

Excellence in Business Communication, 12e (Thill/Bovee)
Chapter 6 Completing Business Messages

1) Regarding the three-step writing process, all of the following except _____ are important elements of the completing step.

- A) proofreading the message
- B) revising the message
- C) forecasting the message
- D) producing the message
- E) distributing the message

Answer: C

Explanation: C) The third step in the three-step writing process (completing messages) includes the important tasks of revising, producing, proofreading, and distributing the message.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

2) When you begin the _____, focus your attention on content, organization, style, and tone.

- A) production process
- B) editing process
- C) revision process
- D) research process
- E) distribution process

Answer: C

Explanation: C) When you begin the revision process, focus your attention on content, organization, style, and tone.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

3) In business communication, the _____ of a message usually have the greatest impact on the readers.

- A) body paragraphs
- B) appendix sections
- C) topics and subtopics
- D) beginning and ending sections
- E) visual aids

Answer: D

Explanation: D) The beginning and end of a message usually have the greatest impact on readers, so make sure they're clear, concise, and compelling.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

4) When you need to revise a long, complex document,

- A) start the process as soon as you've finished your first draft.
- B) start by focusing on misspelled words and grammar errors.
- C) save time by multitasking while you're revising the document.
- D) try to put your draft aside for a couple of days before you start.
- E) start by looking for sentence level issues, such as grammar and spelling.

Answer: D

Explanation: D) With complex messages, put your draft aside for a day or two before you begin the revision process; that way, you can approach the material with a fresh perspective.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

5) When reviewing your document for content, you should be concerned with

- A) grammar and usage.
- B) punctuation and spelling.
- C) the accuracy and relevance of the information.
- D) style and tone.
- E) type styles and typefaces.

Answer: C

Explanation: C) Content involves the accuracy, relevance, and effectiveness of the information you have provided. It does not involve stylistic elements such as tone, or technical elements such as grammar, punctuation, or spelling.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

6) When evaluating the work of others, you should

- A) make sure you understand the writer's intent before you begin suggesting or making changes.
- B) talk with the writer about his or her intent only after you suggest changes, since this is a good way to test the effectiveness of the document.
- C) avoid talking with the writer about the document, since other readers may not have that opportunity.
- D) compare the other person's writing style with your own, and if yours is better, rewrite the document in your own style.
- E) suggest ways to improve the writing, even if you don't believe the author really needs them.

Answer: A

Explanation: A) When evaluating the work of others, your first responsibility is to determine what they are trying to communicate to their audience. Once you have a clear idea of the author's purpose and point of view, you can move on to suggesting or making critical changes.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

7) The first draft a document is often

- A) clear.
- B) compelling.
- C) improvable.
- D) tightly written.
- E) perfect.

Answer: C

Explanation: C) Successful communicators recognize that the first draft is rarely as tight, clear, and compelling as it needs to be. Careful revision can mean the difference between a rambling, unfocused message and a lively, direct message that gets results.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

8) Messages with spelling and grammar errors create an impression of

- A) multitasking.
- B) poor autocorrecting software.
- C) blog use.
- D) simple revision focus.
- E) poor quality thinking.

Answer: E

Explanation: E) Poor-quality messages create an impression of poor-quality thinking and can cause confusion, frustration, and costly delays.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

9) When evaluating for content, organization, style, and tone, the conclusion of the message should

- A) be open ended.
- B) offer an opportunity for further information.
- C) present new ideas.
- D) include links to research.
- E) summarize the main idea and create a positive impression.

Answer: E

Explanation: E) Review the conclusion to be sure that it summarizes the main idea and leaves the audience with a positive impression.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

10) Before revising someone else's work,

- A) identify the writing style you wish to use.
- B) identify key points you wish to make.
- C) identify the writer's intent of the message.
- D) identify ways you can help the writer change the emphasis of the piece.
- E) identify ways to help the writer incorporate your agenda into the piece.

Answer: C

Explanation: C) Make sure you understand the writer's intent before you begin suggesting or making changes. If you try to edit or revise without knowing what the writer hoped to accomplish, you run the risk of making the piece less effective, not more.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

11) After you have completed the first draft of your business message, the next step is to make a final, quick pass through it to check for typos and spelling errors.

Answer: FALSE

Explanation: Before proofreading, you first need to evaluate and revise your text to make sure it expresses your message effectively. Once the editing and revision process is complete you need to go through a production process. After the production process, you can go through a final proofreading stage.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

12) Revising your message is important because readers are likely to equate the quality of your writing with the quality of your thinking.

Answer: TRUE

Explanation: Readers often equate the quality of your writing with the quality of your thinking, especially if what they're reading is the only contact they have with you.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

13) Briefly explain what the opening of a document should accomplish.

Answer: The opening of any document should be relevant, interesting, and geared to the reader's probable reaction. For longer messages, the first few paragraphs should also establish the subject, purpose, and organization of the material.

LO: 6.1: Discuss the value of careful revision and describe the tasks involved in evaluating your first drafts and the work of other writers.

AACSB: Reflective thinking

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

14) For general business messages, gear your writing toward

A) technical experts.

B) readers at the fifth-grade to sixth-grade level.

C) readers at the eighth-grade to eleventh-grade level.

D) readers at the twelfth-grade to fourteenth-grade level.

E) college graduates.

Answer: C

Explanation: C) Most business documents score in the 8-11 range on the Flesch-Kincaid Grade Level readability scale.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

15) Readability indexes measure _____, so they offer a useful reference point for improving your writing.

- A) style and syntax
- B) sentence length
- C) tone of voice
- D) proper word usage
- E) correct spelling and grammar

Answer: B

Explanation: B) Readability indexes offer a useful point of reference by measuring word length and number of syllables, as well as sentence and paragraph length.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

16) Using short paragraphs will help you improve the readability of your business messages because

- A) they will make your writing look more daunting.
- B) they can help you emphasize key ideas.
- C) they are more time consuming to read than long paragraphs.
- D) they eliminate the need for transitional elements.
- E) they can be easily understood by a less educated audience.

Answer: B

Explanation: B) Short paragraphs are easier to read than long ones; they also make your writing look inviting and help you emphasize your ideas.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

17) Business writers use bulleted and numbered lists to

- A) simplify complex subjects.
- B) minimize negative key points.
- C) lighten the visual impact of the document.
- D) add decorative elements to their messages.
- E) extend the length of the work.

Answer: D

Explanation: D) Lists are effective tools for highlighting and simplifying material.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

18) When you're writing a business message, use headings and subheadings to

- A) achieve parallelism.
- B) identify subordinate clauses.
- C) focus on specific ideas.
- D) minimize the relationship between ideas.
- E) group related paragraphs together.

Answer: E

Explanation: E) Use headings and subheadings to show how your documents organized, draw readers' attention to key points, and show connections between ideas.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Synthesis

Learning Outcome: Revise, complete, and distribute business messages

19) Which of the following is *not* a technique for helping readers who skim your document?

- A) using lists and bullets instead of narrative
- B) keeping all sentences the same length
- C) including headings and subheadings
- D) using shorter paragraphs
- E) using informative headings

Answer: B

Explanation: B) Short simple sentences, short paragraphs, headings, and bullets all qualify as aids to skimming. Sentences that are all the same length make text more difficult, not easier to skim.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

20) Skilled business writers

- A) use long sentences to emphasize important information.
- B) keep their sentences to an average length of 40 words or fewer.
- C) vary the length of their sentences.
- D) use sentences that are between 25-30 words.
- E) never use sentences that contain fewer than 10 words.

Answer: C

Explanation: C) Varying sentence length makes writing more lively and unpredictable, keeping readers interested and on their toes. That is why good writers mix in short, long, and medium-sized sentences.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 21) When it comes to paragraph length,
- A) use long paragraphs with detailed information for direct-mail letters.
 - B) use long paragraphs if you want your document to look more inviting.
 - C) keep all paragraphs to fewer than 60 words.
 - D) use one-sentence paragraphs only occasionally, for emphasis.
 - E) avoid using topic sentences for each paragraph.

Answer: D

Explanation: D) When you want to emphasize an idea, expressing it in a one-sentence paragraph can be especially effective. Use one-sentence paragraphs sparingly to make sure that they retain maximum impact when they do appear.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 22) When creating a list for a business document,
- A) always use bullets, rather than numbers or letters.
 - B) mix listed items as phrases and sentences.
 - C) be sure to introduce it clearly.
 - D) any text in the list should be typed in all caps.
 - E) make sure it contains at least 7 items.

Answer: C

Explanation: C) Lists are effective in a variety of different formats, including bullets, numbered items, or lettered items. Failing to introduce a list properly can detract from the list's effectiveness.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 23) Skillful writers use informative headings and subheadings to
- A) conceal the basic structure of the document.
 - B) guide readers to think a certain way about the topics covered.
 - C) add a decorative flair to mundane documents.
 - D) take up space so the document doesn't look too short.
 - E) simply identify topics covered in the document.

Answer: B

Explanation: B) A heading is a brief title that tells readers about the content of the section that follows. Informative headings guide readers to think in a certain way about the topic.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 24) The _____ assesses the readability of a document by ranking it on a 100-point scale.
- A) Plain Language Manifesto
 - B) Carnegie Readability Ratio
 - C) Flesch Reading Ease score
 - D) Simplified Technical English equation
 - E) Kincaid Grade Level score

Answer: C

Explanation: C) The Flesch Reading Ease score ranks documents on a 100-point scale. The higher the score, the easier the document is to read.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 25) _____ headings identify a topic but do little more; _____ headings guide readers to think in certain ways about a topic.

- A) Topical; interrogative
- B) Universal; relational
- C) Descriptive; informative
- D) First level; second level
- E) Major; sub

Answer: C

Explanation: C) Descriptive headings identify a topic without giving much detail. Informative headings work like outlines to summarize the text, section by section.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

26) When incorporating lists into a document, they should all use the same grammatical pattern, referred to as

- A) repetitiveness.
- B) bulleting.
- C) clauses.
- D) mix.
- E) parallelism.

Answer: E

Explanation: E) Regardless of the format you choose, the items in a list should be parallel; that is, they should all use the same grammatical pattern. Parallel forms are easier to read and skim. You can create parallelism by repeating the pattern in words, phrases, clauses, or entire sentences.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

27) To guide readers to think a certain way about a topic, incorporate

- A) descriptive headings.
- B) parallelism.
- C) bullet lists.
- D) informative headings.
- E) subheadings.

Answer: D

Explanation: D) Informative headings, such as "Redesigning Material Flow to Cut Production Costs," guide readers to think in a certain way about the topic. They are also helpful in guiding your work as a writer, especially if cast as questions you plan to address in your document.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

28) Although you should vary the length of paragraphs in your business messages, in general you should strive for short paragraphs.

Answer: TRUE

Explanation: Readers find large paragraphs and long blocks of text intimidating, and frequently fail to read an entire paragraph if it seems too long. Since your goal is to be understood, try to keep paragraphs short.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

29) Readers can get a more out of a document just by reading its descriptive headings than by reading its informative headings.

Answer: FALSE

Explanation: Informative headings provide much more information than descriptive headings. Informative headings, when well written, can function like an outline of the entire document.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

30) Briefly describe at least three advantages of using lists in business documents.

Answer: Lists can show the sequence of your ideas, heighten their impact visually, and help readers find your key points. They also provide readers with clues, simplify complex subjects, highlight the main point, break up the page visually, ease the skimming process, and give readers a breather.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

31) What three functions do effective headings serve in business documents? Explain each one.

Answer: Headings contribute to the document's organization by showing the reader at a glance how the document is organized. They act as labels to group related paragraphs and organize material into short sections. Headings also control the reader's attention, making the text easier to read and helping the audience find the parts they need to read—or skip. Finally, headings help readers make connections between subordinate ideas and main ones.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

32) Briefly explain the difference between descriptive headings and informative headings.

Answer: Whereas descriptive headings do little more than identify a topic, informative headings guide readers to think in certain ways about the topic of your message. Well-written informative headings are self-contained, which means a reader can read just the headings and subheadings and understand them without reading the rest of the document.

LO: 6.2: List four techniques you can use to improve the readability of your messages.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

33) Readability indexes are useful when determining

- A) smooth transitions.
- B) "you" attitude.
- C) clear sentence structure.
- D) proper word usage.
- E) number of syllables.

Answer: E

Explanation: E) Readability indexes offer a useful reference point, but they are limited by what they are able to measure: word length, number of syllables, sentence length, and paragraph length. They can't measure any of the other factors that affect readability, such as document design, the "you" attitude, clear sentence structure, smooth transitions, and proper word usage.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

34) To best convey complex ideas, use a

- A) short sentence.
- B) bullet list.
- C) medium sentence.
- D) descriptive heading.
- E) long sentence.

Answer: E

Explanation: E) Long sentences are often the best for conveying complex ideas, listing multiple related points, or summarizing or previewing information.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

- 35) When you're editing a document for conciseness,
- A) change verbs into nouns.
 - B) separate subjects and predicates.
 - C) delete unnecessary words and phrases.
 - D) convert sentences to "it is" or "there are" structures.
 - E) eliminate awkward references.

Answer: E

Explanation: E) Editing for conciseness involves deleting unnecessary words and phrases, shortening long words and phrases, eliminating redundancies, and rewriting sentences that start with "it is" or "there are."

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

- 36) Which of the following is an example of a hedging sentence?
- A) The employee's performance appears to be less than satisfactory.
 - B) The deadline is next Tuesday.
 - C) The financial statement needs to have two sections.
 - D) We must act on these recommendations.
 - E) Please meet me at 3:00.

Answer: A

Explanation: A) Writers can use a hedging sentence to pull back from making a confident, definitive statement about a topic.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

37) What is wrong with the following sentence? "To waste time and missing deadlines are bad habits."

- A) Similar ideas are not parallel.
- B) It contains a dangling modifier.
- C) It contains a split infinitive.
- D) It contains a hedging sentence.
- E) It contains a camouflaged verb.

Answer: A

Explanation: A) Parallel items work only if they are of the same phrase type. "To waste time" is an infinitive phrase, while "missing deadlines" is a gerund phrase. As two different phrase types, these phrases should not be placed in a parallel construction.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

38) What is wrong with the following sentence? "Having stalled for two days, the assignment was now late."

- A) It lacks parallelism.
- B) It contains a dangling modifier.
- C) It contains an awkward pointer.
- D) It contains hedging.
- E) It contains a dependent clause.

Answer: B

Explanation: B) Only a person can stall for two days, not an assignment, so the modifying phrase, "Having stalled for two days," does not modify the subject of the sentence, "the assignment." Therefore, this sentence contains a dangling modifier.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

39) When _____ are strung together as modifiers, they should be replaced with a single well-chosen word to make the sentence easier to read.

- A) bullet points.
- B) dangling modifiers.
- C) dependent clauses.
- D) nouns.
- E) references.

Answer: D

Explanation: D) Sequences in which one noun after another are strung together constitute a long noun sequence. Long noun sequences can be difficult and confusing to read.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

40) Word endings such as *-ion*, *-ing*, and *-ment* often change verbs into nouns and are referred to as

- A) noun sequences.
- B) awkward references.
- C) camouflaged verbs.
- D) parallel nouns.
- E) dangling modifiers.

Answer: C

Explanation: C) Watch for words that end in *-ion*, *-tion*, *-ing*, *-ment*, *-ant*, *-ent*, *-ence*, *-ance*, and *-ency*. These endings often change verbs into nouns and adjectives, requiring you to add a verb to get your point across.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

41) "The above-mentioned book" is an example of

- A) a redundancy.
- B) a strung-out sentence.
- C) an indefinite pronoun starter.
- D) an awkward reference.
- E) a camouflaged verb.

Answer: D

Explanation: D) Rather than use such confusing and antiquated constructions as "the above-mentioned book," refer directly to the book by name or description.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

42) Which of the following sentences is the most concisely worded?

- A) The project manager is in charge of furnishing specifications until such time as the project gets underway.
- B) All specifications should be provided by the project manager prior to the start of a project.
- C) Project managers have the capability of changing specifications before the official start date.
- D) The project manager must give the engineers the revised specifications before the project starts.
- E) When it comes to specifications, the project manager must certainly be the only one to change them.

Answer: D

Explanation: D) Choice (D) avoids cluttering phrases and provides the information in the simplest and most understandable form.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

43) "Visible to the eye" is an example of

- A) a cliché.
- B) a redundancy.
- C) the passive voice.
- D) obsolete language.
- E) hedging.

Answer: B

Explanation: B) If something is visible then it can be seen with the eye. Therefore, the phrase "visible to the eye" is redundant because it is unnecessarily repeating the same idea twice.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

44) Starting a sentence with "It is" or "There are" is

- A) usually a sign that the sentence could be shorter and more active.
- B) perfectly acceptable, and you need not try to rewrite the sentence.
- C) a sign that you are using active voice.
- D) a sign that you are using passive voice.
- E) a way to impose parallelism.

Answer: A

Explanation: A) Rather than use the passive, "It is believed that..." to begin a sentence, switch to a more active voice: "We believe that..." The result is a sentence that is livelier and has more impact on the reader.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

45) Because mobile users consume information one screen at a time, you should _____ when you're writing to them.

- A) always format your message to be viewed from a vertical perspective
- B) include long, fully justified paragraphs in small font sizes
- C) divide your message into independent, easy-to-consume bites
- D) use stylized typefaces and complex layouts) use several bullets and lists

Answer: C

Explanation: C) Mobile users read messages one screen at a time; therefore, divide your message into small "chunks" of information.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

46) A _____ uses words such as *may* and *seems* to avoid stating a judgment or fact directly.

- A) hedging sentence
- B) hypothetical clause
- C) defensive sentence
- D) tortuous statement
- E) parallel sentence

Answer: A

Explanation: A) Use hedging words when legally necessary. For example, in a criminal case, the writer must always refer to the suspects using terms such as "the alleged bank robbers" rather than "the bank robbers." When there is no legal reason, avoid hedging words and state facts directly.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

- 47) When you have two or more similar ideas to express in writing, use parallelism to
- A) show that the ideas are related.
 - B) show that the ideas are of dissimilar importance.
 - C) show that the ideas are on the same level of generality.
 - D) eliminate overly long words and phrases.
 - E) incorporate infinitives.

Answer: A

Explanation: A) If you're expressing two or more similar ideas, use parallelism to show that they are related, of similar importance, and on the same level of generality.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 48) A _____ is a verb that has been changed into a noun or an adjective.

- A) transitive verb
- B) transformed predicate
- C) predicate nominative
- D) camouflaged verb
- E) camouflaged pronoun

Answer: D

Explanation: D) Watch for words ending in *-ion*, *-ing*, *-ance*, *-ment*, or *-ency*. Such endings change strong verbs into nouns and adjectives.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

49) Word combinations such as *basic fundamentals*, *anonymous stranger*, and *future plans* are examples of

- A) predicates.
- B) redundancies.
- C) split modifiers.
- D) camouflaged verbs.
- E) parallel terms.

Answer: B

Explanation: B) In some word combinations, the words say the same thing. For instance, "anonymous stranger" is redundant because by definition a *stranger* is someone whom you haven't met or don't know; so, he/she is *anonymous*—not named or identified.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

50) Which of the following will best improve the message's readability?

- A) using long, parallel sentences
- B) avoiding bulleted and numbered lists
- C) using headings and subheadings
- D) making sure that the information is accurate, relevant, and sufficient
- E) writing in the past tense

Answer: C

Explanation: C) You can improve a document's readability by using bulleted/numbered lists; headings and subheadings; and short, medium, and long sentences.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

51) Many changes made to improve clarity will also improve

- A) parallelism.
- B) tone.
- C) understanding.
- D) readability index scores.
- E) conciseness.

Answer: E

Explanation: E) Many of the changes you make to improve clarity also shorten your message by removing unnecessary words.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

52) To edit for conciseness,

- A) eliminate wordy phrases.
- B) add relative pronouns.
- C) use longer, more complex words.
- D) add redundancy.
- E) include double modifiers.

Answer: A

Explanation: A) Many of the changes you make to improve clarity also shorten your message by removing unnecessary words. The next step is to examine the text with the specific goal of reducing the number of words.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

53) You can improve the clarity of your messages if you break up overly long sentences into shorter sentences.

Answer: TRUE

Explanation: Long, complicated sentences that are technically and grammatically correct can still sometimes interfere with comprehension—simply because they are harder to decode than short sentences.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

54) When you're using digital media to write a message, you don't need to worry about grammar, spelling, or clarity.

Answer: FALSE

Explanation: Grammar, spelling, clarity, and other fundamentals can be especially important in digital media, particularly if what you've written is the only thing the audience knows about you.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

55) Briefly describe two strategies for clarifying sentence structure.

Answer: Keep the subject and predicate of a sentence as close together as possible, and keep adjectives, adverbs, and prepositional phrases as close as possible to the words they modify.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

56) Explain the steps involved in editing documents for clarity.

Answer: Editing for clarity involves breaking up overly long sentences and rewriting sentences that contain hedging (words such as may and seems). It also requires imposing parallelism, or using the same grammatical pattern to express two or more similar ideas. Correcting dangling modifiers is another necessary step, along with rewording long noun sequences. Improving the clarity of a document also involves eliminating camouflaged verbs, clarifying sentence structure and awkward sentences, and moderating your enthusiasm.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Synthesis

Learning Outcome: Revise, complete, and distribute business messages

57) Explain why editing for conciseness is important, then list the four steps it involves.
Answer: Editing business documents for conciseness is important because readers appreciate it and are more likely to read your documents if you have a reputation for efficient writing. Improving the conciseness of a message involves removing unnecessary words and phrases, shortening long words and phrases, and eliminating redundancies. It also requires shortening sentences that begin with indefinite pronouns such as it and there.
LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.
AACSB: Written and oral communication
Difficulty: Difficult
Classification: Synthesis
Learning Outcome: Revise, complete, and distribute business messages

58) Rewrite the following sentence to improve clarity and avoid the long noun sequence: "The financial estimates and accounting consulting firm will be closed next week."
Answer: The consulting firm that provides financial estimates and accounting services will be closed next week.
LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.
AACSB: Written and oral communication
Difficulty: Moderate
Classification: Application
Learning Outcome: Revise, complete, and distribute business messages

59) Rewrite the following sentence to avoid camouflaged verbs: "The customer will ultimately make a determination about whether a purchase will occur."
Answer: The customer will ultimately decide whether to purchase.
LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.
AACSB: Written and oral communication
Difficulty: Moderate
Classification: Application
Learning Outcome: Revise, complete, and distribute business messages

60) Rewrite the following sentence to eliminate the unnecessary phrases: "In view of the fact that the customer service department is closed, we do not have the capability of offering refunds until such a time as they reopen."
Answer: We can offer refunds as soon as the customer service department opens.
LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.
AACSB: Written and oral communication
Difficulty: Moderate
Classification: Application
Learning Outcome: Revise, complete, and distribute business messages

61) Rewrite the following sentence to eliminate redundancies: "The engineers collaborated together in order to produce the uniquely original final outcomes of their research."

Answer: The engineers collaborated to produce original research.

LO: 6.3: Describe eight steps you can take to improve the clarity of your writing and give four tips on making your writing more concise.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

62) To make your messages mobile friendly,

A) use large paragraphs.

B) divide the message into easy to consume bites.

C) avoid white space.

D) include graphics.

E) write for a vertical perspective.

Answer: B

Explanation: B) Remember that mobile users consume information one screen at a time, so try to divide your message into independent, easy-to-consume bites. If readers have to scroll through a dozen screens to piece together your message, they might miss your point or just give up entirely.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

63) Businesspeople who compose messages for mobile devices should

A) keep formats simple.

B) write complex paragraphs.

C) fill in all on-screen white space.

D) assume device compatibility.

E) use a non-standard typeface.

Answer: A

Explanation: A) Avoid formats that interfere with fast reading, such as busy typefaces, complex graphics, and complicated layouts.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

64) Like the tone of your language, _____ can be too formal, just right, or too informal for a given message.

- A) spacing
- B) use of white space
- C) restraint
- D) visual balance
- E) margins

Answer: A

Explanation: A) Balance is an important but subjective issue. Like the tone of your language, visual balance can be too formal, just right, or too informal for a given message.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

65) The _____ of a message involves the total effect of elements such as page or screen design, typography, and graphics.

- A) resonance
- B) semantic structure
- C) production quality
- D) information value
- E) layout

Answer: C

Explanation: C) The production quality of a message (the total effect of page or screen design, typography, graphics, etc.) plays an important role in the effectiveness of a message.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

66) The term *type style* refers to

- A) the space around text and between text columns.
- B) any modification that lends contrast or emphasis to type.
- C) a combination of text, graphics, photographs, audio, video, and interactivity.
- D) the letters, numbers, and other text characters in a message.
- E) the word choices made.

Answer: B

Explanation: B) *Type style* refers to any modification that lends contrast or emphasis to type, including boldface, italics, underlining, and color.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

67) For effective document design in business communication, you should

- A) fit as much material as possible on each page.
- B) mix different typefaces and decorative touches throughout the document.
- C) let "simpler" and "fewer" be your guiding concepts.
- D) use a one-size-fits-all approach to balance design elements.
- E) use bright background colors to make your message stand out.

Answer: C

Explanation: C) Keep designs simple. Let "simpler" and "fewer" be your guiding concepts.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

68) Using white space in a document

- A) is considered "cheating."
- B) is only an option when you can't use color.
- C) makes your document look unappealing.
- D) provides visual contrast.
- E) is helpful when you lack adequate information.

Answer: D

Explanation: D) Any space that doesn't include text or artwork is white or blank space. These unused areas provide visual contrast and resting points for your readers.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

69) According to your textbook, lines of text that are *justified* are

- A) set flush or aligned vertically on both the right and left.
- B) presented in bold and italics.
- C) set flush left and ragged on the right.
- D) set flush right and ragged on the left.
- E) centered on the page.

Answer: A

Explanation: A) The choice between justified type and ragged type is largely a matter of personal preference. Unless you are publishing a newspaper, there is no reason to insist on justified text that is set flush on both the right and left margins.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

70) Centered type is commonly used for

- A) making the document easier to read.
- B) text paragraphs.
- C) headings and subheadings.
- D) bullet lists.
- E) visual aids.

Answer: C

Explanation: C) Centered type is rarely used for text paragraphs but is commonly used for headings and subheadings.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

71) For most printed business messages, use a type size of _____ for regular text and _____ for headings and subheadings.

- A) 8 to 10 points; 12 to 14 points
- B) 10 to 12 points; 12 to 18 points
- C) 12 to 14 points; 14 to 20 points
- D) 14 to 16 points; 20 to 24 points
- E) 16 to 20 points; 20 to 28 points

Answer: B

Explanation: B) For most printed business messages, use a type size of 10 to 12 points for regular text and 12 to 18 points for headings and subheadings.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

72) Which one of the following is usually included in a typical memo format?

- A) the writer's signature
- B) a salutation
- C) a subject line
- D) a complimentary close
- E) an indication of those who are copied on the memo

Answer: C

Explanation: C) Most memos include four headings: Date, To, From, and Subject. However, memos usually don't include a salutation, complimentary close, or signature.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 73) When selecting typefaces for most business documents, you should
- A) generally avoid using more than two typefaces on a page.
 - B) make generous use of all caps, underlining, and boldface.
 - C) use the same typeface for the entire document.
 - D) use a large type size (at least 14 points) for your basic text if you need to fill up space.
 - E) use smaller typeface to same room when including headings.

Answer: A

Explanation: A) Multiple typefaces end up making the page look confusing and distract the reader from the main task, which is reading and comprehending the text.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

- 74) Any space in a message that doesn't contain text or artwork, both in print and online, is considered to be
- A) ambiguous.
 - B) unnecessary.
 - C) neutral noise.
 - D) white space.
 - E) wasted.

Answer: D

Explanation: D) White space is an important part of effective document design. The unused areas provide visual contrast and important resting points for readers.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

75) The term _____ refers to the physical design of letters, numbers, and other text characters.

- A) type style
- B) typography
- C) typeface
- D) serigraphy
- E) white space

Answer: C

Explanation: C) Typeface refers to the physical design of letters, numbers, and other text characters.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

76) _____ such as Times New Roman and Garamond have small cross lines at the ends of each letter stroke.

- A) Specialty typefaces
- B) Serif typefaces
- C) Rococo typefaces
- D) Sans serif typefaces
- E) Calligraphic typefaces

Answer: B

Explanation: B) Serif typefaces such as Times New Roman and Garamond have small cross lines (called serifs) at the ends of each letter stroke.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

77) To achieve an effective design, pay careful attention to

- A) content, graphics, and paragraph length.
- B) consistency, restraint, and detail.
- C) visual aids, headings, and use of white space.
- D) type face, use of white space, and color.
- E) consistency, color, and graphics.

Answer: B

Explanation: B) Effective design helps you establish the tone of your document and helps guide your readers through your message. To achieve an effective design, pay attention to consistency, balance, restraint, and detail

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

78) The _____ of a message sends a nonverbal message to the reader that may influence their perception of the communication.

- A) consistency
- B) clarity
- C) readability
- D) tone
- E) visual design

Answer: E

Explanation: E) Design decisions, such as using distracting background images behind text, pointless animations, or tiny typefaces, act as barriers to communication. The visual design sends a nonverbal message to your readers, influencing their perceptions of the communication before they read a single word.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

79) White space provides _____ for the reader.

- A) resting points
- B) design elements
- C) an identification of important information
- D) justification
- E) headings

Answer: A

Explanation: A) Any space that doesn't contain text or artwork, both in print and online, is considered white space. (Note that "white space" isn't necessarily white; it is simply blank.) These unused areas provide visual contrast and important resting points for your readers.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

80) When producing a document for mobile technology, the preferred typeface is _____ because screens have lower resolution than printed text.

- A) serif
- B) sans serif
- C) calligraphy
- D) bold
- E) standard

Answer: B

Explanation: B) many sans serif typefaces work as well or better for body text than some serif typefaces. This seems to be particularly true on screens, which often have lower resolution than printed text. Many contemporary documents and webpages now use sans serif for body text.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

81) Think in "small chunks" of information when writing for someone who'll read your message on a smartphone.

Answer: TRUE

Explanation: Mobile readers consume information one screen at a time, so divide your message into independent, easy-to-consume bites.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

82) Because the first thing that readers will notice about your message is its appearance, you should pay special attention to design and page layout.

Answer: TRUE

Explanation: Design is critical to catching readers' attention and helping understand how a message is organized. Therefore, design is an essential part of your overall message.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

83) To make your message more interesting and accessible, you should use as many design elements and decorative touches as possible.

Answer: FALSE

Explanation: Use design elements judiciously. A cluttered or over-designed document is often worse than a document in which design was completely ignored.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

84) To draw attention to important points or terms italic type is more effective than boldface.

Answer: FALSE

Explanation: Italic type can emphasize a word or phrase, but not as much as boldface can. Italic type is also standard for such things as book titles, foreign words, and an unconventional use of a word or phrase.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

85) Why is it important to select the right typeface for a business message?

Answer: Typeface refers to the physical design of letters, numbers, and other text characters.

Typeface influences the tone of your message, making it look authoritative or friendly, businesslike or casual, classic or modern, and so on. Be sure to choose fonts that are appropriate for your message; many of the fonts on your computer are not appropriate for business use.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

86) Identify and discuss four techniques you can use to make the content of a message "mobile friendly."

Answer: The following techniques will help you format content for mobile devices: Think in small chunks. Mobile users consume information one screen at a time; so divide your message into independent, easy-to-consume bites. Use plenty of white space. Keep paragraphs short (4-6 lines) and separate them with blank lines so the reader's eyes can easily jump from one point to the next. Keep formats simple. Avoid anything that can interfere with fast, easy reading: e.g., busy typefaces, complex graphics, and complicated layouts. Consider horizontal and vertical layouts. Most mobile devices allow users to rotate their screen content from horizontal to vertical. A layout that doesn't work well with the narrow vertical perspective might be acceptable at the wider horizontal perspective.

LO: 6.4: List four principles of effective design and explain the role of major design elements in document readability.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

87) When you're proofreading a workplace document, treat the process as a

A) survey of convenience, security, and privacy issues.

B) casual scan up and down the page or the screen.

C) methodical procedure in which you look for specific problems that may occur.

D) review of the content, organization, style, and tone of the document.

E) review of spelling and grammar.

Answer: C

Explanation: C) A methodical approach to proofreading will help you find the problems that need to be fixed.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

88) Which of the following techniques can help you proofread more effectively?

- A) Read each page backward, from the bottom to the top.
- B) Proofread the document as soon as you complete the draft.
- C) To ensure consistency, proofread long documents from beginning to end without stopping.
- D) Always proofread using your monitor (rather than printing out a hard copy of the document).
- E) Try to find all errors in one pass.

Answer: A

Explanation: A) Reading the page backward prevents your eye from looking at what it is "supposed" to see and instead finding irregularities in what it does see.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

89) During the proofreading process, if you plan to focus on writing errors, look at

- A) grammar errors.
- B) content layout.
- C) missing source notes.
- D) organization.
- E) format.

Answer: A

Explanation: A) In the process of looking for writing errors in a document, focus on misspelled words, typographical errors, punctuation mistakes, and grammar errors.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

90) According to professional proofreaders, _____ will help to ensure high-quality results.

- A) multitasking to get more done
- B) concentrating on what you're doing
- C) reviewing complex digital documents on-screen
- D) reading large amounts of material in one sitting
- E) having someone else read the document

Answer: B

Explanation: B) Concentrate, block out distractions, and focus as completely as possible on your proofreading task.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

91) In order to do an effective job at proofreading a document,

- A) scan each page as quickly as you can.
- B) go through the document several times.
- C) avoid using a systematic approach.
- D) stop the process after you've run the spell-checker.
- E) read the document once, but thoroughly.

Answer: B

Explanation: B) Proofreading effectively requires you to go through the document several times, focusing on a different aspect each time.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

92) According to your textbook, proofreading is

- A) unnecessary for digital communication.
- B) the quality inspection stage for a document.
- C) a casual scan up and down the page or screen.
- D) something you do immediately after finishing a document.
- E) more difficult on mobile devices.

Answer: B

Explanation: B) Proofreading is the quality inspection stage for a document, your last chance to make sure that the document is ready to carry your message (and reputation) to the intended audience.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Moderate

Classification: Application

Learning Outcome: Revise, complete, and distribute business messages

93) When proofreading a document, design and format errors include

- A) typographical mistakes.
- B) missing text sections.
- C) missing exhibits.
- D) problems with page numbers and page breaks.
- E) missing tables, charts and other images.

Answer: D

Explanation: D) Design, formatting, and programming mistakes include incorrect or inconsistent font selection, problems with alignment and margins. Incorrect special characters, and problems with page numbers, page breaks and page headers.

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Critical Thinking

Learning Outcome: Revise, complete, and distribute business messages

94) Explain the importance and process of proofreading.

Answer: Proofreading is important because it is your last chance to make sure that your document is ready to carry your message – and your reputation – to the intended audience. When proofreading, you should check the document for errors from the writing, design, and layout stages, and mistakes that crept in during production. More specifically, you should be on the lookout for writing errors (such as typographical mistakes and misspelled words), missing elements (text sections and visual aids), and design and formatting errors (such as incorrect font selections and page numbers).

LO: 6.5: Explain the importance of proofreading and give eight tips for successful proofreading.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

95) When considering the cost of distributing a message, be sure to consider

- A) the nonverbal message you send.
- B) the effect on the organization.
- C) the speed of distribution.
- D) intended audience.
- E) the amount of work involved for the audience.

Answer: A

Explanation: A) Cost isn't a concern for most messages, but for lengthy reports or multimedia productions, it may well be. Be sure to consider the nonverbal message you send regarding cost as well. Overnight delivery of a printed report could look responsive in one situation but wasteful in another, for example.

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

96) The amount of work involved in receiving a message is an aspect of

- A) cost.
- B) convenience.
- C) timeliness.
- D) security.
- E) privacy.

Answer: B

Explanation: B) How much work is involved for you and your audience? For instance, if you use a file-compression utility to shrink the size of email attachments, make sure your recipients have the means to expand the files on arrival.

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

97) Because of security concerns, files should be sent

- A) as word processor files.
- B) as emails.
- C) as PDF files.
- D) using embedded links.
- E) as an Adobe Acrobat file.

Answer: C

Explanation: C) Instead of sending word processor files, you can use Adobe Acrobat or an equivalent product to convert your documents to PDF files (which are more immune to viruses).

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

98) When sending large files, use _____ to shrink the size of the email attachment.

- A) a PDF file
- B) Adobe Acrobat
- C) printed copies of the bulk of the material
- D) a file compression utility
- E) recordable media

Answer: E

Explanation: E) If you use a file-compression utility to shrink the size of email attachments, make sure your recipients have the means to expand the files on arrival. For extremely large files, consider recordable media such as DVDs or one of the many free or low-cost file-hosting sites now available.

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

99) When determining the best way to distribute a message, which of the following should be considered?

- A) security and privacy
- B) time
- C) cost
- D) convenience
- E) all of the above

Answer: E

Explanation: E) When choosing a means to distribute messages, cost, convenience, time and security are all important considerations.

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Easy

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages

100) Describe four important issues to consider when distributing business messages.

Answer: The first issue is cost. Although it won't be a concern for most messages, it may well be for lengthy reports or multimedia productions. It's vital to invest wisely depending on the importance of your message. Another issue is convenience: how much work is involved for you and your audience? The simplest distribution method is not always best, since what's convenient for you may come across as unprofessional to your audience. Time is also important to take into consideration: how soon does the message need to reach the audience? The distribution method you choose should reflect your audience's preferences and needs. Finally, security and privacy are key considerations. The convenience offered by IM and other technologies needs to be weighed against security and privacy concerns. To minimize potential risks associated with virus-prone email attachments, you can convert your documents to PDF files using Adobe Acrobat or an equivalent product.

LO: 6.6: Discuss the most important issues to consider when distributing your messages.

AACSB: Written and oral communication

Difficulty: Difficult

Classification: Conceptual

Learning Outcome: Revise, complete, and distribute business messages