise and resubmit as homework.

The purpose of these exercises is to provide students with guided editing practice. The content is a complete business document (instead of isolated sentences), and guidance is provided regarding the writing weaknesses to look for (instead of just providing a complete “bad” document and asking students to revise it). Both rhetorical and stylistic weaknesses are identified for students to correct.

In addition, annotated first-draft/second-draft models in the correspondence chapters show how a document evolves through rewriting and refining.

## Unprecedented Instructor Support

The sixth edition of *Contemporary Business Communication* provides unprecedented instructor support.

**Ask Ober** *Contemporary Business Communication* takes the concept of communication to a new level. The “Ask Ober” feature (e-mail: askober@ober.net) permits and encourages direct dialog between you or your students and the textbook author. Whenever you or your students have a question or comment about this text or about the business communication curriculum, ask Ober. Add this e-mail address to your own contacts list and include it in your course syllabus. (Please ask students to copy you on any e-mail so that both you and your students receive a personal response from the author.) You and your students have never been so connected.

New to this edition is an “Ask Ober” column in each chapter. This column contains actual questions received from the hundreds of instructors and students who have made use of this unique form of communication—along with the author's responses.

**Instructor's Annotated Edition** In the typical collegiate business communication department, a large number of faculty are adjunct instructors—often with extensive work experience but with less experience actually teaching business communication. The *Instructor's Annotated Edition* provides specific, accessible teaching aids, such as these:

- Miniature copies of the PowerPoint slides and handout masters shown in the text margins of the IAE so that instructors can see immediately what enrichment materials are available for each section of the text.
- Marginal notes that reference related sections in the teaching support package for suggested solutions to text exercises and additional exercises.
- Teaching tips and interesting business examples that offer resources to enrich lectures.

**Instructor Website** The BusCom Online Teaching Center (<http://college.hmco.com/business>) can be accessed via a free password provided to instructors using this text. The site contains detailed lecture and supplemental discussion notes for each chapter, additional application exercises and cases, PowerPoint slides and handout masters to preview and download, and a forum in which to exchange ideas with the author, publisher, and other instructors around the country teaching this course.

**PowerPoint Slides** The PowerPoint program consists of more than 300 author-prepared slides, including summaries of key concepts, paired good/bad examples, and supplementary information such as answers to selected exercises. For added interest, the examples used in the slides are all different from those used in the text.

**Instructor Newsletter** An online monthly newsletter features additional teaching tips and hot-off-the-press current event items that illustrate business communication concepts. Through a new listserv provided by Houghton Mifflin Company, instructors may now also request that the newsletter be sent to them regularly via e-mail.

**Eduspace® Powered by Blackboard™** Houghton Mifflin's online learning tool is a customizable, powerful, and interactive platform that provides instructors with text-specific online courses and content in multiple disciplines. Eduspace gives an instructor the ability to create all or part of their course online using the widely recognized tools of Blackboard and quality text-specific content. Content includes Lab Manual diagnostic tests, auto-graded quizzes based on BusCom Writer Tutorials, and supplemental study materials. Instructors can modify that content or even add their own.

BusCom Writer Tutorials are a special component of the Eduspace program accompanying *Contemporary Business Communication*. Each of these self-paced tutorials, based on the textbook's 3Ps (Problem, Process, and Product) model, presents students with a unique business situation and guides them through preparing a finished product.

**Blackboard and WebCT Support** Houghton Mifflin provides specific assistance for instructors who want to create and customize online course materials for use in distance learning or as a supplement to traditional classes. This service helps instructors create and manage their own websites to bring learning materials, class discussions, and tests online. Houghton Mifflin provides all the necessary content for an introductory course in business communication using *Contemporary Business Communication*.



***Instructor's Resource Manual*** The *Instructor's Resource Manual* includes sample syllabi, correlation of SCANS competencies to text material, grading rubrics (objective forms to help instructors evaluate student work), and suggestions for guiding students in developing a writing portfolio. In addition, the manual provides chapter overviews, lecture and discussion notes, supplemental lecture notes, suggested answers to and/or teaching tips for all writing exercises and case problems, additional 3Ps (Problem, Process, and Product) exercises with formulated solutions, an answer key to grammar and mechanics exercises, fully formatted solutions to all correspondence assignments, and a sample long report and memo report.

Also included are 70 handout masters, which include in-class worksheets, checklists that can be used as evaluation forms (grading rubrics) for student writing, model assignments, and "Help Wanted" editing exercises.

***Test Bank and HMClassPrep with HMTesing*** HMClassPrep with HMTesing contains all instructor resources including the complete IRM, the PowerPoint slides, the Test Bank, and HMTesing. The Test Bank and HMTesing contain approximately 1,200 test items, including multiple-choice, true/false, and short-answer items, most of which are new or extensively revised. HMTesing is software that allows instructors to prepare examinations of any quantity and combination of questions from the Test Bank. The instructor can produce a test master with alternative versions for easy duplication.

***Overhead Transparencies*** Nearly one hundred color transparencies are available on the instructor website, including summaries of key concepts, writing examples, text figures, and answers to selected exercises.

***Video Program*** Video case studies of well-known companies reinforce text concepts by directly relating them to the footage being shown. In addition, discussion questions and suggested writing assignments are provided for each video.

## **Innovative Student Support Materials**

A wealth of additional learning materials completes the sixth-edition package.

- **Student Website.** The BusCom Online Learning Center provides students with a one-stop guide to the world of online business communication. Here they can learn more about the Internet, locate business information, get additional help with writing problems, complete ACE quizzes designed to assess students' understanding of chapter and Lab Manual content, test vocabulary knowledge with flash cards, take practice chapter tests, and get information about employment communication, available jobs, and employers.
- **Urban Systems Case Study CD-ROM.** This innovative case study simulation provides a total immersion experience for students. Based on the Urban Systems end-of-chapter continuing case, the CD-ROM brings business communication challenges to life by allowing students to virtually experience the situation and actively solve the problem. Within each of the 15 modules, students take on the role of an employee at Urban Systems who needs to solve a basic communication problem. In keeping with the text's overall emphasis on technology and real-world experience, each scenario involves a series of daily communication tasks encountered in any modern office—reading e-mail, listening to voice mail mes-

sages, and sorting through a variety of in-box materials. The CD program provides immediate feedback for all exercises, as well as additional guidance when students work independently to address the communication challenge at hand.

## Acknowledgments

During the revision of this text, it has been my great pleasure to work with a dedicated and skillful team of professionals at Houghton Mifflin, including Audrey Bryant, Andrea Cava, and Joanne Daukiewicz. I gratefully salute them for the major contributions they have made to the success of this text. I also wish to express my sincere appreciation to Ron and Carolee Jones, Duane Miller, Keith Mulbery, and Marian Wood for the many elements they contributed to this and previous editions. What a genuine pleasure it has been to work with this talented and dynamic team. In addition, I wish to thank the following reviewers for their thoughtful contributions:

Carl Bridges, *Arthur Andersen Consulting*  
 Annette Briscoe, *Indiana University Southeast*  
 Mitchel T. Burchfield, *Southwest Texas Junior College*  
 Janice Burke, *South Suburban College*  
 Leila Chambers, *Cuesta College*  
 G. Jay Christensen, *California State University, Northridge*  
 Connie Clark, *Lane Community College*  
 Miriam Coleman, *Western Michigan University*  
 Anne Hutta Colvin, *Montgomery County Community College*  
 Doris L. Cost, *Metropolitan State College of Denver*  
 L. Ben Crane, *Temple University*  
 Ava Cross, *Ryerson Polytechnic University*  
 Nancy J. Daugherty, *Indiana University-Purdue University, Indianapolis*  
 Rosemarie Dittmer, *Northeastern University*  
 Gary Donnelly, *Casper College*  
 Graham N. Drake, *State University of New York, Geneseo*  
 Kay Durden, *The University of Tennessee at Martin*  
 Phillip A. Holcomb, *Angelo State University*  
 Larry R. Honl, *University of Wisconsin, Eau Claire*  
 Kristi Kelly, *Florida Gulf Coast University*  
 Michelle Kirtley Johnston, *Loyola University*  
 Alice Kinder, *Virginia Polytechnic Institute and State University*  
 Emogene King, *Tyler Junior College*  
 Richard N. Kleeberg, *Solano Community College*  
 Patricia Laidler, *Massasoit Community College*  
 Lowell Lamberton, *Central Oregon Community College*  
 E. Jay Larson, *Lewis and Clark State College*  
 Michael Liberman, *East Stroudsburg University*  
 Julie MacDonald, *Northwestern State University*  
 Marsha C. Markman, *California Lutheran University*

Diana McKowen, *Indiana University, Bloomington*  
 Maureen McLaughlin, *Highline Community College*  
 Sylvia A. Miller, *Cameron University*  
 Billie Miller-Cooper, *Cosumnes River College*  
 Wayne Moore, *Indiana University of Pennsylvania*  
 Gerald W. Morton, *Auburn University of Montgomery*  
 Jaunett Neighbors, *Central Virginia Community College*  
 Judy Nixon, *University of Tennessee at Chattanooga*  
 Rosemary Olds, *Des Moines Area Community College*  
 Richard O. Pompian, *Boise State University*  
 Karen Sterkel Powell, *Colorado State University*  
 Seamus Reilly, *University of Illinois*  
 Jeanette Ritzenthaler, *New Hampshire College*  
 Betty Robbins, *University of Oklahoma*  
 Joan C. Roderick, *Southwest Texas State University*  
 Mary Jane Ryals, *Florida State University*  
 Lacy Prewitt Schmidt, *State Technical Institute of Memphis*  
 Sue Seymour, *Cameron University*  
 Sherry Sherrill, *Forsyth Technical Community College*  
 John R. Sinton, *Finger Lakes Community College*  
 Curtis J. Smith, *Finger Lakes Community College*  
 Craig E. Stanley, *California State University, Sacramento*  
 Ted O. Stoddard, *Brigham Young University*  
 Vincent C. Trofi, *Providence College*  
 Deborah A. Valentine, *Emory University*  
 Randall L. Waller, *Baylor University*  
 Maria W. Warren, *University of West Florida*  
 Michael R. Wunsch, *Northern Arizona University*  
 Annette Wyandotte, *Indiana University, Southeast*  
 Betty Rogers Youngkin, *University of Dayton*

Scot Ober  
 askober@ober.net