Best exams techniques

This is what it all comes down to; you're sitting in the exam hall, waiting to get your hands on that anticipated piece of paper. You've jammed a ton of information into your brain and your fingernails are non-existent – it's time to get down to business!

Yes the exam environment may be different across disciplines. Computing students will sit some tests in front of a computer with their fingers poised to code. A practical element will contribute to science student's final grade. It doesn't matter if you're studying English, Economics, Psychology or History, every exam can be approached in much the same way with these exam writing tips.

We're here to give you some help answering and writing exam questions that will show your knowledge to the person who reads your paper.

How to Answer Exam Questions

Pay attention! These quick tips should be common sense but many students who are under exam stress fail to see their mistakes. We're going to help you avoid a major exam disaster by pointing you in the right direction.

Here's our top exam writing tips to help you understand how to answer exam questions:

1. Practice Past Papers

First of all don't confuse the method or the words changing on any kind of question. Pick the main theme and objective of the question and forget related question wording. In this point mostly student get confused about the answer which is in there mind. There really is no better way to get exam ready than by attempting past papers. Most exam bodies should have past papers available online but your teacher will get you started on these in class.

This process isn't just about preparing an answer for a specific question, it's about understanding how you approach a question in an exam, how to structure your answer, the timings you should assign and what information will get marks.

If you want to create an easy way to test yourself with past papers and feeling some psychological issues about your mental level then try the to concern **Kashaan Academy** for taking some useful guidance regarding your exams:

2. Read All Questions Carefully

The stress of the situation can cause you to misread a question, plan your answer out, start writing your response and then realize you made a mistake and wasted vital time. Even though you generally won't be writing answers to every question on the paper, reading all questions thoroughly will ensure you make the right choices and can highlight how much you know about the topic.

Don't forget to attempt all questions that you have selected. However, be careful of MCQ questions with negative marking. If you're not sure of the answer you could cost yourself some valuable marks.

3. Manage Your Time

This is where you need to be strict on yourself. Once you have assigned a time limit for each question, you MUST move on once you hit it or you won't be able to give the next question your full attention.

Remember to leave yourself some time at the end to go back over your answers and add in little notes or pieces of information about the topic. You never know, this could help bump you up a grade!

4. Structure Your Answer

Write to maintain heading and points in your answer. In this style of writing your question getting perfect and looking good. As you give heading to your answer your opinion and vocabulary getting sharp and sharp in your mind.

Exam Writing Tips Don't just jump into writing your answer. Take the first few minutes to plan the structure of your essay which will save you time when you are delving into meaty parts. Always stay on topic; if you're discussing the role of women in society as portrayed by the author in Of Mice and Men, don't digress and start outlining other themes in the book for example. Most essays should have an introduction, three main points and a conclusion. A lot of students see a conclusion as a final sentence to finish the piece off. A strong conclusion give an A grade student the chance to shine by bringing everything together and fortifying their opinion.

5. Explore Both Sides of an Argument

Building your argument in the main body of your exam answer will give your overall opinion credibility. English language questions, for example, encourage you to explore both sides of an argument and then conclude with a critical analysis of your answer.

Many questions you approach will look as though they seek a straightforward answer but in reality they want you to fully outline a structured essay. Don't fall into the trap of providing a one-sided view, get your hands dirty and open your mind to other possibilities.

6. Review Your Answers Thoroughly

Smart students can still make the mistake of handing their answer book in without checking through what they have written. Proofread your answers as much as you can to correct any spelling mistakes and add any extra comments you think are worth mentioning. You will be surprised what you can spot in those last few minutes. This is your last chance to throw in that quotation, list other relevant points or even draw a quick diagram. Now is not the time to drop your game, show the examiner what you're made of!

Remember, the exams are not designed to trick you. Don't panic on the day of your exam or this brain freeze could mean that you get a lower grade that you truly deserve. Convince yourself that you know how to answer exam questions and your almost there.

Everyone who has ever passed exams would say that it is very exciting and stressful. To pass it successfully a person should study hard, but still it isn't the key element of success. Moral support is way more important, because it gives faith in yourself that makes everything possible. Does anyone that you know have a test or exam coming up soon? Show him that you care and encourage him by sending motivational wishes. Wish you to start your day without panic and to pass exams. It's very important for Kashan Academy. Wishing you to feel good after all!. Kashaan Academy wishes for you and to all the best for your exams and upcoming life.

Solved guess paper
Of
Basics of Technical English (9409) BS PORGRAME

Q 1. Can you describe with examples which writings count as technical writing? Also write the major traits of technical writing. You may also consult Unit 1, Chapter1 (page 2) of your text book for some traits of technical communication. (20)

Technical writing is a form of technical communication used in a variety of technical and occupational fields, such as computer hardware and software, engineering, chemistry, aeronautics and astronautics, robotics, finance, consumer electronics, and biotechnology

Technical writing involves the creation of useful documents that can be clearly understood by readers. Good technical writing clarifies jargon, presenting useful information that is clear and easy to understand for the intended audience; poor technical writing may increase confusion by creating unnecessary jargon or failing to explain it. While grammar, spelling and punctuation are of the utmost importance to technical writing, style is not; it can be sacrificed if doing so increases clarity, which is considered more important to the genre.

Technical writing is performed by technical writers, who may be professionals or amateurs. These writers usually begin such work by learning the purpose of the document that they will create, gathering information from existing documentation and from subject-matter experts; technical writers need not be subject-matter experts themselves. A good technical writer needs strong language and teaching skills and must understand how to communicate with technology. Advanced technical writers often move into specialized areas such as API writing, document architecture, or information management.

Technical writing and associated method

Technical writing is often associated with online help and user manuals. It also includes product release notes, product troubleshooting guides, tutorials, installation guides, marketing documentation, e-learning modules, web content, legal disclaimers, business proposals, and white papers

Technical writing involves analysis of a document's intended audience in order to translate complex technical concepts and instructions into a series of comprehensible steps that enable users to perform a specific task in a specific way. To present appropriate information, writers must understand the audience and their goals. For example, an audience of highly trained scientists will require less explanation of technical terms than a help guide intended for general audiences. The writing also seeks to present an attractive layout for easy reading and comprehension. A writer must understand the medium typically used to view the final product. An HTML document, such as a web page, frequently has a different layout than a print document. The use of elements such as hyperlinks and animation will affect the content and form of the writing.

Broadly speaking, technical documentation can be categorized into three types, depending on the style of writing, the level of knowledge transferred, and the target audience:

1. End-user assistance documents help a user understand a software or hardware product. This includes user manuals for computer programs, household products, medical equipment, mobile phones, and other consumer electronics.
2. Traditional technical documentation communicates to a specialized audience. Such documentation includes maintenance guides, repair manuals, engineering specifications, research papers, reference works, annual reports, and articles for technical journals.
3. Marketing communication such as product catalogs, brochures, advertisements, introductory pages for web sites, and press releases are sometimes created by technical writers.

The following types of tools are typically used to author and present technical documents:

Desktop Publishing Tools or Word Processors are used to produce printed manuals or digital documents in print format. Microsoft Word and Adobe Frame Maker are two tools commonly used by technical writers. Help Authoring Tools are used to create online help systems, which are either packaged with software products, delivered through a web browser or provided as files the user can view on their computer.

Types of Technical Writing

There are three main types of technical writing:

End-user documentation: This type of writing includes documents where the writer explains a topic to a novice so that they can understand technical terms and apply them in a real-life situation.

Traditional technical writing: This is writing that is geared to an audience already at least somewhat familiar with a technical field such as engineering or politics.

Technological marketing communications: This is writing used in promotional marketing such as fliers and promotional brochures that would entice a person to purchase a certain product or service.

Traditional Technical Writing

Examples of traditional technical writing might include:

- A whitepaper published in an engineering journal about a new system that has been devised
- An article published in a law review that caters to lawyers
- An article in a medical journal summarizing an experiment that has been conducted and written to a medical audience. For example, articles published in the New England Journal of Medicine would fall into this category.

Examples

Examples of end-user documentation might include:

"Blackberry for Dummies" - that teaches you how to use your new cellular phone and that is written in order to cater to someone who has never before used a cell phone or who is not a cell phone expert

A manual that comes with a computer

Q.2 Mastering just a few key strategies for technical writing makes your ideas seem clearer to your readers and causes them to trust you. Can you explain and exemplify a few of these strategies. Read unit 5, Chapter 4 (page 88) for some of such strategies. (20)

"Technical writing conveys specific information about a technical subject to a specific audience for a specific purpose… The words and graphics of technical writing are meant to be practical: that is, to communicate a body of factual information that will help an audience understand a subject or carry out a task." (Michael H. Markel Director of Technical Communication Boise State University)

Technical writing is a form of technical communication. It is a style of writing used in fields as diverse as computer hardware and software, engineering, chemistry, the aerospace industry, robotics, finance, consumer electronics, and biotechnology.
The Society for Technical Communication (STC) defines technical writing as a broad field that includes any form of communication that exhibits one or more of the following characteristics:

(1) Communicating about technical or specialized topics, such as computer applications, medical procedures, or environmental regulations;
(2) Communicating by using technology, such as web pages, help files, or social media sites; or
(3) Providing instructions about how to do something, regardless of how technical the task is, and regardless of whether technology is used to create or distribute that communication.

How Is Technical Writing Different From General Writing?

There are so many different types of writing. Copywriting involves describing a product or service in a desirable way and convincing potential customers to purchase it - it is writing that is designed to sell. Literary writing is fictional work that focuses on the human condition - it is meant to entertain and provoke an emotional response in readers. Although many types of writing have at least a few things in common, technical writing is completely different. There are numerous characteristics of technical writing that set it apart from all other types:

The sole purpose of technical writing is to educate and inform.

Technical writing documents aren't intended to be entertaining or convince individuals about the merits of a specific product. Instead, they are designed to educate readers about a specific technical subject or provide instruction about a process. Assembly instructions, for example, are strictly "how-to" documents - they don't discuss the benefits of the product or why it is superior to similar products on the market.

Technical writing does not involve expressing opinions or emotions about a topic.

Technical writing is completely objective, and there is no room for the author to express her thoughts or opinions about the material being presented. Technical writing is all about facts, and these must always be presented in a clear and concise manner. The author cannot let his or her opinions influence the contents or the tone of the document.

Technical writing documents are geared towards a highly specific audience.

While some types of writing (novels, for instance) are designed to appeal to a large audience, technical documents are written with a particular audience in mind. Training materials for a company, for example, are written specifically for employees, while help files are written for users who have purchased a certain piece of hardware or software. Being familiar with the intended audience and writing the document for that audience is absolutely essential if an individual hopes to create a highly effective piece of technical writing.

Technical writing requires in-depth research and extensive knowledge.

It's not enough for a technical writer to have a general idea of the topic he is writing about. The technical writer must be able to prepare a document that focuses on the exact topic being addressed or process being discussed. Readers must be told about how to use the specific machine in their place of employment or how to install the exact make and model of printer they purchased.

Comparing Technical writing and day to day writing

Audience analysis is a key feature of all technical writing. Technical writing is a communication to convey a particular piece of information to a particular audience for a particular purpose. It is often an exposition about scientific subjects and technical subjects associated with finance, construction, medicine, agriculture, technology, and various sciences.

Procedural technical writing translates complex technical concepts and instructions into a series of simple steps that enable users to perform a specific task in a specific way. To present appropriate information, writers must understand the audience and their goals.

Persuasive technical writing attempts to sell products or change behaviors by putting forth compelling descriptions of how a product or service can be used in one's life. This type of writing often delves into features and benefits of the product or service, and may use illustrations to make the benefits easier for the audience to understand.

Q.3 Assume that you are the director in a food restaurant. Your head has decided to bring some changes in the restaurant. You are asked by him to determine whether to change the menu or maintain the same menu. Write down a report to his request. Base your report on cost, training, and customer relations. Read Unit 2, Chapter 12 (page 287) of your textbook for report writing. (20)

If you have a reputation for cooking exceptional soul food and possess an entrepreneurial spirit, a soul food restaurant is a business that could prove to be a profitable endeavor. Opening a restaurant isn't a decision to take lightly, but once you've made the choice to become a restaurateur, it is important to have a clear plan. Like any other business endeavor, the success of your soul food restaurant depends on creating an in-depth, well-thought-out business plan.

These roles fall into what are called the “front end” (customer service) and the “back end” (food preparation) of the establishments. **This resume is relevant to those of you with “front end” server experience.** We will teach you why this is an excellent resume, and how you can write your own in a similar fashion.

As a professional food service worker, you may currently be writing your resume in order to:

- Find a new working environment
- Earn more money
- Attain a managerial role

Read this resume writing guide to ensure you achieve your goals.

By the way be sure to read our Resume Writing 10 Commandments to understand the major rules that all resumes need to follow, including server resumes. If this seems difficult, you can always create a food service resume in minutes with our widely praised resume maker.

1. Include These Key Server, Waitress, and Waiter Skills

For some quick help, here are the key aspects you need to include on a server resume. Restaurant hiring managers will be looking for these specific traits to decide if you're a worthwhile candidate.

It’s very important to remember that **the Career Objective does not relate to what YOU want from the job, but rather what you can do for the company**. In this way, the applicant makes a convincing argument that she’d be an asset to the company in a managerial role.

Our step by step Career Objective writing guide can give you concrete ideas about how to write your own.

3. Describe your Server Experience with Numbers

Adding numbers to your job description bullet points will help the hiring manager grasp the size and scope of your responsibilities, and give them a clearer mental picture of your experience.

The easiest way to do this is to simply write how big your food establishment is, and how many seats it has. The applicant does this twice for the two establishments she worked in, as you can see from the bolded text below:

- Write patrons’ food orders on slips, memorize orders, or enter orders into computers for transmittal to kitchen staff **in a 150+ seat restaurant**

- Present menus to patrons and answer questions about menu items, making recommendations upon request **in a 70+ seat restaurant**

Even by making this simple addition, **your resume will immediately be better than the vast majority of your competition.**

If you really want to blow away the hiring manager, you'll need to do more complex research, like this example:

- Memorized restaurant's wine stock and the meals they should accompany, **leading to daily wine sales averaging $150, fully 20% higher than company average**

Since you are a professional food service worker, regardless if you are crafting a server resume or one seeking a more supervisory role, you should definitely include these bullet points in your Additional Skills section to build a stronger resume:

- Familiarity with Point of Sale terminals
- Problem solving and communication skills

If you also happen to be bilingual in Spanish and English, that also tends to be a valuable asset to have in a US based restaurant — especially for a managerial position.

You'll increase sales when you write tantalizing food descriptions like these shown below. Click on the menu link to see how the experts create appetizing descriptions.

- Cafe Menu. Sliced Brisket: Beef brisket, seasoned and smoked for hours for a deep smoky flavor and sliced thin.
- Fine Dining Menu. New Orleans Catfish: Petite prawns, Andouille sausage, mushrooms, scallions, peppers and Cajun cream sauce served over blackened catfish.
- Japanese Menu. Thai Sticks: Charbroiled fiery chicken, prawn or beef skewers with a peanut-chile dipping sauce.
- Mexican Menu. Chop Salad: Hearts of Romaine, citrus poached shrimp, sweet onions, radish and queso fresco tossed with a creamy guajillo Manchego dressing.
- Dessert Menu. Gluten-Free Chocolate Cake: A flour-free chocolate cake covered with a silky smooth chocolate fondant.
- Bakery Menu. Jasmine Green Tea Torte: White chocolate mousse-spiked green tea, jasmine and honey in a crispy cookie crust.
- Barbecue Menu. Sliced Pork Loin: Tender slices of pork loin rubbed with our secret blend of spices and slow smoked.
- Daily Specials Menu. Steamed Clams with Guinness: A pail of our finest, steamed with Ireland's finest.
- Pub Food Menu. Buffalo Tender Wrap: Crispy strips of breaded chicken tossed in spicy buffalo sauce in a spinach-herb wrap.

Employ these simple but effective restaurant menu writing tips to create powerful, successful menus.

- Educate yourself on the art of business plan writing. Go to the Small Business Administration (SBA) as well as the Service Corps of Retired Executives (SCORE) websites and view one or both of the free, online video business plan workshops that are available. Conduct a search for websites that offer sample business plans. Download or review a business plan for restaurants in order to garner a clear idea of what is expected.
- Write a company description. A detailed company description will help you, your potential investors and loan agencies to see a clear picture of what your restaurant will be like. Cover areas such as your legal business structure, whether your restaurant will be casual or a more upscale soul food establishment; its size, potential or current location; and any description of what makes it unique. Add a descriptive sample menu that best illustrates the type of food that you will offer customers including: lunch, dinner, desserts and drinks. Also explain how your restaurant will be unique from and superior to the potential competition.
- Conduct market research. Your business plan must demonstrate that you understand the market in your area and that you have conducted enough research to reasonably determine the viability of a soul food restaurant. Identify your target demographics by age, ethnicity, and income and compare those results against the population in your location. Visit your competition and assess their menu, the taste and quality of their food, the popularity of their restaurant and the level of customer loyalty.
- Create a marketing strategy. Describe how you plan to promote your business and bring customers into your restaurant. Your marketing strategy must include your initial methods of attracting diners in addition to your plan for continued marketing and customer retention.
- Outline the operation plan for your business and management. Create a plan that covers the restaurant hours, number of employees, suppliers, customer service, and administrative duties. Take into consideration who will handle your finances, and what controls will be in place to ensure safety and

honesty. If you plan to hire a manager, you will also need to describe who will be a part of your management team and what qualifications they have.

- Make a financial plan. An important factor of your restaurants business plan is determining the financial aspect in terms of funding, profit and loss. Take your time and chart your soul food restaurants projected growth, industry data, a break-even analysis and any possible risk, including a plan to handle that risk if it should occur.
- Write your Executive Summary. This is an introduction to the content within your soul food business plan; however, because it summarizes the content of your plan, it is best written when all other aspects of the business plan are complete. Provide a snapshot of your business plan by covering the important, key aspects of each section only, without going into detail.

Q.4 Assume that you are a teaching faculty in the Allama Iqbal Open University and you are the coordinator of the course Technical Report Writing. You want to revise the text book for the mentioned course. Write a proposal to the chairman of your department for the said purpose. Consult Unit 3, Chapter 16 (page 415) of your textbook for proposal writing. (20)

At the Allama Iqbal Open University, **the departments have their own** Allama Iqbal Open University **departmental coordinators**, who are responsible for **subject-specific matters**.

Please refer to your departmental coordinator for all questions regarding:

- **courses**
- **course registration**
- **Learning Agreement**
- **courses taught in English**
- **exams**

The departmental coordinators also sign **confirmations with subject-specific details** (such as language of instruction, the date of your last exam etc).

We will send you a detailed e-mail (after we have received your nomination) including information about your departmental coordinator (alternatively, you can find your departmental coordinator via this procedure.)

Grading system and ECTS

The Austrian grading system ranges from **1 to 5**:

1 = excellent (outstanding performance)
2 = good (generally good, but with some errors)
3 = satisfactory (generally sound work with a number of substantial errors)
4 = sufficient (performance meets the minimum criteria)
5 = unsatisfactory (< 50%; substantial improvement necessary; requirement of further work)

ECTS

At the Allama Iqbal Open University, the **workload** of an individual course is measured in course outline checking system. The use of COCS (course outline checking system) at Pakistani universities should ensure the possibility to transfer credits from one university to another (also across borders) and enhance the level of transparency.

Austrian full-time students usually enroll for courses that will yield a maximum of 30 ECTS per semester.

It depends on the home university how many COCS credits exchange students have to obtain per semester, since the sending institution is in charge of the approval of the courses. **Please contact your home university if you have questions regarding the amount of** COCS **credits you need to obtain.**

Course choice and course catalogue

Austrian students are given a relatively high amount of freedom in planning their studies. They create their own timetables for each semester and are accustomed to working independently.

Please note, however, that **basically you should select courses in the field of study you have been nominated for**. In case you would also like to attend **courses outside your nominated field of study**, you can find.

Courses

The number of courses and the amount of ECTS credits you need to obtain at the University of Vienna depends on your home university's requirements.

There are different course types: **Lectures** are f.i. courses where regular attendance is not mandatory. There usually is a written or an oral exam at the end of the semester in order to obtain a grade. **Training courses**, **proseminars** (Proseminare, PS) and **seminars** (SE) are for example courses with compulsory and regular attendance. Assessment criteria are active course participation, presentations, midterm-tests, papers and written and/or oral end-term tests.
Grades are awarded within a five-digit grading system ranging from 1 (excellent) to 5 (unsatisfactory).

As an exchange student you do not have to take courses from the **STEOP module** ("Studieneingangs- und Orientierungsphase" i.e. "Introduction and Orientation Phase"); you are normally even recommended not to take any of these courses.

Advanced students who have been nominated for the Bachelor programme may also attend **courses from the Master's programme** if they have sufficient knowledge on the subject. However, this must be cleared up with the departmental coordinator first.

Please contact your **departmental coordinator** for any further questions regarding the course offer.

Course Catalogue

The **course catalogue (or course directory)** contains all courses offered at the University of Vienna and is only available online. The service also has some handy features like exporting course dates via iCal or showing where the courses take place in Google Maps. Moreover you can search for **staff** and **organisation units** such as **departments or faculties**. More information on U:FIND is provided

The course catalogue lists **details for each course** such as units per week, beginning and end dates, amount of ECTS, language of instruction etc in the respective course descriptions. Should you require even more detailed information on a certain course, please contact your **departmental coordinator**.

The course catalogue for the upcoming semester will be available online approximately in **August** and **January**. It will, however, still be updated and new courses can still be added until the beginning of the semester. If you need to know what kind of courses are offered in your field of study in order to fill your Learning Agreement before the new course catalogue is published, please use the one of the previous winter or summer semester, which will give you an idea of the course offer. Please keep in mind, however, that not all courses are offered every year/semester.

Some departments use an **annotated course catalogue** that contains more detailed information regarding the field of study in general and the individual courses. The annotated course catalogues (KoVo) will be available shortly before the start of the semester in question at the secretary's offices of the respective departments, from the student's representations of the Student's or on the.

How to find courses from your field of study

Under *browse* choose the course directory on the **U:FIND** home page. The following page lists all the **directorates of study** where you can find **your field of study**. (Sometimes one Directorate of Studies (SPL) lists several fields of study, like for example SPL 4 **Business, Economics and Statistics**, which lists Business Administration, International Business Administration, Statistics and Economics as fields of study).

Once you have chosen your field of study, all the courses are listed structured by study cycle and modules. If you click on a certain course you will be directed to the **detailed course description** with information on the course's programme as well as the link to the **course registration** (in case of courses where registration is compulsory).

ISO-Codes are listed **here**. Examples:

- lang:en for courses taught in **English** (see **courses taught in English**)
- lang:it for courses taught in **Italian**
- lang:fr for courses taught in **French**
- lang:es for courses taught in **Spanish**

More information on U:FIND is provided For any further question regarding this topic please contact your **departmental coordinator**.

Q.5 While preparing a job resume one must analyze the situation, plan the content, and present everything in an appropriate form. Unit 4 of your textbook teaches you how to prepare job resumes. Prepare a detailed job resume for yourself. (20)

Good Resume

A good resume is a flexible and can be customized for various situations and employers.
Seven Qualities that Employer Seek
1. Think in term of result
2. Know how to get things done
3. Are well rounded,
4. Show signs of progress
5. Have personal standards of excellence
6. are flexible and willing to try new things
7. Possess strong communication skills.

A good resume is a flexible and can be customized for various situations and employers
Writing Resume

Organizational approach

1. Use the chronological approach unless you have a weak employment history
2. Use the functional approach if you are new to the job market, want to redirect your career, or have gaps in your employment history.
3. Use the combined approach to maximize the advantages of both chronological and functional resumes, but only when neither of the other two formats will work.

Format and Style

1. Use short noun phrases and action verbs, not whole sentences.
2. Use facts, not opinions.
3. Adopt a “you” attitude.
4. Omit personal pronouns (especially I)
5. Omit the date of preparation, desired salary, and work schedule.
6. Use parallelism when listing multiple items.
7. Use positive language and simple words.
8. Use white space, quality paper, and quality printing.

Opening

1. Include contact information (name, address).
2. Include a career objective or a skills summary if desired.
3. Make your career objective specific and interesting
4. Prepare two separate resumes if you can perform two unrelated types of work.
5. In a skills summary, present your strongest qualifications first.

Education

1. List the name and location of every postsecondary school you've attended (with dates, and with degrees/certificates obtained).
2. Indicate your college major (and minor).
3. Indicate numerical scale (4.0 or 5.0) if you include your grade-point average.
4. List other experiences (seminars, workshops), with dates and certificates obtained.

E. Work experience, skills, and accomplishments
1. List all relevant work experience (paid employment, volunteer work, internships).
2. List full-time and part-time jobs.
3. Provide name and location of each employer (with dates of employment)
4. List job title and describe responsibilities.
5. Note on-the-job accomplishments and skills; quantify them whenever possible.

F. Activities and achievements
1. List all relevant offices and leadership positions.
2. List projects you have undertaken.
3. Show abilities such as writing or speaking, and list publications and community services.
4. List other information, such as your proficiency in language other than English.
5. Mention ability to operate special equipment, including technical, computer, and software skills.

Personal Data

1. Omit personal details that might be seen as negative or used to discriminate against you.
2. Leave personal interest off unless they are relevant to the position being sought.
3. List a reference only with permission to do so.

Balance Common Language with Current Jargon
Another way to maximize hits on your resume is to use words that potential employers will understand (for example, use keyboard, not input device). Also, use abbreviations sparingly (except for common ones such as BA or MBA.

The Chronological Resume

In a chronological resume, the work-experience section dominates, immediately after the name and address and the objective. You develop this section by listing your jobs sequentially in reverse order, beginning with the most recent position and working backward toward earlier jobs. Under each listing, describe your responsibility and accomplishments, giving the most space to the most recent positions. If you're just graduating from college, you can vary this chronological approach by putting your educational qualifications before your experience, thereby focusing attention on your academic credentials.
The chorological approach is the most common way to organize a resume, and many employers prefer it.

This approach has three key advantages:
(1) Employers are familiar with it & can easily find information
(2) it highlights growth and career progression
(3) it highlights employment continuity and stability

Resume writing(The Chronological Resume)

The chorological approach is the most common way to organize a resume, and many employers prefer it.
This approach has three key advantages:
(1) Employers are familiar with it & can easily find information
(2) It highlights growth and career progression
(3) It highlights employment continuity and stability
The chronological approach is especially appropriate if you have a strong employment history and are aiming for a job that builds on your current career path.

The Functional Resume

A functional resume emphasizes a list of skills and accomplishments, identifying employers and academic experience in subordinate sections. This pattern stresses individual areas of competence, so it's useful for people who are just entering the job market, want to redirect their careers, or have little continuous career related experience.

Advantages

(1) Without having to read through job descriptions, employers can see what you can do for them,
(2) You can emphasize earlier job experience,

(3) You can de-emphasize any lack of career progress or lengthy unemployment.

Relevant Skills (Personal Selling / Retailing)

- Led house wares department in employee sales for spring 2006.
- Created end-cap and shelf displays for special house wares promotions.
- Sold the most benefit tickets during college fund-raising drive for local community center Public Interaction
- Commended by house wares manager for resolving customer complaints amicably
- Was captain college xi and participated in many University Fixture.

Managing

Training part-time house wares employees in cash register operation and customer service
Reworked house wares employee schedules as assistant manager
Organized summer activities for children 6-12 years old for city of Karachi – including reading programs, sports activities, etc.

The Combination Resume

A combination resume includes the best features of the chronological and functional approaches.

Nevertheless, it is not commonly used, and it has two major disadvantages:
(1) it tends to be longer, and
(2) it can be repetitious if you have to list your accomplishments and skills in both the functional section and the chronological job descriptions.

Skills and capabilities

- Plan and coordinate large-scale public events
- Develop community support for concerts, festivals, and the arts
- Manage publicity for major events
- Coordinate activities of diverse community groups
- Establish and maintain financial controls for public events
- Negotiate contracts with performers, carpenters, electricians, and special Even Experience.
- Arranged 2001's week-long Arts and Entertainment Festival for the Barrington Public Library, involving performances by 25 musicians, dancers, actors, magicians, and artists.

Q.6 (a) What is meant by the term memos? Explain briefly. (5)

A little bit of background into the origins of the word memo will help clarify what their purpose is – so we'll start there. Memorandum comes from the Latin noun memorandum and has the same root asmemorare, which sounds very much like another word I can think of – any ideas yet? Not surprisingly, memorare translates as to recount, to mention or call to mind and, I'm sure you've realised by now that it gave us the word memory. So, a memo can be considered as something that should be used to remind people of something. And, that is exactly what it does.

Memos in the office

What is the role of a memo within the office? Well, first it's important to remember that memos are usually meant for use only within the office and are sent through the internal mail system of the company. Anything that needs sending externally, to clients or suppliers etc, should be written in the more formal format of a letter. Secondly, they should be used when the information needs to be put in writing, not as a way to avoid speaking with people face-to-face. And lastly, they should be clear and brief. If what needs to be communicated is long and complex another format, such as a report, may be more appropriate. Memos are often used to:

Instruct – about fire or health and safety procedures, new equipment and so on
Remind – when staff need to remember an important time or date, such as a monthly **meeting highlight** – informing others of changes in staff roles, such as promotion or dismissal.

(b) Memos are written to provide information and instruction to the employees on different official activities. The memo should be clear, containing different head such as, date, subject, to from etc. (15)

A memo is a common form of communication in the workplace. It provides an easy way to convey information or ideas to your coworkers or employees in a quick and informative way. Some easy tips can make your memo-writing skills effective and easy to implement.

How to write memo?

- Organize your thoughts before writing the memo. Memos are meant to be direct and to the point, so make sure that you have all the important information you need organized in an efficient manner.
- Understand the format of a basic memo. The heading of the memo always includes the date, the name of the sender, the names of the recipients and the subject heading. Make the subject heading as specific as possible.
- Simplify your information. A memo must be able to be read quickly and easily understood. Replace large words or uncommon vocabulary with synonyms that will be understood and more to the point. Use bullets and numbered lists where appropriate.
- Eliminate any statements that are not directly related to the purpose of the memo. A memo is not the right place to expound upon one's personal opinions or thoughts. These will only serve to add unnecessary length to your memo and could distract your audience from the main focus.
- Remember your audience. Consider who will be reading your memo and be sure to write your memo in a style and language that will be appealing and easily understood.
- Include everyone. Be sure prior to sending out your memo that you have included everyone that will need access to the information it contains in the list of people who will receive it. Failure to include all necessary people could result in a breakdown in communication or confusion, not to mention your information not reaching all the sources you intended.
- Check your spelling, grammar and punctuation before sending out your memo. Any grammatical mistakes will be distracting to those receiving the memo and will also make it appear less professional.

Basic Parts of a Memo

Standard memos are divided into segments to organize the information and to help achieve the writer's purpose.

Heading Segment

The heading segment follows this general format:

TO: (readers' names and job titles)
FROM: (your name and job title)
DATE: (complete and current date)
SUBJECT: (what the memo is about, highlighted in some way)

Make sure you address the reader by his or her correct name and job title. You might call the company president "Maxi" on the golf course or in an informal note, but "Rita Maxwell, President" would be more appropriate for a formal memo. Be specific and concise in your subject line. For example, "Clothes" as a subject line could mean anything from a dress code update to a production issue. Instead use something like, "Fall Clothes Line Promotion."

Opening Segment

The purpose of a memo is usually found in the opening paragraph and includes: the purpose of the memo, the context and problem, and the specific assignment or task. Before indulging the reader with details and the context, give the reader a brief overview of what the memo will be about. Choosing how specific your introduction will be depends on your memo plan style. The more direct the memo plan, the more explicit the introduction should be. Including the purpose of the memo will help clarify the reason the audience should read this document. The introduction should be brief, and should be approximately the length of a short paragraph.

Context

The context is the event, circumstance, or background of the problem you are solving. You may use a paragraph or a few sentences to establish the background and state the problem. Oftentimes it is sufficient to use the opening of a sentence to completely explain the context, such as,

"Through market research and analysis..."
Include only what your reader needs, but be sure it is clear.

Task Segment

One essential portion of a memo is the task statement where you should describe what you are doing to help solve the problem. If the action was requested, your task may be indicated by a sentence opening like,

"You asked that I look at...."
If you want to explain your intentions, you might say,

"To determine the best method of promoting the new fall line, I will...."
Include only as much information as is needed by the decision-makers in the context, but be convincing that a real problem exists. Do not ramble on with insignificant details. If you are having trouble putting the task into words, consider whether you have clarified the situation. You may need to do more planning before you're ready to write your memo. Make sure your purpose-statement forecast divides your subject into the most important topics that the decision-maker needs.

Summary Segment

If your memo is longer than a page, you may want to include a separate summary segment. However, this section not necessary for short memos and should not take up a significant amount of space. This segment provides a brief statement of the key recommendations you have reached. These will help your reader understand the key points of the memo immediately. This segment may also include references to methods and sources you have used in your research.

Discussion Segments

The discussion segments are the longest portions of the memo, and are the parts in which you include all the details that support your ideas. Begin with the information that is most important. This may mean that you will start with key findings or recommendations. Start with your most general information and move to your specific or supporting facts. (Be sure to use the same format when including details: strongest to weakest.) The discussion segments include the supporting ideas, facts, and research that back up your argument in the memo. Include strong points and evidence to persuade the reader to follow your recommended actions. If this section is inadequate, the memo will not be as effective as it could be.

Closing Segment

After the reader has absorbed all of your information, you want to close with a courteous ending that states what action you want your reader to take. Make sure you consider how the reader will benefit from the desired actions and how you can make those actions easier. For example, you might say,

"I will be glad to discuss this recommendation with you during our Tuesday trip to the spa and follow through on any decisions you make."
Necessary Attachments

Make sure you document your findings or provide detailed information whenever necessary. You can do this by attaching lists, graphs, tables, etc. at the end of your memo. Be sure to refer to your attachments in your memo and add a notation about what is attached below your closing, like this:

Summary:

This handout will help you solve your memo-writing problems by discussing what a memo is, describing the parts of memos, and providing examples and explanations that will make your memos more effective.

Format

The format of a memo follows the general guidelines of business writing. A memo is usually a page or two long, should be single spaced and left justified. Instead of using indentations to show new paragraphs, skip a line between sentences. Business materials should be concise and easy to read. Therefore it is beneficial to use headings and lists to help the reader pinpoint certain information.

You can help your reader understand your memo better by using headings for the summary and the discussion segments that follow it. Write headings that are short but that clarify the content of the segment. For example, instead of using "Summary" for your heading, try "New Advertising Recommendations," which is much more specific. The major headings you choose are the ones that should be incorporated in your purpose-statement in the opening paragraph.

For easy reading, put important points or details into lists rather than paragraphs when possible. This will draw the readers' attention to the section and help the audience remember the information better. Using lists will help you be concise when writing a memo.

The segments of the memo should be allocated in the following manner:

- Header: 1/8 of the memo
- Opening, Context and Task: 1/4 of the memo
- Summary, Discussion Segment: 1/2 of the memo
- Closing Segment, Necessary Attachments: 1/8 of the memo
- This is a suggested distribution of the material to make writing memos easier. Not all memos will be the same and the structure can change as you see necessary. Different organizations may have different formatting procedures, so be flexible in adapting your writing skills.

Contributors: Courtnay Perkins, Allen Brizee.

Summary:

This handout will help you solve your memo-writing problems by discussing what a memo is, describing the parts of memos, and providing examples and explanations that will make your memos more effective.

Sample Memo

TO: Kelly Anderson, Marketing Executive

FROM: Jonathon Fitzgerald, Market Research Assistant

DATE: June 14, 2007

SUBJECT: Fall Clothes Line Promotion

Market research and analysis show that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings from focus groups and surveys have made it apparent that we need to update our advertising efforts to align them with the styles and trends of young adults today. No longer are young adults interested in sitcoms as they watch reality televisions shows. Also, it is has become increasingly important to use the internet as a tool to communicate with our target audience to show our dominance in the clothing industry.

Internet Advertising

XYZ Company needs to focus advertising on internet sites that appeal to young people. According to surveys, 72% of our target market uses the internet for five hours or more per week. The following list shows in order of popularity the most frequented sites:

- Google
- Facebook
- Myspace
- EBay
- iTunes

Shifting our efforts from our other media sources such as radio and magazine to these popular internet sites will more effectively promote our product sales. Young adults are spending more and more time on the internet downloading music, communicating and researching for homework and less and less time reading paper magazines and listening to the radio. As the trend for cultural icons to go digital, so must our marketing plans.

Television Advertising

It used to be common to advertise for our products on shows like Friends and Seinfeld for our target audience, but even the face of television is changing. Young adults are tuning into reality television shows for their entertainment. Results from the focus group show that our target audience is most interested in shows like American Idol,The Apprentice, and America's Next Top Model. The only non-reality television show to be ranked in the top ten most commonly watched shows by males and females 18-25 is Desperate Housewives. At Blue Incorporated, we need to focus our advertising budget on reality television shows and reduce the amount of advertising spent on other programs.

By refocusing our advertising efforts of our new line of clothing we will be able to maximize the exposure of our product to our target market and therefore increase our sales. Tapping into the trends of young adults will help us gain market share and sales through effective advertising.

You are working as Human Resource Manager in an institution. A new employee has joined your institution to fill the post of the Office Manager.
Write a memo to inform your colleagues, about the joining of an office Manager and his/her key responsibilities.

Extremely bright and capable office manager

Ideal candidate:

- has experience running a busy office (in any industry)
- thrives on juggling many balls in the air at once
- is extraordinary at organization
- thrives under pressure and in a fast paced environment
- is a quick learner, a creative thinker, and a problem solver
- is flexible, adaptable, and even in temperament
- has a college degree with a GPA 3.7 or higher
- has a reliable car and professional dress
- loves to learn and sees life as an adventure
- is looking to grow in an administrative capacity
- excels at customer service and white glove treatment

Q.7 Read Chapter 1 and define the term ‘ethics’. What different codes of ethics do technical writers observe? Discuss in detail. (20)

Ethics are norms or standards of behavior that guide moral choices about our behavior and our relationships with others. The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. This objective is usually achieved. However, unethical activities are pervasive and include violating nondisclosure agreements, breaking respondent confidentiality, misrepresenting results, deceiving people, invoicing irregularities, avoiding legal liability, and more.

Ethics deals with the question, what is the right thing to do? Philosophers since Plato have written extensively on the topic. it is a concern in daily life, in political life. Instances of its importance appear daily in our decisions about how to act and in news stories probing public actions. Ethics is a matter of judging both private and communal action. Individuals are expected to do the right thing, for their own personal integrity and for the well-being of their communities. The issue, of course, is that the answer to the question, What is the right thing to do? is problematic. It is not always clear what to do or what value to base the decision on. Philosophers' answers to that dilemma have not always been consistent, but in relation to communication several common threads have emerged.

Cares for the audience

One major thread is that the communicator must be a good person who cares for the audience. Communicators must tell the full truth as convincingly as possible, because truth will lead to the good of the audience. Another thread is that the communicator must do what is right, regardless of possible outcomes. A third thread is that communicators must act for the greatest good for the greatest number of people. Of course, there are many ethical standards and writers on ethics, but it is commonly held that one must act not for self-gain but for the good of the community, or for the stakeholders in the situation. The situations in which a person would have to make ethical decisions, and consequences from those decisions, vary dramatically.

Situations or whistle-blowing

For instance, there are "this could cost me my job" situations, or whistle-blowing, a practice protected by federal law. In these situations, the employee becomes aware that the company is doing something illegal or that could cause great harm, perhaps because OSHA, FDA, OR EPA standards are not being followed. For instance, before the terrible Challenger disaster, one employee had written a very clear memo outlining serious problems concerning the O-rings. This memo was subsequently used legally as the "smoking gun" to prove negligence on the part of those in charge. The writer subsequently lost his job, fought back and was reinstated under the law, only to leave the company because of challenges posed by remaining employed. This kind of decision and action is incredibly intense, requiring more than just a sense of what is the right thing to do.

It requires courage to accept the negative consequences on self, and family, that losing employment entails. Each person must ask him or herself how to respond in a situation like this, but the ethical advice is clear you should blow the whistle. Much more common, however, are the everyday issues of communication. People rely on documents to act. These actions influence their well-being at all levels of their lives, from personal health, to large financial indebtedness, to accepting arguments for public policy. As a result, each document must be designed ethically.

Many of the areas that require ethical decisions are listed in the code of ethics of the Society for Technical Communication. In the code, among other items, STC lists these five tenets:
My commitment to professional excellence and ethical behavior means that I will

- Prefer simple direct expression of ideas.
- Satisfy the audience's need for information, not my own need for self-expression.
- Hold myself responsible for how well my audience understands my message.

Use Unambiguous Language.

When we explain how to clean the part, you inform the reader of the danger in a manner that prompts him or her to act cautiously. It would be unethical to write, "A hazard exists if contact is made with this part while it is whirling." That sentence is not urgent or specific enough to help a user prevent injury. Instead write, "Warning! Turn off all power before you remove the cover. The blade underneath could slice off your fingers!".

Design Honestly.

Suppose that in a progress report you must discuss whether your department has met its production goal. The page-formatting techniques you use could either aid or hinder the reader's perception of the truth. For instance, you might use a boldfaced head to call attention to the department's success:

Widget Line Exceeds Goals. Once again this month, our widget line has exceeded production goals, this time by 18%. Conversely, to downplay poor performance, you might use a more subdued format, one without boldface and a head with a vague phrase;

Final Comments

Great strides have been made in resolving previous difficulties in meeting monthly production goals. This month's achievement is nearly equal to expectations. If reader misunderstanding could have significant consequences, however, your use of "Final Comments" is actually a refusal to take responsibility for telling the stakeholder what he or she needs.

Use Direct, Simple Expression.

Say what you mean in a way that your reader will easily understand. Suppose you had to tell an operator how to deal with a problem with the flow of toxic liquid in a manufacturing plant. A complex, indirect expression of a key instruction would look like this:

If there is a confirmation of the tank level rising, a determination of the source should be made.

Q.8 Chapter 12 deals with the applications of technical writing. "Informal reports" fall under the applications of technical writing.

Suppose you are working as a Project Manager is a construction company. The company started the project of building two academic blocks in a university in August 2010. The completion date of the project is September 2011. Write a progress report highlighting the following. (20)

(a) Introduction

(b) Work completed
(c)Worked scheduled
(d) Problems

Technical writers usually use a more formal writing style than do non-technical writers. A degree of formality is required because the personal style of a technical writer must be secondary to the clear and objective transmission of information. Any injection of personality that obscures the exact meaning is undesirable. But this does not mean that technical writing has to be dull and rigidly stereotyped. All writers should strive to make their writing enjoyable to read. Therefore attempt to develop a writing style that is both clear and interesting.

Writing Naturally

Imperative in developing a good writing style is writing naturally. Many technical reports are stilted and overly formal, examples of the "Official Style" discussed by Lanham Authors usually do not speak that way, but they feel that technical reports must be written in that style. A stilted style is difficult to read and detracts from the contents.

To avoid a stilted style, write in a way that comes easily, using words and phrases that come naturally to you. Do not try to impress readers with your vocabulary, but be certain that the words you use convey your exact meaning. Your readers will be interested in what you have to say and not in how eloquently you say it. Avoid long, complicated terms if shorter and more familiar ones are available. But be careful not to use jargon because it may be misinterpreted.

Guiding the Reader

To achieve clarity and continuity in a report, you must carefully direct your readers' attention throughout the report. Many successful writers do this by using the three classic principles of presentation:

1. Tell readers what you plan to tell them (Introduction).
2. Then tell them (main text).
3. Finally tell them what you told them (Summary of Results or Conclusions).

State your purpose or objective clearly and follow it with a concise description of the method you will use in presenting the subsequent discussion. Then proceed with your presentation, making certain that it is consistent in every respect with your plan. Finally summarize your conclusions and recommendations.

Getting to the Point

Technical reports are not mystery novels; get to the point as directly as possible. Do not lead your readers in and out of blind alleys before taking them to the final destination. Omit information that does not directly relate to the conclusions. Remember, readers are interested primarily in conclusions and supporting evidence.

Emphasizing Major Ideas

Because the purpose of technical reports is to transmit ideas, emphasize your major ideas so that they cannot be missed. To do this, clearly subordinate any supporting information to the major ideas. The report outline is particularly useful here because it establishes the major and supporting points for each section of the report.

Technical writing is writing that explains how to do something such as how to use a product or service or that describes how a process works. Good technical writing is simple, clear, and direct. Good technical writing calls for using simple words arranged in such a way that readers can read and understand the text. Following are steps on how to use simple words in technical writing to get your point across Write in the active voice. Sentences can be written in either of 2 "voices": active voice ("Turn on the power.") or passive voice ("The power should be turned on."). Active voice sentences are simpler to write and easier to read than passive voice sentences

Use the present tense whenever possible.

The present tense sounds less stilted than the past tense and is appropriate for any statement that is true when written and will remain true in the future Keep sentences short without being choppy. Sentences sometimes need to be complex, but a sentence that is too long, with numerous phrases and clauses, will lose the reader's attention. Average sentence length should be 10 to 15 words, with some sentences as short as 7 words, and others as long as 20 Put words in the right places in the sentence.

Most sentences in English begin with a subject, followed by a predicate (verb), and then an object. As most technical documents are written in English, sentences in technical writing should be structured in this fashion to avoid reading as though written by technical writers from another planet Avoid long-winded phrases.

In many cases, one or two words can say the same thing with greater impact than a long, convoluted phrase. "Said yes" is simpler and more direct than "answered in the affirmative," while "if" is much shorter than "in the event that."

Sometimes, additional words are necessary to avoid confusion. "Extraction by roots" and "extraction from roots" have different and clearer meanings than saying "root extraction." Initially, you'll want to use the longer phrase to establish your meaning; then you can use the shorter phrase in subsequent passages.

Use words consistently and precisely.

Related to words having various connotations, words can also stimulate people to think of certain things when they see or hear them. For this reason, restricting the way you use words when writing a technical document helps people understand what you're covering Vocabulary in technical writing is often arbitrary and domain/context specific. A word used in one technical context may have a completely different meaning in another technical context or in a more general context. The verb "copy" in text editing software means to story temporarily in menu for immediate re-use. In journalism it means original written materials. In more general use it means imitation or duplication. When you use a term with a domain/context specific meaning for the first time in technical writing, use italics or or inverted commas, and explain what its meaning is when used in the context.

Report about the Completion of project

Complete Project Planning and Implementation which are:

- Land Title Verification, Access & Measurement.
- Soil Type, Land Use Classification & Capability.
- Water resource: Availability, Quantum, Quality, Reliability, Conservation & Recycling.
- Climatology : Rainfall, Temperature, Wind velocity & Humidity Profile.
- Crop Pattern, Suitability & Suggested Changes.
- Status of critical Agro Inputs & Infrastructure: Power, Labour, Credit, Transport & Markets.
- Social Conditions, Constraints & Environmental Aspects.
- Institutional Legal & Administrative Framework & its Status.
- Preliminary Overall Techno-Economic Feasibility.
- Detailed Data, Working & Documentation of the items covered in PFR.
- Scope of our Services : Location Specific Technological Inputs & Product Supply.
- Time Schedule for Implementation.
- Investment Estimates & Cash Flow Statements.
- Benefit-Cost Ratios
- Administrative & Management Aspects : External & Internal.
- Available Own Equipments & Machinery.
- Available In-house Techno-Commercial Expertise.
- Committed Action Plan for step by step Implementation.
- Capital Investment & working Capital requirement Schedule.

- Other Support Required & Assumed from the Offerer.
- Identified Critical Success Factors.
- Respective Roles & Responsibility Defined.
- Dispute Resolution Mechanism.
- Final Offer & Conditions Precedent.

Q.9 (a) Read Chapter 16 for the text book and define the term "External Proposal" briefly.

External proposal A proposal is a request for financial support of a research or training project. It is sent to a potential funding source in hopes of receiving funding in the form of a contract, grant, cooperative agreement or other sponsored research vehicle.

Kinds of proposals and discuss & objectives of each kind of technical writing Proposals (funding requests) come in several forms:

Writing external proposals is integral work for non-profit organizations, researchers, academics and graduate students. External proposals are funding applications for research and pilot projects outside your university or organization. These proposals are fundamental to starting research, so learning to write strong applications is worth investing the time and effort.

Solicited Proposal

A solicited proposal is submitted in response to a request by a funding agency for research or training in a specific subject. The proposal may be in response to a Request for Proposal (RFP) or a Request for Application (RFA). RFPs for federal contracts appear in the FedBizOpps, and usually the project must be in a specified area of interest and respond to specific research requirements. An RFA is a solicitation from a funding agency inviting applications from investigators who are interested in working with the funding agency in designing and carrying out a specific project. Please note that Grants.gov can be used to find ALL federal funding opportunities; please see here.

Unsolicited Proposal

An unsolicited proposal is a proposal on a subject of interest to the faculty member who makes it, which the targeted funding agency may find of interest as well because it is in an area it is exploring, needs more information on, fits with other areas of its interest, or has suddenly deemed a priority. Many organizations and foundations consider unsolicited proposals, as do some federal agencies.

Renewal

A competing renewal is a request for additional funding for a project that is currently funded but the period of performance is ending. Competing renewals generally include new work based on the results of the existing grant and are subject to peer review.

Resubmission

A resubmission is an effort to secure funding for a proposal which has been revised in response to critical comments from reviewers when it was previously submitted. Unless otherwise stated specifically in the funding opportunity announcement or RFA, just one resubmission is permitted. If you have any question about the number of resubmissions allowed, please contact your ORA associate director.

Revision

A revision is a request to an agency for additional support for an existing project to expand the project's scope or to meet unforeseen expenses. (In the case of NIH, the former "competing supplemental application" is now known as a "revision.") A revision may be submitted to request support for a significant expansion of a project's scope or research protocol. An administrative revision, also known as a "supplement," requests additional funding to meet increased costs that are within the scope of the approved application, but these new costs were not foreseen when the new or competing renewal application was submitted.

Continuation

A continuation is a non-competing request for additional funding. The application is not subject to peer review. If a proposal is accepted, funding may be awarded in one of the following forms, sometimes called "sponsored research vehicles":

Contract or Grant: Contract The instrument for supporting an activity that is initiated by the federal government through its agencies, and that performs a specified service or will yield a particular end or product for the government. The funding agency exercises considerable direction and control over the performance and timing of the work. Please note: contractual agreements with other entities, such as corporations and foundations, use terms somewhat differently than the federal government. As always, researchers should consult with ORA about any proposal for any type of funding with any sponsor.

Instructions

1. Determine and obtain all necessary documentation. Before you start writing, find out what documentation or information you need to provide. Many academic proposals require transcripts or reference letters. These documents take time to obtain so start early to avoid last-minute problems. You may be disqualified if you are missing a document, wasting all your efforts on the proposal.

2. Tailor your application to the criteria and guidelines. Organizations offering proposals will provide information how the applications will be assessed. The guidelines specify what type of projects the organization will fund. Do not use the same application or proposal for multiple external applications. Instead, explicitly tailor all your writing to the needs of the funding agency. Make sure your resume or curriculum vitae highlights their eligibility criteria.

3. Avoid jargon. Remember you are writing to an external audience and these reviewers will not have the same knowledge, experience or educational background as you. Technical jargon will alienate your reader and your proposal. A good test is to ask someone outside your organization or research field to read your proposal to identify jargon and offer alternative terms in plain language.

4. Make the case for your research. Explain why your research addresses an interesting academic puzzle, research need or real world problem. Granting institutions will not fund research for curiosity's sake. Convince them why they should care more about your research proposal than any others they receive.

5. Identify other sources of funding already obtained. For large projects, it is useful to leverage funds from multiple agencies. For example, if applying to a government agency, cite any private sector contributions you have received. This provides security for the funder that the project is worthy and has enough funds for completion.

(b) What various steps should be followed while planning the External Proposal?

To write an external proposal, you must your audience, research the situation, use visual aids, and follow the usual form for this type of document.

Consider the Audience

The audience for a proposal consists of potential customers. These customers know that they have a need, and they have it general idea of how to fill that need. Usually they will have expressed their problem to you in a written statement (an RFP), or in an interview. You must assess their technical awareness and write accordingly. 'Generally a committee will make the decision of whether or not to accept your proposal. you must write so that they all understand your proposal. To write to them effectively you should.

An evaluation plan is an integral part of a grant proposal that provides information to improve a project during development and implementation.

For small projects, the Office of the Vice President for Research can help you develop a simple evaluation plan. If you are writing a proposal for larger center grant, using a professional external evaluator is recommended.

Do all grant proposals require an evaluation plan?

Not all grant proposals require an evaluation plan. If one is required, it will generally be listed in the program announcement. Most often, larger, more involved grant proposal will require an evaluation plan, while a smaller, single-investigator proposals will not. If you are unsure whether your proposal requires an evaluation plan, please contact us.

What elements should be included in an evaluation plan?
There are two types of evaluation plans. The components of your evaluation plan may depend on the type you use. We can help you prepare and review both types of evaluation plans outlined below.

A **formative evaluation** does the following:

- Assesses initial and ongoing project activities
- Begins during project development and continues through implementation
- Provides new and sometimes unanticipated insights into improving the outcomes of the project
- Involves review by the principal investigator, the steering or governance committee, and either an internal or external evaluator (depending on grant requirements)

A **summative evaluation** does the following:

- Assesses the quality and success of a project in reaching stated goals
- Presents the information collected for project activities and outcomes
- Takes place after the completion of the project
- Involves review by the principal investigator, the steering or governance committee, either an internal or external evaluator, and the program director of the funding agency

All evaluation plans should identify both participants (those directly involved in the project) and stakeholders (those otherwise invested by credibility, control or other capital), and should include the relevant items developed in the evaluation process.

What does the evaluation process entail?
The evaluation process can be broken down into a series of steps, from preparation to implementation and interpretation.

1. Develop a conceptual model of the project and identify key evaluation points. This ensures that all participants and stakeholders understand the project's structure and expected outcomes, and helps focus on the project's most important elements.
2. Create evaluation questions and define measurable outcomes. Outcomes may be divided into short-term and long-term, or defined by the more immediate number of people affected by the project versus the overall changes that might not occur until after the project's completion.
3. Develop an appropriate evaluation design. A successful evaluation both highlights the most useful information about the project's objectives and addresses its shortcomings. In developing an evaluation design, you should first determine who will be studied and when, and then select a methodological approach and data collection instruments. The NSF-sponsored Online Evaluation Resource Library provides step-by-step instructions for developing an evaluation plan.

Address each need they have expressed .

- ➢ Explain in clear terms how your proposal fills their needs .
- ➢ Explain the relevance of technicai data.
- ➢ For instance, if you wish to sell a computer system to a nonprofit arts organization, you cannot just drop code names for microprocessors – say an 8020 chip – and expect them 10 know what that means. You need to explain the data so that the people who make the decision to commit their money will feel comfortable.

Research the Situation

To write the proposal effectively you must clearly understand your customer's needs as well as your own product Qr service. Your goal is to show how your product's features will fill the customer's needs. You must research their needs by means of interviewing them or by reading their printed material. Make "P you understand exactly what they want. . Writers devise different ways to develop their research on the client's needs and the features their product offers. To relate needs and features, manay writers compile a two-column table.

Q.10 Read Chapter 20 and write a letter of application for the job given below: (20)

Situation Vacant

IESCO

Looking For: Line Superintendent
Qualification: Associate Diploma in Electrical Engineering
Experience: Not Required
If you match above requirement please send your application to P.O.Box # 440, Islamabad.

Application

To,

Director IESCO Islamabad,

Respected Sir,

This is with reference to your advertisement in Daily Jung Newspaper for the subject position that I am prompted to propose my candidature.

I am a eligible in Associate Diploma in Electrical Engineering with a Degree in Electrical from a reputed institution, contributed over 2 years of experience across power industries, I have keen interest in challenging assignments across world as Electrical Engineer(O&M). I am currently spearheading functions as Shift-Engineer at 220 KV Switch-Yard, M/s Techno-Power, Gujarat Pipavav-Port Ltd, Pipavav-Port, Dist-Kohats.

A true team builder and natural motivation with strong analytical and problem solving skills, richly awarded for my performance, I hold the responsibility of keeping my energy levels and performance standards up and high.

With strong back-up of academic credentials and professional accomplishments I seek professional realignment in Operation and Maintenance functions with an Organization of high repute.

A tour through my enclosed resume shall familiarize you with the details and I am confident in my credential you would find a perfect match for the said position.

Thanks in advance for sparing your time.

Shall much appreciate a call for an interview.

Regards,

Fayyaz Ahmed Humdani
(B.E.ELECTRICAL)

Q.11 Write an informal report to inform the company from which you purchased a generator which is out of order since its purchase. Despite the repeated requests, the company is not responding. Convey your displeasure to the company's authorities in that informal report. (15)

Payment reminder letters are necessary to encourage payment of past-due accounts and should be sent out routinely as a standard accounting practice to protect your company's monthly revenue. Effective reminder letters are short, straightforward statements of fact that do not reflect frustration or anger. Reminder letters should be mailed after a customer falls 30 days behind in payment.

When you work in collections, you need good communication skills like writing if you plan on collecting your money. How you form your letter can be just as important as what you say. Use these tips to write a reminder collection letter.

Sample and example of your unhappiness

Unfortunately, your product [or service] has not performed well [or the service was inadequate] because [state the problem]. I am disappointed because [explain the problem: for example, the product does not work properly; the service was not performed correctly; I was billed the wrong amount; something was not disclosed clearly or was misrepresented; etc.].

To resolve the problem, I would appreciate your [state the specific action you want: money refunded, charge card credit, repair, exchange, etc.]. Enclosed are copies (do not send originals) of my records [include receipts, guarantees, warranties, cancelled checks, contracts, model and serial numbers, and any other documents].

I look forward to your reply and a resolution to my problem and will wait until [set a time limit] before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at [home and/or office numbers with area code].

Here we can describe and shown a Templates of Reminder letter

Template 11 – First Reminder Letter

[Heir company pvt Ltd]
[27/B AL Rehman Plaza Rehman Abad Murree road Rawalpindi]

[26/07/2013]

To: [Mohsin Raza jafri]

Dear ['Dear sir/madam'],

Re: invoice number(s). ______________ **Dated:** _________________ **Total invoice amount:** __________________

Our records indicate that the above damage refrigerator of 12 nos. We would be grateful for an early remittance.

If you have Repair and maintenance of those items within the past seven days, please telephone us on [insert telephone number] to ensure we have received it.

We would remind you of our right to charge interest on clear over objectives and invoices.

Yours sincerely ['faithfully' if you do not have a contact name],
[javed Iqbal]
[Company Area Manager]
For and on behalf of [Deep and Deep advertisement company]

Q.12 On what grounds, technical writing is different from general writing? What are the types of technical writing? Do you consider technical writing as a separate identity in the domain of writing? (15)

Every one does not have the flair for writing as not every one is a good orator. However, there are ways to improve one's writing to make it more compelling, error free and clear to reach the minds of the writers. Words are mightier than a sword in the sense that they inspire, educate and entertain people. But not all writing is equal or same. General writing, such as writing your thoughts and opinions about a social issue, is totally different from another style of writing called as technical writing. One should not confuse between the two styles, technical writing and general writing, as they serve very different purposes and are also meant for vastly different audiences.

General Writing

While writing on general subjects, the writer must place himself in the shoes of a reader to see the effect of his own writing. Writing a weak piece of prose is not that serious when compared to a piece full of errors. This is when the readers get confused and distracted. People respect high quality writing and tend to take the writer seriously when the piece is error free and the message comes out clearly.

Spelling and grammar mean a lot to a reader. He gets irritated when he sees such mistakes as he expects nothing less than perfect from a printed piece of paper. This is where spell check and editing after you have finished writing comes handy. After this of course is the content, it should be logical and sequential so that there is no reason for ambiguity and obscurity in the minds of the readers. Another important ingredient is life. The content should be lively to keep the reader interested.

Technical Writing

Technical writing is a form of writing that is more seen than any other type of writing with people not even realizing the fact. The essence of all technical writing is HOW. At a simple level, you can take the examples of a cookbook full of recipes or an instruction manual on how to operate a mobile as technical writing. A good part of technical writing is not meant for general public. This includes business writing to communicate with management, employees and other businesses and is full of jargons related to the world of business.

In a wider sense, textbooks of science subjects are also examples of technical writing. If you are a student of photography, any book containing information that is valuable to you is a form of technical writing as it contains words that common public may not understand or appreciate.

Whether intended for general audience or for specific readers, technical writing should be clear and concise. It should be helpful for the readers it is intended for. Although technical writing is certainly different from writing a story or a poem, any technical writing must have content presented in as such a manner that it has the ability to engage the reader. It should have material arranged in a manner that the reader gets the information that he is seeking and also understands the subject matter easily.

Specific information

Technical writing conveys specific information about a technical subject to a specific audience for a specific purpose... The words and graphics of technical writing are meant to be practical: that is, to communicate a body of factual information that will help an audience understand a subject or carry out a task." A majority of technical writing involves revising, editing, and improving existing documents, not creating new documents.

- Characteristics of Technical Writing:
- Clarity - easily understood by intended audience
- Accuracy - factual, correct, free from bias
- Comprehensiveness - all necessary information included
- Accessibility - headings, indexes, table of contents
- Conciseness - clear without excess verbiage
- Correctness - grammatical and follows conventions

While general writing, the writer must place himself in the shoes of a reader to see the effect of his own writing. Writing a weak piece of prose is not that serious when compared to a piece full of errors. This is when the readers get confused and distracted. People respect high quality writing and tend to take the writer seriously when the piece is error free and the message comes out clearly.

General writing vs Technical writing major differences

- General writing and technical writing are two different styles of writing
- Though the basics remain the same (both need to engage the reader and must be free from spelling mistakes and grammatical errors), technical writing is considered a little more difficult than general writing as it needs to provide information in a clear cut manner that the reader is able to assimilate and understand.
- General writing is more about arousing the interest of the reader whereas technical writing has the sole objective of making the reader understand a topic in an interesting manner.
- Technical writing has general guidelines to follow and it has to be clear and concise. It has to be in first person and avoid passive voice.

Q.No.13 What are the objectives / purposes of writing memos in offices? Read chapter 12 on the memos and do the following activity You are the president of one of the Committees on the drugs and Narcotics in the city. One day on receive news relating to smuggling of drug to another country. You arrange a meeting to share the news with other member of the committee and take an immediate action to stop this smuggling. Write a memo to the ember informing them about the time and date, venue and agenda of the meeting.

Memos

Memorandums are in contrast to the letters which are used for routine in day-to-day exchange of information within the organization and also for downward communication. This medium is basically intended to communicate to employees, the rules, regulations, and policies of the company. Memos are used to report everything from results of tests to announcements of meetings. In industry you must write clearly and quickly. Your ability to do so tells a reader a great deal about your abilities as a problem solver and decision maker.

The day-to-day operation of a company depends on memos and informal reports that circulate within and among its departments. These documents report on various problems and present information about products, methods, and equipment. The basic informal format, easy to use in nearly any situation, has been adapted to many purposes throughout industry.

Specimen of a memorandum

ABM Data Systems (Private) Ltd.

To: ____________ ____________ Reference Date

From: ____________ ____________

Subject: ____

Message

____

Signature

The memo format consists of specific lines placed at the top of a page: To, From, Subject, and Date lines. That's all there is to it. What follows below those lines is a memo report. Usually such a report is brief--from one or two sentences to one or two pages. Theoretically there is no limit to a memo's length, but in practice such reports are seldom longer than four or five pages.

Follow these guidelines to set up a memo or memo report:

- If using a preprinted form fills in the blanks; if not, follow guidelines.
- Place the to, from, and Subject lines at the left margin.
- Place the date either to the right, without a head, or at the top of the list with a head (Date).
- Follow each item with a colon and the appropriate information.
- Choose a method of capitalization and placement of colons.
- Name the contents or main point in the subject line

Office memoranda are also used for downward communication. This medium is basically intended to communicate to employees, the rules, regulations, and policies of the company as well as to explain something.

This document describes the basic format for the business and technical memo. Most memos are characteristically brief, but they should follow the other principles of good technical writing as well: know your audience, be clear, and be accurate

Typical Components

While a memo generally requests or delivers a quick response to a specific question, it may also be a compact version of a short report, progress report, or lab report (See our pages on these genres). Although section titles may appear awkward in a very short memo, they allow your readers to scan efficiently and respond quickly.

1. Header
2. Purpose

3. Summary
4. Discussion
5. Action

Memos are often routed, posted, and forwarded, which means they can reach a lot of people quickly. Effects of careless mistakes compound quickly, since they tend to generate even more memos asking for clarification. Memos also get filed, which means they can come back to haunt you later. In fact, "memo" comes from the Latin memorandum, "a thing which must be remembered."

NOTICE OF MEETING AND AGENDA

Enforcement and Compounding Committee Meeting
June 4, 2013
Discussion and action may be taken on any item on the agenda. The committee may discuss agenda items in any order. Board members who are not on the committee may attend, but may not vote. Time limitations for discussion and comment will be determined by the committee chair.
Enforcement and Compounding Committee – June 4, 2013

Q. No.14 Write an application of letter to your Boss requesting him to grant you leave for a week so that you can arrangements of your sister wedding. Also, request him for the grant of loan of Rs. 50,000 which you could return in installments through your monthly salary.

To

The Managing Director
Rastgar Engineering Company
Islamabad

Subject Application for the Leave & grant of Loan

Sir,

With due to respect, it is stated that the marriage of my sister has been settled in next week. As your honor know very well that my salary is too less than expenditures of these days and I am only the person who financially support to my family. It is therefore, humbly requested that kindly give me grant of office loan Rs, 50,000/-. I promised in written that I will return this loan on regular installment basis. I also required one week office leave for arrangements of my sister's wedding. I hope that your honor look into matter with personal interest and obliged.

I shall be very thankful to you for this act of kindness.

Yours faithfully
Noman Ali
Assistant Administration

Q. No. 15 Write notes of the following important aspects of technical writing style

a) Avoiding gender oriented language
b) Avoiding clichés , phrases and Jargons

Ans part a
Avoiding gender oriented language

A gender-neutral pronoun, by contrast, is a pronoun that is not associated with a particular gender, and that does not imply male or female. Most English pronouns are gender-neutral, including *they* (in both plural and singular uses).

Many of the world's languages do not have gender-specific pronouns. Others, however – particularly those which have a pervasive system of grammatical gender (or have historically had such a system, as with English) – have gender-specificity in certain of their pronouns, particularly personal pronouns of the third person.

Problems of usage arise in languages such as English, in contexts where a person of unspecified or unknown sex is being referred to, but the most natural available pronouns (*he* or *she*) are gender-specific. In such cases a gender-specific pronoun may be used with intended gender-neutral meaning, as *he* has been used traditionally in English, although *she* is now sometimes used instead. Use of singular *they* is another common alternative. Some attempts have been made, by proponents of gender-neutral language, to introduce artificial gender-neutral pronouns.

Most languages of the world (including Austronesian languages, many East Asian languages, and the Uralic languagesdo not have gender distinctions in personal pronouns, just as most of them lack any system of grammatical gender. In others, such as many of the Niger–Congo languages, there is a system of grammatical gender (or noun classes), but the divisions are not based on sex. Pronouns in these languages tend to be naturally gender-neutral.

In other languages including most Indo-European and Afro-Asiatic languages third-person personal pronouns (at least those used to refer to people) intrinsically distinguish male from female. This feature commonly co-exists with a full system of grammatical gender, where all nouns are assigned to classes such as masculine, feminine and neuter. However in some languages, such as English, this general system of noun gender has been lost, but gender distinctions are preserved in the third-person pronouns (the singular pronouns only, in the case of English).

(In languages with grammatical gender, even pronouns which are semantically gender-neutral may be required to take a gender for such purposes as grammatical agreement. Thus in French, for example, the first- and second-person personal pronouns may behave as either masculine or feminine depending on the sex of the referent; and indefinite pronouns such as *quelqu'un* ("someone") and *personne* ("no one") are treated conventionally as masculine

The English language has gender-specific personal pronouns in the third-person singular. The masculine pronoun is *he* (with derived forms *him*, *his* and *himself*); the feminine is *she* (with derived forms *her*, *hers* and *herself*); the neuter is *it* (with derived forms *its* and *itself*). These are described in full in the article on English personal pronouns.

Generally speaking, the masculine pronoun is used to refer to male persons and male animals; the feminine to refer to female persons and female animals, and sometimes figuratively in referring to such items as ships and countries; and the neuter to refer to inanimate objects and concepts, animals of unspecified or unimportant sex, and sometimes children of unspecified sex. For full details, see Gender in English. For the use of *he* for referring to a person of unspecified sex, as well as the various alternatives to this convention, see the discussion in the sections below.

The other English pronouns (the first- and second-person personal pronouns *I*, *we*, *you*, etc.; the third-person plural personal pronoun *they*; the indefinite pronouns *one*, *someone*, *anyone*, etc.; and others) do not make male–female gender distinctions, that is, they are gender-neutral. The only distinction made is between personal and non-personal reference (*someone* vs. *something*, *who* vs. *what*, etc.)

Ans part b) Avoiding clichés , phrases and Jargons

AVOID CLICHÉS

A cliché is an expression that has been overused. As a result, it sounds stale and dull. In fact, as soon as you begin to hear or read a cliché, you can predict how it will end.

Read the following sentences and try to figure out how the clichés in them will end:

My new laptop is as light as a ______.

Jason's remark was right on ______.

Janice, you have hit the nail_____ ____ _____.

Compared with my last project, this one is a piece of __________.

Watch for clichés as you rewrite the drafts of your papers. Make one last check for clichés as you edit your final draft. Trust your instincts to come up with alternatives that are clearer, more appealing, less wordy, and often more specific than clichés are.

A LIST OF CLICHÉS

acid test
as good as done
as the crow flies
at all costs
better half
bit the dust
breaking my neck
broken record
clear as mud
cold, hard facts
cool as a cucumber
dark horse
dead as a doornail
drunk as a skunk
early bird
easy for you to say
edge of the seat
face the music
fall on deaf ears
fly like an eagle
foaming at the mouth
going places
green with envy
grinning from ear to ear
healthy as a horse
hit the deck
hit the sack
hot potato
keep your shirt on
ladder of success
like the plague
little lady
old hat
on your own
paid your dues
passed away
picture perfect
pure as snow
rest assured
rite of passage
sacred cow
short and sweet
sick as a dog
sink or swim
stone cold sober
stone's throw
strong as an ox
tighten our belts
to the point
turn for the worse
white as a ghost

Create an appropriate tone

Tone is the style in which you express yourself. Your tone may vary depending upon purpose and audience. For example, if you are writing a letter to a friend, you might use an informal tone and include slang, jargon, colloquialisms, and contractions. If you are writing a college essay, on the other hand, you will want to use a formal tone. To maintain a formal tone, avoid slang, jargon, and colloquialisms. Also, choose language carefully and include only idiomatic expressions.

Avoid slang

Slang is language that has a private and often short-lived meaning. Slang can be very powerful, but it is often inexact and is usually understood by only a select group. For example, teenagers often use words that their parents have never heard of and that are not found in contemporary newspapers, textbooks, and the like.

Slang: *After the dude split, we saw we'd been poned.*
Formal: *After the man left, we saw we'd been disgraced.*

Avoiding jargon except with special audiences

Jargon is language used by experts in a particular field. It includes technical words, new compounds, and familiar words used in a unique way. Jargon is appropriate as long as your readers are familiar with the field from which it comes. But jargon can make your writing complicated and unclear to those who are unfamiliar with such language.

Jargon: *After booting up the computer and activating the printer, Arnie made hard copies of his business correspondence.*

Familiar: *After turning on the computer and the printer, Arnie printed his business letters.*

AVOID COLLOQUIALISMS

Colloquial expressions, while not always incorrect, are informal and more appropriate in spoken conversation among friends than in formal writing.

Colloquial: *I found the missing folder lying back of the file cabinet.*

Formal: *I found the missing folder lying behind the file cabinet*

Q 16 Suppose that you are the principal in a private school. Your director has decided to hire some new faculty. You are asked by him to determine whether to change the existing faculty or maintain the same. Write down a report to his request. Base your report on staff availability, cost, training, and student's satisfaction. Read Unit 2, Chapter 12 (page 287) of your text book for report writing

October 28, 2016

To,

The Director

Dear Sir,

The attached report, which you requested, represents our findings regarding the change in faculty. This report includes an assessment of current teaching faculty and staff availability, cost, training, and student's satisfaction.

Pattern of teaching and learning are changing from day to day with change in student's behavior. In olden days, teacher is one who inculcates the knowledge in learner through instructing, but as the generations changed, teaching profession has also seen lot of changes; it has become one of the most important professions that have lot of impact on society. Teaching has become more of sharing than just instructing but still according to me teaching faculty should not be changed because experienced teachers are able to deliver interesting lessons, transforming the repetitive, dull lesson into engaging sharing lessons while abiding by the guidelines as they reflected on their past teaching experiences, gathered feedback from previous batches of students, and modified their teaching pedagogy accordingly to appeal to students' interest whereas new teachers will be lack of experience in the teaching field and this would affect the quality of the lesson delivery as they would be unable to adapt to students' needs. In addition, they would tend to avoid deviating from the framework to design newer, more exciting lessons as fear for mishandling the balance between fun and content. After all, the purpose of the lesson would be defeated if there is more fun than content.

In essence s I have been asked by you to determine whether to change the existing faculty or maintain the same so according to my view existing faculty should not be replaced by new one as OLD IS GOLD.

Sincerely
Principal of school XYZ

Q 17 Assume that you are the principal of a private school. You want to bring some changes in the course in use. Write a proposal to the director of your school for the said purpose. Consult Unit 3, Chapter 16 (page 415) of your textbook for proposal writing.

To,

The Director

I am writing to fulfill the said purpose concerning chages in course. School leaders need to understand the “big ideas” that should be taught in the core curriculum. They do not need to be experts, but they should know enough to determine whether students are being taught the body of knowledge, the understandings and the skills that they are expected to learn in the core curriculum. Also, school leaders must have a grasp of the knowledge, skills and understandings that students need to gain from career/technical courses and electives therefore I recommend certain changes that are required in course material that is in use.

It is extremely important to develop the ability to communicate effectively. The utmost efforts should be expended on ensuring that English education at elementary school can achieve its goal of helping students to deepen their understanding of the culture and language both of our own country and of other countries. Those elementary school teachers who are tackling this task with such energy and commitment deserve our greatest respect. However at the current state of the implementation of this plan there remain some unresolved problems relating to both the allocation of properly trained teachers and the number of hours allotted to this plan. For these structural reasons, in spite of the efforts of teachers, it is difficult to say that the current situation is meeting the expectations of students and their parents. The first steps along the path to English proficiency are vital. We still need more thought about exactly who the best people to teach English are and what kind of English education is likely to be the most effective. If the goals are both to develop the ability to communicate effectively and to learn how to use basic English, then making English a regular subject at elementary school from the 4th year with a minimum of two class periods a week seems to be a feasible plan. If this plan is going to be effective then there must be enough teachers with proper training. If these conditions are not met, the setting up of English as a school subject will merely result in students developing a dislike of it at an early age.

The goals of the program English at elementary school has the following 3 goals:

1. Through the use of Urdu and English, to gain deeper knowledge of both languages and cultures through hands-on learning, and to learn how to communicate effectively.
2. To become familiar with the basic sounds of English and learn useful expressions so that students can understand simple messages and use basic English to express their ideas.
3. To learn the basic structures of English.

Use of the alphabet -The main emphasis for English education at elementary school should be on speaking and listening but students in the upper grades should have the chance to use the alphabet to write simple English words and phrases in accordance with their developmental level. When visual materials such as picture cards are used, words and phrases should be written on them so that students can begin to develop an interest in the relation between sound and spelling.

Cooperation with junior high school- English education at elementary school should be seen as the start of an integrated program of learning which passes seamlessly to junior high. Teachers from the junior and elementary schools of each school area should have the chance to train together and to watch each other’s lessons to ensure that there is a natural flow between the content of English at elementary and junior high levels.

The importance of Urdu language education It is now recognized that good levels of literacy in your mother tongue can actually play a role in helping you develop communication skills a foreign language. If students can communicate what they want to say in Urdu skillfully and accurately, then it will be far easier for these skills to be developed in English. It is also widely recognized that contact with another language can stimulate the vocabulary development in your own language as well as helping to increase interest in language itself. There is clear evidence that the learning of your own language and a foreign can provide benefits and support for both languages without causing confusion.

Sincerely
Principal of school XYZ

Q 18 While prepare a job resume one must analyze the situation, plan the content, and present everything in an appropriate form. Unit 4 of your text book teaches you how to prepare job resumes. Prepare a detailed job resume for yourself.

Professional Profile

Qualified and experienced Writer with expertise in product and instruction manuals. Highly organized, precise and logical, I am confident and capable in researching technologies and disseminating a range of product and process information with clarity and concision. I am seeking a full-time role where I can utilize and further develop my skills.

Education

Graduate Certificate of BS — AIOU University

Employment History

Present: Doing internship as Technical Writer, LB Appliances

Responsibilities:

- Create written content for user manuals, catalogues, product updates, process documentation, training packages and safety data
- Supply documentation for all projects in a timely and efficient manner
- Liaise with publishing manager, engineers, designers, manufacturing and retail staff
- Contribute to documentation and process improvement

Achievements:

- Identified problem areas and acted as chief writer for a complete re-writing of user manuals for five of Bausch's most popular products

Received commendation for my clear and concise writing and accurate product diagrams

Responsibilities:

- Performed proofreading and editing functions for Holmes Manufacturing, covering a broad range of their product literature for a diverse selection of products
- Identified areas for improvement in existing literature and proofread and edited new material

- Translated technical data into simple, user-friendly language
- Proofread and edited other forms of written documentation
- Maintained effective and regular communication with project managers
- Achievements:
- Juggled multiple projects simultaneously and successfully met all deadlines

Technical Skills

MS Office – Word, Excel, Outlook, PowerPoint
Adobe In Design, Photoshop
MS Visio, CAD

References

Available upon request.

Q.19 Explain the following technical terms with appropriate examples. Read Unit 6 of your text book (Appendix-A, Page 551) for guidance. (20)

a. Contractions

When used sparingly, contractions may be used in formal writing. However, it is important to make sure the contractions are used properly and spelled correctly.

Contracting Verbs

Contractions are simply two separate words put together, usually with an apostrophe standing in for the missing letters. For example, "does not" becomes "doesn't" and "is not" becomes "isn't." Sometimes the entire form of the word changes as in "will not" becoming "won't." It is appropriate to use contracted verbs in formal writing when they contribute to smooth style and don't confuse the reader. An example may be the rhetorical question: "You would, wouldn't you?" It would be unnecessarily formal and cumbersome to write the sentence as "You would; would you not?" It is best to avoid starting a sentence with a contraction, as it detracts from the formal style of the text. Correct placement of the apostrophe is essential; the apostrophe is misplaced, for example, in "doe'snt" or "would'nt."

Other Contractions

Other common contractions combine pronouns with verbs: "She is" becomes "She's." These should probably not be used in formal writing, as they represent informal speech. A special problem arises when trying to contract ''there is." Consider this sentence: "There's many problems associated with that strategy." Even though the contraction is spelled correctly, a subject-verb disagreement is created. The properly written sentence should be "There are many problems associated with this strategy." Contracting "There are" would create "There're" — a word not found in all dictionaries.

b. Hyphens

Hyphens are an important part of writing sentences, and often are overlooked. Authorities aren't in100-percent agreement about when you should use a hyphen with a compound modifier and when not to. Make sure you do not confuse a hyphen with a dash and follow the rules of the style guide. To help you with questions that may arise when writing your school assignments, use an authoritative dictionary and an authoritative style guide. Learn to use hyphens correctly in sentences.

Link compound modifiers with hyphens. A compound modifier is when two or more words together modify a single noun; link all of the words involved with a hyphen, whether they appear before or after the noun. Example: "A first-rate student" or "the 10-year-old boy." This does not apply to adverbs such as “very” and those adverbs that end in "-ly."

Link compound proper nouns and adjectives with a hyphen. For example, "Italian-American."

Use a hyphen with numbers and fractions. For example, "four-fifths," "thirty-eight" and so on.

As you progress with your grammar skills throughout elementary and middle school, you will come across instances where there are not hard and fast rules within the English language. One of these rules is when to hyphenate a word or phrase. A hyphenated word or phrase places a dash between the words linking them together. If you are unsure if a word should be hyphenated, check a recently published dictionary in order to determine if the word should be written as one word with a hyphen or two separate words.

Learn about how hyphens modify a phrase. In a three-word phrase, the hyphen is placed between the first two words and joins those words together. The first word, which is a noun or adjective, is modifying the second word, which is also a noun or adjective. However the first two words are not modifying the third word, which is a noun. For example, "third-grade teacher" refers to a teacher who teaches third grade. It does not refer to someone's third teacher. As another example, a "one-way valve" refers to a valve that only allows flow in one direction. It does not mean one valve.

Look for when two or more adjectives are placed before a noun in a sentence.

Red-hot coals, for instance, describes just how hot the coals are: red hot. Red, hot coals would just be coals that happen to be red and hot. The hyphen lets the reader know that red describes (modifies) hot, and together the hyphenated word describes coals.

Use a hyphen when adverbs, not ending in "ly" are placed in front of a noun. For example, a well-known scholar, or a long-awaited movie. Conversely, never use a hyphen when an adverb ending in "ly" is modifying an adjective (which is modifying a noun). For example, "the swiftly moving river" is correct. "The swiftly-moving river" would be incorrect. The reason for this is that "swiftly" clearly does not modify "river," so the reader understands that it automatically must modify "moving."

c. Ellipsis Point

If you're like a lot of writers—and I suspect you are—you might not be sure how to use ellipsis points, also known as suspension points or simply ellipses.

Even the spelling and meaning can be confusing.

Ellipsis (singular) can refer to an omission of words, a phrase, or even an entire paragraph or more from a quotation. It's not often used that way, however.
Ellipsis (singular) usually means three dots (periods or full stops) to represent the above omission. In other words, ellipsis means one specific punctuation mark composed of three dots.
I deleted that ellipsis and replaced it with an em dash.
Ellipses (plural, with an e instead of an i) is the plural of ellipsis. It's the word we use when we refer to the punctuation mark in general.
Are you familiar with ellipses?
Suspension points are the same three dots as an ellipsis, but they're used to indicate hesitation or a trailing thought. "Ellipsis" and "ellipses" are usually used to refer to suspension points (which is just a geeky grammar expression), but keep the different purpose in mind.

Ellipses can be confusing.

One reason they're confusing is because we see them used in so many different (often incorrect) ways. And since they're not an essential punctuation mark like a comma or a period, we don't often need to use them. Unless, that is, we're writers. But if you wanted to be a writer who never uses ellipses, you could probably get away with it.

But ellipses are useful.

Just a week ago, a Simple Writing subscriber emailed and asked for help with ellipses. She wrote:
I've searched the internet for an ellipsis example, but I couldn't find one like this. Would you mind letting me know which way is the correct punctuation?

John nodded. “Kathy Mitchell is no more than . . .” he recalled how she’d kissed him and left him stranded, “a distant memory.”

or

John nodded. “Kathy Mitchell is no more than . . .” he recalled how she’d kissed him and left him stranded, “ . . . a distant memory.

Before I show you how I re-did those sentences, let’s look at the Dos and Don’ts regarding ellipses, according to The Chicago Manual of Style (CMOS). That’s the style guide I use and the style guide preferred by fiction editors and publishers (and most bloggers would do well to follow it).

Keep in mind, however, that the AP Stylebook (for journalism and news media) prescribes a slightly different style for ellipses. So, to keep things simple—and since anyone reading this is likely a fiction writer, freelancer, or blogger—let’s stick with CMOS for simplicity.

Note: These tips apply specifically to US English conventions for ellipses, not British. Although the two aren’t very different, there are some differences.

1. DO remember that an ellipsis always consists of three dots.

Not four, not two, nothing but three. Confusion arises, however, since an ellipsis can sometimes follow a period, which makes it seem like four dots. But ellipses always contain three dots (periods or full stops).

2. DO use spaces before, in between, and after the three dots.

Horatio is planning to . . . well, he’s dreaming of living on a tropical island.

3. DO or DON’T use the precomposed ellipsis glyph (…).

Your word processing app (MS Word, Mac Pages) will create one when you hit three periods in a row without spaces. Or you might need to use a keyboard shortcut. For Word, [Ctrl + Alt + .] should work, among others. On Mac Pages it’s [option/alt + ;].

Compare:

Horatio is planning to . . . well, he’s dreaming of living on a tropical island.
Horatio is planning to … well, he’s dreaming of living on a tropical island.

The precomposed glyph is not a “true” ellipsis, as you might have heard. Three dots/periods/full stops with spaces between them are not a true ellipsis, either. There is no such thing as a “true ellipsis.” Remember, personal computers have only been around for a couple decades, and ellipses were in use even before Shakespeare used them.

Three dots with spaces, no spaces, a glyph with spaces, a glyph without spaces . . . these are just ways to create an ellipsis. There is no one “right” way; it’s a matter of style and convention.

I prefer three dots with spaces (. . .). CMOS does, too. But as long as you place spaces around the glyph, it’s fine by CMOS, although I don’t think it looks as pretty as dots with spaces (I think it looks kind of cheesy or disproportionate). And if you’re a fiction writer, an editor will replace it with three dots anyway.

4. DO use an ellipsis to indicate a missing word or words in a quote (or even sentences and paragraphs).
Be sure the sentence remains grammatically correct.

As Maya Angelou wrote, “I’ve learned that people will forget what you said . . . but people will never forget how you made them feel.”

5. DON’T use an ellipsis at the beginning or end of a quote to show that there’s more before or after the part you quoted.

Whether you quote a couple of lines out of the Magna Carta, the US Declaration of Independence, or The Hunger Games, you don’t need to remind readers that there’s more.It’s understood that the quote comes from a larger work.

6. DO use an ellipsis to indicate hesitant, faltering, or interrupted speech.
It can also mean dialogue that trails into nervous or awkward silence or an unfinished thought.

“I warned him of the danger, but he . . . he . . . he went anyway,” said Trish
“I warned him of the danger, but he . . .”
“But . . . but . . . ,” said Tom.

6. DON'T use a period with an ellipsis when an ellipsis is used to indicate a trailing thought (as above).
It doesn't matter whether the sentence is complete or not since it ends for emotional or situational reasons, not stylistic reasons

7. DO use a period when quoting a complete sentence followed by another complete sentence.
The period goes at the end of the sentence without a space (in the usual way). Then the ellipses (which makes it look like four dots, but it's only three). Then start the new sentence, as in this quote from Edgar Allan Poe's The Tell-Tale Heart:
"You fancy me mad. Madmen know nothing. But you should have seen me. . . . I was never kinder to the old man than during the whole week before I killed him. . . . So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept."

d. Quotation Marks

The rules set forth in this section are customary in the United States. Great Britain and other countries in the Commonwealth of Nations are governed by quite different conventions. Nowhere is this more apparent than in Rule 4 in this section, a rule that has the advantage of being far simpler than Britain's and the disadvantage of being far less logical.

Rule 1. Use double quotation marks to set off a direct (word-for-word) quotation.

Correct: "I hope you will be here," he said.
Incorrect: He said that he "hoped I would be there." (The quotation marks are incorrect because hoped I would be there does not state the speaker's exact words.)
Rule 2a. Always capitalize the first word in a complete quotation, even midsentence.

Example: Lamarr said, "The case is far from over, and we will win."
Rule 2b. Do not capitalize quoted material that continues a sentence.

Example: Lamarr said that the case was "far from over" and that "we will win."
Rule 3a. Use commas to introduce or interrupt direct quotations.

A rule of thumb follow is to include any punctuation that is in the material you are quoting (such as the exclamation mark in your second example), and let it end your sentence if it ends the sentence you are quoting. For instance, it would be fine not to put a period after the quotation mark in your second example.

On a slightly different note, if you are adding punctuation that does not appear in the material you are quoting, only put that punctuation inside of the quotation marks if it is a comma or a period. If you want to add any other punctuation (such as an exclamation or question mark) that does not appear in the material you quote, put it outside of the quotation mark to clarify that the emphasis is your own.

It is also worth noting that there seems to be a trend, especially among young people, toward leaving quoted material in its exact form, and putting all additional punctuation outside of the quotation marks. Personally, I think this makes a lot of sense and is in a way more honest. The primary reason that any additional punctuation is placed inside quotation marks is simply that many find it aesthetically nicer.

e. Semicolons

Many students shy away from using semicolons because they don't know how to use them correctly. If you know this feeling, then you deserve an "A" for restraint. But understanding how to use semicolons is simpler than you think. Just remember the basic governing rule: Semicolons are most often used to link independent clauses that are closely related in thought or idea. An independent clause is a complete thought that could stand alone as a sentence.

Usage in a Sentence

A semicolon is meant to signal a reader that there is a close relationship between two independent clauses. For example, look at the following sentence: "On Monday, I have only one test; on Tuesday, I have to take three tests." You wouldn't be wrong to use a period in place of the semicolon, but you are more correct to use a semicolon because those two ideas – about tests on Monday and Tuesday – are closely related. Semicolons also are used to join independent clauses that are connected by words such as "however," "in fact," "therefore," "moreover" and "nevertheless." Use these conjunctive adverbs with a semicolon like this: "That movie was the greatest; in fact, it was the best movie I've seen all summer."

Usage with Complex Lists

You can effectively use semicolons to reduce "visual clutter" in sentences with complex lists. We normally use commas to te the items in a list, but if the individual items themselves contain commas, a semicolon separates the items more clearly. See how semicolons cleanly separate information in this sentence: "He certainly loves to travel by car, having been to Sandwich, Illinois; Lake Geneva, Wisconsin; Ames, Iowa; and Lincoln, Nebraska, all in one day."

➢ Use a semicolon between two closely related independent clauses. Grammar Girl gives this example: "I have a big test tomorrow; I can't go out tonight."

➢ Place semicolons in sentences with complex lists. Grammar Girl gives this example: "This week's winners are Joe from Reno, Nevada; Diane from Phoenix, Arizona; and Matt from Irvine, California."

➢ Use a semicolon to create variety in your sentences, especially if you have a lot of choppy sentences in a row. Place a coordinating conjunction between the two sentences you bring together with the semicolon. Here's another example from Grammar Girl: "If you want me to go out tonight, you need to help me with my homework first; and if you say no, I'll know that you don't really care about going out."

Q.20 The following table presents the number of students in a private school. Present the data in the form of line graph as well as bar graph. Unit 7, Chapter 7 (page 174) teaches you how to present data in the visual form. (20)

Year	Students in Class 8th		Students in Class 9th		Students in Class 10th	
	Girls	Boys	Girls	Boys	Girls	Boys
2011	34	16	30	20	12	32
2012	22	30	22	32	26	24
2013	15	30	18	28	41	15
2015	35	15	25	25	25	15
2016	12	22	19	30	29	20

Number of virtual schools and enrollment in virtual schools: School year 2011–16

- Table 1. Number of virtual schools, by school type, charter status, magnet status, shared-time status, and state: School year 2013–14
- Table 2. Number of virtual schools, by local education agency (LEA) type and state: School year 2013–14
- Table 3. Number of virtual school, total state enrollment, total virtual school enrollment, and virtual school enrollment as a percentage of state total enrollment, by state: School year 2013–14
- Table 4. Number and membership of virtual schools, by school level, and state: School year 2013–14

Dropout / Completer Data Tables

Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013–12

The following table presents the public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia for school year 2011–16.

- Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013–12

Number of students and selected high school dropout and completion statistics for the 100 largest public elementary and secondary school districts in the United States and jurisdictions: School year 2001–15

The following table presents the number of students and selected high school dropout and completion statistics for the 100 largest public elementary and secondary school districts in the United States and jurisdictions, for school year 2009–10.

- Table 1. Number of students and selected high school dropout and completion statistics for the 100 largest public elementary and secondary school districts in the United States and jurisdictions: School year 2009–10

Public high school 4-year adjusted cohort graduation rate (ACGR) for the United States, the 50 states and the District of Columbia

The following tables present the public high school 4-year adjusted cohort graduation rate (ACGR) for the United States, the 50 states and the District of Columbia.

- Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR) for the United States, the 50 states and the District of Columbia: School years 2010-11 to 2012–13
- Table 2. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2012–13

Annual diploma counts and the Averaged Freshmen Graduation Rate (AFGR) in the United States by race/ethnicity: School years 2007-08 through 2011-12

The following table presents the Annual diploma counts and the Averaged Freshmen Graduation Rate (AFGR) in the United States by race/ethnicity for school years 2007-08 through 2011-12.

- Table 1. Annual diploma counts and the Averaged Freshmen Graduation Rate (AFGR) in the United States by race/ethnicity: School years 2007-08 through 2011-12

Q.21 Design a style sheet for any book of your choice keeping in view the following points. You may study Unit 8, Chapter 3 (page 55) of your text book on how to prepare a style sheet. (20)

a.	**Title 25 point, Bold, Times New Roman**	
b.	**Level 1 heading**	**15 point, Arial, Bold**
c.	**Level II heading**	**15 point, Arial, Bold**
d.	**Text font**	**12 point, Arial Narrow, Italicized**
e.	**Spacing**	**Double-space**

You may or may not be familiar with style sheets, but you might find them beneficial as you write or edit. A style sheet is simply a statement and a reflection of the style standards and practices of a publisher of newspapers, books, or magazines. One publishing house may adhere to recommendations from the Chicago Manual of Style and a newspaper may follow the Associated Press's guide. But both may have special rules and recommendations for specific instances, in-house rules that they recommend for their writers. Depending on the publisher, some items from a style sheet might be absolute rules and some might be strong recommendations. A writer or editor might be able to make a case for a usage contrary to the publisher's recommendation or accepted practice. The writer or editor can always ask or challenge a standard practice.

These recommendations, both in-house and not, make up the publisher's style guide or style sheet. Style sheets inform writers and editors about spelling, punctuation, and capitalization practices so a manuscript can be consistent within itself as well as match the style of the publication. Yet writers and editors don't have to rely solely on a publisher's style guide. Instead, they can put together their own style sheet for their manuscripts. If you're a plotter, you may have written a detailed spreadsheet listing scene layout, plot threads, and character traits, physical description, and history. But even plotters can benefit from a style sheet. A style sheet can help writers and editors maintain consistency and help them reduce errors in story details.

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How to set up a style sheet

Since I edit from hard copy, I create a style sheet on a sheet of paper rather than using a spreadsheet on the computer. (I do, however, copy the details to a spreadsheet when I share them with clients.) Use whatever method, paper or computer, that works for you.

If you use the paper method, simply draw a horizontal line across the center of one side of the paper (think landscape view rather than portrait). Then draw three vertical lines from top to bottom to divide the page into eight boxes.

Flip the paper over. Draw another horizontal line across the page, yet do it a little higher than center on this side (you'll need more room in the boxes at the bottom of the page). Divide the top section into three or four boxes. The bottom section may have two or three or four different-sized boxes. (The setup is virtually the same for a spreadsheet done on the computer.)

Mark the eight boxes on the first page and those on the top of the second page with groups of letters in alphabetical order. Put A/B or A/B/C at the top of the first box, C/D or D/E/F in the second box and so on until you've covered all the letters and used all the boxes.

You'll be entering words based on their first letters into these boxes.

Why? To keep track of odd spellings or words that you make up. To list titles or place names used in the manuscript. To keep up with oddities of any kind from the manuscript. To create a reference document so that anyone working on the manuscript can see exactly how words should be spelled or capped or hyphenated or abbreviated.

Title columns at the bottom of page two with Characters, Punctuation, Numbers, and Miscellaneous. The column for characters may require the most space; you might not need a separate column for numbers. If you've got another column option, feel free to include it.

What to include

Include any item or topic for which the writer or editor must make a decision. Remember that the style sheet is an aid for consistency. A writer might use it as a reminder for herself as she writes and edits or she might pass it on to her copy editor at a publishing house. An editor might use her own style sheet to show a writer what choices she made while editing.

Use a style sheet to—

~ List character names in the character column with the first spelling you find for each and the page number of the first use of each name. If there are different spellings, note the differences and the page number of the first usage of each different spelling.

~ List punctuation rules—serial comma or no serial comma, em dash rather than parentheses, and so on, whatever you've decided you'll use for the manuscript.

~ Spell out the rules for using numerals and words for numbers. Will it be numerals for all numbers greater than nine or will your cut-off be ninety-nine?

~ Note if which is acceptable in place of that for American English restrictive clauses.

~ Note whether a mix of British English and American English spellings is acceptable or if it's necessary to choose one style.

~ Show how contractions will be used, if they'll be used. Might all characters except for one use contractions? Are any contractions unacceptable?

~ Spell out uses of quotation marks and/or italics, especially for unusual words or for emphasis or for words used as words.

~ List acceptable dialogue tags other than said or asked, if there are any. Or list unacceptable dialogue tags.

~ List any limits on curse words, either by word or use by specific characters.

~ Show correct spelling of unusual or made-up words.

~ List abbreviations. List words that are always capped.

~ List hyphenated words or unusual compound words.

~ List oddities in grammar or punctuation, especially anything outside standard usage. If the writer wants a knowingly different usage, be sure to include a note about that unusual usage.

~ List foreign words.

~ Note anything unusual that the writer or copy editor should know about, anything that would enhance consistency if followed throughout the story or that would challenge the suspension of disbelief if not followed.

Most of these suggestions are geared toward a fiction manuscript, but you can also include notes for non-fiction works. For example, spell out the procedures for labeling graphs or images, explain layout, include standards for headings and titles, and make clear how scientific notation and definitions will be written.

Make a note in the style sheet for the unusual or use the style sheet to tell the writer about grammar, punctuation, or spelling rules he might not know. For example—

Write words for numbers and symbols in dialogue rather than using numerals and the symbols themselves.

Use ellipsis for dialogue that trails off, em dash for dialogue that's cut off.

Use a comma to separate names in dialogue from the rest of the dialogue when a character is being addressed.

Do consider adding a style sheet to your writing tasks. Don't feel that you must start it early in the project.

If you're a freelance editor, there's no consideration about it; prepare a style sheet for your clients. Show them how consistency can be worked into their manuscripts.

Give them one more tool for writing better fiction.

Q.22 You are a student of Allama Iqbal Open University. You want to (or suppose you want to) bring a change in the manner in which distant learning students are handled by the University. Write a plan for the document proposing that change. Read Unit 8, Chapter 3 (Page 55) for guidance. (20)

How to plan an open and distance learning (ODL) unit in higher education is not clearly described in the literature. A number of ODL facilities at residential universities have not been successful because of a lack of planning or because of failure to ensure that all the different systems for ODL delivery were in place and functioning. This paper sheds light on how to plan strategically and how to implement an ODL unit at an existing university.

A template analysis was used to construct a road map for ODL planners. We used this analytical tool to organise data from a large collection of articles, books, and documents from 1980-2010. We purposefully chose template analysis as a document analysis process to foster the recurring themes found in published articles on planning and implementing ODL facilities in higher education.

The results indicate four main strategies for successful implementation of an ODL unit. The template consists of strategic planning, policies, systems, and challenges. It was concluded that the template for ODL planning offers new insight into distance education. It could be used as a foundation for ODL planning, implementation, monitoring, and evaluation. We recommend further research on the template with the aim of theory construction for ODL planning and implementation.

Introduction

Very often the question arises of what to do when an ODL unit is to be planned and implemented at traditional face-to-face higher education institutions. In many cases these institutions rush to provide technology-enhanced learning or ODL, which is in contrast with their initial goals and strategies, in an effort to stay competitive in the field or for financial reasons. Financial reasons are usually the wrong reasons for implementing ODL or technology-advanced learning. The costs are initially high, and with ever-changing technology, it could end up costing more than face-to-face teaching.

This article is intended to engage academics and academic planners from face-to-face universities in strategic thinking before ODL or technology is implemented with undesirable outcomes. My aim with this article is to shed light on strategic thinking in order to plan ODL and technology-enhanced learning in traditional face-to-face universities in a step-by-step manner. The purpose of the literature review was to construct a road map for ODL planners and implementers in higher education. From the study it is clear that ODL cannot be implemented successfully without strategic planning and a clear mandate for ODL.

The promise of distance education remains unfulfilled in many education institutions. Despite many good intentions, education institutions are still failing to recognise particular key planning and implementing steps which could make the difference in successful and sustainable distance education initiatives. Historically, the growth and success of distance education were fuelled by the need to increase access to learning and the availability of technology for delivery. There are many more challenges affecting the planning of ODL, such as globalisation, joint course development, material sharing, computer and information technology (Watkins & Kaufman, 2003).

The greatest challenge for education institutions in moving towards ODL is to adopt a singular vision, policies, and procedures for ODL implementation. In general, ODL planning is focused on budget and staffing issues and not on the critical pedagogical issues of ODL. However, ODL is so much more than just a teaching mode or method; it is a distinct and coherent field of education which is focused on new delivery methods with a pedagogical philosophy (Levy, 2003).

To add to this problem, there are no clear guidelines available to follow when planning open and distance learning in higher education (Gunawardena & McIsaac, 2004). Academic planners of ODL need to think about the reasons for offering courses via ODL and whether it is possible to offer the course via ODL. Before any investments are made in distance education, a rigorous needs assessment of the educational institution may justify another option or other difficult decisions may need to be considered first.

When education professionals ponder on the feasibility of distance education programmes and whether or not to implement ODL, their first impulse is to search through the curricula to determine which courses can easily be translated into online, video, or digital formats. Rumble (2003) makes it clear that educators must understand that distance education may not necessarily be the best solution to their problems in education. Meanwhile, each year, the number of higher education institutions offering distance education learning courses continues to grow significantly.

Distance learning must be backed by an organizational commitment to quality and effectiveness in all aspects of the learning environment. Discussion: To be effective distance learning programs must be backed by a commitment on the part of the institution or organization to include distance learning in its planning and goal-setting, to treat distance education and on-campus education equitably in its policies and procedures, and to provide the necessary resources – human, fiscal, programmatic and technical --- to support those programs. Operational Criteria:

- The institution's distance learning activity is consistent with the institutional mission.
- The institution shows evidence - through its priorities, goals, strategic plans, policies, procedures, faculty recognition, and infrastructure - that it values distance learning.
- The institution's distance learning programs show evidence of careful planning, including identification of the need, the nature and size of the intended audiences, provisions for serving those audiences, and a plan for adding resources (financial and human, including instructional staffing and support functions) to accommodate future program growth ("scalability").
    - The institution has committed sufficient resources to its distance learning programs and services to ensure their effectiveness.
- The institution has clearly identified a single office or officer with responsibility for assuring the quality of all distance education across the institution.
- The institution ensures that the administration of its distance learning programs by knowledgeable personnel with adequate time and resources to accomplish this task.
- The institution has developed and implemented a process for sustaining faculty professional development in distance learning. This process recognizes that teaching in the distance learning environment requires different pedagogical and communication strategies to function effectively, and that the faculty member and the institution share responsibility for assuring effectiveness.
- If the institution uses courses, programs, or academic support services from another provider, it has an adequate process in place (with faculty participation) for evaluating their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- The institution has in place a comprehensive, viable technology plan for distance learning.
- The institution has a clear policy on ownership of course materials developed for its distance education courses; this policy is shared with all faculty and staff involved in distance education at the institution.

Learning Design

Principle: The institution's distance learning programs are designed to fit the specific context for learning. Discussion: All programs the institution offers in a distance learning format must have quality, integrity, and consistency, and must fit the specific context for learning. That context includes the nature of the subject matter, the intended learning outcomes, the needs and goals of the learner, the learner's environment, and the instructional technologies and methods. Operational Criteria:

- The same academic standards and requirements are applied to programs offered on campus and through distance learning.
- Distance learning programs are coherent, complete, and offered in a sequence or configuration that allows timely completion of requirements.
- The same faculty qualifications are applied to distance education programs as all other academic programs.
- Faculty are responsible for the initial and ongoing development and delivery of instruction in distance programs.
- Distance learning programs provide clear statements of learner responsibilities and expectations of student participation and learning.
- Distance learning programs provide for appropriate and flexible interaction between faculty and students and among students.
- The technologies selected for a specific distance learning opportunity are appropriate for the intended learning outcomes, content, relevant characteristics of the learning and the learner, and student cost.
- Distance learning programs include adequate verification of learners' work.
- Faculty and program administrators determine the appropriate enrollment that can be supported in the distance learning program and in individual courses based upon the content and learning activities, the nature of the learners, the technologies used, and the support available to faculty.

Learner Support

Principle: Distance learning activities are effectively supported for learners through fully accessible modes of delivery and resources. Discussion: Distance learners often must assume greater responsibility for their own learning. They must understand and address their own learning needs; take initiative in asking questions and obtaining help; interact with faculty and other students as appropriate; and be prepared to deal with technical difficulties in the two-way flow of information. At the same time, institutions must develop and provide the necessary information and learner support systems to assist learners in carrying out their learning activities and using the available resources. Learner support must be appropriate to the distance learning modes used. Operational Criteria

- The institution provides distance students with detailed information on admissions and program graduation requirements.
- Distance program materials clearly and accurately represent the program, including detailed program completion requirements, the nature of the learning experience, program and faculty responsibilities, and the nature of faculty-student, student-faculty, and student-student interaction opportunities, techniques, and requirements. They define any specific student background, knowledge, or technical skills needed to undertake and successfully complete the distance program, and describe in layman's terms any technical equipment and/or software required or recommended.
- The institution provides distance learners adequate academic support, including academic advisement, technical support, and other student support services normally available on campus. Program materials clearly describe how students obtain these support services.
- The institution provides adequate library and information resources, services, and support for academic programs, including training in information literacy. These resources and services are accessible at a distance on a timely basis.
- Administrative processes such as admissions and registration are readily accessible to distance students, and program materials clearly describe how access is obtained.
- The institution provides orientation opportunities and resources for distance learners that are appropriate to the technologies used, the content, and the learners.

Outcomes and Assessment

Principle: Distance education programs organize learning activities around demonstrable outcomes (often expressed in learning objectives), assist the learner to achieve these outcomes, and assess learner progress by reference to these outcomes. Operational Criteria:

- Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. These learning outcomes are clearly identified -- in terms of knowledge, skills, or credentials -- in course and program materials.
- All aspects of the distance learning program are consistent with and shaped to achieve the demonstrable learning outcomes.

Program Evaluation

Principle: The institution evaluates the effectiveness of its distance learning programs and uses the findings to improve the programs and services. Operational Criteria:

- The institution has a process in place to monitor and evaluate the effectiveness of all aspects of its distance learning programs on a regular basis.
- The evaluation results are used for continuous program improvement.
- Program evaluation procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded.

Determining Time on Task in Online Education

Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.) "Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- reading course presentations/ "lectures"
- reading other materials
- participation in online discussions
- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted. In determining the time on task for an online course, useful information include

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required
- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it
- a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)

Q.23 Convert the style of the following bibliography from MLA to APA style. Read Unit 9, Appendix-B (page 571) for learning about MLA and APA styles of referencing. (20)

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- An APA-style paper includes the following sections: title page, abstract, introduction, method, results, discussion, and references. Your paper may also include one or more tables and/or figures. Different types of information about your study are addressed in each of the sections, as described below.
- **General formatting rules are as follows:**
- Do not put page breaks in between the introduction, method, results, and discussion sections.
- The title page, abstract, references, table(s), and figure(s) should be on their own pages.
- The entire paper should be written in the past tense, in a 12-point font, double-spaced, and with one-inch margins all around.
- **Title page** (see sample on p. 41 of APA manual)
- Title should be between 10-12 words and should reflect content of paper (e.g., IV and DV).
- Title, your name, and Hamilton College are all double-spaced (no extra spaces)
- Create a page header using the "View header" function in MS Word. On the title page, the header should include the following:
    - o Flush left: Running head: THE RUNNING HEAD SHOULD BE IN ALL CAPITAL LETTERS. The running head is a short title that appears at the top of pages of published articles. It should not exceed 50

characters, including punctuation and spacing. (Note: on the title page, you actually write the words Running head, but these words do not appear on subsequent pages; just the actual running head does. If you make a section break between the title page and the rest of the paper you can make the header different for those two parts of the manuscript).

- Flush right, on same line: page number. Use the toolbox to insert a page number, so it will automatically number each page.

Abstract (labeled, centered, not bold)

- No more than 120 words, one paragraph, block format (i.e., don't indent), double-spaced.
- State topic, preferably in one sentence. Provide overview of method, results, and discussion

- **Introduction** (Do not label as "Introduction." Title of paper goes at the top of the page—not bold)
- The introduction of an APA-style paper is the most difficult to write. A good introduction will summarize, integrate, and critically evaluate the empirical knowledge in the relevant area(s) in a way that sets the stage for your study and why you conducted it. The introduction starts out broad (but not too broad!) and gets more focused toward the end. Here are some guidelines for constructing a good introduction:
- Don't put your readers to sleep by beginning your paper with the time-worn sentence, Past research has shown....(blah blah blah) They'll be snoring within a paragraph! Try to draw your reader in by saying something interesting or thought-provoking right off the bat. Take a look at articles you've read. Which ones captured your attention right away? How did the authors accomplish this task? Which ones didn't? Why not? See if you can use articles you liked as a model. One way to begin (but not the only way) is to provide an example or anecdote illustrative of your topic area.
- Although you won't go into the details of your study and hypotheses until the end of the intro, you should foreshadow your study a bit at the end of the first paragraph by stating your purpose briefly, to give your reader a schema for all the information you will present next.
- Your intro should be a logical flow of ideas that leads up to your hypothesis. Try to organize it in terms of the ideas rather than who did what when. In other words, your intro shouldn't read like a story of "Schmirdley did such-and-such in 1991. Then Gurglehoff did something-or-other in 1993. Then....(etc.)" First, brainstorm all of the ideas you think are necessary to include in your paper. Next, decide which ideas make sense to present first, second, third, and so forth, and think about how you want to transition between ideas. When an idea is complex, don't be afraid to use a real-life example to clarify it for your reader**.** The introduction will end with a brief overview of your study and, finally, your specific hypotheses. The hypotheses should flow logically out of everything that's been presented, so that the reader has the sense of, "Of course. This hypothesis makes complete sense, given all the other research that was presented."
- When incorporating references into your intro, you do not necessarily need to describe every single study in complete detail, particularly if different studies use similar methodologies. Certainly you want to summarize briefly key articles, though, and point out differences in methods or findings of relevant studies when necessary. Don't make one mistake typical of a novice APA-paper writer by stating overtly why you're including a particular article (e.g., "This article is relevant to my study because…"). It should be obvious to the reader why you're including a reference without your explicitly saying so. DO NOT quote from the articles, instead paraphrase by putting the information in your own words.
- Be careful about citing your sources (see APA manual). Make sure there is a one-to-one correspondence between the articles you've cited in your intro and the articles listed in your reference section.
- Remember that your audience is the broader scientific community, not the other students in your class or your professor. Therefore, you should assume they have a basic understanding of psychology, but you need to provide them with the complete information necessary for them to understand the research you are presenting.
-

Method labeled, centered, bold)

- The Method section of an APA-style paper is the most straightforward to write, but requires precision. Your goal is to describe the details of your study in such a way that another researcher could duplicate your methods exactly. The Method section typically includes Participants, Materials and/or Apparatus, and Procedure sections. If the design is particularly complicated (multiple IVs in a factorial experiment, for example), you might also include a separate Design subsection or have a "Design and Procedure" section. Note that in some studies (e.g., questionnaire studies in which there are many measures to describe but the procedure is brief), it may be more useful to present the Procedure section prior to the Materials section rather than after it.

Participants (labeled, flush left, bold)

- Total number of participants (# women, # men), age range, mean and SD for age, racial/ethnic composition (if applicable), population type (e.g., college students). Remember to write numbers out when they begin a sentence.
- How were the participants recruited? (Don't say "randomly" if it wasn't random!) Were they compensated for their time in any way? (e.g., money, extra credit points)
- Write for a broad audience. Thus, do not write, "Students in Psych. 280..." Rather, write (for instance), "Students in a psychological statistics and research methods course at a small liberal arts college...."

Materials (labeled, flush left, bold)

- Carefully describe any stimuli, questionnaires, and so forth. It is unnecessary to mention things such as the paper and pencil used to record the responses, the data recording sheet, the computer that ran the data analysis, the color of the computer, and so forth. If you included a questionnaire, you should describe it in detail. For instance, note how many items were on the questionnaire, what the response format was (e.g., a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree)), how many items were reverse-scored, whether the measure had subscales, and so forth. Provide a sample item or two for your reader. If you have created a new instrument, you should attach it as an Appendix. If you presented participants with various word lists to remember or stimuli to judge, you should describe those in detail here. Use subheadings to separate different types of stimuli if needed. If you are only describing questionnaires, you may call this section "**Measures**."
- **Apparatus** (labeled, flush left, bold)
- Include an apparatus section if you used specialized equipment for your study (e.g., the eyetracking machine) and need to describe it in detail.

Procedure (labeled, flush left, bold)

- What did participants do, and in what order? When you list a control variable (e.g., "Participants all sat two feet from the experimenter."), explain WHY you did what you did. In other words, what nuisance variable were you controlling for? Your procedure should be as brief and concise as possible. Read through it. Did you repeat yourself anywhere? If so, how can you rearrange things to avoid redundancy? You may either write the instructions to the participants verbatim or paraphrase, whichever you deem more appropriate. Don't forget to include brief statements about informed consent and debriefing.

Results (labeled, centered, bold)

- In this section, describe how you analyzed the data and what you found. If your data analyses were complex, feel free to break this section down into labeled subsections, perhaps one section for each hypothesis.
- Include a section for descriptive statistics
- List what type of analysis or test you conducted to test each hypothesis.
- Refer to your Statistics textbook for the proper way to report results in APA style. A t-test, for example, is reported in the following format: t (18) = 3.57, p < .001, where 18 is the number of degrees of freedom (N – 2 for an independentgroups t test). For a correlation: r (32) = -.52, p < .001, where 32 is the number of degrees of freedom (N – 2 for a correlation). For a one-way ANOVA: F (2, 18) = 7.00, p < .001, where 2 represents the $df_{between}$ and 18 represents df_{within}. Remember that if a finding has a pvalue greater than .05, it is "nonsignificant," not "insignificant." For nonsignificant findings, still provide the exact p values. For correlations, be sure to report the r^2 value as an assessment of the strength of the finding, to show what proportion of variability is shared by the two variables you're correlating. For t- tests and ANOVAs, report eta^2.
- Report exact p values to two or three decimal places (e.g., p = .042; see p. 114 of APA manual). However, for pvalues less than .001, simply put p < .001.
- Following the presentation of all the statistics and numbers, be sure to state the nature of your finding(s) in words and whether or not they support your hypothesis (e.g., "As predicted, ..."). This information can typically be presented in a sentence or two following the numbers (within the same paragraph). Also, be sure to include the relevant means and SDs.
- It may be useful to include a table or figure to represent your results visually. Be sure to refer to these in your paper (e.g., "As illustrated in Figure 1..."). Remember that you may present a set of findings either as a table or as a figure, but not as both. Make sure that your text is not redundant with your tables/figures. For instance, if you present a table of means and standard deviations, you do not need to also report

these in the text. However, if you use a figure to represent your results, you may wish to report means and standard deviations in the text, as these may not always be precisely ascertained by examining the figure. Do describe the trends shown in the figure.

- Do not spend any time interpreting or explaining the results; save that for the Discussion section.

Discussion (labeled, centered, bold)

- The goal of the discussion section is to interpret your findings and place them in the broader context of the literature in the area. A discussion section is like the reverse of the introduction, in that you begin with the specifics and work toward the more general (funnel out). Some points to consider:
- Begin with a brief restatement of your main findings (using words, not numbers). Did they support the hypothesis or not? If not, why not, do you think? Were there any surprising or interesting findings?
- How do your findings tie into the existing literature on the topic, or extend previous research? What do the results say about the broader behavior under investigation? Bring back some of the literature you discussed in the Introduction, and show how your results fit in (or don't fit in, as the case may be). If you have surprising findings, you might discuss other theories that can help to explain the findings. Begin with the assumption that your results are valid, and explain why they might differ from others in the literature.
- What additional questions were generated from this study? What further research should be conducted on the topic? What gaps are there in the current body of research? Whenever you present an idea for a future research study, be sure to explain why you think that particular study should be conducted. What new knowledge would be gained from it? Don't just say, "I think it would be interesting to re-run the study on a different college campus" or "It would be better to run the study again with more participants**."** Really put some thought into what extensions of the research might be interesting/informative, and why.
- What are the theoretical and/or practical implications of your findings? How do these results relate to larger issues of human thoughts, feelings, and behavior? Give your readers "the big picture." Try to answer the question, "So what?"
- Final paragraph: Be sure to sum up your paper with a final concluding statement. Don't just trail off with an idea for a future study. End on a positive note by reminding your reader why your study was important and what it added to the literature.

References (labeled, centered, not bold)

- Provide an alphabetical listing of the references (alphabetize by last name of first author). Double-space all, with no extra spaces between references. The second line of each reference should be indented (this is called a hanging indent and is easily accomplished using the ruler in Microsoft Word). See the APA manual for how to format references correctly. Examples of references to journal articles start on p. 198 of the manual, and examples of references to books and book chapters start on pp. 202. Digital object identifiers (DOIs) are now included for electronic sources (see pp. 187-192 of APA manual to learn more).

Q.24 Punctuate the following sentences. Read Unit 6 of your textbook (Appendix-A, page 551) for guidance. (20)

i. Johns dog will quickly eat Marys cat.

Punctuate: John's dog will quickly eat Mary's cat.

i. The diplomats briefcases were searched.

Punctuate: The diplomats' briefcases were searched

ii. The papers thesis statements were good.

Punctuate: The papers' thesis statements were good

iv. She was widely believed to be one hundred twenty one years old.

Punctuate: She was widely believed to be one hundred twenty-one years old**.**

v. One fourth of his income went to childcare expenses.

Punctuate: 1/4th of his income went to childcare expenses.

vi. Her ex husband often expressed anti American ideas.

Punctuate: Her ex-husband often expressed ant-American ideas

vii. This organization supports self help projects that support low-income families.

Punctuate: This organization supports self-help projects that support low-income families.

viii. He loved that car it was his greatest treasure.

Punctuate: He loved that car, it was his greatest treasure.

ix. My roommate wants to buy a car and he has a lot of brands to choose from Toyota Ford VW and more.

Punctuate: My roommate wants to buy a car and he has a lot of brands to choose from Toyota. Ford, VW and more.

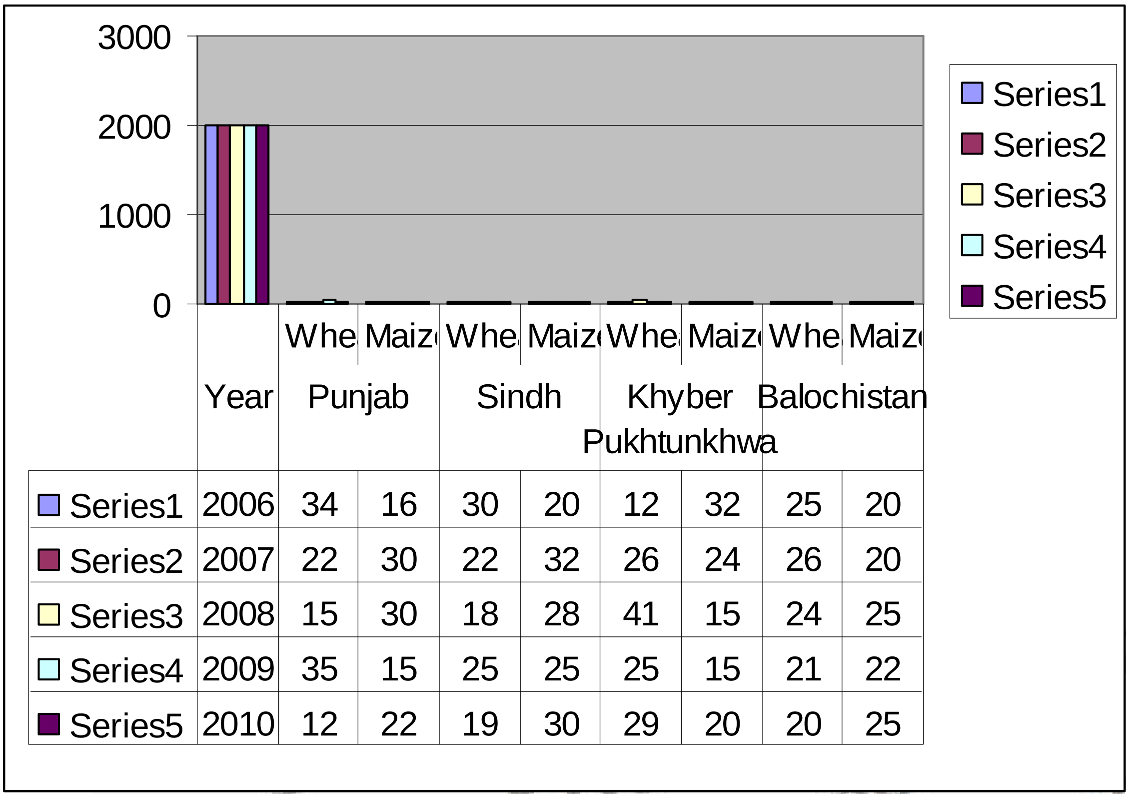
x. Smith 2012 acknowledges that treatment for autism is expensive Sensory therapy can cost up to $200 per hour.

Punctuate: Smith-2012 acknowledges that treatment for autism is expensive Sensory therapy, can cost up to $200 per hour.

Q.25 The following table presents the production of wheat and maize (in tons) in different regions of Pakistan. Present the data in the form of line graphs as well as bar graphs. Unit 7, Chapter 7 (page 174) teaches you how to present data in the visual form. (20)

Year	Punjab		Sindh		Khyber Pukhtunkhwa		Balochistan	
	Wheat	Maize	Wheat	Maize	Wheat	Maize	Wheat	Maize
2006	34	16	30	20	12	32	25	20
2007	22	30	22	32	26	24	26	20
2008	15	30	18	28	41	15	24	25
2009	35	15	25	25	25	15	21	22
2010	12	22	19	30	29	20	20	25

Ans:



	Year	Punjab Whe	Punjab Maiz	Sindh Whe	Sindh Maiz	Khyber Pukhtunkhwa Whe	Khyber Pukhtunkhwa Maiz	Balochistan Whe	Balochistan Maiz
Series1	2006	34	16	30	20	12	32	25	20
Series2	2007	22	30	22	32	26	24	26	20
Series3	2008	15	30	18	28	41	15	24	25
Series4	2009	35	15	25	25	25	15	21	22
Series5	2010	12	22	19	30	29	20	20	25

Q.26 Design a style sheet for any book of your choice keeping in view the following points. You may study Unit 8, Chapter 3 (page 55) of your textbook on how to prepare a style sheet. (20)

- **a. Title 20 point, Bold, Times New Roman**
- **b. Level 1 heading 16 point, Arial, Bold**
- **c. Level II heading14 point, Arial, Bold, Italics**
- **d. Text font 12 point, Cambria**
- **e. Spacing Single-space**

Faraizi moment:

Haji Shariatullah

The first half of the 19th century witnessed a movement known as Faraizi Movement in East Bengal. The founder of this movement was Haji Shariatullah. At this time the condition of the Bengali Muslims in the Sub-continent was very miserable. The British policy of distrust and oppression towards the Muslims rendered them economically and educationally crippled; and the oppression of the Zamindars made their lives unbearable.

Haji Shariatullah went to Mecca on the Pilgrimage. He returned to his country after 20 years and started his reform movement known as the Faraizi movement. His movement basically targeted the most depressed class of the Muslims. He asked them to give up un-Islamic customs and practices and to act upon the commandments of the religion called Faraiz or duties. Hence his followers came to be known as Faraizi. He forbade Tazia on the occasion of Muharram and singing and dancing at the time of wedding ceremonies. His movement was also directed against the oppression of the Zamindars. He declared the country Dar-ul-Harab, as Eid and Friday prayers could not be offered there.

Movements activate:

The movement infused new life into the lives of the Muslims of Bengal. It wrought great agitation among them, especially the peasants who were imbued with his doctrines. Thus, he sowed the seeds of independence in Bengal. He died in 1840. His son Muhammad Mohsin, known as Dadhu Mian, succeeded Haji Shariatullah. Dadhu Mian popularized and strengthened the movement by organizing it in a systematic way. He acquired great influence amongst the Muslim peasants and craftsmen of Bakerganj, Dhaka, Faridpur and Pabna districts. He appointed

Khalifahs who kept him informed about everything in their jurisdiction. Dadhu Mian vehemently opposed the taxes imposed by the landlords on Muslim peasants for the decoration of the image of Durgah. He asked his followers to settle in lands managed by the government. During the revolt of 1857, he was put under arrest for organizing the peasants of Faridpur districts against the British government. He died in 1860.

Q.27 Memos are written to provide information and instructions to the employees on different official activities. Assume that you have discovered a problem with a machine that your company uses. Describe the problem in a memo to your supervisor. Read Unit 2 of your text book to learn how to write memos. (20)

A little bit of background into the origins of the word memo will help clarify what their purpose is – so we'll start there. Memorandum comes from the Latin noun memorandum and has the same root asmemorare, which sounds very much like another word I can think of – any ideas yet? Not surprisingly, memorare translates as to recount, to mention or call to mind and, I'm sure you've realised by now that it gave us the word memory. So, a memo can be considered as something that should be used to remind people of something. And, that is exactly what it does.

Memos in the office

What is the role of a memo within the office? Well, first it's important to remember that memos are usually meant for use only within the office and are sent through the internal mail system of the company. Anything that needs sending externally, to clients or suppliers etc, should be written in the more formal format of a letter. Secondly, they should be used when the information needs to be put in writing, not as a way to avoid speaking with people face-to-face. And lastly, they should be clear and brief. If what needs to be communicated is long and complex another format, such as a report, may be more appropriate. Memos are often used to:

Instruct – about fire or health and safety procedures, new equipment and so on
Remind – when staff need to remember an important time or date, such as a monthly **meeting highlight** – informing others of changes in staff roles, such as promotion or dismissal.

A memo is a common form of communication in the workplace. It provides an easy way to convey information or ideas to your coworkers or employees in a quick and informative way. Some easy tips can make your memo-writing skills effective and easy to implement.

How to write memo?

- Organize your thoughts before writing the memo. Memos are meant to be direct and to the point, so make sure that you have all the important information you need organized in an efficient manner.
- Understand the format of a basic memo. The heading of the memo always includes the date, the name of the sender, the names of the recipients and the subject heading. Make the subject heading as specific as possible.
- Simplify your information. A memo must be able to be read quickly and easily understood. Replace large words or uncommon vocabulary with synonyms that will be understood and more to the point. Use bullets and numbered lists where appropriate.
- Eliminate any statements that are not directly related to the purpose of the memo. A memo is not the right place to expound upon one's personal opinions or thoughts. These will only serve to add unnecessary length to your memo and could distract your audience from the main focus.
- Remember your audience. Consider who will be reading your memo and be sure to write your memo in a style and language that will be appealing and easily understood.
- Include everyone. Be sure prior to sending out your memo that you have included everyone that will need access to the information it contains in the list of people who will receive it. Failure to include all necessary people could result in a breakdown in communication or confusion, not to mention your information not reaching all the sources you intended.
- Check your spelling, grammar and punctuation before sending out your memo. Any grammatical mistakes will be distracting to those receiving the memo and will also make it appear less professional.

Basic Parts of a Memo

Standard memos are divided into segments to organize the information and to help achieve the writer's purpose.

Heading Segment

The heading segment follows this general format:

TO: (readers' names and job titles)
FROM: (your name and job title)
DATE: (complete and current date)
SUBJECT: (what the memo is about, highlighted in some way)

Make sure you address the reader by his or her correct name and job title. You might call the company president "Maxi" on the golf course or in an informal note, but "Rita Maxwell, President" would be more appropriate for a formal memo. Be specific and concise in your subject line. For example, "Clothes" as a subject line could mean anything from a dress code update to a production issue. Instead use something like, "Fall Clothes Line Promotion."

Opening Segment

The purpose of a memo is usually found in the opening paragraph and includes: the purpose of the memo, the context and problem, and the specific assignment or task. Before indulging the reader with details and the context, give the reader a brief overview of what the memo will be about. Choosing how specific your introduction will be depends on your memo plan style. The more direct the memo plan, the more explicit the introduction should be. Including the purpose of the memo will help clarify the reason the audience should read this document. The introduction should be brief, and should be approximately the length of a short paragraph.

Context

The context is the event, circumstance, or background of the problem you are solving. You may use a paragraph or a few sentences to establish the background and state the problem. Oftentimes it is sufficient to use the opening of a sentence to completely explain the context, such as,

"Through market research and analysis..."
Include only what your reader needs, but be sure it is clear.

Task Segment

One essential portion of a memo is the task statement where you should describe what you are doing to help solve the problem. If the action was requested, your task may be indicated by a sentence opening like,

"You asked that I look at...."
If you want to explain your intentions, you might say,

"To determine the best method of promoting the new fall line, I will...."
Include only as much information as is needed by the decision-makers in the context, but be convincing that a real problem exists. Do not ramble on with insignificant details. If you are having trouble putting the task into words, consider whether you have clarified the situation. You may need to do more planning before you're ready to write your memo. Make sure your purpose-statement forecast divides your subject into the most important topics that the decision-maker needs.

Summary Segment

If your memo is longer than a page, you may want to include a separate summary segment. However, this section not necessary for short memos and should not take up a significant amount of space. This segment provides a brief statement of the key recommendations you have reached. These will help your reader understand the key points of the memo immediately. This segment may also include references to methods and sources you have used in your research.

Discussion Segments

The discussion segments are the longest portions of the memo, and are the parts in which you include all the details that support your ideas. Begin with the information that is most important. This may mean that you will start with key findings or recommendations. Start with your most general information and move to your specific or supporting facts. (Be sure to use the same format when including details: strongest to weakest.) The discussion segments include the supporting ideas, facts, and research that back up your argument in the memo. Include strong points and evidence to persuade the reader to follow your recommended actions. If this section is inadequate, the memo will not be as effective as it could be.

Closing Segment

After the reader has absorbed all of your information, you want to close with a courteous ending that states what action you want your reader to take. Make sure you consider how the reader will benefit from the desired actions and how you can make those actions easier. For example, you might say,

"I will be glad to discuss this recommendation with you during our Tuesday trip to the spa and follow through on any decisions you make."
Necessary Attachments

Make sure you document your findings or provide detailed information whenever necessary. You can do this by attaching lists, graphs, tables, etc. at the end of your memo. Be sure to refer to your attachments in your memo and add a notation about what is attached below your closing, like this:

Summary:

This handout will help you solve your memo-writing problems by discussing what a memo is, describing the parts of memos, and providing examples and explanations that will make your memos more effective.

Format

The format of a memo follows the general guidelines of business writing. A memo is usually a page or two long, should be single spaced and left justified. Instead of using indentations to show new paragraphs, skip a line between sentences. Business materials should be concise and easy to read. Therefore it is beneficial to use headings and lists to help the reader pinpoint certain information.

You can help your reader understand your memo better by using headings for the summary and the discussion segments that follow it. Write headings that are short but that clarify the content of the segment. For example, instead of using "Summary" for your heading, try "New Advertising Recommendations," which is much more specific. The major headings you choose are the ones that should be incorporated in your purpose-statement in the opening paragraph.

For easy reading, put important points or details into lists rather than paragraphs when possible. This will draw the readers' attention to the section and help the audience remember the information better. Using lists will help you be concise when writing a memo.

The segments of the memo should be allocated in the following manner:

- Header: 1/8 of the memo
- Opening, Context and Task: 1/4 of the memo
- Summary, Discussion Segment: 1/2 of the memo
- Closing Segment, Necessary Attachments: 1/8 of the memo
- This is a suggested distribution of the material to make writing memos easier. Not all memos will be the same and the structure can change as you see necessary. Different organizations may have different formatting procedures, so be flexible in adapting your writing skills.

Contributors: Courtnay Perkins, Allen Brizee.

Summary:

This handout will help you solve your memo-writing problems by discussing what a memo is, describing the parts of memos, and providing examples and explanations that will make your memos more effective.

Sample Memo

TO: Kelly Anderson, Marketing Executive

FROM: Jonathon Fitzgerald, Market Research Assistant

DATE: June 14, 2007

SUBJECT: Fall Clothes Line Promotion

Market research and analysis show that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings from focus groups and surveys have made it apparent that we need to update our advertising efforts to align them with the styles and trends of young adults today. No longer are young adults interested in sitcoms as they watch reality televisions shows. Also, it is has become increasingly important to use the internet as a tool to communicate with our target audience to show our dominance in the clothing industry.

Internet Advertising

XYZ Company needs to focus advertising on internet sites that appeal to young people. According to surveys, 72% of our target market uses the internet for five hours or more per week. The following list shows in order of popularity the most frequented sites:

- Google
- Facebook
- Myspace
- EBay
- iTunes

Shifting our efforts from our other media sources such as radio and magazine to these popular internet sites will more effectively promote our product sales. Young adults are spending more and more time on the internet downloading music, communicating and researching for homework and less and less time reading paper magazines and listening to the radio. As the trend for cultural icons to go digital, so must our marketing plans.

Television Advertising

It used to be common to advertise for our products on shows like Friends and Seinfeld for our target audience, but even the face of television is changing. Young adults are tuning into reality television shows for their entertainment. Results from the focus group show that our target audience is most interested in shows like American Idol,The Apprentice, and America's Next Top Model. The only non-reality television show to be ranked in the top ten most commonly watched shows by males and females 18-25 is Desperate Housewives. At Blue Incorporated, we need to focus our advertising budget on reality television shows and reduce the amount of advertising spent on other programs.

By refocusing our advertising efforts of our new line of clothing we will be able to maximize the exposure of our product to our target market and therefore increase our sales. Tapping into the trends of young adults will help us gain market share and sales through effective advertising.

You are working as Human Resource Manager in an institution. A new employee has joined your institution to fill the post of the Office Manager.
Write a memo to inform your colleagues, about the joining of an office Manager and his/her key responsibilities.

Extremely bright and capable office manager

Ideal candidate:

- has experience running a busy office (in any industry)
- thrives on juggling many balls in the air at once
- is extraordinary at organization
- thrives under pressure and in a fast paced environment
- is a quick learner, a creative thinker, and a problem solver
- is flexible, adaptable, and even in temperament
- has a college degree with a GPA 3.7 or higher
- has a reliable car and professional dress
- loves to learn and sees life as an adventure
- is looking to grow in an administrative capacity
- excels at customer service and white glove treatment

Q.28 Preparing a job resume is one of the most important tasks in a person's career. Unit 4 of your text book teaches you how to prepare job resumes. Prepare a detailed job resume for yourself. (20)

To

The Managing Director
Rastgar Engineering Company
Islamabad

Subject Application for the Leave & grant of Loan

Sir,

With due to respect, it is stated that the marriage of my sister has been settled in next week. As your honor know very well that my salary is too less than expenditures of these days and I am only the person who financially support to my family. It is therefore, humbly requested that kindly give me grant of office loan Rs, 50,000/-. I promised in written that I will return this loan on regular installment basis. I also required one week office leave for arrangements of my sister's wedding. I hope that your honor look into matter with personal interest and obliged.

I shall be very thankful to you for this act of kindness.

Yours faithfully
Noman Ali
Assistant Administration

Q.29 In Unit 5 of your text book you have read about certain guidelines for composing accurate sentences in business and technical communication. Explain a few guidelines which can be useful for making business communication clear and precise. (20)

A gender-neutral pronoun, by contrast, is a pronoun that is not associated with a particular gender, and that does not imply male or female. Most English pronouns are gender-neutral, including *they* (in both plural and singular uses).

Many of the world's languages do not have gender-specific pronouns. Others, however – particularly those which have a pervasive system of grammatical gender (or have historically had such a system, as with English) – have gender-specificity in certain of their pronouns, particularly personal pronouns of the third person.

Problems of usage arise in languages such as English, in contexts where a person of unspecified or unknown sex is being referred to, but the most natural available pronouns (*he* or *she*) are gender-specific. In such cases a gender-specific pronoun may be used with intended gender-neutral meaning, as *he* has been used traditionally in English, although *she* is now sometimes used instead. Use of singular *they* is another common alternative. Some attempts have been made, by proponents of gender-neutral language, to introduce artificial gender-neutral pronouns.

Most languages of the world (including Austronesian languages, many East Asian languages, and the Uralic languagesdo not have gender distinctions in personal pronouns, just as most of them lack any system of grammatical gender. In others, such as many of the Niger–Congo languages, there is a system of grammatical gender (or noun classes), but the divisions are not based on sex. Pronouns in these languages tend to be naturally gender-neutral.

In other languages including most Indo-European and Afro-Asiatic languages third-person personal pronouns (at least those used to refer to people) intrinsically distinguish male from female. This feature commonly co-exists with a full system of grammatical gender, where all nouns are assigned to classes such as masculine, feminine and neuter. However in some languages, such as English, this general system of noun gender has been lost, but gender distinctions are preserved in the third-person pronouns (the singular pronouns only, in the case of English).

(In languages with grammatical gender, even pronouns which are semantically gender-neutral may be required to take a gender for such purposes as grammatical agreement. Thus in French, for example, the first- and second-person personal pronouns may behave as either masculine or feminine depending on the sex of the referent; and indefinite pronouns such as *quelqu'un* ("someone") and *personne* ("no one") are treated conventionally as masculine

The English language has gender-specific personal pronouns in the third-person singular. The masculine pronoun is *he* (with derived forms *him*, *his* and *himself*); the feminine is *she* (with derived forms *her*, *hers* and *herself*); the neuter is *it* (with derived forms *its* and *itself*). These are described in full in the article on English personal pronouns.

Generally speaking, the masculine pronoun is used to refer to male persons and male animals; the feminine to refer to female persons and female animals, and sometimes figuratively in referring to such items as ships and countries; and the neuter to refer to inanimate objects and concepts, animals of unspecified or unimportant sex, and sometimes children of unspecified sex. For full details, see Gender in English. For the use of *he* for referring to a person of unspecified sex, as well as the various alternatives to this convention, see the discussion in the sections below.

The other English pronouns (the first- and second-person personal pronouns *I*, *we*, *you*, etc.; the third-person plural personal pronoun *they*; the indefinite pronouns *one*, *someone*, *anyone*, etc.; and others) do not make male–female gender distinctions, that is, they are gender-neutral. The only distinction made is between personal and non-personal reference (*someone* vs. *something*, *who* vs. *what*, etc.)

Ethics are norms or standards of behavior that guide moral choices about our behavior and our relationships with others. The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. This objective is usually achieved. However, unethical activities are pervasive and include violating nondisclosure agreements, breaking respondent confidentiality, misrepresenting results, deceiving people, invoicing irregularities, avoiding legal liability, and more.

Ethics deals with the question, what is the right thing to do? Philosophers since Plato have written extensively on the topic. it is a concern in daily life, in political life. Instances of its importance appear daily in our decisions about how to act and in news stories probing public actions. Ethics is a matter of judging both private and communal action. Individuals are expected to do the right thing, for their own personal integrity and for the well-being of their communities. The issue, of course, is that the answer to the question, What is the right thing to do? is problematic. It is not always clear what to do or what value to base the decision on. Philosophers' answers to that dilemma have not always been consistent, but in relation to communication several common threads have emerged.

Cares for the audience

One major thread is that the communicator must be a good person who cares for the audience. Communicators must tell the full truth as convincingly as possible, because truth will lead to the good of the audience. Another thread is that the communicator must do what is right, regardless of possible outcomes. A third thread is that communicators must act for the greatest good for the greatest number of people. Of course, there are many ethical standards and writers on ethics, but it is commonly held that one must act not for self-gain but for the good of the community, or for the stakeholders in the situation. The situations in which a person would have to make ethical decisions, and consequences from those decisions, vary dramatically.

Situations or whistle-blowing

For instance, there are "this could cost me my job" situations, or whistle-blowing, a practice protected by federal law. In these situations, the employee becomes aware that the company is doing something illegal or that could cause great harm, perhaps because OSHA, FDA, OR EPA standards are not being followed. For instance, before the terrible Challenger disaster, one employee had written a very clear memo outlining serious problems concerning the O-rings. This memo was subsequently used legally as the "smoking gun" to prove negligence on the part of those in charge. The writer subsequently lost his job, fought back and was reinstated under the law, only to leave the company because of challenges posed by remaining employed. This kind of decision and action is incredibly intense, requiring more than just a sense of what is the right thing to do.

It requires courage to accept the negative consequences on self, and family, that losing employment entails. Each person must ask him or herself how to respond in a situation like this, but the ethical advice is clear you should blow the whistle. Much more common, however, are the everyday issues of communication. People rely on documents to act. These actions influence their well-being at all levels of their lives, from personal health, to large financial indebtedness, to accepting arguments for public policy. As a result, each document must be designed ethically.

Many of the areas that require ethical decisions are listed in the code of ethics of the Society for Technical Communication. In the code, among other items, STC lists these five tenets:
My commitment to professional excellence and ethical behavior means that I will

- Prefer simple direct expression of ideas.
- Satisfy the audience's need for information, not my own need for self-expression.
- Hold myself responsible for how well my audience understands my message.

Use Unambiguous Language.

When we explain how to clean the part, you inform the reader of the danger in a manner that prompts him or her to act cautiously. It would be unethical to write, "A hazard exists if contact is made with this part while it is whirling." That sentence is not urgent or specific enough to help a user prevent injury. Instead write, "Warning! Turn off all power before you remove the cover. The blade underneath could slice off your fingers!".

Design Honestly.

Suppose that in a progress report you must discuss whether your department has met its production goal. The page-formatting techniques you use could either aid or hinder the reader's perception of the truth. For instance, you might use a boldfaced head to call attention to the department's success:

Widget Line Exceeds Goals. Once again this month, our widget line has exceeded production goals, this time by 18%. Conversely, to downplay poor performance, you might use a more subdued format, one without boldface and a head with a vague phrase;

Final Comments

Great strides have been made in resolving previous difficulties in meeting monthly production goals. This month's achievement is nearly equal to expectations. If reader misunderstanding could have significant consequences, however, your use of "Final Comments" is actually a refusal to take responsibility for telling the stakeholder what he or she needs.

Use Direct, Simple Expression.

Say what you mean in a way that your reader will easily understand. Suppose you had to tell an operator how to deal with a problem with the flow of toxic liquid in a manufacturing plant. A complex, indirect expression of a key instruction would look like this:

If there is a confirmation of the tank level rising, a determination of the source should be made.

Q.30 Explain the following technical terms with appropriate examples. Read Unit 6 of your text book (Appendix-A) for guidance. (20)

i. Apostrophes
ii. Colons
iii. Parentheses
iv. Run-On Sentences
v. Subject Verb Agreement
vi. Vi. Brackets
vii. Dashes
viii. viii.
ix. Commas
ix. Modifiers
x. Antecedents

i. Apostrophes (')

An apostrophe is used as a substitute for a missing letter or letters in a word (as in the contraction cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations. Note: groups of years no longer require an apostrophe (for example, the 1950s or the 90s).
Example: I can't see the cat's tail.

ii. Colons (:)

A colon is used before a list or quote.
A colon is used to separate hours and minutes.
A colon is used to separate elements of a mathematical ratio.
Example: There are many punctuation marks: period, comma, colon, and others.
The time is 2:15. The ratio of girls to boys is 3:2.

iii. Parentheses ( )

Parentheses are curved lines used to separate explanations or qualifying statements within a sentence (each one of the curved lines is called a parenthesis). The part in the parentheses is called a parenthetical remark.
Example: This sentence (like others on this page) contains a parenthetical remark

iv. Run-On Sentences

Run-On Sentences: A **run-on sentence** consists of two or more main clauses that are run together without proper punctuation. Sometimes even sentences which are technically correct are easier to read if they are made into shorter sentences. We often **speak** in run-on sentences, but we make pauses and change our tone so people can understand us. But when we write, no one can hear us, so sometimes we must break our sentences into shorter units so that they do not sound run-on.

Incorrect: The boy showed us his tickets someone gave them to him.
Correct: The boy showed us his tickets. Someone gave them to him.

- A run-on sentence, without any punctuation or conjunction between "gas" and "we":
  - My car is out of gas we cannot reach town before dark.
- A comma splice, which is considered a run-on sentence in English by some usage experts:
  - It is nearly half past five, we cannot reach town before dark.
  -

v. Subject Verb Agreement

When two or more singular nouns or pronouns are connected by or or nor, use a singular verb. The book or the pen is in the drawer. 3. When a compound **subject** contains both a singular and a plural noun or pronoun joined by, or, nor, the **verb** should agree with the part of the subject that is nearer the verb.
Example: **Sugar and flour** are needed for the recipe. (Plural)

My mom or dad is coming to the play. (Singular)

vi. Brackets

Brackets always come in pairs ( ) and are used to make an aside, or a point which is not part of the main flow of a sentence. If you remove the words between the brackets, the sentence should still make sense.
For example: "The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues."

vii. Dashes (—)

A dash is used to separate parts of a sentence.
Example: The dash is also known as an "em dash" because it is the length of a printed letter m — it is longer than a hyphen.

viii. Commas

The commas are used to separate phrases or items in a list.
Example: She bought milk, eggs, and bread.

ix. Modifiers

A modifier is a word, phrase, or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific. Modifiers can play the roles of adjectives or adverbs.
Example: **As Adjectives-** When a modifier is an adjective, it modifies a noun or a pronoun. (In these examples, the modifiers is underlined, and the words being modified are bold). Ali caught a small **mackerel**.

As Adverbs: When a modifier is an adverb, it modifies a verb, an adjective, or another adverb. Ali accidentally **caught** a small whelk

x. Antecedents

In grammar, an **antecedent** is an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.). A preform takes its meaning from its **antecedent**.
Example: Saleema arrived late because traffic held her up.

Q.31 visual aids are very useful for summarizing and showing patterns. Present the following data in the form of a table. Also make a line graph using the same data. (20)

Monthly report from January to May

The following machines had the given percentages of rejection for mechanical quality defects:

Machine No. 41: 4.0, 3.1, 4.4, 5.6, 6.3
Machine No. 42: 3.3, 6.2, 2.2, 4.1, 6.5
Machine No. 50: 8.1, 2.2, 3.6, 3.8, 2.2
Machine No. 60: 3.4, 4.4, 2.3, 1.6, 1.9
Machine No. 62: 2.2, 2.4, 3.1, 3.2, 1.8

Visual aids are an important tool because different people respond to different learning modalities. Visual aids also add interest to a discussion. In order to effectively use visual aids, one must learn from experience what will and won't work for an audience or group of students. Visual aids can take many forms and be presented in many formats. They may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis.

A visual aid is an object or representation that may be used to clarify or enhance understanding of a concept or process. The best way to ensure success in learning is to present information in different formats for different learners. The field of technical writing may encompass writing simple step-by-step instructions on how to install a computer program or be as involved as creating a manual on building a boat. Technical writers are employed in all areas of the workforce; from Fortune 500 companies to non-profit organizations. Technical writers may write specification documents, proposal requests, internal communications such as letters, training guides, customer-help manuals and marketing pieces. Throughout their workdays, technical writers rely on a variety of software products

Representational

Visual aids may take the form of graphs, charts, tables or photographs pertaining to the information being presented. In demonstrations and group discussions, visual aids may be projected onto a screen, pasted to a board on an easel or displayed on a television. Visual aids may appear in texts and in handouts.

Literal

Visual aids do not have to be flat or representational. They may also be the object of a discussion. For example, if a staff member at a zoo is talking to an audience about the different stages of a turtle's life cycle, he may have different turtles on hand for the audience to look at and even handle. This type of visual aid can impact the audience by taking the subject out of abstraction and adding a dimension of reality that would otherwise be missing.

Preparation

To appropriately use a visual aid in a talk, a discussion leader, presenter or instructor must prepare far in advance. The discussion may be written verbatim or loosely outlined to allow for the discussion to flow organically. However, visual aids are ready, and the discussion leader knows when and how she will use them to carry the talk forward. A skilled presenter allows a discussion to take on its own direction while still managing to hit on all the points she planned to make.

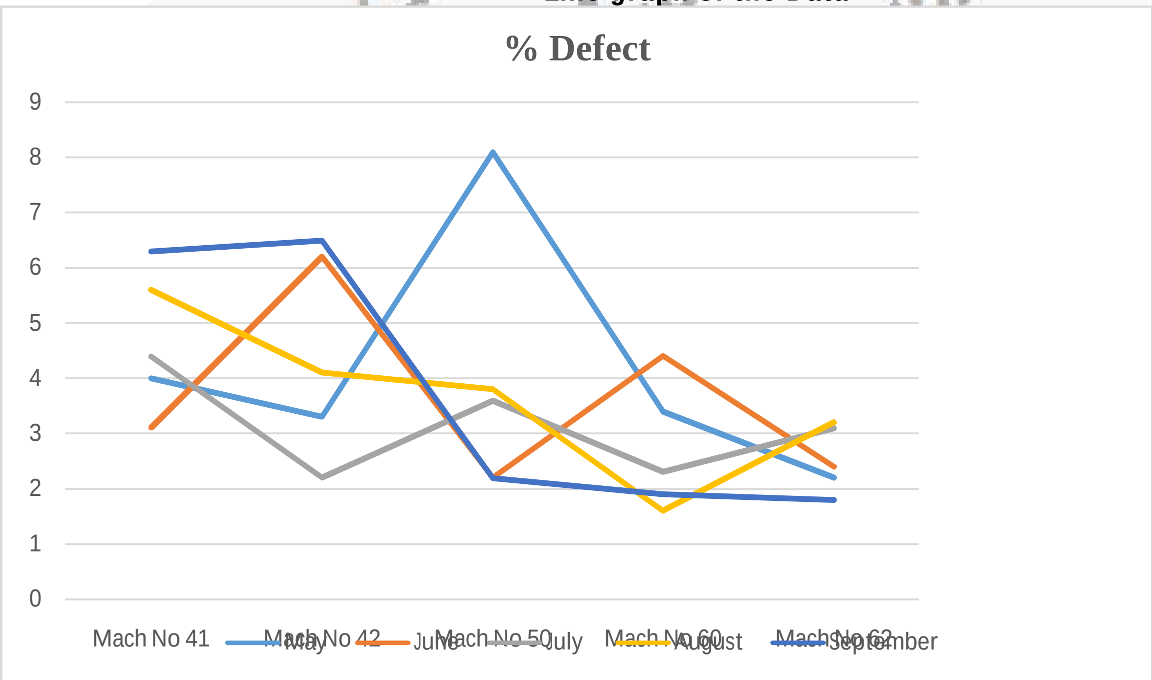
Presentation

Interactive visual aids (such as the turtle at the zoo) often only work in group discussions of 20 or fewer people. In larger groups, the audience can become distracted waiting for their chance to handle, pet or hold the object. Likewise, it is important for the instructor to know the audience when making visual aid choices. Again in the example of the turtle at the zoo, if the audience is primarily composed of very young children, and if there are too many of them, touching a turtle may turn to chaos or arguments over turns. This would slow down the talk, thus detracting from the effectiveness of the aid. Meanwhile, smaller groups of the same age group may find the turtle engaging, making the turtle an effective tool that would extend the attention span of the audience and enhance their learning experience.

Compilers

Technical writers may get assistance from a variety of tools that fall into the compiler category. Compilers, also known as help authoring systems, provide a variety of workspaces where authors type information, then can generate a product such as an online help guide for customers to click through or a printable manual to be used side-by-side when an installation is completed. Just like most software products, compilers vary in pricing and functionality, with simple versions including FastHelp, a mid-range offering known as AuthorIT and one of the industry standards, RoboHelp. Similar to other pieces of software, compilers go through versioning and enhancement processes. A recent upgrade to a RoboHelp version allowed technical writers to compile their documents (regardless of page size) into a single PDF (portable document file), which is easily posted online or sent over the Internet.

Percentages of rejection for mechanical quality defects
Line graph of the Data



Graphics

Although the main word in "technical writing" may be writing, technical writers rely heavily on graphics, illustrations and other images to enhance their work. A technical writer may use images to write a step-by-step installation guide, showing all stages of the product, from when the buyer opens the package until he plugs in or turns on the machine. Graphics may be as simple as a hand-drawn sketch, or as advanced as finely detailed photographs with a legend beside them pointing out the inner machinery. Technical writers rely on a variety of graphics programs, running the gamut from the free (included with your installation) Paint drawing program, which offers basic line drawing and sketches, to the robust Photoshop, included as part of the Adobe Creative Suite, which allows detailed editing and enhancement of photographs and images. Other graphics tools, such as capturing products like Snag It and Camtasia, let you record clicks on your screen or images on the Internet.

Desktop Publishing

Technical writers don't just write materials, they often have to set them up and produce them as well, even if the information will be distributed online or through email. Technical writers may produce word-processing documents, brochures and other materials or PDF files, and they use a variety of programs to do so. While Microsoft Word is known more of a word-processing program than as desktop publishing, technical writers may choose it for its ease of typing and the fact that just about every computer can handle a Word file. Another Microsoft product, Publisher, is included in most installations of Microsoft Office, and offers design and layout capabilities for newsletters, manuals, brochures, postcards and other items. Publisher comes with a variety of preset layouts that may aid technical writers to quickly set up their documents. The Adobe Creative Suite also offers a desktop publishing program called In Design.

Charts, graphs, tables, drawings, photographs, and figures are often necessary in proposals to illustrate specific points. The principal purpose of visual aids is to prevent the report from becoming cluttered with statistics and lengthy descriptions. Visual aids help the reader grasp complex information quickly by presenting it in a way that permits direct, visual comparison. The kinds of visual aids appropriate for reports vary greatly from subject to subject. Building construction reports, for example, may require site photographs, topographical maps showing ground elevations, architectural drawings of the proposed building, tables of anticipated costs, time tables, and a variety of other aids depending on the circumstances. The three most widely used charts, however, are the line chore, the pie chore, and the bar chart. Many other visual aids are adaptations of one of these forms. Pictographs, for example, are bar charts that substitute pictures for the bars to increase the reader's visual recognition of the units involved.

The goal is to convince the decision makers that your way is best. Good visuals are direct and dramatic drawing the client into the documents.

Q.32 Throughout one's career, one has to give oral reports to explain the results of investigations, propose solutions to the problems, report on the progress of projects, make changes to policy, create business plans, etc. Which steps would you follow while preparing an effective oral presentation? (20)

Formal reports are important documents, and as such, they are relied upon to contain specific information, written in a specific format for quick, easy reference and use. Most formal reports follow a set order of contents naming an issue or problem, suggestions for remedy and/or remedies already applied, the consequences of actions taken to resolve the issue or problem addressed and any other pertinent details. Depending upon the subject matter of the formal report, these central components may be differently ordered with varying focus. Following a few steps ensures a correctly formatted report.

1. Cover Sheet

1. Title of Project
2. Your Name
3. Course Number, Course Title, Type of Report
4. Date

2. Executive Summary

1. Forward (example)
2. Problem Statement
3. State the organizational problem: the conflicts at issue in the organization.
4. Describe the organizational context: names of persons and departments involved in the issue
5. State the technical problem: the technical investigation needed to resolve the organizational issue

6. Assignment Statement

7. State the assignment, specifically what the writer of the report was asked to do.
8. State the technical questions, task, and perhaps the hypothesis or solution.
9. Rhetorical Purpose
10. State what the instrumental purpose of the report is.

11. Summary (example)
12. Objective and Background
13. State the Objective of the Project or Hypothesis
14. Describe the methodology or experimental procedure
15. Summarize the results
16. Conclusions
17. Concisely state the conclusions reached as a result of the project
18. Recommendations
19. State your recommendations for organizational action
20. Implications for the organization
21. Describe subsequent actions that should be taken
22. Describe the costs and benefits

3. Table of Contents

4. Introduction

1. The Problem
2. Give an explanation of the organizational problem that gave rise to the investigation being presented in the report
3. The Objective
4. Write a statement of the assignment that forms the basis of this report.
5. The Method of the Report
6. Forecast the structure of this report. Your letting the reader know what to expect.

5. Background

1. Previous Work
2. Explain what has already been done about the problem
3. Provide a literature review for material that is relevant to this problem
4. Describe previous efforts and other ongoing investigations
5. Describe how the approach being taken in the investigation under consideration fits into the existing literature and efforts of others
6. Specifications
7. Provide an explanation of detailed instructions or specifications that serve as the basis for your work

6. Experimental Procedures

1. Materials
2. Describe the materials and test specimens used in the investigation
3. Describe the experimental setup used in the investigation
4. Methods
5. Provide a step by step description of the procedures followed in the experimental investigation
6. Summarize the data analysis performed
7. Summarize the raw experimental results
8. Figures and tables should be used to supplement discussion, not in stead of discussion. Large volumes of data should be summarized in an appendix.

7. Theory and Analysis

Present the relevant theory and analysis used in the investigation.
Acknowledge all references

8. Discussion of Results

1. An extended explanation of precisely what was learned
2. Compare the experimental results to the relevant theory
3. Discuss in detail the meaning of the experimental and theoretical work
4. Describe and justify your conclusions
9. Synthesis/Conclusions and Recommendations

10. References

Source of data collection

11. Appendices

1. , will not be accepted; you will be asked to redo the report and docked accordingly.

Sample of a formal report

Date:
Student name:
Student number:
Tutor name:
Tutorial time:

Abstract

This report investigates the current state of scanner technology and examines the predicted future advancements of scanners. A brief history of the scanner and its operation is initially outlined. The discussion then focuses on the advantages and limitations of the five main types of scanners in common use today: drum, flatbed, sheet-fed, slide, and hand held scanners. The performance of these scanners is examined in relation to four main criteria: resolution, bit-depth, dynamic range and software. It is concluded that further technological advances in these four areas as well as the deployment of new sensor technology will continue to improve the quality of scanned images. It is also suggested that specialized scanners will increasingly be incorporated into other types of technology such as digital cameras.

Table of contents

1. Introduction

The purpose of this report is to survey the current state of scanner technology and to briefly discuss predicted advancements in the field.

By examining a range of recently published journal articles, magazine articles and internet sites on the topic of scanners this report describes the main types of scanners in common use today and examines their performance in relation to four criteria: resolution, bit-depth, dynamic range and software. The report then considers the effect of further technological advances in these four areas, as well as the deployment of new sensor technology on the future development of scanners.

The first scanner, initially referred to as a 'reading machine', was developed in 1960 by Jacob Rabinow, a Russian born engineer. The device could scan printed material and then compare each character to a set of standards in a matrix using, for the first time, the "best match principle" to determine the original message (Blatner, Fleishman and Roth 1998, p.3). This reading machine was to form the basis for the development of current scanning, sorting and processing machines.

An early improvement on the reading machine was the drum scanner. These scanners used a type of scanning technology called photomultiplier tubes (PMT). Drum scanners are still used in industry today because of the high quality images they produce. The development of smaller, more economical scanners such as desktop scanners and scanners for domestic use followed the drum scanner as the number of computer users increased and computer technology advanced.

2. How scanners work

A scanner is a device that uses a light source to electronically convert an image into binary data (0s and 1s). This binary data can then be used to store the scanned image on a computer. A scanner recreates an image by using small electronic components referred to as the scanner's 'eyes' (Scanner tips 2000). The type of 'eyes' used in today's scanners are charge-coupled devices (CCD) and photomultiplier tubes (PMT). These electronic eyes measure the amount of light reflected from individual points on the page and translate it to digital signals that correspond to the brightness of each point.

To create a file on the computer that represents a colour image, the scanner divides the image into a grid with many individual points called pixels or picture elements (Scanner tips 2000). A scanning head, termed a row of 'eyes', reads over the grid and assigns a number to each pixel based on the main colour in that pixel, using green, blue and red. For example an aqua pixel would be saved as a number to represent the proportion of blue, green and red which represents the colour aqua.

3. Types of scanners

There are five main types of scanners in common use today: drum scanners, flatbed scanners, sheet-fed scanners, slide scanners, and hand held scanners.

3.1 Drum scanners

Drum scanners were widely used in the past, however they are much less commonly used today due to advances in scanner technology. As a result of their expense, these machines are primarily used by professionals in industry, where they are considered important due to the high-end quality image they produce and because they use PMT technology which is more sophisticated than charge-coupled devices (CCDs) and contact image sensor's (CISs). Drum scanners are difficult to operate and technicians operate these scanners by placing the item to be scanned on a glass cylinder rotating at high speeds around the sensor (Sullivan 1996).

3.2 Flatbed scanners

The most popular scanners for general use are flatbed scanners. This type of scanner is highly versatile because it is able to scan flat objects as well as small three dimensional objects. Flat-bed scanners operate by placing the item to be scanned on a glass window while scanning heads move underneath it. A transparency adapter is used to scan transparent originals such as slides or x-rays, and an automatic document feeder is available for scanning large numbers of documents (Scanner tips 2000).

3.3 Sheet-fed scanners

Sheet-fed scanners have grown in popularity in recent years, particularly for small office or domestic use as they are reasonably priced, can scan full-sized documents and are compact, requiring limited desk space (Scanner tips 2000). Most models of sheet-fed scanners have an inbuilt document feeder to overcome the problem of manually feeding one sheet of paper at a time. However the actual process or scanning with a sheet-fed scanner may result in distortion as the image to be scanned moves over the scanning heads (Scanner tips 2000). A further limitation of sheet-fed scanners is that they are unable to scan three dimensional objects.

3.4 Slide scanners

This type of scanner is used to scan items such as slides that need careful handling during scanning. Unlike other scanners, the scanning heads in slide scanners do not reflect light from the image, but rather pass light through it. This enables these scanners to produce superior results without distortions caused by reflective light. To be able to scan small and detailed items, these scanners have a large number of eyes on the scanning head which produces a high quality result. Slide scanners tend to be more expensive and less versatile than flatbed and sheet-fed scanners as they are limited to only scanning slides and film. These scanners, however, are well suited to users requiring high quality scans of large numbers of slides.

3.5 Hand held scanners

Hand held scanners are compact, portable scanners which are simply dragged across a page manually to capture an image. These scanners are easy to use and economical to purchase; however, their use is limited to text of up to four inches in diameter that does not require a high resolution. For this reason, hand held scanners are unsuitable for colour images. A further disadvantage of hand held scanners is that the user must have a steady hand when scanning or the resulting image will be distorted.

4. Scanner specifications

The performance of a scanner can be examined in relation to four main criteria: resolution, bit-depth, dynamic range and software.

4.1 Resolution

Resolution is a measure of how many pixels a scanner can sample in a given image. It is used to describe the amount of detail in an image. Higher resolution scanners are generally more expensive and produce superior results as they have a greater capacity to capture detail. Scanners have two types of resolutions: optical resolution and interpolated resolution.

Optical resolution, or hardware resolution, is a measure of how many pixels a scanner can actually read. A current model desktop scanner typically has a resolution of 300 x 300 dots per inch (dpi) (Anderson 1999). This means that this scanner has a scanning head with 300 sensors per inch, so it can sample 300 dpi in one direction and 300 dpi in the other direction by stopping the scanning head 300 times per inch in both directions. Some scanners stop the scanning head more frequently as it moves down the page, giving an optical resolution of 300 x 600 dpi; however, scanning more frequently in one direction does not improve the result of the scan. The basic requirement for scanning detailed images and line art from photos or other printed originals is an optical resolution of 600 dpi. When scanning slides and negatives the minimum optical resolution is 1200 dpi.

Interpolated resolution measures the number of pixels a scanner is able to predict. A scanner can turn a 300 x 300 dpi scan into a 600 x 600 dpi scan by looking in-between scanned pixels and guessing what that spot would have looked like if it had been scanned. This prediction is then used to insert new pixels in between the actual ones scanned. This technique is less precise than optical resolution; however it assists in improving the enlargement of scanned images.

4.2 Bit depth Bit depth refers to the amount of information that a scanner records for each pixel when converting an image to digital form. Scanners differ in the amount of data they record for each pixel within an image. The simplest kinds of scanners only record data related to black and white details and have a bit depth of 1 (Anderson 1999). The minimum bit depth required for scanning photographs and documents is 24-bits, while slides, negatives or transparencies need a scanner with at least 30-bits.

Thus for a scanner to produce a high quality scan with colour, a higher bit depth is required. In general, current scanners have a bit depth of 24, which means that 8 bits of information can be collected for the three primary colours used in scanning; blue, red and green (Anderson 1999). This high resolution allows scanners to produce images close to photographic quality.

4.3 Dynamic range

Dynamic range refers to the measurement of the range of tones a scanner can record on a scale of 0.0 to 4.0, with 0.0 being perfect white and 4.0 being perfect black. Colour flat-bed scanners usually have a dynamic range of 2.4. A range of this measurement is unable to provide high quality colour scans. A dynamic range of 2.8 and 3.2 is suited to professional purposes and can be found in high-end scanners. An even higher dynamic range of 3.0 to 3.8 can be provided by drum scanners.

4.4 Software

A scanner, like any type of hardware, requires software. Typically the two most common pieces of software provided with scanners include optical character recognition (OCR) and image editing software. Optical character recognition software translates the information recorded in a scan, tiny dots, into a text file which can be edited. Image editing software allows the tones and colours of an image to be manipulated for better printing and display. Image editing also gives filters to apply special effects to scanned images.

5. Future developments

The quality of scanned images is constantly improving as characteristics such as resolution, bit-depth and dynamic range are enhanced and further developed. More sophisticated image editing and optical character recognition software development is also resulting in superior quality scans. Future advances are expected to result in the incorporation of specialized scanners into other types of technology such as the recently developed digital camera. This device allows the user to take pictures of three-dimensional objects much like a regular camera, except that instead of using film, the objects are scanned by the camera in a similar process to the functioning of a flatbed scanner.

The relatively new area of sensor technology in the form of a contact image sensor (CIS) (see Appendix 1) is expected to improve the functionality of scanners and the quality of images as it "replaces the cumbersome optical reduction technique with a single row of sensors" (Grotta and Wiener 1998, p. 1). Developers have already been able to produce a CIS scanner which is thinner, lighter, more energy efficient and cheaper to manufacture than a traditional CCD base device. However, the quality of the scan is not as good as its counterparts. Further development of CIS technology is needed to improve image quality and colour, and to address the problem of a limited 300 or 600 dpi.

6. Conclusion

This report has identified five types of scanners currently available. Some are primarily used for professional purposes such as the drum scanner; others are used more broadly in the workplace and home such as flatbed scanners and to a lesser extent sheetfed scanners. Scanners for specialized purposes have also been identified such as slide and handheld scanners. The performance of these scanners is dependent upon their resolution, bit-depth, dynamic range and software. Scanners have improved significantly in recent years in terms of weight, size, price and speed, and the replacement of CCD technology with CIS technology is anticipated to produce further benefits to these areas as well as to scan quality. The impact of these improvements is expected to increase the accessibility of scanner technology to a wider range of users and its suitability for a wider range of purposes. In relation to this, the future of scanner technology seems to point to the convergence of different technologies. Specialized scanners are currently being incorporated into other types of technologies such as digital cameras, printers, and photocopiers. This can be expected to continue with other forms of technology in conjunction with further improvements to image quality, speed, price, size and weight.

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Q.33 Unit 9 (Appendix-B) of your text book teaches you different methods of citations in research writing. Discuss any one of the following two methods in details. (20)

i. APA Method

The American Psychological Association (APA) Style Guide was developed for use primarily in the social sciences for both research papers and journal articles. The intent is to provide accurate references and citations without hindering the readability of the text and making it easier to type up or type set a manuscript. Numbered references to footnotes or end-notes have been eliminated in favor of in-text citations that identify the author and year of publication. The reference can then be located in the References at the end of the paper. In addition to this fundamental change, the APA style mandates an overall structure for a paper.

Two Famous Methods of Citations in Research Writing

There are two methods are used to document sources. It means following the citation system to indicate whose ideas you are using. Following two methods are commonly used:

APA formatting is the standard method of documentation used by the American Psychological Association. Although followed by writers in a variety of fields, it is geared towards the social and behavioral sciences. Similar to MLA (used mostly for literature and languages) and Chicago style (prevalent in the humanities, more generally), APA provides a disciplinary standard to facilitate clear communication and easy reference in the field. In 1929, the "Publication Manual of the American Psychological Association" (or APA) began life as a 7-page article. That brief tract on usage guidelines has been evolving ever since.

Writing an APA Paper

- Create the format of the paper by setting up the Title Page and required formatting options. The Title Page shows a heading, the title, the author's name and the author's institutional affiliation. The word processor should be set up to show a header with the title of the paper all in upper case letters, flush left and on the same line the page number flush right. Margins should be set to 1 inch on all sides and all text should be typed in Times Roman or a similar font at 11 or 12 point. All paragraphs should be double spaced.

- Write the Abstract as a single paragraph of 150 to 250 words that summarizes the research. This should include the initial hypothesis, an outline of the data and its analysis, and a summary of conclusions. Further investigations and implications of the research should also be indicated. If appropriate, include a “Keyword” section at the bottom that lists keywords separated by commas.

- Produce the main body of the paper's text. Reports of experimental results are the most frequent APA paper and they follow a standard format. The “Introduction” outlines the research problem and how the author decided to work with that problem. The “Method” outlines in detail how the experiment was run, including selecting the experimental population, the experimental treatments and the collection of data. The “Results” section reports on the before and after testing, if appropriate, and the data collected during the experiment. The “Discussion” section then considers the implications of the results, the statistical reliability of the results, and the overall conclusions that can be developed including further investigations.

- Throughout this section, citations to other research should be noted by using the in-text citation methods outlined in the APA style guide. If the reference is to the work as a whole then author and year of publication is used — for example, (Murrell, 2005). A direct quote is referenced by including the page number, as in (Murrell, 2005, p.17).

- Create the References section, which records in alphabetical order by main author's last name all of the works used or referred to in the paper. The basic format is the same for all types of references. Write the author's last name followed by initials. Up to six authors will follow the same pattern of last name and initials. Next is the year of publication in brackets. The title of the book or article is written with only the first letter capitalized unless there are proper names. Book titles are italicized while articles are simply written (do not put quote marks around article titles). Next, write down the city and state, followed by a colon and then the publisher for the book. An article has the title of the Journal (which is italicized) followed by the volume (if there is an issue number as well, it is in brackets) and then just the page number. All citations end with a period. For example: Sample, M. (2010) The writer's guide to research papers. New York, NY: Hudson Press.

Page Layout

APA requires all text to be double spaced, typed in an easily legible 12-inch font and aligned to the left side of the page, with one-inch margins on all sides. Indent each paragraph 5 spaces and use a single space (not 2) after periods, colons, commas, question marks, and semicolons. Page headers should be offset 1/2 inch from the top of page. Pagination begins with the cover sheet.

Quotation

Quoted material (always enclosed in "scare quotes") of less than 40 words should be weaved into the body of the text. Material exceeding 40 words should be offset from surrounding text. Double space and indent five spaces from the left-hand margin to indicate this separation.

Types of Citation

Include the author's last name and year of publication (enclosed in parentheses) after every quotation. Direct quotes require an exact page number. If the author's name appears in the text, the year of publication will suffice, and vice versa. For example, a sentence citing a work with two authors would end like this:. For works with 3 to 5 authors, list all names in the first instance. Use "et al." for subsequent citations. Similarly, for a work with 6 or more authors use "et al.," as in.

References

Citations for references include the author's name, reference publication date, publisher's city, and publisher's name. When citing web sites, instead of the publisher, the date the web site was viewed and the web site address are used.

Punctuation and Abbreviations

The first time a term is used, it should be explained before using an abbreviation unless it is commonly used as a word. Periods are used for abbreviations within a reference but not for degree titles or organizations titles, for example, PhD.

ii. MLA Method

MLA (Modern Language Association) style is a set of formatting conventions most often used in papers written in the liberal arts and humanities field. The MLA style is laid out in the MLA Handbook for Writers of Research Papers and the MLA Style Manual and Guide to Scholarly Publishing. Knowing these guidelines is an essential part of research writing. Learn how you can use the Modern Language Association guidelines to add authenticity to all your research writing.

The Modern Language Association's writing format is a series of regulations and guidelines for writers. The association has published its MLA Style Manual since 1985, and has issued two and updated editions that reflect recent changes in publishing and copyright laws. The manual is recognized as the standard for academic writing that scholars in English-speaking countries use. MLA is widely used and accepted in most academic settings and primarily used in the humanities, particularly in the disciplines of liberal arts, such as language and literature. Academic institutions that primarily educate in the fields of education, English literature, arts, social sciences, business and humanities deem that MLA is the most appropriate writing style for those fields. Additionally, MLA guidelines are widely accepted not only in the United States but in countries within North America and in Brazil, China, India, Japan, Taiwan and other countries worldwide.

Citation

A citation is a brief citing or notation of a scholarly source. It gives credit to the author of the material utilized. A citation is imperative for readers to research the finding of one's information. It also protects the writer reusing the material from plagiarism and possible copyright infringement.

Specifics on MLA

MLA is seemingly un-complex and more precise than varied writing styles. MLA uses short parenthetical citations within the text that are linked to a more elaborate alphabetical list of references that appear at the end of the document. MLA citation style varies depending on the publishing format; however, generally, the citing follows the format: author's last name, first name, title, publication, edition or chapter and year.

How to write MLA format writing

- Use double-space and write in a Times New Roman 12 point font. Only use one space after punctuation.
- Use a header that places the page number a 1/2 inch down and to the right of each page.
- Put end notes and cite all work on separate pages. Set your page margins to 1 inch all the way around and indent five spaces, or 1/2 inch, from the left margin.
- Titles for longer works used in your paper can be underlined or italicized, but not both.

- Make a cover page. Include your name, the instructor's name, the course name, and the date in the left-hand corner. Drop down a double space, center your title, and write it in title case. Drop down a double space to begin the body text. The upper right corner should have a header that includes your last name followed by a space and a page number.

- Enclose short quotations in the body of your paper with quotation marks. Include author and specific page citation information in parenthesis and include the full information for the citation on the works cited page. Keep all punctuation outside the parenthesis.

- Write quotations more than four lines long as a block of text indented 1 inch from the left margin and without quotation marks.

Q 35: While drafting technical document, what problem(s) one can face constructing sentence? Give some practical examples to identify such problems. (20)

ANSWER: **Problems in Constructing Sentence**

There are four main problems that prevent people from writing complete, grammatically correct sentences. These problems include: (a) the sentence fragment; (b) the run-on sentence; (c) lack of subject-verb and pronoun-reference agreement; and (d) lack of parallel structure.

(a) Sentence Fragments

Sentence fragments are missing either the subject or the verb. For example: "I an apple." is a sentence fragment. It is missing a verb. Fragments are incomplete sentences. Usually, fragments are pieces of sentences that have become disconnected from the main clause. One of the easiest ways to correct them is to remove the period between the fragment and the main clause. Other kinds of punctuation may be needed for the newly combined sentence.

A **SENTENCE FRAGMENT** fails to be a sentence in the sense that it cannot stand by itself. It does not contain even one independent clause. There are several reasons why a group of words may seem to act like a sentence but not have the wherewithal to make it as a complete thought.

Fragment: The current city policy on housing is incomplete as it stands. Which is why we believe the proposed amendments should be passed.
Possible Revision: **Because** the current city policy on housing is incomplete as it stands, we believe the proposed amendments should be passed.
A sentence fragment lacks either a subject, or predicate, or both.
It expresses an incomplete thought -- leaving out information crucial to the reader's understanding of what you are trying to say.

Some examples of sentence fragments:

Wrong: I met her at the airport. Coming in from New York.
(Who was coming in from New York?)
Right: I met her at the airport; she was coming in from New York. Or I met her at the airport. She was coming in from New York.
Wrong: If he could just get organized. (What would be the result?)
Right: If he could just get organized, he could accomplish so much more.
Wrong: I don't believe you meant to lie. Or cause any harm.
Right: I don't believe you meant to lie or cause any harm.
A fragment is a sentence which is not complete, and therefore not grammatically correct. Sentence fragments are problematic because they are disjointed and confusing to the reader. There are three main causes of fragments: (a) a missing subject; (b) a missing verb; (c) "danger" words which are not finished.

(b) Run-On Sentences:

A run-on sentence runs on without proper conjunctions or punctuation. An example of a run-on sentence is "I went to the store and I bought an apple and then I went for a jog for a while and then I went home." This sentence is confusing because of its lack of punctuation.
A **run-on sentence** consists of two or more main clauses that are run together without proper punctuation. Sometimes even sentences which are technically correct are easier to read if they are made into shorter

sentences. We often **speak** in run-on sentences, but we make pauses and change our tone so people can understand us. But when we write, no one can hear us, so sometimes we must break our sentences into shorter units so that they do not sound run-on.

Incorrect: The boy showed us his tickets someone gave them to him.
Correct: The boy showed us his tickets. Someone gave them to him.

- A run-on sentence, without any punctuation or conjunction between "gas" and "we":
  - o My car is out of gas we cannot reach town before dark.
- A comma splice, which is considered a run-on sentence in English by some usage experts:
  - o It is nearly half past five, we cannot reach town before dark.

A run-on sentence is a sentence in which two or more independent clauses (that is, complete sentences) are joined with no punctuation or conjunction.
It is important to realize that the length of a sentence really has nothing to do with whether a sentence is a run-on or not; being a run-on is a structural flaw that can plague even a very short sentence:
The sun is high, put on some sunblock.
An extremely long sentence, on the other hand, might be a "run-off-at-the-mouth" sentence, but it can be otherwise sound, structurally.
When two independent clauses are connected by only a comma, they constitute a run-on sentence that is called a comma-splice. The example just above (about the sunscreen) is a comma-splice. When you use a comma to connect two independent clauses, it must be accompanied by a little conjunction (and, but, for, nor, yet, or, so).

The sun is high, so put on some sunscreen.

(c) Subject-Verb Agreement

In order for a sentence to be grammatically correct, the subject and verb must both be singular or plural. In other words, the subject and verb must agree with one another in their tense. If the subject is in plural form, the verb should also be in plural form (and vice versa). To ensure subject-verb agreement, identify the main subject and verb in the sentence, then check to see if they are both plural and singular. Consider the examples below.

Incorrect examples - Subject-Verb Agreement

"The group of students is complaining about grades."
The main subject in this sentence is "group," which is singular. The main verb is "are complaining," which is plural.
"A recipe with more than six ingredients is too complicated."
The main subject in this sentence is "recipe," which is singular. The main verb is "are," which is plural.

Correct examples

"The group of students is complaining about grades."
"A recipe with more than six ingredients is too complicated."
"The facts in that complex case are questionable."
"The people are wearing formal attire."
A variation of the subject-verb agreement is pronoun-reference agreement. In the case of pronoun-reference agreement, all of the pronouns should agree with one another in singular or plural tense.

Consider the examples below.

Incorrect examples - Pronoun-Reference Agreement

"A manager should always be honest with their employees."
The subject in this sentence, "manager," is singular. The corresponding pronoun, "their," is plural.
"Organizations must be careful about discriminating against its employees."
The subject in this sentence is "organizations," which is plural. The corresponding pronoun, "its," is singular.
"If you really care about somebody, let them make their own choices."
In this sentence, the pronoun "somebody" is singular, but the corresponding pronouns, "them" and "their" are plural.

Correct examples

"A manager should always be honest with his (or her) employees."
"Organizations must be careful about discriminating against their employees."
"If you really care about somebody, let him (or her) make his (or her) own choices.

(d) Parallel Structure

The parallel structure of a sentence refers to the extent to which different parts of the sentence match each other in form. When more than one phrase or description is used in a sentence, those phrases or descriptions should be consistent with one another in their form and wording. Parallel structure is important because it enhances the ease with which the reader can follow the writer's idea. Consider the following examples.

Incorrect examples - Parallel Structure

Example One: "He is strong and a tough competitor."
Notice that "strong" and "a tough competitor" are not the in the same form. "Strong" and "competitive" are consistent in form.
Example Two: "The new coach is a smart strategist, an effective manager, and works hard."
Notice that "a smart strategist" and "an effective manager" are consistent with one another, but not consistent with "works hard."
Example Three: "In the last minute of the game, John intercepted the football, evaded the tacklers, and a touchdown was scored."
Notice that the first two phrases in this sentence are consistent with one another: "intercepted the football" and "evaded the tacklers." However, the final phrase, "and a touchdown was scored" is not consistent with the first two phrases. **Correct examples**
Example One: "He is strong and competitive."
Example Two: "The new coach is a smart strategist, an effective manager, and a hard worker."
Example Three: "In the last minute of the game, John intercepted the football, evaded the tacklers, and scored a touchdown.

Q 36: Write short note on the following: (20)
i. Effective use of Visual aids in a report
ii. Avoiding plagiarism in a technical document

ANSWER: The Effective Use of Visual Aids:

Visual aids have a simple purpose. According to noted theorist Edward Tufte, visual aids "reveal data" (13). This key concept controls all other considerations in using visual aids. You will communicate effectively if your visual aids "draw the reader's attention to the sense and substance of the data, not to something else" (91). Technical writers use visual aids for four purposes:

- To summarize data
- To give readers an opportunity to explore data
- To provide a different entry point into the discussion
- To engage reader expectations

To summarize data means to present information in concise form. To give readers an opportunity to explore data means to allow them to investigate on their own. Readers can focus on any aspects that are relevant to their need. For instance, they might focus on the fact that the stock rose at the beginning and again at the end of the week, or that the one-day rebound on Friday equaled the two-day climb on Monday and Tuesday.

To provide a different entry point into the discussion means to orient readers to the topic even before they begin to read the text. Studying the graph of a stock's price could introduce the reader to the concept of price fluctuation or could provide a framework of dollar ranges and fluctuation patterns.

To engage reader expectations is to cause readers to develop questions about the topic. Simply glancing at the line that traces the stock's fluctuation in price would immediately raise questions about causes, market trends, and even the timeliness of buying or selling.

Using Tables

A table is a collection of information expressed in numbers or words and presented in columns and rows. It shows the data that result from the interaction of an independent and a dependent variable. An independent variable is - itself. The dependent variable is the topic is the type of information you discover about the topic (White, Graphic). In a table of weather conditions, the independent variable, or topic, is the months. The dependent variables are the factors that describe weather in any month: average temperature, average

precipitation, and whatever else you might want to compare. The data – and the point of the table – are the facts that appear for each month.
Tables use rows and columns to give data or descriptions. They are useful when you want to compare many data points or represent a large amount of information. Dependent variables (what you want to compare) are usually placed as column headings. Independent variables (categories that do not change) are then listed as the rows.
An effective table supplements the text and other figures. Finding yourself making tedious lists in your text is a good indication that you should consider making a table.

--A Sample Page from a Research Paper with a Table

Later in our lives. But what about exposure to secondhand smoke? At this point, we don't always have a choice in exposure to the smoke of others. The Office of the Surgeon General (OGS) has documented a high level of exposure to secondhand in the United States. Blood tests of nonsmokers for the presence of cotinine, a chemical produced by nicotine, indicate that 88% of nonsmoking Americans are exposed to secondhand smoke ("Clean").
In 1972, the Surgeon General released a landmark report, The Health Consequences of Smoking, warning of the dangers of smoking. The report also warned of the risks of breathing secondhand smoke, also called "passive smoking" or "environmental tobacco smoke." Today, most people believe that second-hand smoke is a serious enough problem that the government should protect the citizens from it. Table one reflects this belief.

Table: Responses of 200 Adults who were asked, "Should the government protect citizens from the effects of second-hand smoke?"

	Frequency	Percentage
Number of People Who Answered "Yes."	125	62.5
Number of People Who Answered "No."	62	31
No Opinion	13	6.5

Using Line Graphs:

A line graph shows the relationship of two variables by a line connecting points inside an X (horizontal) and a Y (vertical) axis. These graphs usually show rends over time, such as profits or losses from year to year. The line connects the points, and its ups and downs illustrate the changes often dramatically. On the horizontal axis, plot the independent variable, the topic whose affects you are recording, such as months of a year. On the vertical axis, record the values of the dependent variable, the factor that changes when the independent variable changes, such as sales. The line represents the record of change the fluctuation in sales.

When to use a Line Graph:

Line graphs depict trends or relationships. They clarify data that would be difficult to grasp quickly in a table. Research shows that expert readers grasp line graphs more easily than non-experts (Felker et al.). Use line graph

- To show that a trend exists.
- To show that a relationship exists, say, of pollutant penetration to filter size.
- To give an overview or a general conclusion, rather than fine points.
- To initiate or supplement a discussion of cause or cause or significance.
-

Using Bar Graphs:

A bar graph uses rectangles to indicate the relative size of several variables. Bar graphs contrast variables or show magnitude. They can be either horizontal or vertical. Horizontal bar graphs compare similar units, such as the populations of three cities. Vertical bar graphs (often called column graphs) are better for showing discrete values over time, such as profits or production at certain intervals.

In bar graphs, the independent variable is named along the base line dependent variable runs parallel to the bars. The bars show the data. In a graph comparing the defect rates of three manufacturing lines, the lines are the independent variable and are named along the base line. The defect rate is the dependent variable, labeled above the line parallel to the bars. The bars represent the data on defects.

When to Use a Bar Graph:

Bar graphs compare the relative sizes of discrete items, usually at the same point in time. Like line graphs, they clarify data that would be difficult to extract from a table or lengthy prose paragraph. Non expert readers find bar graphs easier to grasp than tables. Use a bar graph

- To compare sizes.
- To give an overview or a general conclusion.
- To initiate or supplement a discussion of cause or significance

Q 37: Punctuation either brings clarity or confuses the message in technical writing. Justify the statement. Make a list of the common punctuation marks used in technical writing and explain the use of at least five of them with appropriate examples. (20)

Punctuation brings clarity or confuses the message in technical writing

Punctuation marks are a group of symbols. Their purpose is to help the printed word mimic spoken language, and this is how punctuation marks are used today. Punctuation marks note complete thoughts, determine inflection and tone, and give meaning to written words. Punctuation marks in technical writing can either clarify or confuse the message so technical writers have to be very careful on the use of punctuation signs. Wrong punctuation provides the reader incorrect message. Some punctuation marks are clear-cut while others cause a lot of confusion. Most of us mastered periods and question marks back in elementary school. Commas, semicolons, and ellipses aren’t as easy to master. As a result, many punctuation marks are frequently misused.

These make the reader:

Note a Complete Thought

The punctuation mark at the end of a sentence indicates a complete thought. Between the first letter of the first word of the sentence and the punctuation mark at the end of the sentence, the reader can expect to find both a subject and a predicate. The subject of the sentence is the doer of the action that is represented in the predicate.

Indicate the Type of Sentence

Sentences can end with a period, question mark or exclamation point. Periods are used to end declarative sentences, or those that make a statement, and imperative sentences, or those that either ask or tell someone to do something. Question marks end interrogative sentences, or those that ask questions. Exclamation points end exclamatory sentences, or those that communicate an urgent message, such as an emotion.

Determine Inflection and Tone

Punctuation marks at the end of sentences let the reader know to pause before moving on to the next sentence, especially when reading aloud. The type of punctuation also tells the reader with what kind of inflection or emphasis she should read the sentence. For example, a reader will use a different inflection or tone when reading a sentence that ends with a question mark than a sentence that ends with a period. In this way, punctuation helps writing mimic spoken language. Most people naturally change their inflection and tone when asking a question. The question mark indicates the reader must do so when reading. Punctuation inside of sentences, such as commas, also helps writing mimic speech. For example, a comma is a signal to pause between words.

Give Meaning to Writing

Without punctuation marks, writing would be a collection of words listed one after the other. Punctuation marks give meaning to these groups of words by organizing them into thoughts, statements, questions and expressions of feelings.

Some Common Punctuation Marks

Some common punctuation marks are enlisted below:

1. full stop
2. comma
3. semicolon
4. colon
5. Dash
6. apostrophe
7. hyphen

8. dash
9. brackets
10. inverted commas
11. exclamation mark
12. question mark
13. bullet point

Explaining the Use of At Least Five of Them

i.Full Stop

Full stops are used to mark the end of a sentence that is a complete statement:
My name's Beth and I was 18 in July.
After leaving school, she went to work in an insurance company.

- to mark the end of a group of words that don't form a conventional sentence, so as to emphasize a statement:
- in some abbreviations, for example etc., Dec., or p.m.:

If an abbreviation with a full stop comes at the end of a sentence you don't need to add another full stop:
Bring your own pens, pencils, rulers, etc.

ii.Dash

—

Dash is used to emphasize a point or to set off an explanatory comment; but don't overuse dashes, or they will lose their impact. A dash is typically represented on a computer by two hyphens with no spaces before, after, or between the hyphens.
To some of you, my proposals may seem radical–even revolutionary.
It is also used for an appositive phrase that already includes commas.
The boys–Jim, John, and Jeff–left the party early.
As you can see, the dash can be used in the same way as parentheses.

iii.Hyphen –

Hyphen is used to join two or more words serving as a single adjective before a noun:
Chocolate-covered peanuts
Don't use the hyphen when the noun comes first:
The peanuts are chocolate covered
Use a hyphen with compound numbers: Forty-five
You should also use a hyphen to avoid confusion in a sentence:

iv.Semi colon ;

Semicolon is used to join related independent clauses in compound sentences. For example:
Jim worked hard to earn his degree; consequently, he was certain to achieve a distinction.
Jane overslept by three hours; she was going to be late for work again.
The semicolon is also used to separate items in a series if the elements of the series already include commas. For example:
Members of the band include Harold Rostein, clarinetist; Tony Aluppo, tuba player; and Lee Jefferson, trumpeter.

v.Parenthesis ( )

Parentheses are occasionally and sparingly used for extra, nonessential material included in a sentence. For example, dates, sources, or ideas that are subordinate or tangential to the rest of the sentence are set apart in parentheses. Parentheses always appear in pairs.
Before arriving at the station, the old train (someone said it was a relic of frontier days) caught fire.