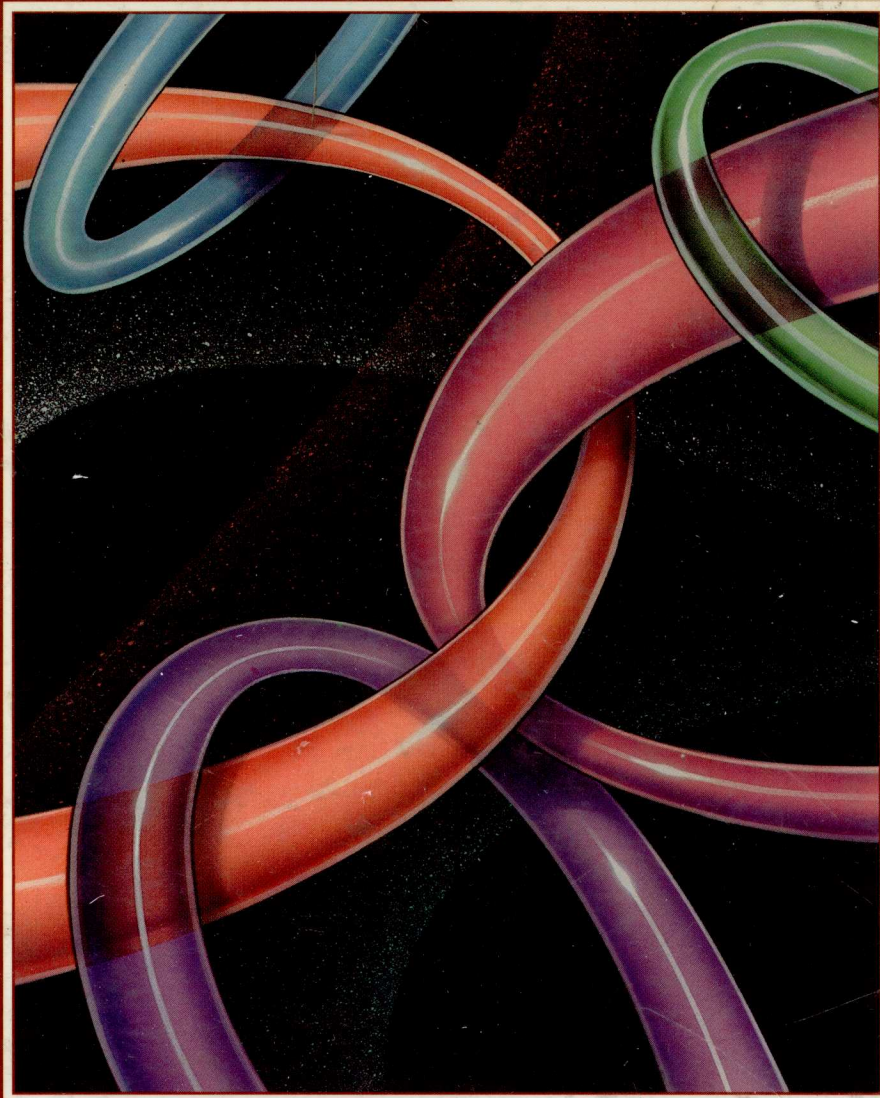


COLLEGE ENGLISH & COMMUNICATION



Sixth
Edition

Zimmer
Camp

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SIXTH EDITION

COLLEGE ENGLISH AND COMMUNICATION

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PREFACE

The business world of the 1990s is highly competitive and performance-oriented. To improve productivity and profitability, companies across the country spend millions of dollars hiring the best employees and upgrading the skills of their present employees. No matter what job you want and what specific skills you have, to succeed in business you need effective communication skills.

Why do employers demand communication skills from every employee? Experienced managers know that most business workers spend the greater part of each workday communicating — writing letters, listening to instructions, speaking to coworkers and to customers, and reading correspondence. Workers whose writing, speaking, listening, and reading skills are weak will perform ineffectively in most business environments because faulty communication leads to misunderstandings and errors. Workers who communicate effectively, on the other hand, generally do well in most job situations.

COLLEGE ENGLISH AND COMMUNICATION, SIXTH EDITION

College English and Communication, Sixth Edition, provides a comprehensive program to help you develop the proficiency in writing, listening, speaking, and reading that you will need for career success. The program — the text and the accompanying components — is designed to help you master the fundamental principles of communication, and it achieves this goal through its carefully planned, step-by-step presentation.

Understanding Communication. Because understanding the communication process is fundamental to effective writing, speaking, listening, and reading, Chapter 1 offers an introduction to the communication process — applied both to your personal life and to your business life. This chapter is designed to help you recognize the importance of communications skills and to master the fundamental principles of communication.

Grammar, Punctuation, and Style. Chapters 2 and 3 provide a thorough discussion of the principles of grammar, punctuation, and style — principles that you must master if you wish to write and speak effectively. Many examples illustrate proper usage. “Memory Hooks” aid the understanding and use of difficult-to-remember concepts, and “Checkups” within the text material provide immediate practice and reinforcement of the principles covered in these chapters.

Words. The effective communicator must, of course, be able to use words skillfully both in writing and in speaking. *College English and Communication, Sixth Edition*, provides a continuing program to expand and refine your vocabulary. Chapter 4 introduces you to the reference tools that will make your writing less difficult and, at the same time, more effective. In this chapter you will learn techniques for using words precisely and for achieving variety in usage. In addition, Chapter 4 offers some basic methods for improving spelling.

The Craft of Writing. Understanding the rules of grammar and having a wide vocabulary do not, of course, guarantee effective writing. Letters, memos, and reports must be planned if they are to achieve their goals. Chapter 5, “Sharpening Writing Skill,” uses a building-block approach in presenting the techniques for planning and organizing messages. The steps begin with planning and then proceed to the units of writing — phrases and clauses, sentences, and paragraphs. The chapter concludes with some guidelines for revising.

Proofreading and Editing. The important skills of proofreading and editing are vital to writers and document preparers alike. Chapter 6, “Developing Proofreading and Editing Skills,” will give you an understanding of the proofreading and editing processes and their importance in producing error-free communications. Included is information on electronic “helps” such as grammar- and spell-check features of some word processing software programs and an introduction to proofreaders’ marks.

Memos. The most common form of business writing is the interoffice memorandum. Chapter 7 is devoted to this topic and includes information on the purposes, types, styles, and writing techniques of memos.

Letters. Chapter 8 offers you the opportunity to apply all the writing techniques you’ve learned. After opening with a section on business letter style, the chapter covers letter formats and specific letter types — requests, claim and adjustment letters, persuasive letters, public relations letters, and social-business letters. In addition, a section on the use of form paragraphs and letters concludes the chapter.

Reports and Special Communications. Reports are an important means of communicating information in business. Chapter 9 offers detailed coverage of these longer business communications. Besides memorandum reports and long reports, the chapter discusses minutes of meetings, news releases, and communication in the electronic office.

Oral Communication. Speaking to coworkers, customers, and others is an important part of the business day for most people. Chapter 10 presents guidelines that will help you speak effectively in one-to-one and group situations.

Communication and Your Career. During employment interviews and on the job, all the communication skills that you have developed will be tested.

In Chapter 11 you will discover how you can apply your communication skills to prepare for the job search, to make your interviews more effective, and to advance in your career.

EXERCISING YOUR SKILLS

College English and Communication, Sixth Edition, offers you several ways to exercise your communication skills both within selected chapters and in all section reviews.

- “Checkup” sections within Chapters 2, 3, and 4 provide immediate practice of skills just covered.
- End-of-section materials review the current section (“Practical Application”) and add a variety of exercises in detecting and correcting errors in English usage (“Editing Practice”).

ADDED FEATURES

Several new elements have been added to the sixth edition of *College English and Communication*.

- At the beginning of each chapter, you will find a brief outline of the chapter. At the start of each section, a list of student objectives provides a guide for your work in that section.
- Throughout the text a series of mini-features has been added. These features offer glimpses of a variety of language- and communication-related issues and situations not included in the body of the text. Displayed in the margin area of your text, these mini-features are grouped into five categories:
 - Living Language—an excerpt illustrating the richness and variety of the English language
 - Language Tip—an observation about the role of or the development of language today
 - Language Lapse—a quick check of your proofreading eye
 - Study Tip—a hint for making the best use of your study time
 - World View—a note about an issue in or a facet of international business

SUPPLEMENTARY MATERIALS

Besides the text, *College English and Communication, Sixth Edition*, includes a workbook of communication activities for students, instructor’s editions of both text and workbook, print and microcomputer versions of the test bank, a booklet of case studies, a set of transparency masters, and an English-skills practice set for the microcomputer.

Activities for College English and Communication. A comprehensive book of skill-building activities, the student workbook provides additional exercises to improve communication skills. The exercises provide excellent reinforcement of the text principles section by section, as well as offering periodic reviews of preceding sections.

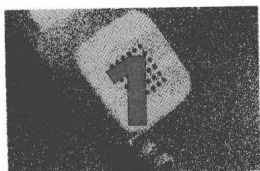
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CONTENTS

CHAPTER

Understanding Communication 1



- 1.1 Effective Communication in Everyday Living 2
- 1.2 The Communication Skills: Listening, Speaking, Reading, and Writing 9
- 1.3 Language and Communication Skills in Business 14

CHAPTER

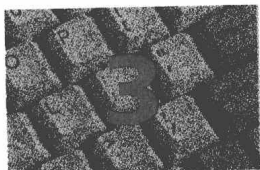
Expanding Language Skills 21



- 2.1 Language Structure 22
- 2.2 Verbs 37
- 2.3 Nouns: Plural Forms 54
- 2.4 Nouns and Pronouns: Possessive Forms 63
- 2.5 Pronouns: Nominative and Objective Forms 71
- 2.6 Predicate Agreement 81
- 2.7 Adjectives 94
- 2.8 Adverbs 103
- 2.9 Prepositions 112
- 2.10 Conjunctions 122

CHAPTER

Applying the Mechanics of Style 132



- 3.1 Sentence Enders 133
- 3.2 Semicolons, Colons, and Dashes 141
- 3.3 Commas 151
- 3.4 Quotation Marks, Parentheses, and Apostrophes 169
- 3.5 Capitalization 179
- 3.6 Abbreviations 189
- 3.7 Numbers 197

CHAPTER

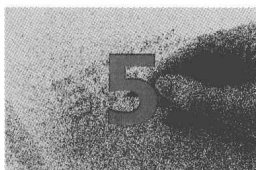
Using Words Effectively 207



- 4.1 Using the Dictionary and Other Reference Materials 208
- 4.2 Improving Vocabulary Power 217
- 4.3 Mastering Spelling Techniques 229
- 4.4 Improving Reading Skill 238

CHAPTER

Sharpening Writing Skill 244



- 5.1 Planning for Effective Writing 245
- 5.2 Structuring Phrases and Clauses 253
- 5.3 Writing Effective Sentences 263
- 5.4 Building Effective Paragraphs 273
- 5.5 Revising for Effective Writing 280

CHAPTER

Developing Proofreading and Editing Skills 287



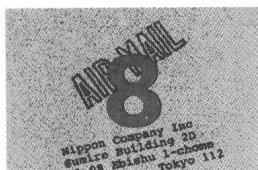
- 6.1 The Proofreading Process 288
- 6.2 The Editing Process 294

CHAPTER

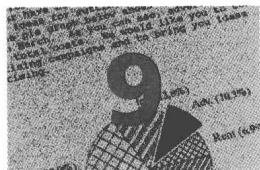
Writing Memorandums 300



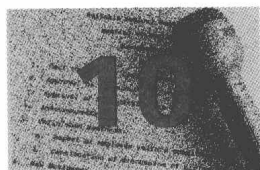
- 7.1 Memo Purposes and Writing Techniques 301
- 7.2 Memo Types and Memo Style 309

CHAPTER***Writing Business Letters 318***

- 8.1 Business Letter Style 319
- 8.2 Writing and Answering Requests 336
- 8.3 Writing Claim and Adjustment Letters 354
- 8.4 Writing Persuasive Letters 365
- 8.5 Writing Public Relations Letters 374
- 8.6 Writing Social-Business Messages 386
- 8.7 Using Form Paragraphs and Letters 400

CHAPTER***Preparing Reports and Special Communications 408***

- 9.1 Writing Informal Reports 409
- 9.2 Writing Formal Reports 418
- 9.3 Keeping Meeting Records 434
- 9.4 Preparing News Releases 439
- 9.5 Communicating in the Electronic Office 445

CHAPTER***Developing Oral Communication Skills 452***

- 10.1 Aspects of Oral Communication 453
- 10.2 Sharpening Listening Skills 459
- 10.3 Effective Oral Communication 467
- 10.4 Enunciation and Pronunciation 477
- 10.5 Communicating One to One 484
- 10.6 Communicating in Groups 493
- 10.7 Preparing and Delivering a Speech 504

CHAPTER

Communicating for Job Results 517



- 11.1 Communicating in the Job Search 518
- 11.2 The Effective Employment Interview 534
- 11.3 Communicating and Your Career 542

Answers to Checkups 547

Appendix 559

Index 565



UNDERSTANDING COMMUNICATION

- 1.1 Effective Communication in Everyday Living**
- 1.2 The Communication Skills: Listening, Speaking, Reading, and Writing**
- 1.3 Language and Communication Skills in Business**

1.1 EFFECTIVE COMMUNICATION IN EVERYDAY LIVING

OBJECTIVES: After completing Section 1.1, you should be able to:

1. Name the purposes of communication and identify the two types of communication.
2. List the components of communication.
3. Describe the factors that influence communication.
4. Discuss how interpersonal skills can affect communication.

Communication, very simply defined, is the exchange of thoughts, messages, or information. Usually people think of speech as the primary means of communicating; however, long before children learn to speak, they are able to communicate. Almost from birth, it seems, a baby knows that crying makes people respond quickly with attention. Of course, communication skills increase in complexity after infancy, and over time listening and speaking, reading and writing become part of the communication process.

EFFECTIVE COMMUNICATION SKILLS

Learning to be a successful, effective communicator is somewhat like learning to be a good basketball player or a good chess player. Once you have learned the basic skills, you become better and better as you practice the skills and gain confidence.

Purposes of Communication

Recall for a moment what you said to various family members, friends, and school or business associates today. Every statement you made and every question you asked—from “How do you feel today?” to “I just found a ten-dollar bill!”—fall into at least one of the following four main purposes of communication.

To inquire. “When did you learn to use this computer?”

To inform. “This computer is two years old.”

To persuade. “You really will save time if you use a computer.”

To develop goodwill. “Thank you for helping me buy a computer.”

Types of Communication

Communication can be divided into two main categories: verbal and nonverbal. Verbal communication uses words to exchange both spoken and written messages. Logically, then, nonverbal communication is communication without words. Think about it. Without saying a single word, you can express your feelings with gestures, facial expressions, and body movements or positions.

The important combination of verbal and nonverbal communication, or, even more so, the lack of it, is easy to spot. For example, at some time or another, everyone has listened to a speaker who was an authority on a subject but who lacked any kind of nonverbal expression. Even if the subject interested you, you probably found it hard to keep your mind on the speech. Nonverbal communication can add emphasis and color to spoken words. It can even tell you whether or not to believe a speaker. Nonverbal communication plays an important role in clear, effective exchange of messages.

COMPONENTS OF COMMUNICATION

What can a speaker — even a great speaker — communicate if there is no one to listen? Keep in mind that communication can take place only if both a sender and a receiver are present. Each time you have a conversation with someone else, or exchange messages, you use these five basic components or steps of communication:

1. *Message sender.* The sender prepares or composes the intended message.
2. *The actual message.* The actual message is transmitted. It may or may not be the message the sender intended.
3. *Message transmission.* The message can be transmitted in a variety of ways including conversations, letters, memos, gestures, or a combination of these.
4. *Message receiver.* The receiver takes in or receives the message.
5. *Message interpretation.* The receiver interprets the message. The interpretation, of course, may be different from the intended message or the actual message.

LANGUAGE TIP

To be complete and effective, communication requires both a sender and a receiver. If a language barrier exists, the sender must be aware that the receiver may not understand the message whether it be written or oral.

Ideally, the intended message, the actual message, and the interpreted message will be the same. Miscommunication, however, occurs when two or three of the elements are different. For example, think about the following situation.

Even though Mark Reynolds, a college freshman, was upset with his semester grades, he knew he had to write home. He sent this *actual message* by letter to his parents: “I got only one D this semester.” When his parents received his message, they developed the following *interpreted message*: “Mark

got only one D this semester. That is much better than the three Ds he got last semester!”

Miscommunication occurred because Mark’s *actual message* did not accurately convey the facts. Mark received only one D this semester, but he also received two Fs. Because his parents want him to do well, they interpreted his message in a positive way.

Keep in mind, therefore, that communication is effective only

1. If it enables the receiver to interpret the message exactly as the sender intended.
2. If it evokes the desired response from the receiver.
3. If it develops favorable relations between the sender and the receiver.

Avoiding Communication Breakdowns

Miscommunication and communication breakdowns can often be avoided by using the “feedback” technique. In the process of transmitting a face-to-face message, the sender can use clues to determine if the receiver is interpreting the message correctly. For example, one such device is the receiver’s facial expressions that signal whether the message is clear or confusing. The sender can also ask questions to determine whether the message is being received accurately and to allow the receiver to question any content that is unclear.

Obviously, this technique is easier in face-to-face communication than in situations where the sender and receiver are separated. The wrong response, questions from the receiver, or no response may indicate a temporary breakdown in communication. Feedback cannot be achieved so easily with written communication, because receiver response is usually not immediate.

Means of Communication

As a message sender, you can transmit your message by verbal or nonverbal communication—that is, by spoken or written words or by body language. The receiver, in turn, must observe, listen, or read (or use some combination of the three) to receive and interpret the message. These, then, are the basic elements of communication. Their use involves the four communication skills—reading, writing, speaking, and listening.

FACTORS THAT INFLUENCE COMMUNICATION

Although the sender of a message knows the goals he or she wants to achieve, the sender must keep in mind several major factors that will influence the communication either favorably or unfavorably. A sender who is aware of these factors will better control them for a favorable effect on the communication process.

WORLD VIEW

Only 7 percent of the world’s people speak English as a primary language, but nine out of ten Americans cannot speak, read, or understand any language but English.

—Gallup polls and UNESCO studies

These factors are as follows:

1. The background of the receiver.
2. The appearance of the communicator or the communication.
3. The communication skills of the sender and receiver.
4. Distractions.

Background of the Receiver

The following four background elements can play an important role in determining the receiver's reaction to the message.

1. The *knowledge* the receiver already has about the facts, ideas, and language used in the message.
2. The *personality* of the receiver — particularly the emotions, attitude, and prejudices that are likely to influence the way the message is interpreted.
3. The receiver's *experiences* that are relevant to the message content.
4. The receiver's *interest and motivation* regarding the subject.

To understand how these factors can influence a receiver, imagine that you have just received a letter from a brokerage firm explaining an investment opportunity. If you have not made this kind of investment previously, your *knowledge* of securities is probably limited. Naturally, your reaction would be different from that of a person who is knowledgeable about many kinds of investments. If your *personality* is quite conservative, you have likely made sure that all your previous investments have been insured. However, if your *experience* with this brokerage firm has been good, your *interest and motivation* probably grew the minute you saw the tax advantages and potential profits available with this type of investment. The communicator who weighs all of these factors before preparing the message stands a greater chance that his or her message will be accepted by the receiver than the person who ignores these factors.

Appearance of the Communicator or Communication

What do these three situations have in common: (1) an unkempt speaker or salesperson, (2) a receptionist or telephone solicitor who does not speak distinctly, (3) a sloppy letter filled with errors? They all transmit their messages in an unfavorable way. Every communication you transmit can be your goodwill ambassador and can help achieve a positive reaction if you remember that appearances do make a difference.

Communication Skills of Sender and Receiver

The tools of language include careful selection of words and correct spelling or pronunciation of the words to express the intended meaning. How well the sender of the message uses these tools and how well the receiver interprets their use are major factors in the effectiveness of the message. Selection

of the correct words is particularly important in cases in which there might be a language barrier—for example, if the receiver's first language is not English. Both the sender and the receiver have responsibility for effective communication. Something as simple as using the wrong word, making a grammatical error, or misusing a punctuation mark may change the intended meaning of the message.

Even if the receiver understands the message, his or her opinion of the sender may be influenced by the error. For example, a receiver may not do business with a company because of a poorly written sales letter. The receiver may feel that a company that is careless about its letters may also be careless about filling its orders promptly and accurately.

Each of these tools of language is discussed more fully in later sections of this book. Keep in mind, however, that these tools apply not only to writing but also to reading, listening, and speaking. If the communication process is to be successful, the message sender must be an effective writer and speaker, and the receiver must be an effective reader and listener.

Distractions

Under what circumstances is the message received? For example, is the room noisy? too warm or too cold? poorly lighted? Is the receiver more concerned with some personal problem? All such distractions draw the receiver's attention away from the message and interfere with communication. Sometimes the resulting lack of concentration can lead to incomplete communication and erroneous conclusions.

Distractions are usually easier to prevent in a speaking/listening situation because the surroundings can often be controlled or changed. In a writing/reading communication, however, the writer has little influence over the reader's surroundings. However, every writer can and should prevent the distraction of a sloppy-looking message.

DEVELOPING INTERPERSONAL SKILLS

The average person speaks about 18,000 words each day. (That many words could fill approximately 100 pages of a book.) Most of those words are spent communicating on a one-to-one basis or in situations involving only a few people. It makes sense, therefore, that everyone should develop effective interpersonal skills.

Understanding Human Needs

One significant factor in successful interpersonal skills is consideration for the needs and feelings of the receivers. Abraham Maslow, a famous psychologist, has divided human needs into five levels.

1. *Physical needs.* These needs include food, clothing, and shelter. Until these basic needs are satisfied, receivers can think of little else.