

HOW **14**

A Handbook
For Office Professionals

Clark & Clark



HOW TO USE HOW 14

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9 ■ Spelling, Proofreading, and Editing

Editing

The proofreading process involves the reader looking at the document with an original to assess the correctness of the copy. Editing is a more challenging process because it involves making "correct" copies upon which they may rely. The editor is responsible for determining the accuracy of the copy and is responsible for determining the accuracy of all language and format applications.

9-13 Preparing to Edit

- If possible, use the document word processor to flag potential spelling errors. If you are preparing a printed copy, use the "spell-as-you-go" feature to flag potential spelling errors. These potential errors are shown with a wavy red underline. You can click on the wavy red underline from a drop-down menu by right-clicking on the potential error and then selecting the correct word from the list.
- If possible, use the document word processor to flag and correct potential spelling errors. Follow these guidelines in using an electronic version of the document:
 - Keep in mind that you will need to use a grammar checker. Not all flagged items are incorrect.
 - Use a reliable reference such as *HOW TO USE* to check constructions about which you are unsure. Grammar checkers can be helpful to the experienced user, but they can be a hindrance to the novice because of the number of false positives.
 - Use the "correct-grammar-as-you-go" feature to flag potential spelling errors. The originator or preparer. A wavy blue underline or sequence of words signifies a potential error. Clicking on the potential error produces a drop-down menu that provides an opportunity to correct the error. If the reason the grammar checker has flagged the error is not a spelling correction, verify that the identified word is the correct word.
- Whether you edit documents from the printed copy or you are editing another version, consider the length of the document. If you are editing from a word processor, more than likely the document is in an electronic format. If you are accessing the Review feature of your word processor, more than likely the document is in a printed format.

1. To find an answer, turn to the list of chapter titles in the Contents. Turn to the page number shown for the chapter.

2. The first part of each chapter is the Solution Finder. The major categories are listed alphabetically, with specific areas followed by section numbers. Find the listing for your particular question.

3. Turn to the numbered section indicated, using the page-header guides, where you'll find the answer you need.

4. Or check the alphabetical Index at the back of the book.

HOW **14**

A Handbook
for Office Professionals



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HOW 14: A Handbook for Office Professionals, 14th Edition
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Cover and Title page images:
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WCN: 02-200-203

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Library of Congress Control Number: 9781305586963

ISBN-13: 978-1-305-58696-3

Cengage Learning

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Preface

HOW 14: A Handbook for Office Professionals, 14th edition, has been designed to provide assistance for preparing all types of written business communications. Its content and style focus upon the needs of students—as well as office personnel, business writers, and other business professionals—to produce suitable documents for success in a highly competitive, fast-paced global economy.

HOW 14 presents detailed and precise information for writing, formatting, and transmitting business documents. It serves as a reference to answer specific questions regarding writing style, language conventions, business formats, and document transmission as they relate to the preparation of e-mail messages, business letters, memorandums, reports, manuscripts, proposals, bulletins, résumés, faxes, agendas, itineraries, press releases, and meeting minutes.

A Comprehensive Reference Manual for Business

HOW 14 is succinct, yet comprehensive. It covers thoroughly the principles of business writing style, grammar, punctuation, capitalization, number usage, word hyphenation and division, and abbreviation format in simple, easy-to-understand language. Each rule is illustrated with examples or example sentences related to business circumstances or conditions. In addition, more than 250 word confusions—such as *affect/effect*, *ensure/insure*, and *principal/principle*—are differentiated by simple definitions and discriminating examples.

Content and formats for various business documents are covered thoroughly in *HOW 14*. All the major parts of a business letter, forms of address for domestic and foreign correspondence, and commonly used letter styles are discussed and illustrated, along with the basic formats for writing memorandums. Business writers will find helpful the up-to-date guidelines for citing sources, preparing visuals, setting up listings, providing main and text headings, compiling preliminary pages and bibliographies, formatting a report, and developing an effective business writing style.

Instructions and examples for preparing e-mail messages, itineraries, agendas, press releases, and meeting minutes further enhance the usability of this book as a business writer's resource. To assist readers with the entire document processing cycle, *HOW 14* provides detailed procedures for preparing business documents on computer-based equipment and accessing the Internet to collect information.

New to *HOW 14*

The following information is new to *HOW 14*:

- *New, updated information and examples* throughout the entire reference manual.

- *New and expanded information* on using the Internet to access Web 2.0 resources—social media, blogs, cloud computing, wikis, and other communication resources (see Chapter 14).

Special Features

Several features, besides the Table of Contents and the extensive Index, increase the functionality of *HOW 14* as a reference resource:

1. **Solution Finders**—comprehensive topic indexes at the beginning of each chapter enable readers to locate easily answers to their questions.
2. **Two-color format**—primary rules are printed in red and examples are printed in black so that principles may be located, read, and understood quickly.
3. **Example headings**—boldfaced headings differentiate aspects of each rule so that specific examples and applications may be located immediately.
4. **Spiral binding**—the lie-flat feature of spiral binding permits readers to compare readily their written work (or questions) with the examples.
5. **Glossary of grammatical terms**—a listing with definitions and examples of all the grammatical terms used in this reference manual may be accessed for further clarification of any language principle.

Finding Solutions to Problems

Information you need may be located easily and quickly in *HOW 14* by using a four-step process:

1. Find the chapter you need by turning to the Contents. Locate the chapter by turning to the page number listed.
2. Turn to the Solution Finder, which you will find on the next page.
3. Locate the information you need in the Solution Finder. Each main topic is listed alphabetically followed by subsections of that topic with their corresponding section numbers.
4. Turn to the appropriate section within the chapter by referring to the page-guide references (the section numbers shown at the top right corner of the odd-numbered pages).

If information cannot be located through surveying the contents listed on the back cover, use *HOW*'s comprehensive Index at the end of the reference manual to find the appropriate section.

User Profile

HOW 14 may be used as a classroom text or supplement for instructing students or by general office employees, administrative assistants, business writers, and managers—anyone who deals with the preparation of written business documents.

Students in business communication, business English, word processing, keyboarding, voice-recognition, transcription, legal office, medical office,

and office procedures courses—all courses that require the processing of written words—will benefit from using *HOW 14*. It functions as a resource for class assignments, answering questions on writing style, language applications, punctuation, document framework, and document format. Use of *HOW 14* enables students to produce professional business documents. This reference manual continues to be a valuable resource as students enter the business environment and experience actual situations in business writing and document preparation.

Leaders who conduct business communication seminars will find *HOW 14* an indispensable tool for assisting participants in improving their writing skills, language competence, mechanics of expression, and knowledge of document framework and formats.

HOW 14 serves as a reference for all persons in business who are responsible for communicating through the written word. Similar to the indispensable dictionary, this manual compresses other essential reference information into a single source for producing effective business documents. Persons in all fields of business, education, government, law, and medicine will benefit from using *HOW 14* as a reference in preparing written documents for their professional position and their personal business circumstances.

Supplementary Materials

The *Workbook for HOW 14* (ISBN 9781305586970) provides reinforcement for the major principles covered in the reference manual. This 390-page supplement contains exercises that are coordinated specifically with sections in *HOW 14* and are designed to provide learners with realistic applications, not just isolated sentence exercises.

Workbook exercises enable learners to apply the rules governing grammar, punctuation, capitalization, number usage, word confusions, abbreviations, writing style, spelling, proofreading, and editing. In addition, learners receive practice in locating reference sources on the Internet, composing e-mail messages, using correct address formats, formatting business letters and memorandums, and indexing names for filing.

The *Instructor's Manual and Key*, which is available on the *HOW 14* Web site, includes keys to all the exercises in the *Workbook for HOW 14*. In addition, this teaching tool supplies more than 120 instructional Microsoft Word projection documents that contain the major punctuation, grammar, capitalization, and number-usage principles in *HOW 14* and correspond directly with the exercise applications in the workbook. Other teaching materials in the instructor's manual include a familiarization exercise, a series of assessments for the business letter and memorandum applications in the workbook, and PowerPoint presentations for the punctuation principles and other communication concepts covered in *HOW 14*. These resources are available for instructor download instantly from the *HOW 14* Web site at login.cengage.com.

Acknowledgments

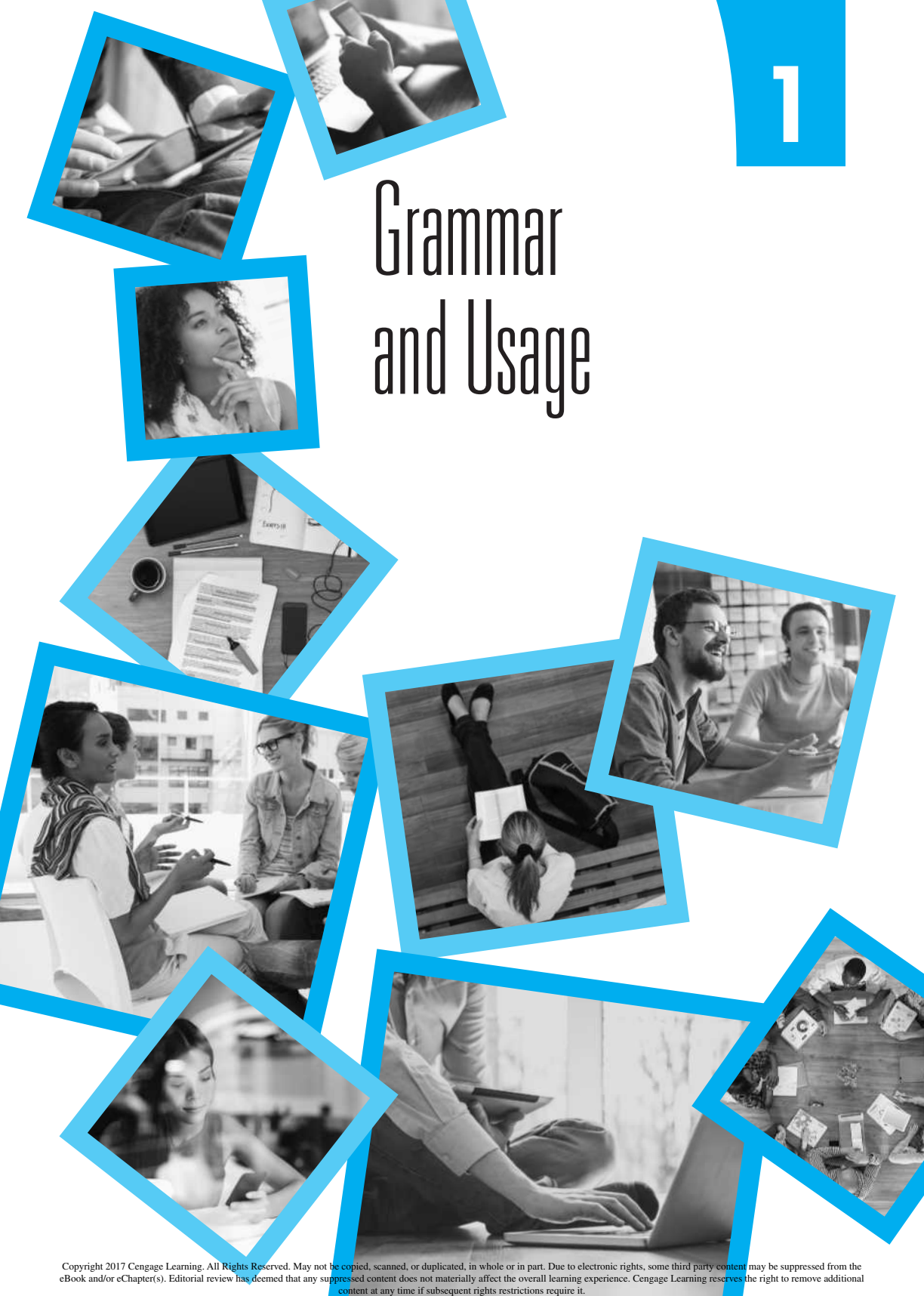
Special acknowledgment and thanks are extended to PamWeigand, Eastern Washington University, who has been a continual supporter of the *HOW* series and spent several hours with the authors providing feedback for the publication of *HOW 13*.

We also thank the following reviewers for their assistance in the preparation of this reference book throughout its many editions:

Steve Abram, Kirkwood Community College
Velda Arnaud, Lane Community College
Elsa Barr, Central Community College
Dr. Kimberlee Bartel, Central Washington University
Carole Bennett, Santa Rosa Junior College
Jane Braynard, Santa Rosa Junior College
Dr. G. Jay Christensen, California State University, Northridge
Dr. Lajuan Davis, The University of Southern Mississippi
Pamela Dupin-Bryant, Utah State University
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Grammar and Usage



Grammar and Usage Solution Finder

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Overview

The basis for successful communication lies in how people put together words to convey ideas. Knowing how words function in sentences and being able to construct complete sentences enhances a person's communication abilities. Whether speaking or writing, an understanding of how words function in sentences and applying conventional usages for the various kinds of words will contribute to an individual's communication skills.

1-1 Parts of Speech

Words used in sentences may be labeled according to the function they perform. By labeling words, we can easily analyze whether we are using words and constructing sentences correctly. Labels for the various word types, the basic parts of speech, follow:

- **Nouns.** Nouns name—for example—persons, animals, places, objects, feelings, and things. *Michael, cat, Dallas, iPad, love, and organization* are examples of nouns.
- **Pronouns.** Pronouns are noun substitutes. They take the place of a noun to avoid continually repeating a word. *She, he, it, they, her, him, and them* are examples of pronouns. Examples include *he* or *him* for *Michael* and *it* for *iPad*.
- **Adjectives.** Adjectives modify nouns and pronouns. They may describe, indicate how many, or tell which one. Examples include *effective* advertising, *four* companies, and *their* offices.
- **Verbs.** Verbs are the motors of a sentence. They show action or describe a state of being. Verbs such as *drive, eat, write, and study* show action while verbs such as *am, was, look, and feel* describe a state of being.
- **Adverbs.** Adverbs describe verbs, adjectives, or other adverbs. They tell *how, when, where, why, or to what degree*. Examples include *drive carefully, arrived yesterday, stay there, understand why, and speaks too quickly*.
- **Prepositions.** Prepositions are connectors. Most prepositions can be identified by imagining what a plane can do to a cloud. It can fly *over, under, through, in, around,* and so on, a cloud. Prepositions introduce descriptive phrases that relate to other parts of the sentence. Examples are *within* the next few days, *through* your efforts, and *under* these circumstances.
- **Conjunctions.** Conjunctions, too, are connectors. Coordinating conjunctions connect like parts in the sentence and adverbial conjunctions introduce clauses. Coordinating conjunctions include *and, but, or, and nor*. Examples of adverbial conjunctions include *because, since, as, and if*.

- **Interjections.** Interjections are words used to express a strong feeling or a sudden emotion. Such words usually stand by themselves followed by an exclamation mark or appear at the beginning of a sentence followed by a comma or an em dash. Examples of interjections include *wow*, *oops*, *yes*, *no*, and *oh*. *No*, all our stores are closed on New Year's Day. *Definitely!* We are always in the market for good ideas.

1-2 Parts of Speech Used in Sentences

- a. **Every word in a sentence may be identified as one of the eight parts of speech, depending upon the role it plays in the sentence.**

sentence containing all parts of speech

Yes, Kevin and I drove to the airport yesterday.

Yes (interjection)	Kevin (noun)	and (conjunction)
I (pronoun)	drove (verb)	to (preposition)
the (adjective)	airport (noun)	yesterday (adverb)

sentence spotlighting nouns, pronouns, adjectives

	noun	pronoun	adjective	noun
--	------	---------	-----------	------

Please call **Christina** if **you** need **additional information**.

noun	noun	adjective	noun	pronoun
------	------	-----------	------	---------

Matthew forwarded **copies** of **Jonathan's e-mail** to **me**.

sentence spotlighting verbs and adverbs

	verb	adverb
--	------	--------

For continued good health, **exercise daily**.

	verb	adverbs
--	------	---------

Shannon **talks too loudly** in the office.

sentence spotlighting conjunctions and prepositions

	conjunction		preposition
--	-------------	--	-------------

Our manager **and** assistant managers will be working **on** alternate shifts.

	preposition	conjunction	preposition
--	-------------	-------------	-------------

You will receive a call **from** the doctor **or** his assistant **within** the next few days.

sentence spotlighting interjections

interjection

Great! Our division won first place in the company sales contest.

interjection

Oops, I should have notified you earlier about the change in the meeting time.

- b. Language customs govern how the parts of speech may be used in sentences. Specific usage principles apply to the various parts as they play their roles in the development of sentences to communicate ideas. A sentence (1) contains a verb (a word showing action or describing a condition), (2) has a subject (a noun or pronoun that interacts with the verb), and (3) makes sense (comes to a closure). Use sentences to express ideas.

- (1) Verbs appear by themselves or in a verb phrase. The last verb in a verb phrase is considered to be the main verb.
- (2) Subjects are either simple or compound. *Simple subjects* consist of a single noun or pronoun whereas *compound subjects* contain two or more nouns or pronouns linked by *and*, *or*, or *nor*.
- (3) A complete sentence is an *independent clause*, a word group that by itself makes sense.

statements

simple subject

verb

Four **employees** in our department **attended** the conference.
(Makes sense.)

subject

verb

This latest **proposal** by Kym Freeman **is** excellent. (Makes sense.)

compound subject

verb phrase

The **seating and accessories** in the reception area **have been moved** to the new offices. (Makes sense.)

questions

simple subject

verb

Which **student** in your class **wrote** this excellent report? (Makes sense.)

simple subject

verb

Who among your staff **is** eligible to apply for this position? (Makes sense.)

compound subject

verb phrase

How many real estate **agents and brokers** from our region **will attend** this conference? (Makes sense.)

requests or commands

verb

Please **complete** the online survey by June 30. (Simple subject you is understood; makes sense.)

verb phrase and adverb *not*

Do not litter in the parks or on the highways. (Simple subject *you* is understood; verb phrase, *do (not = adverb) litter*; makes sense.)

Nouns

1–3 Nouns¹

- a. **Nouns are words that name something—for example, persons, animals, places, things, objects, time, feelings, qualities, actions, concepts, measures, and states of being.**

person

A **pharmacist** is on duty 24 hours daily, seven days a week.

How often does our **webmaster** update the posting of career opportunities with our company?

animal

Dr. Shapiro manages a shelter for abandoned **dogs** and **cats**.

We deliver fresh **fish** daily to all Market Depot stores in the city.

place

The **mall** in our **neighborhood** is often too crowded on weekends.

Plan to arrive at the **airport** at least two hours before your scheduled departure.

thing

All the **data** for this **project** is stored on the **network**.

Which **company** was eventually awarded the **contract**?

object

How did you crack the **face** of your **cell phone**?

Move the **computer** to the **desk** in my office.

time

Payment for these purchases is due within 30 **days**.

Our new payroll system should be operational next **month**.

feeling

Everyone in the room sensed Mr. Smith's **anger** as he spoke.

The mother's **love** and **adoration** for her newborn shone in her face.

quality

I appreciate your **thoughtfulness** and **generosity**.

Such **irresponsibility** must be reported to the supervising physician.

¹ The rules and spellings in this chapter are based on Merriam-Webster, Incorporated. (2014). *Merriam-Webster's Collegiate Dictionary* (11th ed.). Springfield, MA: Merriam-Webster, Incorporated. For a complete, up-to-date online resource, visit Merriam-Webster at <http://www.m-w.com>. Individuals who have purchased *Merriam-Webster's Collegiate Dictionary*, 11th ed., may obtain a digital download and also register for a free one-year subscription to the online versions of multiple Merriam-Webster dictionaries.

action

Posted signs forbid **swimming** in this part of the lake.

Golfing is an individual sport enjoyed by both men and women.

concept

Our country was founded on **freedom** of **expression**.

Please report any **progress** you have made in locating the heirs.

measure

Johnson Industries' assets total more than **\$700 million**.

Three **yards** of fabric are required to re-cover each chair.

state of being

Is she being treated for her **illness** by a specialist?

Complacency in this changing industry could easily lead to **bankruptcy**.

- b. **Any noun that names a particular one is capitalized. These capitalized nouns are known as *proper nouns*. Nouns that do not name specific ones are known as *common nouns*, and they are not capitalized.**

proper nouns

Yesterday **Mayor Anderson** announced a 1 percent increase in city sales tax.

Repairs on **Pacific Coast Highway** are still in progress.

You will have our decision before **December 31**.

Much of this information is available through the **Internet**.

common nouns

Yesterday the **mayor** announced a 1 percent increase in city sales tax.

Repairs on the **highway** are still in progress.

You will have our decision before the 31st of next **month**.

Most of this information is available through online **resources**.

- c. **Although most common nouns consist of single words, many contain two—or even three—words. These *compound nouns* appear as regular entries in the dictionary and are defined as nouns. Some compound nouns are hyphenated, but most are separate words without hyphens (*open compounds*) or written solid (*closed compounds*).**

closed compound nouns

John is the main **speechwriter** for our state governor.

Is your firm handling the Andersons' **lawsuit**?

open compound nouns

Have you invested in the **stock market** since its sharp decline?

Ask the **vice president** to sign this purchase order.

hyphenated compound nouns

Our company is sponsoring a **fund-raiser** for the employee's family.

The **vice-chancellor** must approve all faculty appointments.

1-4 Noun Plurals²

- a. **Most nouns form their plurals by adding s. However, nouns ending in s, sh, ch, x, or z form their plurals by adding es.**

nouns adding s

account	accounts	executive	executives
report	reports	message	messages

nouns adding es

bus	buses	branch	branches
business	businesses	tax	taxes
brush	brushes	waltz ³	waltzes

- b. **Common nouns ending in y form the plural in one of two ways. If the letter preceding the y is a vowel, just add s. However, if the letter preceding the y is a consonant, drop the y and add ies⁴**

y preceded by a vowel

attorney	attorneys	monkey	monkeys
delay	delays	valley	valleys

y preceded by a consonant

company	companies	facility	facilities
policy	policies	photocopy	photocopies
factory	factories	territory	territories

² Noun plurals, other than regular ones ending in s or es, are shown in the dictionary immediately after the singular form of the word. Spellings for noun plurals are based on Merriam-Webster, Incorporated. (2014). *Merriam-Webster's Collegiate Dictionary* (11th ed.). Springfield, MA: Merriam-Webster, Incorporated. For a complete, up-to-date online resource, visit Merriam-Webster at <http://www.m-w.com>. Individuals who have purchased *Merriam-Webster's Collegiate Dictionary*, 11th ed., may obtain a digital download and also register for a free one-year subscription to the online versions of multiple Merriam-Webster dictionaries.

³ An exception to this rule is the word *quiz*. For the plural form, add z before adding es—*quizzes*. The same exception applies to *whiz*, as in *computer whiz* or *math whiz*. For the plural form, add z and es—*computer whizzes* or *math whizzes*.

⁴ An exception to this rule is the word *money*. For the plural form, follow the general rule or drop the *ey* and add *ies*. Either *moneys* or *monies* is correct.