CENGAGE Learning™

美国商学院原版教材精选系列

China Student Edition

商务沟通

（第7版）

Business Communication

Seventh Edition

（美）斯科特·奥伯（Scot Ober）著

清华大学出版社

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清华大学出版社
北京

Scot Ober
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为了适应经济全球化的发展趋势，满足国内广大读者了解、学习和借鉴国外先进管理经验和掌握经济理论前沿动态的需要，清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书，基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材，绝大部分是该领域中较具权威性的经典之作。

由于原作者所处国家的政治、经济和文化背景等与我国不同，对书中所持观点，敬请广大读者在阅读过程中注意加以分析和鉴别。

根据我国的教学实际情况和外方出版社的要求，我们在影印过程中删掉了第2章“商务沟通中的当代议题”和第 5 章“修改你的写作”。我们在采用原书页码的同时，还按顺序编制了新的页码，望读者予以注意。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助，对我国经济管理专业的教学能有所促进。

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清华大学出版社

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英/双语教学的成功路径与商科英文原版教材的效用

（代序）

在我国高校，用英语或双语教授专业课程（以下简称：英/双语教学）始于改革开放引进热潮，历经30年，虽发展不快，仍在缓慢推进。20世纪80年代，改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果，也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版，推动了一些高校开始在专业课程中开展英/双语教学。2007年以来，国家教育质量工程专设的“国家高校双语教学示范课程建设点”的评定项目被视为政府教育发展的政策风向标，正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性，我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下，英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的知识和研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程，可以避免常见的信息减损和曲解问题。不过，信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是，开展英/双语教学，课堂教学内容就会缩水，因为讲授者和听众都得花费精力和时间解译内容。如此看来，我国开展英/双语教学的高校教师必须应对挑战，洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊，并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下，我国中小学英语教学分量加重，英语普及程度逐年提高，高校新生的英语基础愈益扎实；教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此，不同于以英语为主要语言或官方语言的一些国家，英语在我国的普及率仍较低。在青少年中，英语的普及程度和英语应用能力还仅处于初级水平；高校中能用英语演讲的教师尚属少数，且熟练程度还有待大幅提高。这样的师生英语基础，使得英/双语教学面临巨大的挑战。

同时，在多数的中国高校课堂里，教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400～500页的32开本，含理论框架、主要知识点、计算方法和习题，但案例和故事不在其中，多由教师在讲解时添加，以演示和诠释理论要点。迄今仍然普遍盛行的“填鸭式”、“满堂灌”的传统教学法侧重于传授知识，从多数评教指标可见，只要学生感觉教师讲得精彩、有条理、能解惑，就算教学成功。

而引进的国外教材篇幅通常较长，16开大本，500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问：在有限的课时内，这么厚的教材，怎么讲得完？其实，发达国家多数高校对学生阅读量的要求远远大于我国高校（即使是中文课本和资料），名校更是如此。它们的教材不仅涵盖理论框架和基本概念，而且富含长短不一、详简各异的演示性案例、故事和大量习题，总之它便于学生自学。课堂讲解只占一半课时，其余课时常被用于师生讨论和互动。于是，教师的讲解主要是勾勒理

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论框架，阐释重点和难点，还需针对事先布置的阅读资料和讨论题，引导学生展开讨论。可见，大厚本的教材适合于能力培训教学法。两者相辅相成，致力于调动学生的主动性：他们必须大量阅读和思考，才能在课堂上有上好的表现，真正成为学习的主人。结果，他们的能力获得了必要和切实的磨炼。

由此可见，英/双语教学不只是教学语言的改变，它可以达到三重效用：传授专业知识；传授英语知识；同时训练专业方法和英语的应用技能。也因此，一些非英语国家的高校不惜成本，开展英/双语教学，使用与之相配的教材。对我国高校来说，要想成功开展英/双语教学，恐怕首先需要改变传统的教育思想和教学方法。换言之，如果高校想要使教育、教学接近世界先进水准，用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止，原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景，多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情，提供相关案例、资料和思考讨论题，适时引导师生思辨现有理论的普适性，激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前，这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外，成才之士都乐于阅读和探索，而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础，目前英/双语教学仍面临很大的挑战："填鸭式"的讲授与之相悖；仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣，并营造一个全方位的孵化温床或生态环境，英/双语教学是有望成功的。根据能力培育过程的所需，这个生态环境包含师生对教育、教学的共识，好学求知的校风，富有挑战和师生互动的课堂教学，从课外讲座、项目操作到校园竞赛等第二课堂活动，便于师生交流的校园互联网等。

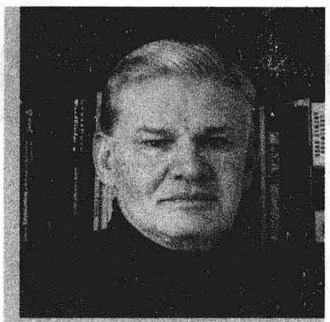
要做到这些，教师亟待与时俱进。随着师资的年轻化和高学历化，如今年轻教师的英语基础更好。但逆水行舟，不进则退。英语能力的进退取决于使用频率的多寡，其实英/双语教学过程既是加强英语使用、提高英语能力，也是汲取世界新知的最佳机会。不过，这一过程通常比用汉语教学的付出大得多，且因学生也需成倍地付出，英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分；缺乏对教师的足够激励，上述英/双语教学的生态环境就无法营造。

诚然，在教育体制和环境不够理想的情况下，教师和学生仍然有个人自训和奋斗的条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版，相信必将更进一步推动英/双语教学的发展。如今，已有一些本土高校的教师与英语国家的教师合著英文教材；在可见的将来，还会有中国教师编写发行到世界各地的英文教材。总之，及时用好英文原版影印教材，编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大，愿英/双语教学更加有力地推动我国教学方法与国际接轨，愿我国高校各级学生在英/双语教学中受益良多，茁壮成长！

对外经济贸易大学
傅慧芬

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 seventh edition of *Business Communication* (*BC*) is to present comprehensive coverage of real-world concepts in an interesting and lively manner.

This edition of *BC* 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.

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

- Streamlined organization
- Objective-based content
- Business communication—in context
- Work-team communication
- Focus on contemporary issues
- The 3Ps—Think First; Write Later
- Basic skills first

Streamlined Organization

Long-time users of *BC* will remember that the first edition contained 18 chapters. The sixth edition contained 15 chapters, and the current edition contains 12 chapters. Although there is an increased emphasis on ethics, e-mail, and audience analysis throughout the text, most of the change came about through reorganizing the topics, including the following:

- Interpersonal communication topics have been grouped together and now comprise a separate chapter (Chapter 3).
- The two chapters on writing with style have been combined into one chapter, entitled "Revising Your Writing," and that chapter now immediately follows the chapter introducing the writing process.
- The three chapters on business report writing have been reorganized into two chapters. (Buscom instructors know that students learn how to write by *writing*—not by just reading about writing.)

- The two chapters on oral communication have been combined into one chapter. *BC* remains the only major text to provide practical advice for preparing audience handouts and for making video presentations.
- The section on business etiquette has been moved to the chapter on employment communications—where students will apply this knowledge during employment interviews. Also new in the employment communication chapter is a section on creating interactive HTML résumés as a means of communicating one's availability for employment by using the Internet.

Objective-Based Content

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 seventh edition of *BC* lets instructors easily customize their courses 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 and test-bank questions.

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.

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, a small entrepreneurial company, or a nonprofit organization. The opening vignettes have been shortened to one page and 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:

- Jim Grenier, Vice President, Human Resources, Intuit
- Amy Purcell, Senior Manager, Pearle Vision Communications, Luxottica Group

- Dick Hughes, Editorial Page Editor, *Statesman Journal*
- Barry Huff, President, Glory Foods
- Ken Chenault, Chairman and CEO, American Express
- Janet Kelly, Assistant Director of Merchandising, Chinaberry, Inc.
- Linda Girard, Senior Chemical Engineer, Procter & Gamble
- Erika Weinstein, President and Cofounder, Stephen-Bradford Search

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 6, 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 7, students write a persuasive request from a subordinate; and in Chapter 8 (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.

Real Company Letterheads Full-page models of each major writing task on real company letterheads appear in this text, 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 business English chapters of the text.

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. All 12 case studies are new for this edition. 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 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, "Contemporary Issues in Business 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.
- Ethics and communication.

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 (the 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 24 Spotlights (two per chapter) are new for this edition. Also new to this edition, each Spotlight ends with a "Critical Thinking" question to further engage the student.

The "Communication Snapshots"—colorful graphics that present up-to-date factoids about issues directly relating to contemporary business communication—are all new for this edition.

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 *BC,* students learn to:

- Compose, format, and manage e-mail.
- Access the Internet and World Wide Web and evaluate the quality of the information they receive.

- Format electronic résumés and interactive HTML résumés and search online for a job.
- Give electronic presentations.
- Cite electronic sources such as webpages, online journals and directories, e-mail, and other Internet sources in business, APA, and MLA formats.

The 3Ps—Think First; Write Later

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 online in the BusCom Writer tutorials) pose process questions and then require students to provide the solutions, thereby more actively engaging them in the problem-solving process.

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 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 Reference Manual of *BC* 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

Unprecedented Instructor Support

The seventh edition of *BC* provides unprecedented instructor support.

Ask Ober *BC* takes the concept of communication to a new level. The "Ask Ober" feature (e-mail: askober@comcast.net) permits and encourages direct dialogue 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

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communication curriculum, just 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.

Also in 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. All questions are new for this edition.

Instructor Website The instructor website international.cenagage.com contains detailed lecture and supplemental discussion notes for each chapter, additional application exercises and cases, PowerPoint slides and handout masters for previewing and downloading, as well as a forum for exchanging ideas with the author, publisher, and other instructors around the country teaching this course.

PowerPoint Slides The PowerPoint program consists of 200 author-prepared slides, including summaries of key concepts, good/bad paired 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.

Enhanced! PowerPoint Slides We now provide two versions of slides: basic and enhanced. The basic version provides a comprehensive lecture outline based on textbook content, including key figures and tables from the textbook. For those instructors who want to go beyond the textbook content and introduce some interactivity in their lectures, we provide an enhanced version of the basic slides that includes additional figures, class exercises, quizzes, and debate issues.

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 instructors the ability to create all or part of their courses online using the widely recognized tools of Blackboard and quality text-specific content. Instructors can quickly and easily assign homework exercises, quizzes, tests, tutorials, and supplemental study materials and can modify that content or even add their own.

BusCom Writer Tutorials are a special component of the Eduspace program accompanying *BC*. Each of these self-paced tutorials, based on the textbook's 3Ps (Problem, Process, and Product) model, presents students with a unique business situation; guides them through the process of analyzing the situation, developing communication goals, and preparing the document; and prompts students to proofread and revise the finished product to meet proper writing standards.

For the first time, we are also providing our Urban Systems simulation online via Eduspace. This innovative case study simulation provides a total immersion experience for students. Based on the Urban Systems end-of-chapter continuing case, the simulation brings business communication challenges to life by allowing students to virtually experience the situation and actively solve the problem.

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

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 writing portfolios. 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.

Test Bank and Computerized Test Bank The printed Test Bank and HMTesting contain approximately 1,200 test items, including multiple-choice, true-false, and short answer items. Many of these items are new, and the others have been extensively revised. HMTesting is software that allows instructors to prepare examinations consisting of any quantity and combination of questions. Using this program, the instructor selects questions from the Test Bank and produces a test master—and alternative versions, if desired—for easy duplication.

Transparencies One hundred color transparencies are also available in pdf format on the instructor's site, including summaries of key concepts, writing examples, text figures, and answers to selected exercises.

DVD 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.

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Grading Symbols

abb Do not abbreviate this word. *(page 500)*

acc Verify the accuracy of this statement or figure. *(pages 120–122, 139, 297–299, 301, 364)*

act Prefer active voice. *(pages 149–150, 438)*

agr Make sure subjects, verbs, and pronouns agree; use plural verbs and pronouns with plural subjects and singular verbs and pronouns with singular subjects. *(pages 496–497)*

apol Do not apologize in this instance. *(pages 195, 196, 263)*

app Make sure that the appearance of your document does not detract from its effectiveness. *(pages 120–122, 366)*

aud Make sure the content and tone of your message are appropriate for your specific audience. *(pages 106–111, 219–220, 389–390)*

conc Be more concise; use fewer words to express this idea. *(pages 144–147)*

conf Use a more confident style of writing; avoid doubtful expressions. *(pages 155–156)*

cons Be consistent; do not contradict yourself. *(page 21)*

dang Avoid dangling expressions; place modifiers close to the words they modify. *(pages 141–142)*

disc Avoid discriminatory language. *(pages 51, 53–54, 162–165)*

emp Emphasize this point. *(pages 157–159, 360)*

end Make the ending of your message more effective—more interesting, more positive, or more original. *(pages 183, 195–198, 225, 237–238, 263–265, 351–354, 396)*

evid Give more evidence to support this point. *(pages 111–113, 223–224, 231, 234–236, 318–323)*

expl Use expletive beginnings (such as *there are* or *it is*) sparingly. *(pages 147, 496)*

for Use correct format. *(pages 59–61, 514–527)*

frag Avoid sentence fragments. Each sentence must contain a complete thought. *(page 495)*

head Use report headings effectively—descriptive, concise, parallel, and not too many or too few. *(pages 347–349, 522)*

info Use all the relevant information in the problem; make only reasonable assumptions.

int 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 234–235, 317–322)*

list Consider putting these ideas in a numbered (sequence important) or bulleted (sequence not so important) list. *(page 518)*

mean Reword to make your meaning clearer or to be more precise. *(pages 139–144)*

mod Use modifiers (adjectives and adverbs) correctly. *(pages 495–496)*

num Express numbers correctly (either in words or in figures). *(pages 502–503)*

obv Avoid obvious statements. *(pages 156–157)*

org-dir Use a direct organizational pattern here—main idea before the supporting data. *(pages 180, 181–183, 221, 257–259)*

org-ind Use an indirect organizational pattern here—supporting data before the main idea. *(pages 180, 222–225, 259–261)*

orig Use more original wording; avoid clichés and avoid copying the wording from the problem or text examples. *(pages 142–144)*

par Use parallel structure; express similar ideas in similar grammatical form. *(pages 150–151, 349)*

para Do not make paragraphs so long that they appear uninviting to read. *(page 154)*

plur Do not confuse plurals and possessives. *(pages 490–491, 496–497)*

pos Use positive language to express this idea. *(pages 159–160)*

pro Use pronouns and antecedents correctly. *(pages 359, 497–498)*

punc Use appropriate punctuation to help your reader understand your message. *(pages 481–494)*

quot Use direct quotations sparingly; paraphrasing is usually more effective. *(pages 361–363)*

read Put the reader in the action; state this idea in terms of reader response or reader benefits; use the "you" attitude. *(pages 160–162)*

rel What is the relevance of this point?

rep	Avoid redundancy and needless repetition. *(pages 144–147)*
run	Avoid run-on sentences. Use a semicolon to join two independent clauses or make two separate sentences. *(page 495)*
spec	Be more specific; avoid generalities. *(pages 20–21, 140–141)*
sp	Use correct spelling. *(pages 503–504)*
sub	Subordinate this point. *(pages 157–159, 360)*
ten	Use proper verb tense—past, present, or future. *(pages 359–360)*
titl	Express titles correctly—italicize (or underline) titles of complete works; enclose titles of parts of works in quotations. *(page 492)*
tone	Avoid a tone of insincerity, anger, flattery, condescension, preachiness, bragging, accusation, or exaggeration. *(pages 154–155, 156–157, 194, 357–359)*
tran	Use transition to make sentences flow smoothly and to connect one topic with the next. *(pages 152–154, 360–361)*
word	Choose your words carefully; do not confuse similar-sounding words. *(pages 506–511)*

Proofreaders' Marks

PROOFREADERS' MARK	DRAFT	FINAL COPY
Capitalize	Elmwood street	Elmwood Street
Delete	a ~~true~~ fact	a fact
Don't delete	a ~~true~~ story	a true story
ds Double-space	first line second line	first line second line
Insert	to Aaron Atlas	to Mr. Aaron Atlas
Insert space	paperclip 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	first line second line	first line second line
sp Spell correctly	Sincefly yours,	Sincerely yours,
Spell out	only 4 times	only four times
Transpose	to clearly see	to see clearly
Underline (or italicize)	in today's Tribune	in today's *Tribune*
Use lowercase letter	the President of	the president of

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