

COMMUNICATING WITH STYLE

CRAIG SCHOOL OF BUSINESS
WRITING STYLE MANUAL

Fall, 2004

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PREFACE

This style manual has been designed as a guide for students and faculty to help standardize the approach to business communication. As times and styles change, so will the contents of this manual, but the goal of the publication is to bring into focus the current trends in business writing. Hopefully the manual will be used by Craig School of Business faculty and students for guidance in preparing correspondence, cases, reports, and presentations; however, faculty may prefer to vary from the manual content as needed.

Arlene A. Motz, PhD, CRM

SECTION I
GETTING STARTED

BUSINESS WRITING: GENERAL PRINCIPLES AND POINTERS

Goal-Oriented Writing

Business writing is goal-oriented communication. Thus, each case, letter, memo, report, or even informal note seeks to achieve a specific objective: to inform, to convey good news, to convey bad news (tactfully), to persuade. Most correspondence simply seeks to inform. Because of the great cost (the writer's time, the reader's time, materials), messages must be clear and concise. Unclear communication can result in even greater costs in decision-making situations. The goals of correspondence management are to improve quality, increase productivity, and reduce costs.

Know the Purpose of the Communication

The effective message includes only the information required to create the desired impact on the identified audience.

Analyze the Audience

Every classroom assignment assumes an audience. In a case study asking students to recommend action, the audience almost always is a person(s) at the management level. In other assignments, the audience may not be so clearly defined. By discussing that audience and its needs, writers can become skillful in selecting and organizing only the necessary information for the intended audience.

Careful audience analysis enables the writer to provide clearly just the information the audience needs/wants. Once the writer defines the purpose and analyzes the audience's needs, he or she can write the communication from the reader's point of view.

For most of your education, writing teachers have encouraged you to write "more," to use examples, to describe in detail. Business majors need to move from this necessary practice phase to the point of understanding that in business writing, writers use different (and often brief) "structures" in correspondence to

accomplish different goals. Be sure you understand the *purpose* and the *audience* of any written business communication.

Use a Disciplined Approach

Good business writing requires a disciplined approach. After defining the purpose and analyzing the audience, you are ready for the next planning and writing steps.

1. Identify all the details/facts that appear related to achieving the desired effect on the specific audience.
2. Select details/facts:
Include all necessary information.
Consider including other desirable information to improve the tone or impact of the message.
3. Organize for the desired impact:
Identify the main ideas.
Identify and organize supporting details logically under the main ideas.
Place the most important ideas in positions of emphasis (first or last).

Organizing the information for the desired impact is crucial to ensure ideas are developed completely and organized logically.

Utilize Reference Materials

Use reference materials to help guide you through difficult situations. Turabian's, *A Manual for Writers*, 6th edition, (1996) has been used in this manual as a guide. Refer to such materials frequently.

THE SEVEN BUSINESS WRITING PRINCIPLES

Completeness

- Answer all questions asked
- Give something extra, when desirable
- Check who, what, where, when, why, and how

Conciseness

- Omit trite expressions
- Avoid unnecessary repetition and wordy statements
- Include only relevant facts . . . with courtesy
- Organize effectively

Consideration

- Focus on "you" instead of "I" or "we"
- Show reader benefit
- Emphasize the positive, pleasant facts
- Apply integrity in your messages

Concreteness

- Use specific facts and figures
- Put action in your verbs
- Choose vivid, image-building words

Clarity

- Choose short, familiar, conversational words
- Construct effective sentences and paragraphs
- Achieve appropriate readability
- Include examples, illustrations, and other visual aids when desirable

Courtesy

- Be sincerely tactful, thoughtful, and appreciative
- Omit expressions that irritate, hurt, belittle, or "talk down"
- Grant and apologize good-naturedly
- Answer correspondence promptly

Correctness

Use the correct level of language for the reader
Include only accurate facts, words, and figures
Maintain acceptable writing mechanics
Choose nonsexist expressions
Proofread thoroughly

COMMONLY CONFUSED WORDS

affect, v (to influence)
effect, n (result) v (bring about)

they're (they are)
there (in that place)
their (belonging to them)

its (possession)
it's (it is)

principle (rule, law)
principal (chief, leader)

loose (unattached)
lose (incur loss)

moral (ethical)
morale (attitude)

personal (private)
personnel (persons employed in some service)

complement (fill up)
compliment (flatter)

too (also; more than enough)
to (direction toward)
two (number 2)

who's (who is)
whose (possessive of "who")

OVERUSED PHRASES IN BUSINESS CORRESPONDENCE

INSTEAD OF	SAY
according to our records	we received
acknowledge receipt of	we appreciate your letter
Advise	say, tell, inform, let us know
allow me to	Avoid
along these lines	Avoid
as per	as, according to/as indicated by/by means of
as stated above, as indicated below	from these facts, as we have shown
attached please find	attached or we are enclosing
at an early date, at the earliest possible moment, as soon as possible	Give The Date
at hand	has been received, your letter of
at the present writing	now, at present
avail yourself of the opportunity	take this opportunity
beg (beg to inform, beg to remain)	Avoid
enclosed please find	enclosed, we are enclosing
early date, current date, recent date	Give The Date
I have your letter	Avoid
in accordance with	according, according to
in receipt of	have received
in the near future	Give The Date
permit me to say	Say it
replying to yours of	Avoid
thanking you in advance	Avoid
	Avoid

thank you again	
the writer	I, me
we regret to inform you that we are in error	we are sorry
we wish to say	Be Specific
etc.	Be Specific
Please feel free	Avoid
please don't hesitate	Avoid

ORAL PRESENTATIONS

A presentation is made because you have something to say to a particular group. The intention is to communicate to that group something you know and want them to know. You are selling--selling an idea, a program, an innovative concept, a series of factual statements, routine data. Selling the subject of the presentation can be accomplished by careful, accurate preparation, sincere and honest delivery, knowledge of the subject and the audience, and conveyed enthusiasm.

There are seven basic questions you should remember to answer in all your presentations:

WHO?	WHERE?	WHY?	HOW MANY?
WHAT?	WHEN?	HOW?	

To prepare and deliver an effective presentation, you must have a clearly defined purpose and message. You must know WHY you are giving the presentation and WHAT you want to get across.

Prepare an outline listing the objectives of your presentation. Be as detailed as possible. Then, before doing any more work on the content of the presentation, consider the audience:

- * What do you know? What do they know?
- * What do they need to know?
- * Who talked to them last on the subject?
- * What is their general position, belief, bias on the subject?
- * What should be avoided?
- * What may be emphasized to improve your position or gain greater support?

KEYS FOR SUCCESSFULLY PREPARING AN ORAL PRESENTATION

Determine your purpose

- Analyze your audience
- Gather supporting information
- Organize your presentation

Prepare audiovisual aids (use presentation graphics software such as PowerPoint)

- Projected material
- Flip charts and posters
- Chalkboard
- Handouts
- Models and physical objects

Prepare your presentation

- The opening (ask questions?)
- The body
- The closing (summarize)

Rehearse your presentation (many times)

PREPARING EFFECTIVE VISUALS USING PRESENTATION SOFTWARE

What we see and hear accounts for more than 90 percent of what we learn. A study conducted at the Wharton Business School's Applied Research Center found that presenters using visuals were perceived as better prepared, more persuasive and interesting, and won their point 47 percent of the time. Those who didn't use graphics were only able to make their point 33 percent of the time. (Strasser 1996).

Attention to detail can mean the difference between a successful presentation and a failure. Successful presentations employ three major components--good content, skill in presenting the content, and effective use of support tools (software).

Know as much as possible about your audience. Know the goal of the presentation, and the level of audience expertise. Organize your content by clearly defining the goal of your presentation and then plan the steps for achieving that goal. Remember to present information in a logical sequence. Consider what you want your audience to remember most if they only remember one thing (Strasser 1996).

What follows are some basic design guidelines when developing your visuals:

Format

Use horizontal visuals. Vertical format is harder to project in rooms with low ceilings and most screens are square or horizontal in format. Also, video and computer monitors are horizontally formatted (Designing Effective Visuals 1994).

The first slide your audience sees sets the tone for the entire presentation. Make your title interesting and descriptive. Also appeal to your audience with graphics, color, and layout.

The biggest problem with most visuals is that they contain too much information. It is important to simplify. Limit slides to a single concept or one

idea. Use short phrases with bullets to make a point or reinforce an idea, or use keywords instead of complete sentences. Some professionals recommend limiting text line length to 6 or 7 words with no more than 6 lines per slide. In any case, do not fill more than 70 percent of the slide with text.

Bullets or other shapes can add interest and emphasis. A wide variety of bullet shapes is often provided with the software, including triangles, check marks, or other variations. A bullet that is a different color from the text is eye-catching, just be consistent from slide to slide.

When justifying text, avoid full justification because this often creates large spaces between words. Left justification is neat and easy on the eyes.

Use legible text fonts and sizes. Sans serif fonts are attractive. Roman, Helvetica, or Modern are easy to read and appealing. Avoid script fonts since they are often difficult to read. Don't use too many different typefaces but only one or two, and enhance these with a touch of italics or color. Italics and underlining are difficult to read if used too much.

Consider the audience. Use a typeface large enough so that people in the back row can easily read the text. Text size is often measured in points, one point equal to 1/72 or an inch. Twenty-four point or larger is good for titles, subtitles should be 18 points or larger, and body text no smaller than 14 points.

Be sure to title each slide in the same spot on each slide so that readers don't get lost. For example, use the presentation's title in the upper left corner in smaller type on all slides. Many designers don't recommend using all uppercase for titles since this creates an illegible block of text. Make titles and subtitles meaningful to get your message across quickly. A good outline provides a clear basis for titles and subtitles.

Don't place irrelevant information on the slide. Space limitations force you to be brief and to the point. Sometimes presenting text in a certain format improves clarity. For example, you could use a question-and-answer format, presenting the question in bold and the answer in plain text.

Using Color

Color choice is one of the most debatable issues in presentation graphics. Always keep the issues of contrast and brightness in mind. Use no more than 4 different colors per slide. (Recently, I saw a presentation with a white background and yellow text--a prime example of poor contrast and text that I could barely be read.)

Don't underestimate the effect of color on the audience. Different colors have different psychological implications--red for anger or debt, blue for calm and sometimes cold--keep this in mind, just in case.

When selecting colors, keep it simple. Select colors on the basis of contrast and luminance--the amount of light the color exhibits. For example, bright yellow on bright blue might cause the audience to squint at the brightness. Try bright yellow on dark blue instead. Colors should contrast in both luminance and shade. Many software templates include graduated patterns in the background, but frequently the background pattern interferes with text and decreases readability.

Also consider your output choice when selecting colors. If you plan to show your presentation from a computer using a LCD panel, avoid light backgrounds--they are bright when projected and can distract the audience. Colors often appear different from the monitor display when output to LCD panels, color printers, or 35 mm slides.

Whenever possible, take your presentation into a conference room and project it as it will be shown. Check the colors, continuity, and text legibility. This kind of dry run can also help you discover embarrassing typos and other unforeseen problems.

Graphics

There are many reasons to use graphics in your presentation. Graphics communicate with more impact, direct attention, save time, display complex relationships, and clarify abstract concepts. When adding graphics, tie illustrations to the theme of the slide or presentation. Use images to add emphasis, but keep the image size secondary to the message.

It's easy to get carried away when adding graphics or clip art to your slides. You don't want a cluttered slide losing your audience's attention and projecting an unprofessional image. One understated but effective way to include graphics is to use a recurring graphic that appears in the same place on every slide, such as a logo and/or border.

Creating charts and graphs has become much simpler as presentation graphics packages have developed. The key to good graphs is an uncluttered look and an easy-to-see format. Graphs are meant to show trends, not provide the details. Avoid including too many elements, be sure to title any graphs, and include legible labels.

Remember copyright implications if you use scanned graphics, video, or sound pieces from third parties in your presentation. When in doubt, don't use them!

Showing your Presentation

Most presentation graphics packages include special effects such as displaying a slide line by line and dimming the previous points. Use this feature to your advantage to reveal lines as you talk so the audience doesn't read ahead. When showing a procedure or work flow, reveal the process part by part. When showing organization charts, display one level at a time. Many packages also allow you to use the mouse as a primitive drawing tool and circle or underline points on slides during the show. Use of wireless pointing devices during a presentation gives you some freedom of movement.

When giving the presentation, don't display one slide too long. A good rule of thumb is about 45 seconds per slide. Some presenters advise displaying a title slide as the audience enters the room. If possible, check the room beforehand. Watch for troublesome lighting above the screen, an uncomfortable room temperature, poor screen placement, or noise from another area (Strasser 1996).

CASE WRITING

Objectives of the Case Method

Underlying the case method of writing are overall objectives. These objectives are:

1. To present descriptions of actual business situations which serve to familiarize writers with principles and methods that may be employed in actual environments.

Details of the case are provided to give a feeling of realism. Case writers should be alert to uncover goals and objectives. Personalities and motives also play a part in case analysis. Likewise the time of the case will be important, for different conclusions would be made under different times. When decisions are made, care should be taken to understand WHY as well as what was done.

2. To inject realism into a situation that has been founded on theory.

Without cases, students sometimes wonder about how the application will be accomplished. Also, there is a frequent query about how to recognize when to apply a theory. Cases help to focus on the facts of application and these facts help to apply theory.

3. To help develop theory or philosophy.

Since there are few times when a "best" answer can be seen, case writers are encouraged to examine all avenues to a problem's solution. The important aspect is WHY one feels an answer is appropriate. As becomes evident from case analysis, many times two firms will use different tactics to solve a similar problem. In each case the results may be satisfactory. What is best for one may not be best for another.

4. To teach decision making.

Not all cases pose a "sick" situation. However, every case shows decision making at work. Learning by observing good as well as bad decisions

is important.

Clarity of problem recognition is important in decision making. Perceptions of the problem will affect the outcome. Therefore, cases help us come to grips with the important task of seeking answers and in defining problems.

5. To realize the necessity of looking at all of the valuable information.

Secondary data and research data help writers find solutions to problems. Writers will be looking at financial data and market analysis data. This data can benefit the final decisions. However, failure to use the data may impede the task of discovery of WHY a given solution is or is not good.

6. To teach independent thought and cooperative work. Logically, students will cluster together to find answers and to analyze material.

SECTION II

BUSINESS CORRESPONDENCE

**SAMPLE BUSINESS LETTER
(With Letterhead)**

California State University, Fresno
The Sid Craig School of Business
5245 N. Backer Ave.
Fresno, CA 93740-8001

July 24, 2004

Mr. Jerry Hopper, Vice President
The Ladd Company
1568 Avenue of the Americas
New York, NY 10087

Dear Mr. Hopper:

The text of the letter generally has a standard line length of 1 or 1/4 inch side margins. Some programs like Microsoft Word have default side margins of 1 1/4 inches while other programs like WordPerfect have default side margins of 1 inch.

Keep in mind that word processing programs have default top and bottom margins of 1 inch; therefore, you will more than likely need to adjust your top margin in order for the letter to be centered vertically on the page.

You should single space the text of the letter. However, make sure to always double space between the paragraphs.

Letters set up properly will adhere, as much as possible, to a "picture-frame." That is, the letter should be centered vertically and horizontally on the page. Perfection isn't called for although the letter should look pleasing to the eye.

Sincerely,

John Marks, Director
The Good Letter Department

jm:jll

SAMPLE PERSONAL BUSINESS LETTER
(Without Letterhead)

276 Four Seasons Drive
Fresno, CA 93720-3452
July 24, 2004

Mr. Robert DeRue, President
Paradise Pools, Incorporated
6789 Industrial Way
Clovis, CA 93612-2345

Dear Mr. DeRue:

The personal business letter is used when applying for a job. This application letter will accompany a resume. The text of the letter has a standard line length of 1 or 1 1/4 inch side margins. Some programs like Microsoft Word have default side margins of 1 1/4 inches while other programs like WordPerfect have default side margins of 1 inch.

Keep in mind that word processing programs have default top and bottom margins of 1 inch; therefore, you will more than likely need to adjust your top margin in order for the letter to be centered vertically on the page. You should single space the text of the letter. However, make sure to always double space between the paragraphs.

Letters set up properly will adhere, as much as possible, to a "picture-frame." That is, the letter should be centered vertically and horizontally on the page. Perfection isn't called for although the letter should look pleasing to the eye.

Sincerely,

(signature)

John Smith

Enclosure: Resume

TO: Mary Riley, Marketing Department
FROM: Joseph Samuels, Accounting Department
DATE: July 24, 2004
SUBJECT: The July 4 Company Picnic

Put several extra spaces after the subject line--before the text of the memo. The text of the memo is single spaced like a letter; however, double space between paragraphs.

There is NO complimentary closing or typed signature at the end of the memo. It just ends. Often the author of the memo will write his/her name or initials after the "From" line to show approval of the memo contents. If the memo goes to a second page, the second page heading has the "TO" line, the page number, and the date.

JS/wp

Enclosure: Brochure

FORMING PARAGRAPHS

Paragraph Length

	<u>Minimum</u>	<u>Average</u>	<u>Long</u>
<u>Business Letters and Memos:</u>	1 line	4-5 lines	8 lines or more
<u>Reports:</u>	1 line	7-8 lines	12 lines or more

Give Paragraphs Unity

Lacks Unity: The new manufacturing plant will open on May 5. The opening will be marked by a special ceremony. Over 2,000 people will be employed in the new plant. Both business and community leaders will be invited to attend the opening ceremony.

Has Unity: The new manufacturing plant, which will employ 2,000 people, will open May 5 with a special ceremony. Both business and community leaders will be invited to attend.

Organize Paragraphs Logically

Direct: The answer must be no for now. You need more on-the-job training so that you would be successful. Soon you will be ready for the additional responsibilities you would acquire if you were promoted.

Indirect: Soon you will be ready for the additional responsibilities you would acquire if you were promoted. You need more on-the-job training so that you would be successful. The answer must be no for now. (Harcourt, Krizan, and Merrier 1990)

SAMPLE ENVELOPES

(Style recommended by the U.S. Postal Service)

JOHN BROWN
MCR BUSINESS ENTERPRISES
41876 LAKESHORE DRIVE
CHICAGO IL 60532-9876

DR JEFFREY JACKSON
PROFESSOR OF MANAGEMENT
CALIFORNIA STATE UNIVERSITY FRESNO
THE SID CRAIG SCHOOL OF BUSINESS
5245 NORTH BACKER AVENUE
FRESNO CA 93740-2739

(Typical business use)

John Brown
MCR Business Enterprises
41876 Lakeshore Drive
Chicago, IL 60532-9876

Dr. Jeffrey Jackson
Professor of Management
California State University, Fresno
The Sid Craig School of Business
5245 North Backer Avenue
Fresno, CA 93740-2739

STATE ABBREVIATIONS

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

TIPS FOR SENDING EMAIL MESSAGES

You are accountable for what you write and say. Don't write or send anything on the Internet or email, or anywhere else for that matter, that you are not ready to stand by. You should think about what you want to say, and say it as clearly as you can. On the Internet, you exist primarily in the words you write. What you say *is* who you are in an online world; it is the only way most people online will ever know you (Crump and Carbone 1998, 7).

Remember that your email is not secure. It can be read by system administrators or anyone who may have your password. To help protect your privacy, choose a password to your account that is a combination of numbers and characters that do not spell a word or common phrase.

What follows are tips for successful communicating online:

Subject Line

Subject lines are very important in email because they tell what the message is about. A good subject line helps the reader make sense of the purpose of the email. Accurate subject lines are particularly important in distribution lists and bulletin boards that have many users (Crump and Carbone 1998, 7).

Salutation

In a personal email message, writers often start their messages with a casual greeting: "Hi" or "Pat." In a business setting, more formality is usually required. Each situation needs to be evaluated on its own, but the following guidelines generally apply. If one normally addresses a person as Ms., Dr., Professor, Mr., and the like, then that's the way to address them in email. Change the salutation in subsequent messages if the recipient indicates that informality is appropriate. If unsure, stick to the formal salutation, e.g., "Dear Mr. Peters" (Extejt 1998, 61).

Reply Command

Every email program we have ever heard of has a Reply command. It allows a user to press a letter (usually r) or some other key to automatically address an email message to the sender, whether he or she is on an email discussion list or a personal correspondent. Using the Reply command is so easy that many users do it automatically.

Frugality

The word frugal is used here instead of the usual term brevity to stress that we do not mean all messages must be short, but instead that all messages should try to use words as thoughtfully as possible for two reasons: people often have a great deal of email to sort through and may not bother to finish rambling messages, and being frugal increases your chances of being understood.

Clarity

Clarity can suffer for any number of reasons. It is sometimes lost because the writer and reader do not share the same context or frame of reference. For example, on one list, a writer sent a message recommending an article in CCC. Many people on the list did not know CCC referred--not very good communicating.

Think Before Sending

Most electronic messages are written quickly; it is one of the benefits of the medium. This is especially true for real-time (or simultaneous) discussions, where two or more users agree to log on to the Internet at the same time. Many times messages are sent for others to read and respond to later. Since there is more of a time lag, people generally expect the message to be more thought out. If what you read is annoying, wait to respond.

Ending - Use Signature File

Always end a message with your name and email address. As simple a rule as this is, people often forget it. Although software varies, most programs allow you to create a signature file with your name, address, voice mail number, fax number,

and email address. With the use of a signature file, this information is automatically inserted when a transmission is sent. A good signature file works as effectively as a business card. However, signature files can become too elaborate and long. A good rule of thumb is to keep it to 5 lines or fewer (Crump and Carbone 1998, 19)

Etiquette

Email etiquette has developed over the past 10 years. Like any etiquette, it helps people demonstrate consideration for each other. What follows are some of the more common rules of etiquette expressed by writers in computer-related magazines and online forums:

- * Don't forward private mail without the permission of the original sender.
- * Don't create or forward chain email.
- * Don't "spam." Spamming is sending the same message to hundreds or thousands of email addresses in the hope of hitting a few interested people. It is considered rude and a waste of resources.
- * Don't type a message in all caps: e.g., WE ARE HAVE A MEETING ON THIS TOPIC AT 2:30 PM. All caps are considered the equivalent of screaming.

Use judgment when sending "carbon copies" (cc) and "blind carbon copies" (bcc). Overuse of these options not only creates junk email but also may indicate that the sender doesn't trust the intended recipient.

Check email at least once a day, if not more often. Respond as quickly as possible to messages; if an immediate response is not feasible, at least acknowledge the mail and let the writer know when you will respond (Extejt 1998, 63).

SECTION III

EMPLOYMENT CORRESPONDENCE

SUGGESTED FORMAT FOR A COVER LETTER TO ACCOMPANY A RESUME

Your Current Address
City, State, ZIP Code
Date of Writing

Ms. Jane Doe, Title
Organization Name
Street Address
City, State abbreviation, ZIP Code

Dear Ms. Doe:

State your reason for applying to the organization (including the name of the position or vocational area in which you are interested). Indicate the source of your information about the position or organization.

Indicate one or two qualifications which you possess that would be most valued by the prospective employer. Include a brief statement regarding your educational background and employment experience if you feel this would be of interest to the employer. Tell the employer why you are particularly interested in the company.

Close your letter by requesting an interview or indicate the approximate date when you will contact the employer to discuss the position. Also be sure to include your phone number somewhere in the letter—perhaps in the last paragraph.

Sincerely,

"Signature"

Type Your Name

Enclosure: Resume

SAMPLE COVER LETTER

6900 North Maple, #158
Fresno, CA 93710
November 7, 2004

Ms. Donna Jackson
Director of Information Systems
Professional Software, Inc.
One PSI Plaza
Pheston, IL 62401

Dear Ms. Jackson:

I was excited to learn from your technical representative, Mr. Jeff Boyd, that you have a position available in your Veterinary Systems Design department for a System Analyst. I have been interested in PSI since my current employer began using your system in his hospital.

Mr. Boyd made it very clear that PSI employs only the highest quality and most dedicated people. That is why I believe you will find me a qualified candidate for this position. You will find me to be a highly motivated individual with an intense desire to meet any challenge.

In June I will receive my Bachelor of Science degree in Business Administration with an option in Computer Applications and Systems. My education, combined with past experience working in veterinary hospitals, will make me a valuable asset to PSI.

Even the best software systems can always be improved, given dedication and a team effort by both programmers and analysts. Please consider me for the opportunity to be a part of that effort by becoming one of PSI's team members. Please call me at 298-2533 to set up an interview at your convenience.

Sincerely,

Lisa Handley

Enclosure: Resume

CHRONOLOGICAL RESUME

JOHN JONES
146 Nees Avenue
Fresno, CA 93740

Telephone:
(559) 229-1234
email: jjones@csufresno.edu

**PROFESSIONAL
OBJECTIVE**

Entry into the field of Sales/Marketing; qualifying eventually for high-level marketing sales management responsibilities.

EDUCATION

B.S., 200X, California State University, Fresno, CA
Major: Business Administration
Concentration: Marketing
Special emphasis in Marketing Sales, Management G.P.A.: 3.54
A.S., 200X, Fresno Community College, Fresno, CA
Major: Business Administration
G.P.A.: 3.72

EXPERIENCE

199X

Justen Chemical Corp., Los Angeles, CA
Marketing Sales Rep. (Cooperative Education)--
Responsibilities included West L.A. account development and servicing.
Also, responsible for all advertising and promotion.

199X

to

Florida Swamp Land Corp., Fresno, CA
Real Estate Associate. Responsibilities included sales, customer relations, display, and project marketing; also coordinated regional advertising and sales promotion.

199X

Marx and Engles, Inc., Fresno, CA
Assist. Dept. Manager. Responsibilities included sales, customer relations, display, and some buying for exclusive men's retail apparel store.

SPECIAL SKILLS

COBOL, FORTRAN, C++ and Java.

AWARDS

Who's Who in Colleges and Universities, 199X-200X; Blue Key Academic Honor Society; Dean's Honor Roll for five semesters; Academic Scholarships: 199X-200X.

INTERESTS

Vice President Sigma Chi Fraternity; Varsity Water Polo Team. Active in politics and community affairs. Enjoy golf, skiing, tennis, and most outdoor activities.

FUNCTIONAL RESUME

LEE J. FRABBITTS

4782 N. Blackstone Ave.
Fresno, CA 93710
(559) 278-1212
Email: Itfra@csufresno.edu

PROFESSIONAL OBJECTIVE

Administrative position within a government human resources division specializing in employment services for low-income, disadvantaged populations.

WORK EXPERIENCE

Program Development

Coordinated employee selection training activities for Summer Youth Employment Program of Fresno County's job Training Program, assessed needs of County High School and Middle School populations, designed various workshops dealing with self-evaluation, communication, job search and interview techniques. The program experienced a 95% candidate employment success rate.

Administration

Analyzed and evaluated reports from national and local labor agencies as Administrative Assistant to the Director of Personnel for the City of Fresno. Supervised office and staff of three executive secretaries. Established filing and storage systems. Trained new office personnel.

Management

Coordinated advertising and public relations events for department store. Upon promotion to assistant manager assumed responsibilities for: interviewing, selecting, training, and evaluating new sales personnel. Supervised staff for yearly inventory of merchandise and served as store's chief buyer.

Human Relations

Coordinated and counseled for community-based agencies; responsible for assessing immediate and long-range needs of families in a variety of stress areas including unemployment, drug abuse, delinquency, and marital discord.

EDUCATION

California State University, Fresno, Bachelor of Arts in Social Work; emphasis in counseling and program administration; Minor in Business Administration. Courses in Personnel, Human Relations, Organizational Psychology, and Public Sector Management.

COMBINATION RESUME

FRED HASTINGS
817 Bulldog Court
Fresno, CA 93710
(559) 278-3232
Email: fredh@csufresno.edu

PROFESSIONAL OBJECTIVE

An Internal Auditing position for a large commercial organization.

EDUCATION

Bachelor of Science, California State University, Fresno, May 2004. Major in Business Administration, Option in Accounting with minors in Human Resource Management and Information Systems.

HONORS

Beta Alpha Psi, national accounting fraternity, 199X-200X; Dean's Honor Roll; four semesters; Academic Scholarships; 199X-200X.

WORK EXPERIENCE

Skills

Accounting	Designed internal auditing system. Maintained accounts payable and receivable and payroll records. Balanced monthly bank statements and prepared statements of receipts and disbursements.
Administration and Supervision	Hired, trained, and managed a clerical staff of 12. Assisted in recruitment and orientation of management trainees.
Production Planning	Developed computer systems software for inventory planning and development for the logistics division of a large manufacturing corporation.

Work Summary

199X-present	Accounting Supervisor , Ace Widget Corporation, Fresno, California. Administered bookkeeping functions in an electronic manufacturing firm. Assisted in the development of management training program.
199X-199X	Bookkeeper , ALS Corporation, Sacramento, California. Performed bookkeeping duties to assist accounting personnel.

PREPARING A SCANNER-READY

RESUME

- Avoid two-column format or resume that look like a newspaper or newsletter.
- Don't condense spacing between letters.
- Use font size between 10 and 14 points. Avoid Times 10 point.
- Choose the correct typeface. Stick to sans serif fonts--Helvetica, Arial, Futura, Optima, Courier.
- Avoid italics, script, underlining, horizontal or vertical lines, boxes, or graphics.
- Avoid parentheses, brackets, slashes and minimize abbreviations.
- Use a standard resume style with headings.
- Use keywords, verbs, nouns, and phrases that describe your abilities.
- Use boldface or all capital letters for section headings, making sure letters do not touch each other.
- Make sure your name is at the top of every page on its own line.
- Use a standard address format, with each line appearing below your name.
- If including two phone numbers, list each on a separate line.

THANK-YOU LETTER FOLLOWING AN INTERVIEW

Your address
City, State, Zip
Date

Name of Interviewer, Title
Company Name
Address
City, State, Zip

Dear _____:

I enjoyed the opportunity to talk with you on (date). The information you shared with me about (company name) was excellent, and I am excited about the possibility of applying my education and experience to the position we discussed.

If I can provide you with any additional information, please let know. I look forward to hearing from you.

Sincerely,

(Written signature)

Your name typed

SECTION IV
RESEARCH WRITING

REPORT WRITING TIPS

Guffey (1995) gives tips for report writing as follows:

Allow Sufficient Time

The main reason given by writers who are disappointed with their reports is "I just ran out of time." Develop a realistic timetable and stick to it.

Complete Your Research First

Don't begin writing until you've collected all the data and drawn the primary conclusions. Starting too early often means backtracking.

Work from a Good Outline

Long reports need the order and direction provided by a clear outline, even if the outline has to be revised as the project unfolds.

Provide a Proper Writing Environment

You'll need a quiet spot where you can spread out your materials and work without interruption.

Be Consistent in Verb Tense

Use past-tense verbs to describe completed actions (for example, *the respondents said* or *the survey showed*). Use present-tense verbs, however, to explain current actions (*the purpose of the report is*, *this report examines*, *the model has*, and so forth).

Generally Avoid I or We

To make formal reports seem as objective and credible as possible, most writers omit first-person pronouns. This formal style sometimes results in the overuse of passive-voice verbs (for example, *periodicals were consulted* and *the study was conducted*). Look for alternative constructions (*periodicals indicated*

and *the study revealed*). First-person pronouns, however, may be used in the letter of transmittal.

Let the First Draft Sit

After completing the first version, put it aside for a day or two. Return to it with the expectation of revising and improving it. Don't be afraid to make major changes.

Proofread the Final Copy Three Times

First, read a printed copy slowly for word meanings and content. Then read the copy again for spelling, punctuation, grammar, and other mechanical errors. Finally, scan the entire report to check its formatting and consistency (page numbering, indenting, spacing, headings, and so forth).

PLAGIARISM VERSUS PARAPHRASING

Campbell, Ballou, and Slade (1990, 65) show the distinct difference between plagiarism and paraphrasing.

Quotations in a report are of two types: indirect (paraphrased or summarized) and direct (verbatim). You must document both types--that is, you must indicate the source of indirect and direct quotations with parenthetical documentation accompanied by a list of works cited.

Plagiarism

The use of another person's ideas or wording without giving appropriate credit results from inaccurate or incomplete attribution of material to its source. Ideas and the expression of ideas are considered to belong to the individual who first puts them forward. Therefore, when you incorporate in your paper either ideas or phrasing from another writer, whether you quote directly or indirectly, you need to indicate your source accurately and completely. Whether intentional or unintentional, plagiarism can bring serious consequences, not only academic, in the form of failure or expulsion, but also legal, in the form of lawsuits. People take plagiarism seriously because it violates the ethics of the academic community.

Acknowledgment of credit through documentation does not diminish the originality of your work. Your contribution consists of imposing your own order on your materials and drawing an original conclusion from them. Documentation allows your reader to see the materials you used to reach your conclusions, to check your interpretations of sources, to place your work in a tradition of inquiry, and to locate further information on your topic.

Indirect Quotation (*Paraphrase or summary*)

You should choose indirect quotation whenever you do not have a compelling reason for using direct quotation. Indirect quotation calls less attention to itself than does direct quotation and thus concentrates the reader's attention on the development of your argument.

The words *paraphrase* and *summary* are sometimes used as synonyms, but a paraphrase can be differentiated from a summary on the basis of length. A paraphrase restates the original source in approximately the same number of words. A summary condenses the original. When you paraphrase or summarize, you should use your own words and sentence structure. Imitating syntax, rearranging words and phrases, and borrowing phrases even as brief as two or three words do not change the original sufficiently to avoid plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quotation marks. Paraphrases and summaries should represent the original source accurately and completely, avoiding distortion through imprecise or mistaken restatement, altered emphasis, or significant omissions.

Even when you have restated a passage completely in your own words, you must indicate that you encountered the information in your reading. In some cases you may wish to attribute the statement within your text by citing the author (by first and last name for the first reference and thereafter by last name only) and, if necessary or desirable, the title of the work. Even if you choose not to name the author in your text, you must document the source of the idea in a note.

The versions of the passage below demonstrate adequate and inadequate paraphrasing.

Original I have said that science is possible without faith. By this I do not mean that the faith on which science depends is religious in nature or involves the acceptance of any of the dogmas of the ordinary religious creeds, yet without faith that nature is subject to law there can be no science. No amount of demonstration can ever prove that nature is subject to law.

Plagiarism Science is impossible without faith that nature is subject to law.
(Borrowed wording without quotation marks)

Plagiarism Faith makes science possible. This does not mean that science rests on religious faith or the acceptance of religious dogmas, but without the faith that nature functions according to laws, science cannot exist. (Imitated sentence structure.)

Correct The belief that nature functions in accordance with laws makes
paraphrase science possible. (Weiner 1967, 16)
(Documentation used to give credit for the idea even though the
passage has been restated.)

Correct Science depends on faith, not religious faith, but the faith that
"nature is subject to law." (Weiner 1967, 16)

Direct Quotation

Direct quotation presents material from a source verbatim (word for word). It is appropriate when you need to provide an authority, preserve the integrity of the source author's original wording, or ensure the accuracy of your borrowing from the source.

Direct quotation lends authority for controversial positions or statements requiring expertise in fields other than your own. For example, if in a report, you wish to substantiate a conclusion about the implications of a university's open-admissions policy for the region's economy, a quotation from a leading economist or a local businessperson could be effective. For statements in which accuracy is extremely important, such as laws, mathematical formulas, and complex theoretical formulations, direct quotation ensures precise presentation of the material.

When you use a direct quotation in your text for whatever reason, you must reproduce the language of the source exactly, following the internal punctuation, spelling, emphasis, and even the errors, found in the original.

Direct quotations should be kept as short as possible; long quotations may be distracting to readers. It can be tempting to insert a quotation and thereby let someone else do some of your writing, but if you do so, you evade some of your responsibility. Direct quotations should be pared down to the absolutely essential portions. If long direct quotations of more than one-half page of text are essential to the paper as a whole, place them in an appendix and refer the reader to this appendix.

THE COMPONENTS OF A REPORT

Guffey (1995) and Matejka (1996, 16) shows the following components of a report. Part or all of these components may be included in a report assignment.

Title Page

Type the name of the report in upper-case letters (no underscore and no quotation marks) 2 inches (approximately 12 spaces) from the top edge. Drop down 2 inches and type *Presented to* and your instructor's name and institution. Drop down another 2 inches and type *Prepared by* and your name and the date. All items after the title are typed in a combination of upper- and lower-case letters.

Executive Summary

The executive summary (memorandum) is a short, clear, organized, comprehensive statement of the contents of your paper. An executive summary is not an introduction--it is an abstract. The ability to distill the essence of a document is a valued business skill. Don't waste the reader's time. Briefly explain the premise, organization, and central ideas. A crisp executive summary shows the reader what to expect from your paper--what the paper delivers. A well-prepared executive summary can be the most important section in your paper. A typical reader will scan your summary and decide whether or not to read the rest of your paper. A good summary is usually no longer than one-half of a page.

Table of Contents

The table of contents is a listing of everything contained in the report and where it is located in the report. Show the headings of your report and their beginning page numbers. Include all headings and use leaders (spaced or unspaced periods) to guide the eye from the heading to the page number. Items may be indented in outline form or typed flush with the left margin.

Introduction

Provide a background or setting for your report. Describe the purpose of the report and tell why the topic is significant. This is a good place to use

secondary references to establish the importance of the topic. Clarify the boundaries of your report, perhaps defining what will be included and excluded. Identify your sources of information. Define any terms that may be new to the reader.

Discussion of Findings

This is the body of the report and may carry the title *Discussion of Findings*, *Findings*, a more descriptive heading, or a SWOT analysis. The subheadings under the main topic will vary, depending on your topic. It's always a good idea to preview the organization of this section for the reader. Tell why the report is organized as it is. Most paragraphs should have topic sentences; all the sentences in that paragraph should relate to its topic. If you find that you have different topics in one paragraph, revise to separate them. Try to end this section with a summary statement about the topic.

Summary of Findings

Select the main ideas from discussion of the findings. Try not to repeat the exact wording used as summary statements in the discussion.

Conclusions and Recommendations

Introduce the conclusions with a statement that relates to the findings, such as "Based on the findings, the following conclusions may be drawn about" After considering your findings and conclusions, what recommendation would you make to your target audience? Recommendations usually take the form of action statements. What should the reader do? If you have many conclusions and recommendations, divide them into two categories with a heading for each category.

Reference List (Bibliography)

Include the sources used in writing the paper. The reference list follows the paper on a separate page.

Appendix

Include any literature, charts, or documents that might be important for the reader to better understand the report. The appendix follows the reference list and should have a typed title, *Appendix*, above the first item on a separate page.

What follows is information based upon A Manual for Writers of Term Papers, Theses and Dissertations, 6th edition, 1996, by Kate L. Turabian (1996, 2). This style manual is often referred to as the Chicago Style Manual. Examples using the parenthetical or author-date reference system from the Manual for Writers have been chosen as it is considered most common in student writing; however, for more detailed information on paper preparation, it is highly recommended that you refer to the most current version of this manual.

All the basic text in a paper is typically double spaced. Indented block quotations, however, may be single spaced. It is also conventional to single-space itemized lists and works cited, leaving a blank line between notes, items, or entries.

A report has three main parts: the front matter, or preliminaries; the text; and the back matter, or reference matter. In a long report, each of these parts may consist of several sections, each beginning on a new page.

There are two categories of page numbering: the front matter, numbered with consecutive lower-case roman numerals centered at the bottom of the page and the rest of the work, numbered with arabic numerals, centered at the bottom of pages that bear titles and centered at the top (or placed in the upper right corner) of all other pages of the text and back matter.

Although all pages are counted in the pagination, preliminaries do not have page numbers typed on them. The preliminaries are numbered with lowercase roman numerals centered at the bottom of the page.

Margins

A report to be submitted in a folder has a 1 1/2-inch left margin, a 1-inch right margin, and a 1 to 1-1/2-inch bottom margin. A report stapled on the upper left-hand corner has 1-inch margins on all sides.

The top margin will vary; that is, the top margin will be either 2 inches or 1 inch depending on the section of the report you are working on. All the prefatory parts have 2-inch top margins (unless you have a continuation page such as a second Table of Contents page. Also the first page of the report itself has a 2-inch top margin. However, all subsequent pages in the report body have 1-inch top margins.

If the report has any end parts such as an Appendix and/or a Bibliography, the top margin reverts to 2 inches (unless you have a continuation page such as a second page of bibliography--then the top margin should be 1 inch).

Page Numbering

As a general guideline any page that has a 2-inch top margin has the page number typed at the bottom of the page at the center point (up 1 inch from the bottom of the page). A page that has a 1-inch top margin has the page number typed approximately 1 inch from the top and 1 inch in from the right margin. Double space after the page number and continue with the narrative of the report.

All prefatory parts are numbered with a lower case roman numeral. The title page is counted but not numbered. Place the page numbers at the bottom of the page at the center point (up 1 inch from the bottom of the page). All other preliminary parts are numbered.

Vertical Spacing

Typically a report is double spaced. Indent your paragraphs 5 spaces (approximately 1 inch).

PLACEMENT OF HEADINGS

CENTERED, SOLID CAPITALS

This is the title of your report. Center the heading and type it in all capital letters--do not underscore this heading. Double space before and double space after these headings. Use a single spaced inverted pyramid for titles longer than 4 inches.

Centered, Capitals, and Lower-case Underscored

This heading is centered and typed in capital and lower-case letters with a continuous underline. Double space before this heading and double space after it.

Margin, Capitals, and Lower-case Underscored

This heading starts at the left margin. Use capital and lower-case letters with a continuous underline. Double space before this heading and double space after it. Use single spacing heading extending over half a line.

Run in capitals and lower-case underscored. This heading is part of the paragraph that follows. The entire heading is underlined and followed by a period. Double space before this heading, then begin typing the paragraph on the same line as the heading.

Table of Contents

The table of contents is a preliminary part; therefore, the top margin is 2 inches. The page numbers are typed 1 inch from the right margin. Leaders (. . .) are needed to separate the report headings from the page numbers. Leave at least one space between the end of the word and the beginning of the leader.

Citing Sources

In the parenthetical or author-date reference system, citations in text

consist of three elements: authors' names, dates of publication and page numbers, usually in parentheses.

(Hopkins 1990, 61)

When the author-date system is used, references in the reference list (bibliography) should be arranged in an alphabetical listing. Notice there is no punctuation between the name and date. In the reference list, the source would be as follows:

Hopkins, Jack. 1990. Contemporary classic design and style. Boston: Century Press.

Motz, Arlene. 1996. Why the internet? Records Management Quarterly, 9: 11-13.

Illustrations

Illustrations, especially graphs and charts, should be placed as close as possible to their first reference in the text. Like tables, they should be referred to by number so that their exact placement is flexible. There are, however, sound reasons for grouping all the illustrations, if they are of one type at the end of the paper or putting them in an appendix.

Quotations

Quotations of less than 8 lines are enclosed in quotation marks and incorporated into the text of the paper. When quoting material of more than 8 lines, indent 4 spaces and single space the quotation. With the quotation indented four spaces from the left margin, the paragraph indentation is eight spaces from the left margin.

The source directly follows the terminal punctuation of the quotation and there are no quotation marks.

Citing Electronic Sources

Turabian (1996, 158-64) suggests ways of handling electronic media as follows:

Citations of electronic documents can follow the same general form as citations of printed materials. The same basic information is needed: author and title of the particular item; name and description of the source cited, whether CD-ROM, some other physical form, or an on-line source; city of publication, if any; publisher or vendor (or both); date of publication or access (or both); and identifying numbers or pathway needed for access to the material.

Citations of material previously issued in print should include the same information and use the same style as any references to books and periodicals, as well as providing the additional information necessary to locate the electronic version.

Richard D. Lanham. 1993. The electronic word: Democracy, technology, and the arts. [diskette] Chicago: University of Chicago Press, 1993.

Robin Toner. 1995. Senate approves welfare plan that would end aid guarantee, *New York Times*, 20 September 1995.

Bureau of the Census. 1995. Median gross rent by counties of the United States, 1990, prepared by the Geography Division in cooperation with the Housing Division, Bureau of the Census [CD-ROM] Washington, D.C.).

The access path is noted in the universal resource locator (URL) format that has recently come into common use. Although the URL is a complete specification of the retrieval method for a document, it should never be substituted for the name of the publication and the publisher.

WWW (Internet) Sites

To cite files available for viewing/downloading via the World Wide Web, give the author's name (if known), the full title of the work in quotation marks, the title of the complete work if applicable in italics, the full http address, and the date of visit.

Burka, Lauren P. 1994. "A hypertext history of multi-user dimensions." *MUD History*.
<http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec.)

E-mail, Listserv, and Newlist Citations

Give the author's name (if known), the subject line from the posting in quotation marks, and the address of the listserv or newlist, along with the date. For personal e-mail listings, the address may be omitted.

Bruckman, Amy S. 1994. "MOOSE crossing proposal." mediamoo@media.mit.edu (20 Dec.).

Thomson, Barry. 1995. Virtual reality. Personal e-mail (25 Jan.).

CD-ROM Issued Periodically

CD-ROM databases that are produced periodically (monthly or quarterly, for example) may contain previously published material, such as journal or newspaper articles, or material that has not been previously published, such as reports. In either case, cite such material as you would a printed source.

Sawyer, Kathy. 1994. Oceanography: Rising tide lifts warming case. Washington Post 12 Dec.

Gauch, Patricia Lee. 1994. A quest for the heart of fantasy. New Advocate 7.3: 159-67.

On-Line Material

Computer services such as Dialog, CompuService, America Online, and Nexis provide a variety of databases that may be revised continually or periodically. For material from such a source, cite the publication information given in the source, the title of the database (underlined), the medium (Online), and the name of the computer service. In addition, because it is often not possible to determine when material has been entered or updated in the service's database, give the date on which you accessed the material.

Bass, Alison. 1995. Women just as spatial as men. Boston Globe 22 Feb. 1993, 3rd ed.: 25. Boston Globe File 631. Online. Dialog. 6 Feb.

Mann, Charles C., and Mark L. Plummer 1995. Empowering species. Atlantic Monthly. Feb. Atlantic Monthly Online. On-line. America Online. 16 Feb.

Internet Material

A computer network such as the Internet provides access to material such as journal articles, newsletters, and even entire books. For such material, cite whatever publication information is given in the electronic source, using the format for citing a journal article or book. Give the number of pages or paragraphs, followed by "p." (or "pp.") or "par." (or "pars."); if neither is specified, use "n. pag." for "no pagination." In addition, give the title of the database (underlined), the medium (On-line), the computer network, and the date you accessed the material. If your instructor wants you to specify the electronic address of the source, place it after the word "Available" at the end of your citation.

Spetalnick, Terrie. 1995. Privacy in the electronic community. EDUCOM Review 28.3 (1993): n. pag. On-line. Internet. 7 Feb. Available: gopher.cic.net.

Wells, H. G. 1898. The war of the worlds. On-line. U of Minnesota Lib. Internet. 5 Feb. 1995. Available gopher.micro.umn.edu.

Computer Software

Begin with the author of the program (if known), the title of the program, underlined, and the words "Computer software." Then name the distributor and the year of publication. At the end of the entry you may add other pertinent information, such as the computer for which the program is designed or the form of the program.

Encarta. Computer software. Microsoft, 2000. CD-ROM.

SAMPLE REFERENCE LIST

Book by a Single Author

Budnick, Ernest. 1993. Effectively leveraging business technology. New York: Experienced Executive Press.

Book, No Author or Editor

Merriam-Webster's collegiate dictionary (10th ed.). 1993. Springfield, MA Merriam-Webster.

Newspaper Article

Jacobson, Seth. 2000. "Consumer spending surges," *The Fresno Bee*. 2 Aug., C1.

Internet Documents

Lletter, Melanie and Thomas Ryan. 1999. "Specialty stores turn in strong 3rd-quarter gains," 17 Nov., 8.

<http://web2.infotrac.galegroup.com/itw/in>

Intimate Brands Homepage. 2004

<http://www.intimatebrands.com/who/index.asp> 2 Aug.

Email Reference

Thomson, Barry, 2004. Virtual Reality. Personal email (25 Jan.)

Journal Article: One Author

Weisendanger, Bruce. 1993. Benchmarking intelligence fuels management moves. Public Relations Journal 49 (March): 20-22.

Journal Article: Two Authors

Ash, P., and Brooks, R. 1993. Reengineering compensation and benefits management. Journal of Compensation and Benefits 9, no. 3: 26-31.

Magazine Article

Norton, Rob. 1996. In Greenspan we trust. Fortune, 18 March: 38-39.

Reference Book

Galeotafiore, Carrie. 2004. Value Line Investment Survey. "Limited, Inc." 19 May, 1707.

Interview

Forest, James, interview by author, telephone, Fresno, Calif., 7 Aug. 2004.

REFERENCE LIST

- Campbell, William, Stephen Ballou, and Carole Slade. 1990. Form and style research papers, reports, theses; 9th ed. Boston: Houghton Mifflin.
- Career services manual. 2004. Career Development and Employment Services, CSU Fresno.
- Designing effective visuals, 1994. Internet:
<http://www.kumc.edu/service/acadsupt/edtech/tipsheets/tiplecturesupport.html>.
- Extejt, Morian. 1998. Teaching students to correspond effectively, Business Communication Quarterly, 61: 57-63.
- Guffey, Mary Ellen. 1995. Consumer report. Belmont, CA: Wadsworth Publishing Co.
- Harcourt, Jules, A. C. Buddy Krizan, and Patricia Merrier. 1990. Business communication. Cincinnati, OH: South-Western Publishing Co.
- Lacy, Richard C. 1996. Formatting business correspondence (unpublished).
- Matejka, Ken, and Lori Ramos. 1996. Guidelines for writing a paper. Pittsburgh: Duquesne University.
- Peter, J. Paul, and James H. Donnelly, Jr. 1986. Marketing management: knowledge and skills. Plano, TX: Business Publications.
- Smith, Alastair n.d. Criteria for evaluation of internet information resources, <http://www.vuw.ac.NZ/~agsmith/evalu/index.htm>
- Strasser, Dennis. 1996. Tips for good electronic presentations. Online, vol. 20, no. 1, p. 78(4). <http://web4.searchbank.com/infotrak>.
- Turabian, Kate L. 1996. A manual for writers of term papers, theses and dissertations, 6th ed. Chicago: University of Chicago Press.

APPENDIX

EVALUATING INTERNET RESOURCES: A CHECKLIST

Smith (1996) reports that unlike most print resources such as magazines, journals, and books that go through a filtering process (editing, peer review, library selection), information on the Internet is mostly unfiltered. So using and citing information found over the Internet is a little like swimming without a lifeguard. The following guide provides a starting point for evaluating the World Wide Web sites and other Internet information.

Authority

Who is the author of the piece?

Is the author the original creator of the information?

Does the author list his or her occupation, years of experience, position, education, or other credentials?

Affiliation

What institution (company, organization, government, university) or Internet provider supports this information?

If it is a commercial Internet provider, does the author appear to have any connection with a larger institution?

Does the institution appear to exercise quality control over the information appearing under its name?

Does the author's affiliation with this particular institution appear to bias the information?

Currency

When was the information created or last updated?