TEST BANK A: Chapter 1: Characteristics of Writing at Work

1. Writing in school and writing at work differ because . . .
    a. the audiences of each differ.
    b. the purposes of each differ.
    c. in the workplace, you don't have to worry about effective paragraph development, sentence structure, punctuation, and usage.
    d. both a and b
    e. both a and c

2. Which type of organization produces large amounts of technical writing?
    a. university offices
    b. corporations
    c. research centers
    d. nonprofit organizations
    e. all of the above

3. Which of the following statements is true of technical writing?
    a. It is usually intended for a single reader.
    b. It is never read by readers unknown to the writer.
    c. It involves a variety of document types.
    d. It does not create legal liabilities for either the writer or organization.
    e. none of the above

4. Which of the following statements is/are true of documents you will write on the job?
    a. They may be accessed from an organization's archive over an infinite period of time.
    b. They generally have a short life.
    c. They have an indefinite life.
    d. a and b
    e. a and c

5. When you sign your name to a report or letter, you are . . .
    a. responsible for the contents.
    b. not responsible for the contents (the company is responsible).
    c. responsible for the contents only if you are a supervisor.
    d. responsible for the contents only if you violate your company's code of ethics.
    e. responsible for the contents only if you have plagiarized.

6. Your textbook says that "On the job, keep in mind that **no one wants to read anything you write**." Consequently, when you write you should . . .
    a. be as clever and creative as possible so your coworkers will be entertained and want to read what you write.
    b. make sure everything you write is clear, correct, necessary, and polite.
    c. communicate verbally as often as possible.
    d. use a casual tone in e-mails and memos rather than wasting valuable time composing formal texts.

7. In the workplace you will write for all but one of the following readers.
    a. readers with varied educational and technical backgrounds
    b. readers who have different roles inside and outside the organization

c. readers who may know less about a topic than you do
d. <mark>a single reader who is a specialist in a subject area you are writing on.</mark>

8. Others will use your workplace writing
   a. as documentation of your accomplishments.
   b. as information they need to do their own job.
   c. to understand how much knowledge you possess.
   d. <mark>a and b above</mark>

9. In the workplace, most of your readers will not read all of what you write
   a. because they are not interested.
   b. unless you write an intriguing introduction that entertains them.
   c. <mark>but will read what they need to read to do their job.</mark>
   d. because it will be archived indefinitely.

10. Both writing at work and writing at school
    a. require strict security procedures.
    b. have readers who may be unknown to the writer.
    c. produce writing that may be archived indefinitely.
    d. <mark>require effective paragraph development, correct sentence structure, punctuation, and usage.</mark>

11. According to your textbook, electronic communication has become a blessing and a curse because
    a. <mark>you can share information quickly through e-mail; but that information can be forwarded to unknown users.</mark>
    b. instant messaging allows you to "be at your office" even when you're in the break room.
    c. sites such as Facebook and LinkedIn allow creative interchanges between companies and individuals.
    d. even though hackers may be able to access your company's files, you can do the same to your competitors.

12. According to surveys, the most important writing skill in the workplace is
    a. clarity.
    b. conciseness.
    c. correctness.
    d. <mark>accuracy.</mark>

13. Visuals in a technical document
    a. should be used to draw the reader in and spark interest in the content.
    b. can be distracting and should never be used.
    c. <mark>should be used, as necessary, to help readers understand ideas or data.</mark>
    d. should be in color in Word documents and black and white in PDF documents.

14. Because you may be writing for a wide variety of readers, including unknown readers, you should
    a. explain technical jargon or information in detail.
    b. never explain technical jargon or information.
    c. <mark>keep your readers and their various needs in mind as you write.</mark>
    d. use common words for technical terms.

15. Though you will likely move back and forth between the various stages of the writing process, the process should will generally follow this order:
    a. Determining content; Arranging ideas; Planning the document; Drafting; Revising; Editing.

   c. Planning the document; Determining content; Arranging ideas; Editing; Drafting; Revising;
   d. Arranging ideas; Drafting; Planning the document; Determining content; Revising; Editing.

SHORT ANSWER #1: What are the responsibilities of the Chief Information Officer (CIO)?

SHORT ANSWER #2: Explain why the following statement from your textbooks is so critical in workplace writing: "Once you sign your name to a report or letter, your signature makes you responsible for the content."

SHORT ANSWER #3: Explain how drafting, revising, and editing differ from each other during the writing process.

ESSAY QUESTION #1: One of the tips your textbook gives suggests you play a mind game on yourself: "Always write as if someone you do not know might be reading over your shoulder." In a memo written to your fellow students, explain why this is a good strategy for writing in the workplace.

ESSAY QUESTION #2: Surveys show that organizations rank writing skills in this order of importance:
   1. accuracy
   2. clarity
   3. conciseness
   3. readability
   4. usability
   6. correctness—use of standard English

In a memo to your fellow students, explain how attention to these qualities will result in well-written workplace documents. (Note: Your textbook gives nine bulleted items that would result from attention to these qualities.)

Test Bank A Chapter 2: Writing for Your Readers

1. When developing a document, you should think first about
    a. the readers of the document.
    b. the length of the document.
    c. the complexity of the document.
    d. the language used in the document.

2. In business organizations, most employees
    a. have more to read than they can or will read.
    b. have less to read than they can or will read.
    c. have the right amount to read if they manage their time well.
    d. read every e-mail they receive.

3. In developing any communication, which of the following is NOT one of your main goals?
    a. to keep the good will of those with whom you communicate
    b. to have your readers understand your meaning in exactly the way you intend
    c. to keep your communication complex but brief
    d. to achieve your goal with the designated readers

4. Important information should be placed
    a. near the end of the document to ensure that the entire document is read.
    b. in the middle of the document.
    c. at the beginning of the document.
    d. only in formal reports or memos.

5. One challenge when planning a document is juggling three important goals:
    a. Connecting your reader, purpose, and context
    b. Keeping up with company politics, new trends, and purpose
    c. Aligning your own purpose, the reader's purpose, and the company's purpose
    d. Balancing content, mechanics, and illustrations

6. Larry is writing a memo to convince the lunchroom staff to clean the tables more often in the afternoon, which is when he likes to proofread his documents while taking a coffee break. The most effective way to start his memo is:
    a. Please, think about your fellow employees! We don't like looking at leftover food.
    b. If I worked in the lunchroom I know I'd find time to clean up the mess.
    c. I know you work as hard as the rest of us do on wages that are too low.
    d. I know you work as hard as the rest of us do, and perform a vital service to your fellow employees.

7. All but one of the following is an important goal that connects your reader, purpose, and context:
    a. You want your readers to understand your meaning

b. You want to keep the goodwill of your reader
c. ==You want everyone to read all of your document==
d. You want your writing to achieve specific goals with your designated reader

8. It is important to know the following about your readers:
    a. How much they know about your topic but not how much education they have
    b. ==What their cultural background is but not how much they make==
    c. How much education they have but not how much they know about your topic
    d. Where they were born but not how much education they have

9. Your document's distribution list will tell you
    a. ==who, other than your primary audience, is likely to read your document.==
    b. how the document will be duplicated.
    c. if unknown readers will ever gain access to your document.
    d. how important you are in the organization.

10. Elaine is the office manager for a small medical center with five doctors, a dozen nurses, and twenty-five miscellaneous staff, including reception and clerical staff. Because of past difficulty in getting the right patients to the doctor with whom that patient has an appointment, she has developed a set of patient intake procedures that all staff will be required to follow. Before she distributes the new procedures, she reminds herself that her various readers may have different perspectives on the new procedures. To clearly understand those perspectives she plans to do each of the following tasks. While each of these is important for understanding the perspectives various readers will bring to the document, she decides that one is so critical that it should be her first consideration.
    a) Reviews what she knows about each reader personally.
    b) Asks herself why each reader is on the distribution list for the new procedures.
    c) Reviews the job descriptions for each reader in order to understand what their responsibilities will be based on the new procedures.
    d) ==Asks herself what situations, that is, problems with previous intakes, led to the need for changes in the procedures in the first place.==

11. The most important point of drafting is to
    a. write so you don't ever have to revise as you go along.
    b. worry about style rather than content.
    c. ==transfer the basic ideas from your mind onto the screen.==
    d. get the words and sentences exactly right the first time.

12. When editing keep in mind that
    a. one edit is enough.
    b. ==edit once for mechanics and again for the document as a whole.==
    c. if you edit while you write you won't need to edit at the end.
    d. your readers will understand if you don't have time to edit, especially when it comes to e-mails.

13. The most important question you should ask about your reader in order to make decisions about content and style is
    a. How much does my reader make?
    b. How much expertise does my reader have?
    c. Has my reader been in the company longer than I have?
    d. Who does my reader report to?

14. Readers with technical expertise in the area you discuss
    a. often look for mistakes in your writing.
    b. will have different needs and perspectives from nonexperts.
    c. may come from different cultures.
    d. need fewer details.

15. Researching the background of your readers could be useful when your readers
    a. have been in the organization for a long time.
    b. are of the opposite sex.
    c. come from a different culture.
    d. are your supervisors.

SHORT ANSWER QUESTION #1 Explain why it is important to get your main idea on the first page of a memo, e-mail, or report.

SHORT ANSWER QUESTION #2 How would knowing whether your readers will be composed of subordinates, supervisors, or coworkers affect the image you project in your writing?

SHORT ANSWER QUESTION #3 Many writers consider revising the most important stage in the writing project. Identify one of the many issues your textbook suggests you focus on when revising and explain why it is important.

SHORT ANSWER QUESTION #4 How will knowledge of your readers' technical expertise affect your style?

ESSAY QUESTION #1 Identify the six steps of the composing process. Define each step and explain how each contributes to the previous step in sequence and the finished project.

For extra credit: Essay exams are often assessed as drafts, that is, as the fourth stage in the writing process. Review your answer to this essay question and identify at least one revising strategy you might use and how you might improve the draft.

ESSAY QUESTION #2 Readers often bring their own perspective, knowledge, and purpose to any document they read. Your textbook identifies three questions you should ask about any document you write:

- Who will read what I write?
- Who will act on what I write?
- Who else may read what I write?

Explain why the answer to each of these questions is important in terms of perspective, knowledge, and purpose when planning and writing a workplace document.