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**ABSTRACT**

Presented are the philosophy, suggestions, and materials that grew out of the development of a competency-based course on business writing; special emphasis is given to punctuation. Steps to consider for a successful course in business writing include diagnosis of students' initial levels of proficiency in punctuation, on a rule-by-rule basis; the prescription of learning activities that are related to rules; informal evaluation by the students themselves of performance on learning activities; the prescription of additional learning activities; formal diagnosis of proficiency; repetition of necessary steps; and continual reinforcement of rules throughout the course. Appended are the initial examination, answer sheet, scoring key, sheet used for student feedback in relation to students' performance on each of the 14 critical rules of punctuation, and a special handout given to students at the time they receive the feedback. (HOD)

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## CHALLENGING THE GREAT PUNCTUATION COPOUT

Presentation Given at the 41st Annual Convention  
of the American Business Communication Association  
December 30, 1976  
San Diego, California

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Ted D. Stoddard

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

At the National ABCA Convention held in Phoenix in 1972, Dr. ElVon Warner and I gave a presentation entitled "The Individualized-Instruction Approach for Teaching Business Writing." We followed up that presentation with an article in the Summer 1973 issue of the ABCA Journal of Business Communication. This article was entitled "A Competency-Based Approach for Teaching Business Writing Concepts and Skills." In that article, we noted that we would share some of the specific suggestions and aids we had developed for implementing a self-instructional, competency-based program of business writing.

Through my presentation today, I will share with you some of the philosophy, suggestions, and materials that grew out of our work with competency-based instruction in business writing. Specifically, my remarks will zero in on one small aspect of writing--that of punctuation.

### Attitudes Toward Teaching Punctuation

The first reaction that business communications teachers typically reflect about a presentation dealing with punctuation is, "That's Mickey Mouse! We're dealing with higher order priorities than punctuation these days."

We see that reaction reflected quite frequently in our professional literature. For example, Kaye says:

Complete devotion to mechanics and detail belongs in a grammar school course. . . . .

Most of the teaching [of the mechanical rules of writing] should be directed to areas rather than details. As layout of a letter should be left to an individual's judgment, to fit any particular purpose, so should mechanics be left to secretarial courses and manuals. . . . .

In summary, . . . business communications courses should emphasize mechanics only by pointing out their importance. Reliance on manuals will provide the necessary details of how to handle these mechanics.

As Keyser notes, "The mechanics of a report cannot be overlooked in a business communications course, but mechanics should not be the basic evaluation criteria."<sup>2</sup> Keyser further points out that his survey of professors of business communication showed the following:

Nearly three-fourths (74.4 percent) of the professors indicated that they included a unit on punctuation in the business communications course. The majority of the professors who included punctuation (46.2 percent) limited their instruction of punctuation to one hour. Some of the professors who did not teach punctuation in their class commented that individual instruction was given in punctuation to students who needed it.<sup>3</sup>

Simply put, such attitudes and procedures do not work in a competency-based approach to business writing. That is, my experiences and research suggest that, unless something specific is done about punctuation, our business communications students do not master at acceptable levels the commonly used punctuation rules of the business world.

Our Responsibility as Teachers of Business Communication

As I see the situation, we can follow at least two routes in coming to grips with punctuation. First, we can reflect the copout



syndrome and let punctuation instruction take place through secretarial courses and manuals. I think the professors who limit their instruction in punctuation to one hour or who do not intentionally teach punctuation to their students should also be categorized as being devotees of the copout syndrome.

As a second alternative, we can do something about punctuation which will insure that our students master this one small area of mechanics. That is, we can accept our responsibility as business communications instructors. As Stoner, Beall, and Anderson say:

. . . Language is a tool, and the prime responsibility of the public educator is to teach students to use that tool in an appropriate form acceptable to the main stream of society. A high school graduate after 12 years of public schooling, regardless of talent or lack of it, should at the very minimum have had sufficient training to enable him to write what he has to express in plain English, correctly spelled, grammatically written, properly capitalized, and appropriately punctuated, all of which mark a degree of literacy.

#### Importance of Punctuation to Good Writing

The acceptance of a responsibility to have our students master punctuation and thereby reflect a higher degree of literacy rests on the assumption, of course, that the correct application of punctuation is important. The fact that correct application of punctuation is needed does not have to be labored here, although I draw your attention to a few singular thoughts concerning punctuation.

First, I don't think that our students give due justice to the importance of punctuation. Their English teachers have left them with a feeling that written material should have a few commas and semicolons, but our students have seldom been taught the value of punctuation as a communication tool.

Second, as a communication tool, punctuation probably has a greater impact on writer-reader relationships than do such mechanical errors as subject-verb disagreement, incorrect pronoun case, dangling modifiers, incorrect tense, etc. That is, if the reader experiences distortion of the message because of mechanical problems, punctuation probably causes more distortion than any other single area of mechanics.

Third, a direct relationship exists between effective application of punctuation and the communicability of a message. Good writers, therefore, should intentionally apply appropriate punctuation concepts to join ideas that are equal in importance, to express contrasting ideas, to achieve variety of expression, to subordinate one idea to another, to add clarity to ideas through modifiers, to show a sudden change in thought, etc.

Fourth, much of the language of grammar takes on relevance and meaning to the writer if punctuation is understood. For example, a working knowledge of such grammar items as clauses, phrases, dependent clauses, independent clauses, parallel adjectives, simple sentences, complex sentences, compound sentences, participles, infinitives, appositives, etc. And when the vocabulary of good writing is understood by both the teacher and the learner, effective communication about numerous aspects of good and poor writing can be achieved.

Fifth, the number of punctuation rules that should be taught and learned to resolve punctuation problems is relatively few. For example, Stather found that, of a total of 99 rules of punctuation, 27 rules accounted for about 98 percent of the frequency of usage of punctuation in typical business correspondence.<sup>5</sup>

And I will reduce that 27 by almost half when we get to those rules that I think should be emphasized in our business communications courses. Thus, we are talking about a very few rules that have a monumental impact on the degree to which a message is received properly by the reader.

### Psychology of Teaching Punctuation

If we agree that effective application of punctuation is important to good written communication, the question we then must logically ask is, "How should I teach punctuation?" Let me answer that question by first exploring briefly what selected psychologists tell us about learning theory. In an article entitled "Learning is Reacting," Symonds tells us:

It seems to be generally agreed among psychologists today that one learns what, and only what, one does. That is, one learns the acts that are performed, the words that are repeated, or the thoughts and feelings that are experienced. . . . .

Psychotherapy produces changes in a client not because of what the therapist says or does, but because of what the client is encouraged to say, think, and experience with feeling. Education produces learning not essentially by what a teacher says, thinks, or does, but by what a pupil can be encouraged to say, think, do, and feel. . . . .

We can generalize by saying that one does not learn to speak, write, or think correctly in a language by learning its grammar; one must practice that language to use it correctly.

Thus, learning is reacting; and reacting requires appropriate practice. The best kind of practice in relation to punctuation is not the kind that makes the student memorize the rules but rather the kind that requires the student to apply the rules so they become an inherent part of the communication skills package that the student has mastered and uses. According to Strom:

... the evidence from research shows clearly and overwhelmingly that direct methods of instruction, focusing on writing activities and the structuring of ideas, are more efficient in teaching sentence structure, usage, punctuation, and other related factors than are such methods as nomenclature drill, diagramming, and rote memorization of rules.<sup>7</sup>

That is, if we are to teach punctuation so it will be applied correctly, we must adopt an application approach whereby we bridge the gap between learning about punctuation rules and applying them on the part of our student writers. To do this, we should follow direct methods of instruction that focus on writing activities and the structuring of ideas. We don't learn to punctuate correctly by only learning about punctuation; we must at the same time intentionally practice correct application of punctuation.

#### The Importance of Retention and Transfer in Teaching Punctuation

As we are employing direct methods of instruction, we should at the same time keep in mind the importance of retention and transfer of learning related to punctuation. That is, we want to do whatever we can to assure that our students will retain what they have learned and will transfer what they have learned to communication situations in the business world. As Mouly says:

The primary purpose of educational experiences both in and out of school is to enable the individual to meet new situations more effectively. Throughout life, the intelligent person "profits from experience" in the sense that, as a result of experience, he is better prepared to meet situations of various degrees of relatedness and similarity. . . . .

Life--and especially the school--is predicated on the assumption that what we learn on one occasion will facilitate our dealing with related situations. Such important decisions as what to teach and how to teach revolve around our views on transfer, for any curricular offering is justified only to the extent that it serves as the basis for more effective behavior in a later situation.<sup>8</sup>

Probably no other aspect of the classroom situation is more frustrating to teachers and pupils alike than the extent to which the latter not only forget by tomorrow what they learn today but also seem unable to make effective use of the knowledge they have in dealing with new situations.

Three important facts concerning retention and transfer are stated by Klausmeier and Goodwin as follows:

1. Retention can occur only if something has been acquired initially.
2. Transfer of an acquired outcome to a new situation can occur only if the outcome has been retained.
3. Motivation is essential for both initial learning and retention.

Klausmeier and Goodwin<sup>11</sup> also summarize the basic principles of retention and transfer and suggest the appropriate teacher behaviors or "instructional guides" as I will call them:

#### Principles

1. Setting and starting to attain a goal initiates and focuses activities.
2. Perceiving the relatedness of components of a task facilitates the initial learning and retention of all types of learning outcomes.
3. Experiencing feelings of success in connection with initial learning promotes retention.
4. Attaining concepts and principles and developing abilities facilitate vertical and lateral transfer.
5. Applying newly acquired concepts, principles, and abilities increases their permanence.
6. Learning over a period of time is essential for developing stable abilities and comprehensive knowledge.

#### Instructional Guides

1. Foster intent to learn and remember.
2. Help the learner to identify meaningful relationships.
3. Provide satisfying consequences of correct responses.
4. Emphasize concepts and abilities.
5. Provide opportunities for application.
6. Provide for sequential, cumulative learning.



Each of these instructional guides is important if we are to achieve the highest possible success in having our students master punctuation in our business writing courses.

### The First Step in Teaching Personalized Punctuation

In a competency-based approach to teaching punctuation, we must consider the individual student as we systematize our teaching approach. At the same time, we should keep in mind basic psychological concepts for teaching punctuation and the importance of retention and transfer in relation to how we teach. When we do these things satisfactorily, we will reflect what I like to call "personalized punctuation procedures."

I would like to share with you the steps that I think should be followed if we are to be successful in teaching "personalized punctuation" under a competency-based philosophy of business writing.

In my opinion, the first step is that of diagnosis. As support for my thinking, let me cite Odom, who says the following:

The failure to identify and diagnose the abilities of pupils to utilize language skills is a major deterrent to our present language program. Until teachers are provided with the necessary testing instruments through which they can obtain pertinent diagnostic information, practice will not be given to deficient skills and will be wasted on mastered skills.<sup>12</sup>

Odom further states:

The most important element in the development of punctuation skills is the systematic diagnosis of pupils' strengths and weaknesses on the various skills. Such diagnostic information guides the teacher toward redevelopment of skills that reflect definite weaknesses and in the provision for practice. When skills reflect a deficiency, additional practice is provided, and when skills reflect a given degree of mastery, practice is implemented in an optimum amount that will insure retention of the acquired skills.<sup>13</sup>

Let's envision for a moment our typical business communications course. If we believe Odom, we will recognize that our first priority in applying a direct approach to personalized punctuation is to diagnose the punctuation strengths and weaknesses of our students. As I reflected in that manner, I then searched unsuccessfully in an attempt to find a suitable diagnostic instrument. I finally resolved myself to the fact that I would have to develop a diagnostic instrument of my own. Here is how I proceeded.

First, I felt that several of Stather's 27 punctuation rules were negligible in importance and not worthy of special attention. I kept Stather's research in mind as I reflected on the punctuation rules that I observed were most often used and abused in business writing. I then boiled the entire area of critical punctuation needs in business writing down to only 14 rules. In essence, I said to myself that, if students could master those 14 rules, the rules would satisfy the needs of punctuation in my competency-based system for business writing.

Second, I developed an examination that would diagnose students' strengths and weaknesses in relation to each of the 14 punctuation rules. While I was concerned about total performance in relation to punctuation per se, I was more concerned about a student's mastery or lack of mastery of each punctuation rule. I also recognized that writers can apply punctuation correctly without actually being able to verbalize the rules of punctuation. Therefore, I constructed the diagnostic instrument so that it reflected students' recognition of correct and incorrect punctuation rather than their knowledge of punctuation rules. I also tried to make my diagnostic instrument reflect the

desirable features of a good examination: validity, reliability, discrimination of good students from poor students, easy to administer, easy to score, and adequate in content (samples wide enough).

Third, I revised the examination after initial trials so I could eliminate poor questions.

Exhibit No. 1 is the examination in its present form. Exhibit No. 2 is the answer sheet that I use in conjunction with the examination. Exhibit No. 3 is the scoring key for the examination. Exhibit No. 4 is a sheet I use to give students feedback related to their performance on each of the 14 punctuation rules. And Exhibit No. 5 is a special punctuation handout that I give my students at the same time I give them the feedback results.

The examination has a total of 84 multiple-choice type questions reflecting 6 questions for each of the 14 punctuation rules. The scoring key shows which questions relate to each rule. When students take the examination, they do not, of course, know which questions relate to any specific rule. Nor do I permit students to discuss the questions they missed on the examination because I like to save the examination for a post-test instrument as part of my final examination.

When I give feedback to the students on the feedback sheet, I tell them that their scores on each punctuation rule should be interpreted as follows:

- 5-6 correct: Excellent understanding of rule
- 3-4 correct: Fair understanding of rule. Thorough review of rule is necessary.
- 0-2 correct: Poor understanding of rule. Extensive study and review of rule are necessary.

My students are also told at this point that the same examination will be given as a post-test during the course's final examination period.

They are informed that the following scale will be used in evaluating the post-test as part of the final examination.

Total Number Correct	Grade
75 up	A
70-74	A-
68-69	B+
66-67	B
64-65	B-
62-63	C+
60-61	C
58-59	C-
56-57	D+
54-55	D
52-53	D-
51 and below	E

I then spend a couple of class periods reviewing the 14 punctuation rules and talking about the vocabulary of punctuation. I point out the "shades of gray" in some of the rules and detail my expectations in terms of the correct application of the rules during the course. Finally, I explain the competency-based system and the steps that will be followed as students attempt to master all 14 of the rules.

#### Additional Steps in Teaching Personalized Punctuation

At this point, I have completed Step No. 1 in my competency-based approach. That is, I have diagnosed students' initial levels of proficiency in punctuation on a rule-by-rule basis. Throughout the rest of the course, I proceed as follows in reflecting the steps in teaching personalized punctuation as I see them:

1. Diagnose initial levels of proficiency in isolated segments.
2. Prescribe learning activities that are related to segments.
3. Informally evaluate performance on learning activities by the students themselves, by the students' peers, and by the teacher.
4. Prescribe additional learning activities according to segments as needed.
5. Formally evaluate (diagnose) proficiencies on segments.
6. Repeat steps 2 through 5 as necessary.
7. Continue to reinforce (overtach) segments throughout the course.

The word "segment" as I am using it means either a particular punctuation rule that I am emphasizing, one on which the student is deficient, or one which I am overteaching.

The seventh step, that of overlearning, is especially significant in the system. Let me cite Poully to make my point here:

If slow and fast learners achieve the same degree of learning, there is no evidence that the rate of forgetting will differ appreciably; what determines the rate and level of forgetting is primarily the degree of learning, regardless of the time and effort required to get the material up to a given level of acquisition. If it is learned only to the point of one correct reproduction, retention of rote material will drop sharply almost to zero, whereas, if it is learned well beyond the point of bare mastery, it may never drop below the level necessary to permit its reproduction.

#### Hierarchy of Learning Activities for Teaching Personalized Punctuation

As you think about the steps I have identified for teaching personalized punctuation, you will recognize that heart and soul of the system is the matter of the learning activities. A variety of

Learning activities are possible in the business communications course. Some work better than others. In fact, according to the research I have done and according to my understanding of the research reported by our colleagues in English, I feel that I can identify which activities produce the best results.

Let me, therefore, set up a hierarchy of learning activities for the teaching of punctuation in business communications. These activities are perhaps not all-inclusive, but they do reflect the typical possibilities. The hierarchy could be depicted as follows, with the most beneficial activities stated last:

1. Have students read about punctuation from handouts and reference materials.
2. Red mark students' work by correcting punctuation.
3. Have students punctuate the typical workbook-type activities or materials that are handed out.
4. Discuss punctuation rules in class.
5. Have students identify punctuation rules in previously prepared copy by labeling the punctuation according to rule.
6. Have students revise material so that the use of specific punctuation rules is reflected.
7. Have students compose material that contains specific applications of punctuation and require students to label the punctuation according to rule.

You'll notice that the least effective means of teaching punctuation are those that we as business communications teachers typically employ. That is, we become enmeshed in the punctuation copout syndrome by remarking our students' papers and by relying on

handouts or reference materials to teach punctuation. In almost no instance do I know of a business communications instructor who takes a direct approach that requires the student to use specific punctuation and to justify its use by saying, in effect, "This is my application of Rule No. whatever." And yet our students can easily be required to learn at the most effective level of the hierarchy by simply requiring them to apply the rules and justify their applications.

I'm not saying that the lower-order activities in the hierarchy are not beneficial. They are useful and helpful and should be used if for no other reasons than the facts that they provide variety in our teaching and that they do work quite well for some students. But if we want to systematize our teaching and reflect a competency-based approach for punctuation, we must, in my opinion, extensively use the higher-order activities in the hierarchy.

#### Guidelines for Personalized Punctuation Teaching Activities

Let me now summarize the guidelines that I think should be kept in mind if you want to avoid the punctuation copout syndrome and if you desire to use a competency-based approach to punctuation.

Briefly, these guidelines are as follows:

1. Be specific--zero in on specific rules.
2. Involve students in decision-making punctuation activities.
3. Vary your routines (types of activities) to avoid monotony.
4. Use repetition; provide many chances to learn and to exhibit achievement of learning related to specific rules.
5. Strive for a reasonable level of overlearning.

6. Strive for higher levels of the hierarchy of punctuation activities.
7. Give frequent feedback--self, peers, teacher.
8. Isolate and stress areas of weakness for individual students.
9. Make the activities relevant.
10. Extend the learnings over major blocks of time.
11. Know the punctuation rules yourself.

### Conclusion

In conclusion, let me reiterate a few basic points I have made. First, if you do no more about punctuation than most business communications instructors do, you have "copped out" and failed to assume your responsibility for this very important area of business writing. Second, one of our primary responsibilities is to teach punctuation so that our students reflect a minimum degree of literacy; and that to me requires a competency-based approach. Third, your students must practice the direct application of punctuation and justify their choices rather than merely read about punctuation or listen to you discuss it.

I do not say that the 14 punctuation rules I teach are sacred. Nor do I say that my diagnostic examination is the ultimate tool. I do think that the rules as I teach them are defensible. And I do assure you that the examination and the system works. You are invited to try the system and any of the materials and ideas.



## FOOTNOTES

<sup>1</sup>Norman J. Kaye, "What's Right and Wrong in Our Present Communication Course Objectives," The ABWA Bulletin, XXVI (February, 1962), pp. 17-18.

<sup>2</sup>Marshal R. Keyser, "Business Communication: What does It Include?" The Journal of Business Communication, IX (Summer, 1972), p. 34.

<sup>3</sup>Ibid., p. 35.

<sup>4</sup>Donovan Stoner, Lewis L. Beall, and Arthur Anderson, "A Systems Approach to the Teaching of the Mechanics of English Expression," Research in the Teaching of English, VI (Fall, 1972), p. 211.

<sup>5</sup>Donald G. Stather, "The Application of the Rules of Punctuation in Typical Business Correspondence," unpublished doctoral dissertation, Boston University, 1960.

<sup>6</sup>Percival M. Symonds, "Learning is Reacting," What Education Has to Learn from Psychology, (New York: Columbia University Teachers College, Bureau of Publications, 1958), pp. 37, 42, 48.

<sup>7</sup>Ingrid M. Strom, "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-1960," English Journal, (February, 1969), pp. 112-113.

<sup>8</sup>George J. Mouly, Psychology for Effective Teaching, Third Edition (New York: Holt, Rinehart and Winston, 1973), pp. 298-299.

<sup>9</sup>Ibid., p. 289.

<sup>10</sup>Herbert J. Klausmeier and William Goodwin, Learning and Human Abilities: Educational Psychology, Fourth Edition (New York: Harper & Row, 1975), pp. 427-428.

<sup>11</sup>Ibid.

<sup>12</sup>Robert R. Odom, "Sequence and Grade Placement of Punctuation Skills," California Journal of Educational Research, XIII (September, 1962), p. 179.

<sup>13</sup>Robert R. Odom, "Growth of a Language Skills: Punctuation," California Journal of Educational Research, XV (January, 1964), p. 15.

<sup>14</sup>Mouly, op. cit., p. 297.

## BUSINESS WRITING PUNCTUATION RULES EXAMINATION

Directions: DO NOT MARK ON THIS EXAMINATION. It will be used by other students at a later date. The examination is designed to determine your knowledge of correct usage of punctuation in business writing.

Each question on the examination consists of four items that reflect either correct or incorrect usage of punctuation. On the answer sheet that will be provided, you should (1) mark an "X" through the letter that coincides with the item that has incorrect punctuation or (2) mark an "X" through the letter "e" if no incorrect punctuation is reflected in any of the four items.

On those questions which contain incorrect punctuation, only one incorrect item should be marked. (That is, no question has more than one incorrect usage of punctuation.) Only punctuation errors should be considered in marking the questions--spelling, capitalization, grammar, etc. should not be considered in determining whether a question is correct or incorrect.

1. (a) On our paycheck stub, you can point out that payroll deductions for withholding taxes, FICA, and savings bonds are made in the employee's interest. (b) You can also talk about the contributions you make to his welfare, such as pension plans, and health insurance. (c) What's more, you can announce new company plans, emphasize safety rules, or ask for suggestions. (d) We can design your stubs to fit your present system, with plenty of extra room to state your message.
2. (a) Marshall Industries, Inc., last Monday announced plans to move its headquarters to Los Angeles, and reported on a merger with M. L. Sunspot Industries, Inc., Dallas, Texas. (b) Henry Davis, Marshall president, said that moving executives from Philadelphia to Los Angeles should aid the company's efforts "to attract competent and high-caliber persons." (c) Davis reported that the move would take place within two months. (d) Davis also noted that the Marshall Industries-Sunspot Industries merger would come at a most opportune time.
3. (a) As you know, I have received a letter from the nominating committee asking me if I would be willing to be re-elected to the board of directors. (b) I am deeply appreciative of this invitation and want to assure you that my association with the officers, members of the board, and you during the last two years has been educational, and enjoyable. (c) The advantages, as everyone will agree, far outweigh the disadvantages. (d) I think I can safely say that I will accept the invitation; my wife joins me in desiring that I continue to have this fine relationship.
4. (a) I am pleased to be able to offer you our new "Sun and Fun" beach ball that is designed for summer fun for young children. (b) It is a new multi-colored light-weight plastic ball that is 16 inches in diameter. (c) It has its own air pump which is so easy to operate that a five-year-old child can operate it. (d) You may order half a dozen at \$12 per dozen, or you may select a full gross at \$100 per gross.

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5. (a) Because my business has been open for only a short time, I find your book very helpful. (b) The day-to-day operation of this concern reminds me that I still have a great deal to learn. (c) However, your book has helped me very much; and I shall continue reading it. (d) Your simple easy-to-understand style of writing especially appeals to me; and I feel I must commend you on a job very well done.
6. (a) The inexpensive Office Aid stencil stores compactly (a full box fits one file tray). (b) These stencils end the mess, the headaches, and the nerve-jarring noise of office addressers using heavy, costly metal plates. (c) Moreover, you prepare these stencils on the same typewriters you have in your office right now. (d) Mail the enclosed coupon today to get the full details on the jet-quick, cat-quiet Office Aid addressing system.
7. (a) Cards or tapes containing data to be processed in the form of punched holes or magnetized spots are then fed into the computer and processing takes place in accordance with the program that is stored in the computer. (b) The new information is printed on paper, or it is punched into a new set of cards for further processing at a later date. (c) All programs can be erased and new ones stored for handling new problems as the need arises. (d) Thus, computers solve complex problems by breaking up a big problem into hundreds of simple additions and subtractions.
8. (a) This letter will acknowledge your January 8 letter in which you oppose H.R. 17304. (b) I sincerely appreciate having an expression of your views on this matter and I shall certainly bear them in mind should any legislation of this nature come before the House for consideration. (c) At the present time, no committee action has occurred in either the Senate or the House. (d) You may be sure, as I reported in my television interview last week, that I will vote in the manner my constituents prefer.
9. (a) It is kind of you, Mr. Jones, to invite me to address a conference of vocational educators in April of next year. (b) I should like very much to participate as a member of the panel at your conference but my time obligations are such that I cannot make a firm commitment so far in advance. (c) If no inconvenience to you would result, I should like to accept tentatively with the understanding that, if I find nearer the date that I am not able to be with you, I may designate someone to represent me. (d) With that in mind, will you please let me know your preferences.
10. (a) According to Doctor Snedeker, the most expensive medicines in the world today are those that have not yet been found. (b) While the search for new medicines goes on continually a terrible price is being paid in thousands of lives lost for want of these medicines. (c) If past achievements of pharmaceutical research can be taken as an indication of its future, many medicines that are desperately needed today may soon be created in the research laboratories. (d) Johnson and Myers has an excellent research program under way on heart disease, cancer, virus infections, and other diseases that are worldwide in their impact.

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11. (a) Contemporary Paper Products has over 4,000 specialists in papermaking--the largest concentration of such skills in the world. (b) That's why, as I think you will understand, we can offer you such exceptional value in the finest quality papers. (c) If you are looking for a paper that will step up the appearance of your brochures, mailers, and other printed materials perhaps the chemists at Contemporary Paper will be able to help you. (d) Why not send for free test sheets; you have nothing to lose and everything to gain.
12. (a) As you remove the carbon pack for the first page of the report, disassemble the pack by grasping with the finger of one hand the top left corner of the pack (where there is no carbon paper because of the cut corners) and pulling out all the carbon sheets at the bottom in one motion with the fingers of the other hand. (b) Next, drop the top sheet of the carbon paper into one of the back slots of your stationery tray and slip the other carbon sheets into their customary compartment of the tray. (c) By following this procedure, you will automatically be adding a new sheet of carbon paper to the back of the pack you are assembling for the next page of the report. (d) Remember, also, that the carbon sheets you have used only five times can be saved for later use with material that requires only one or two copies.
13. (a) On Monday, April 4, our new black-topped parking lot will be open for regular use. (b) Signs are being erected that indicate parking zones for employees, visitors, and service trucks. (c) If each of us will be careful to park properly within the yellow lines, the spaces will be adequate for all persons. (d) Please do not use the old parking lot for work is to begin immediately on the new wing of our building over that area.
14. (a) We have written to you before at your home address, but no response has been received from you. (b) Unfortunately, it is now necessary to request the return of your Wimpel's Credit Card as your account has been closed. (c) It is urgent, Mr. Miller, that you contact us immediately to make definite and satisfactory arrangements for the payment of the \$98 due on your account so that your credit standing will not be permanently impaired. (d) If you have questions, and I am sure you may, please do not hesitate to get in touch with a member of my staff.
15. (a) The question to be discussed, that of the role of the Federal government in providing aid to education, is one which is, of course, familiar to you. (b) As this is a rather controversial subject, we hope to have at least three speakers give their viewpoints. (c) Our thoughts immediately turned to you as you have actively participated both in the role of the government and the role of the university. (d) Your ideas on this topic are of great interest and concern to us and would be invaluable to our panel.
16. (a) Although anyone can sell fresh water to thirsty people, we at Wasatch solve water shortages by creating equipment that makes it possible to use each drop over and over and over. (b) Between uses each drop is given new life by passing it through Wasatch water-treatment equipment. (c) Reconditioning and reusing water saves water, saves money, and serves people--facts that cannot be ignored in today's world of conservation. (d) If your plant or community has--or expects to have--a water problem, call Wasatch.

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17. (a) Read the enclosed brochure describing our new shipment of Deseret suits; it will open your eyes to the greatest suit buys today in Utah. (b) To obtain the strong and rich colors that Deseret suits are featuring this year we had to develop a new dyeing process. (c) The new dyes give the suits a unique appearance, but the reduced cost of the process also reduced the prices of the suits drastically. (d) As our sales manager, Mr. Orson Pratt, said, "A Utahn without a Deseret suit this year will be like a Hawaiian without an aloha shirt."
18. (a) In preparing a multipage report with several carbon copies, you will need to rotate the carbon sheets according to a definite plan to insure that the last copies will be as clear as possible. (b) If you are, for instance, making five carbon copies, you may wish to use no carbon sheet more than five times. (c) Since the last copy in the pack receives the least pressure from the keys, you should, as you assemble each pack, put the new carbon sheet at the back of the pack and remove the one that made the first carbon copy. (d) The advantage of this plan, as secretaries have testified, is that you always have clear copies; and you can use the carbon sheets that have been used for typing five letters when you type letters that require only one or two copies.
19. (a) As you will remember, two years ago the Board of Directors asked Mr. Gaylord Huxley, III, who was then president of the Utah County Lawyers Association for the name of a member of the Association who would be willing to serve on the Board. (b) Through the generous suggestion of Mr. Huxley, I was able to have this opportunity. (c) Bearing in mind what I have gained, I sincerely believe that it would be to the best interest of this Board and our mutual concern in the problems of mental health that other members of the Utah Valley Lawyers Association have the opportunity to serve and to become aware of the needs and opportunities in the field of mental health. (d) One of our biggest problems in this area of mental health is the problem of communication, and I would like to suggest that other members of the Association be associated with the Board.
20. (a) Judging letter length is much more difficult from "office-style" notes than from notes taken from dictation in which there were no changes. (b) Contained below are a few suggestions that may help you if after starting a letter, you realize that you have misjudged the letter's length. (c) If you discover that the letter is going to take more space than you estimated when you began transcribing, you may be able to "shorten" it by one of several procedures. (d) One of the best is that of allowing a little less than a double space between paragraphs--a practice that is achieved through use of the variable line spacer.
21. (a) Woodland Hills is a beautiful tract of rolling hills, fully covered with pine and hardwood trees. (b) Although only a few of the lots have actual lake frontage, we have developed the subdivision so that every lot has easy access to the lake. (c) Our subdivision has natural gas, electricity, and a public water supply through a public water district which has just been assured. (d) Many people have expressed an interest in building a permanent home in this subdivision, and many others are interested in a home for part-time use during the summer with the thought of making the home permanent later on.



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22. (a) In the final analysis, the computer can, on the basis of the program stored in its memory, make decisions regarding the course of action to be taken. (b) It will follow one set of instructions if a certain condition is met and another set of instructions if the condition is not met. (c) This ability makes it the powerful, refined tool it is in solving all kinds of subtle problems. (d) Obviously, the ability to follow this course or that one makes it possible for the computer to process a payroll, or to run an assembly line in a steel mill.
23. (a) Hard as we work to put all that man knows into the AMERICAN ENCYCLOPEDIA, we work even harder to make sure you can get it all out. (b) To do so, we use such means as the services of well-known authorities, and painstaking editorial methods. (c) These efforts explain why the information in the AMERICAN ENCYCLOPEDIA is so easily accessible--and yet so useful. (d) As one reader commented, "You owe it to yourself to investigate what this source of information can do for you."
24. (a) Let me ask you the following question: Are credit cards for big spenders? (b) Certainly the Easy-Way credit card is not, as it is designed for responsible people. (c) When you have an Easy-Way card, you can budget your expenses efficiently, you can save money, you never have to worry about finding lodging, and you can cash checks in an emergency. (d) In addition, you can use an Easy-Way card to fly in an emergency, rent a car, charge gas, or go on a vacation.
25. (a) We asked a well-known writer to take a good look at the overall concept of life insurance; and in this lively informative booklet he discusses the basic plans, how they work, and what they provide. (b) Important points you may be unsure about are also explained clearly and concisely: What happens if you should stop paying premiums? How does your physical condition affect your eligibility for life insurance? (c) These and similar questions are answered for you--all without obligation on your part. (d) Get your free copy by returning the enclosed card; or better still, ask your Salt Lake Life Insurance agent for one.
26. (a) With the Office Aids package, you can have your own repetitive symbols and drawing details preprinted on acetate sheets for instant use. (b) They can be applied in seconds, rather than drawn in hours. (c) Crisp clean reproduction results every time on all types of tracing media. (d) Write today to learn more about the package; literature and samples will be mailed on request.
27. (a) Have you ever desired to have an easy painless way to improve your correspondence techniques? (b) Possibly your own letter writing is up to date, but what about the correspondence of others in your company? Are they doing the job? (c) As you perhaps already are aware, most people have had little or no training in writing letters. (d) However, learning to write effectively can be fun; and our series of booklets proves that point.
28. (a) Our Accounting Department has been working very hard to finish the latest statistical chart on our plant's growth and the section that would be of most interest to you is given below. (b) We are enclosing a copy of the whole report, but we thought that extracting the most pertinent data would save some time for you. (c) If you have any questions whatsoever about the data, please be sure to communicate directly with Doctor Williams. (d) He is, as I am sure you know, the most knowledgeable person you will find.

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29. (a) Our Phi Beta Lambda Club here at BYU is planning its annual Job Clinic on March 5, and we would like you to share your business experiences with us. (b) The purpose of our clinic is to teach senior students how to look for jobs, and to explain to them what businesses look for in a recently graduated student. (c) We would like you to speak to about fifty students at two sessions: 4 p.m. in the afternoon and 7 p.m. in the evening. (d) These students are the finest in the College of Business, and I am sure you will enjoy talking with them.
30. (a) Prior to a meeting of a board or a committee, the presiding officer usually prepares an agenda. (b) This agenda may save a significant amount of time at the meeting because those participating will have had an opportunity to think about the pros and cons of issues to be discussed. (c) For further information, a typical agenda form is shown on page 122. (d) As you will see, it is very simple in nature; but its items should be written in parallel form.
31. (a) Members of the Building Commission have given us the "go ahead" on our plans for remodeling Room 245. (b) On the whole, they have accepted our estimate of costs, arrived at after consulting Mr. Harold Anderson in the Physical Plant Department. (c) However, the Commission members feel that our estimate for the cost of the shelving and study tables is much too high. (d) As you already know I have scheduled a meeting with Mr. Anderson for tomorrow, January 8, at 2:30 p.m.
32. (a) You, far more than anyone else, know the full value of the policy you have purchased. (b) To apply for reinstatement, please complete the enclosed application and return it with the overdue premium. (c) Many people make the payment of premiums a habit; they make plans to pay the premium along with the grocery bill, the rent, and other obligations. (d) Once the habit is developed the premium payments are made seemingly without effort.
33. (a) As soon as your policy has been returned to good standing you will find it to your advantage to make your premium payments a habit. (b) As the payments are made, the policy will grow in value. (c) In a few years, you will find that you have built a substantial equity in the policy--a cash value which is always available. (d) Every day that the policy is in force, you and your family will enjoy it for the reasons you purchased it--security and peace of mind.
34. (a) Your recent inquiry is being referred immediately to our sales representative in your area, Mr. R. M. Weatherford. (b) We are sure he will forward a copy of your order to you right away if it is not enroute to you already as your letter is being sent to him today. (c) Although he has never contacted you personally, we feel confident that he has called on many of your employees in your packing department. (d) Should you have further questions, or should you want to visit with me personally about our products, please do not hesitate to give me a collect call.
35. (a) The four sets of National Encyclopedia, which we ordered on June 5, have arrived; however, we cannot make them available to readers until the bookcases we ordered for the volumes also arrive. (b) To enable us to use these materials as soon as possible, will you please send a tracer for the bookcases. (c) The trim, readable type style is certainly satisfactory. (d) We would have preferred, however, our first choice of a more traditional style for we are accustomed to it.

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36. (a) Congratulations on your success in adapting William Bryner's book, THE MARSHALL ARMS THEORY, to a stage play. (b) The performance on the opening night was certainly tremendous, though the cast was still recovering from illness. (c) Sometimes an award-winning novel cannot be converted into a successful play; but you retained the humor, the drama, and the entire plot. (d) I predict that box-office records will be broken when it reaches Broadway; and my predictions have been about 90 percent correct in the past.
37. (a) On May 15, 1975, the BYU Alumni Association is holding its Annual Banquet at the Alumni Center. (b) Wishing to choose a subject for our panel of speakers that would interest our alumni the most, we mailed a questionnaire to those alumni who have previously attended our banquets. (c) Ten choices were listed, ranging widely over all fields. (d) Overwhelmingly interest has been directed toward the subject of increased costs of education in relation to the benefits received.
38. (a) Making a sharp break with the traditional form of savings and loan advertisements Utah Valley Savings and Loan is beginning a series of articles on the major financial issues affecting our economy. (b) These articles will replace our usual ad--the one found each Monday in the DAILY HERALD. (c) The first article will appear next week on the first page of the business section; the role of debt in our society will be discussed at that time. (d) On other occasions this month we will discuss the function of profit, interest rates on the U.S. economy, and the role of the time payment and charge account in the American way of life.
39. (a) On behalf of the representatives of the Intermountain School Book Association I would like to extend our thanks to you for making it possible to exhibit at BYU again this year. (b) Needless to say, we enjoyed very much our brief stay in the outstanding quarters you provided; and the interest shown in our books was very encouraging. (c) One of the results of the exhibit--and perhaps the greatest single result--was that we helped a number of teachers and prospective teachers acquire books they needed for their classes. (d) Parking was certainly no problem at all; however, we did miss the shuttle bus that we enjoyed last year.
40. (a) In satisfying the requirements from headquarters, our division has completed the tests on all components to be used in the propulsion system. (b) Each component has been checked for defects, and each component has been given the heat and stress tests that were devised at White Sands. (c) All parts were in good working order and reacted favorably to the tests except Part No. M-341 which we have returned to your division. (d) Yesterday, we received a replacement M-341 part, which has proved to be satisfactory.
41. (a) If you are looking for a way to improve the appearance of your paper products, perhaps the chemists at Richfield Paper will be able to help you. (b) Martin Wolfenden for example cooks 200,000 pounds of wood pulp in three-story digesters. (c) No dial can replace him; only his unique sense of taste, smell, and sight can determine when the pulp is done properly. (d) The truth is that, despite all the automated machinery, the final quality of our paper still depends on human judgment to a great extent; and that's exactly where Richfield has a big advantage.



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42. (a) On March 10, the superintendents of the school districts in our state will be having a conference at the Hotel Utah in Salt Lake City. (b) We should like very much to have you address this group at its opening session which is a dinner scheduled for 7 p.m. in the Gold Room. (c) If you are willing, and I have every reason to believe you will be, the group would like to have you discuss the problems of the rural school in Utah. (d) Your insights, suggestions, criticisms, and praises will be very appropriate; and a few minutes of rebuttal from the superintendents will add a flavor of reality to the evening.
43. (a) Employees cannot; however, draw both pay and weekly compensation at the same time. (b) This ruling applies, for instance, if an employee draws workmen's compensation and wants to take his annual leave at the same time. (c) If an injury occurs in the line of his duties, an employee should advise his supervisor or department head, who will secure the necessary information and have the employee fill in the forms for compensation. (d) Please fill in the forms within six days after an accident; otherwise, no compensation will be paid to you.
44. (a) This letter is an acknowledgment of your recent order; and, as noted on the attached sheet, the order has been shipped incomplete. (b) At the time of receipt of your order, we were temporarily out of stock on items as indicated; we regret the necessity to back order these items. (c) This back order amounts to only a few pounds; and as you are no doubt aware freight costs for a minimum shipment such as this are almost prohibitive. (d) In view of this fact, we are asking your cooperation by requesting that you authorize us to take a course of action that we determine to be best for all concerned.
45. (a) In replying will you please indicate in the space provided on the attached sheet what disposition you wish us to make of this back order. (b) A stamped, self-addressed envelope is enclosed for your convenience. (c) With the additional space and manufacturing facilities of our new plant, we shall be able to reduce back orders to a minimum; but, as in this case, we shall still have an occasional out-of-stock condition on some items. (d) As a result of this expansion, we hope to prevent any major complaints from unfilled orders.
46. (a) Under your outstanding performance as president, our company grew steadily on the foundation established by our founder Bryant A. Kimball and his immediate successor, Jonathan R. Kimball. (b) I am especially proud of the fact (which will be so important now) that the Kimballs maintained an organization of devoted employees who could carry on alone if necessary. (c) I am pleased to hear that Mr. Stephen O. Sessions, our vice-president, will now assume direct charge of general management functions under your direction. (d) Needless to say, you will have a great deal of insights to share with Mr. Sessions as soon as he assumes his new responsibilities.
47. (a) On October 5, three trainees will have finished their two-week introductory training in the word-processing center and will be ready to be moved to full-time work in your building. (b) They have been working under the direction of Miss Cheryl Meservy in the North Center. (c) Each girl has learned the procedures we follow, the names of all company employees, and the rights and responsibilities of employees. (d) The girls will soon be working under the direction of Miss Mary Moore supervisor of the South Center.

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48. (a) Many professional sewing aids are now available to the amateur seamstress; and she can, as a result, make beautiful dresses, suits, and coats. (b) The Taylor Square Sewing Center is one of the biggest in Utah County, and you can get all of the free professional advice you need there. (c) When you start that next project, be sure to visit the Center and ask for Mrs. Hansen the director of the Center. (d) She will line you up with one of the employees in the Center--someone who has specialized skills that are directly related to your project.
49. (a) All employees of our company are covered by Workmen's Compensation Insurance; this insurance is paid for by the Company. (b) Benefits to the employee injured in the line of his employment are not to exceed \$1,500, weekly compensation is 80 percent of his salary at the time he left work. (c) The first ten days do not count, unless the employee is unable to work for a period of six weeks or longer. (d) No employee can, however, draw both salary and weekly compensation at the same time--such as the case where an employee draws workmen's compensation and wants to take his vacation at the same time.
50. (a) A fine faculty and a very able administration are getting this done, but they need our help--and that's why the Hinckley Foundation was organized. (b) Its most pressing need, as you can imagine, is raising money for the Student Loan Fund for Deserving Students. (c) Each dollar given is matched by nine from Federal funds. A contribution of \$10 will add \$100 to the fund, a contribution of \$100 will add \$1,000 to the fund. (d) The Foundation also has other objectives--research grants for the faculty, awards for outstanding student scholarship, etc.
51. (a) Membership socials take place in conjunction with the opening of new exhibitions on the first Wednesday evening of each month, September through April; and you are encouraged to attend these opening festivities. (b) The names of museums that will honor your membership and guest privileges are listed on the back of your card; this reciprocal arrangement was made for your convenience and pleasure. (c) You will receive, in advance, a monthly calendar listing activities, exhibitions, art school schedules, lectures, etc. (d) Your membership is of definite assistance to all phases of our broad program, and we trust you will thoroughly enjoy all of the advantages it affords.
52. (a) As noted on the attached acknowledgment, your order has been shipped incomplete. (b) When we received your order, we realized we were out of stock on some items as indicated; and we regret the necessity to place these items on back order. (c) The back-ordered items will amount to only a few pounds, and, as you are no doubt aware, freight costs for a minimum shipment such as this could easily be considered to be excessive. (d) Therefore, we are asking your cooperation by requesting that you authorize us to increase the quantity, add additional merchandise, or cancel the back order.
53. (a) In your reply, will you please indicate what disposition you wish us to make of this back order. (b) We have enclosed a stamped, self-addressed envelope for your convenience in replying. (c) With the additional space and manufacturing facilities of our new plant, we will be able to reduce back orders to a bare minimum, but, as in this case, we will still have an occasional out-of-stock condition on some items. (d) As a result of our expansion, we hope to eliminate completely all complaints resulting from unfilled orders.

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54. (a) Senator Dawson, I should like to express to you my opposition to H.R. 4347, which would amend the copyright law to permit the use of copyrighted materials in optical and electronic transmission in classrooms without payment of royalties. (b) As an author of several textbooks, I believe that this legislation as now drafted would virtually eliminate compensation for the many, many hours of work that I have devoted to the preparation of instructional material for classroom use. (c) As you are well aware, my reimbursement comes from the sale of textbooks; and this bill would drastically reduce sales. (d) I shall appreciate your careful consideration, Senator Dawson, of the possible injustices that this bill would inflict on writers of textbooks to be used in our schools.
55. (a) Mr. Mauss' letter points out that more than a hundred officials from less-developed countries have participated in the special course in development problems for senior officials, however he realizes that the requirement of English as a language has prevented German-speaking countries from taking full advantage of the institute. (b) The special institute to be offered next summer, therefore, is to be conducted in German. (c) Mr. Mauss has requested that the participants be chosen from among senior officials whose duties bring them into close contact with the economic problems of their country or region. (d) The sponsoring institution will be expected to pay the expenses of the participants in traveling to and from Washington; the institution will also provide an appropriate living allowance during the conference.
56. (a) We appreciate your order for 25 copies of Henry Goldstein's book, *MANAGING BY MANAGEMENT OBJECTIVES*. (b) We are sorry that production has been temporarily delayed on Mr. Goldstein's book, however, everything possible is being done to get your order shipped within the next three weeks. (c) Your patience in this matter is greatly appreciated, and we hope that this unavoidable delay will cause you a minimum of inconvenience. (d) Your employees, as I am sure they will verify later, will feel that the waiting has been worth the delay.
57. (a) We have received confirmation that we are again authorized to have the Placement Bureau at this year's meeting at the Hilton Hotel, April 10-12. (b) No fees will be assessed employers or applicants for this service, so we are sure we will have a great deal of "business." (c) If you are interested in a position, you can register by sending a data sheet to me and requesting that it be forwarded to the Placement Bureau. (d) For best results, data sheets should be submitted by March 25, however, data sheets and applications will be welcomed at the Placement Bureau's desk anytime during the meeting.
58. (a) The latest edition of the *MODERN ENCYCLOPEDIA* is the greatest in our 150 year publishing history. (b) An enormous printing materially reduces our costs; and, under an unusual plan, we can pass these benefits on to you. (c) You can have this reference library delivered to your home now and pay later at a cost so low that it is as easy as buying a book a month. (d) *MODERN ENCYCLOPEDIA* is the most valuable gift you can give to yourself and other members of your family--the priceless gift of knowledge.

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59. (a) Photocopying in today's modern office can be a sensible, convenient, and efficient procedure. (b) This statement has particular merit if you are thinking of buying one of the new Duplicator 66's--the perfect desk top copier for today's small office. (c) The Duplicator 66 resolves the one standard complaint directed at other photocopiers--it does not break down frequently, even under extremely hard use. (d) In addition, the Duplicator 66 does what other copiers do--it makes clean, fast, readable copies.
60. (a) You may be interested in knowing that since 1935--when Deseret Mutual Savings and Loan pioneered low cost installment bank loans--thousands of citizens in our state have borrowed money for many purposes and have been greatly pleased with the service they have received. (b) You, too, could participate as a satisfied customer of Deseret Mutual. (c) All you have to do is give us a phone call or stop in; and the response from us will be that of fast and friendly service. (d) What's more, you'll be joining the other thousands of satisfied customers we've served this year--you'll become a member of a very exclusive club.
61. (a) I would like to talk to you about one of the most important inventions of our time--the electronic computer. (b) The future of the world could perhaps be summed up in these three words: computers and change. (c) The computer will benefit you--the housewife, the student, the white-collar worker, as well as the scientist by doing more and more of the boring and menial tasks. (d) The computer deals in information; and, according to Doctor Blake, "Information is what makes the world revolve."
62. (a) One of the main reasons we provide our analysis service is purely selfish: showing someone a better way to do a job is the best way to win a customer; and keep him. (b) There are three critical areas our analysis presently covers: market analysis, use analysis, and materials analysis. (c) If you try our analysis service, you may have similar results to those of one of our recent customers who saved 3 cents a case or \$50,000 a year, with the help of our suggestions for modifying packaging procedures. (d) As a final thought, you'll surely end up with a totally new perspective of packaging if you do nothing more than check into our analysis service.
63. (a) How many people work in your office? Two? Two hundred? Whatever the case, you could save their time and your money by purchasing a Streamliner mail opener. (b) The Streamliner cuts a hairline edge off each envelope neatly and quickly--little envelopes, big envelopes, thick envelopes, and thin envelopes. (c) Three models are available: The hand-operated SHO, the electric SE, and the automatic AS. (d) If you employ more than fifty office workers, the Model AS will handle all kinds of envelopes, large and small, as fast as you can feed it; and it will pay for itself in one month's time.
64. (a) The causes of aggressive behavior in some children vary widely--a fact that you will need to keep in mind in your teaching. (b) Some children for example are less capable of controlling their feelings than others. (c) In some children, too, emotional development lags far behind physical growth. (d) Whatever the causes of aggressive behavior, the child needs more understanding. He needs someone--a teacher, a fellow student, a parent--who will inspire him or work with him until he learns to control and redirect his feelings.

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65. (a) Some disruptive changes have occurred in our company in the past few months; you should be aware of these changes when you plan for the future. (b) The major one was of course the merger of our company with the Seventh East Construction Company. (c) Another was the moving of our offices to Oaden on July 10--a decision that is being regretted in many circles today. (d) Lack of time prevents me from detailing the reasons behind these changes; but you can, of course, expect a full explanation from me during our forthcoming sales conference.
66. (a) The enthusiasm that followed your presentation did not diminish for a long time after the dinner. During that time, enough funds were raised to plant a dozen pine trees at City Park. (b) Also, three committees were formed to help carry out your three-point plan for Provo's beautification. (c) These committees plan to visit the run-down areas of the city to get some ideas on how we, as citizens, can assist with beautification. (d) We hope you appreciate, Mr. McKay, how truly grateful we are that you took the time to give us your views.
67. (a) While flying from Idaho Falls, Idaho, to Salt Lake City, Utah, Mr. Rowberry, supervisor of the Advertising Department lost a very confidential report on next year's plans for the new desk. (b) His losing the report caused much anxiety among the members of management, as the report contained pictures of the new product which were not scheduled to be released for another four months. (c) As luck would have it, however, an honest student from BYU found the report and returned it to Mr. Rowberry. (d) While the student was honest, he was also very slow; Mr. Rowberry did not get the report until two months after he had lost it.
68. (a) We appreciate your recent letter. We are pleased to hear of your interest in our products. (b) Your request for our summer catalog has been referred to Mr. Henderson Young our sales representative in your area. (c) He is in charge of all sales distribution arrangements in his territory; and he can verify whether an opening does in fact exist for another outlet. (d) I believe that he plans to visit you sometime next month, and I will be sure to have his secretary call you to confirm the exact time.
69. (a) Let me assure you that, within my powers of physical stamina, I shall continue my interest in the activities of the Utah County Mental Health Association. (b) I, a lawyer in Provo, firmly believe that the proper handling of many legal cases can come about only through working with experts in the field of mental health who are competent to advise when mental illness is a factor to be considered. (c) Your notice regarding the annual dinner meeting has been received, and Mrs. Peterson and I do plan to attend. (d) I shall respond to this notice just as soon as I am able to confirm the number of our guests; I hope this arrangement will be satisfactory.
70. (a) As I have explained earlier, some large organizations are composed of several divisions. (b) Most divisions indicate their affiliation in their letterhead; and some do so in the closing lines of their letters. The arrangements of the closing lines vary. (c) In some instances the company name is typed first and the division name is typed underneath, in other instances the division name is typed first. (d) Occasionally, distinctions are made not only by vertical placement but also by use of capitals.



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71. (a) We are delighted to receive your subscription to our new magazine, TODAY'S ISSUES AND TRENDS. (b) You will begin receiving it with the January issue, service to you after that time will be continuous for the full term of your order. (c) If your subscription is a renewal and starting it with this issue will cause you to miss a copy, we are sorry; however, because of exhausted supplies, we cannot start any subscriptions--new or renewal--earlier than the January issue. (d) When you begin receiving TODAY'S ISSUES AND TRENDS, we would welcome any comments you have about the quality of the articles.
72. (a) If you are working for an executive in the company, you can park your car on the north end of the Executive Garage. (b) If you need your car before four o'clock in the afternoon, you should call the garage and ask that your car be brought to the departure area; you must, however, call at least an hour ahead of time. (c) As you probably know, directors of the company are furnished transportation to and from railroad stations, airports, etc. (d) Members of the Board of Directors also have use of company cars, arrangements should be made through the garage for any type of transportation.
73. (a) In an effort to give you the best service, we have selected our closest possible substitute, giving careful consideration to style and color. (b) We feel sure that our choice will meet with your approval; and, as far as we can tell, this substitution is the only way to fill your order. (c) Because Style X-52 is one of our top sellers, we believe you will be particularly pleased with this substitution. (d) If you do not care, however, to accept this merchandise, just return it to us within a maximum of five days, and we shall be responsible for freight charges.
74. (a) At the last joint meeting of the Employee-Employer Committees, some complaints were voiced regarding milk breaks. (b) The Employee Committee expressed the feeling that very often the employee was too rushed in the late morning to take his break, and the Employer Committee, on the other hand, expressed the feeling that too often the 10-minute milk break extended to 15 or 20 minutes. (c) By a majority vote, members of the committees agreed that all milk breaks would be taken at the same time. (d) The new procedure begins on June 1, 1975, and will be conducted in the manner specified on the enclosed notification sheet.
75. (a) Thanks for your recent letter in which you express your opposition to H.R. 17403, which provides for a bill to amend the Vocational Education Act of 1963. (b) This legislation is pending before one of the subcommittees, and I have been informed by the chairman of this subcommittee that no date has yet been set for hearings on this measure. (c) I have also been advised that there is considerable opposition to this proposed legislation in its present form, although relatively little has been expressed by homemaking educators. (d) At the present time, I have not had the opportunity to study this bill in any great detail, but, if it should pass the House and come before the Senate for consideration, you have my assurance that the bill will receive adequate attention from me.

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Page 14

76. (a) Much as I dislike doing so, my unpleasant task in writing this letter is to remind you of your balance of \$63. (b) You have always been very prompt with your payments in the past, therefore we find it very difficult to understand your delinquency at this time. (c) If you have a valid reason for your inability to meet your payments, please let us know; we may be able to extend your account. (d) Because we are totally unaware of your financial status, a reply would be appreciated by the 15th (or at the very latest by the 20th).
77. (a) Because you carry an extensive line of stationery items, you will be interested, we think, in our new self-sealing envelopes. (b) A sample is enclosed, for you must see this product to realize its fine qualities. (c) This envelope is available in different sizes; its versatility, therefore, will be readily apparent. (d) Mike Shannon, our salesman in your area, suggested your firm as one that would have a great demand for this kind of envelope, consequently, we are bringing this new product to your attention.
78. (a) As one who entertains frequently and gracefully, you will welcome our new bridge mix--the first major change in bridge mixes in the past 25 years. (b) Packages are appropriate for use as after-dinner candy, during bridge games, or for gifts on special occasions. (c) They can be purchased in half-pound boxes, or they can be packed in larger boxes; consequently, they are adaptable to any situation or pocketbook. (d) Our one-pound boxes are the most popular because of the attractive blue box; but we can make the same box in yellow or green through special order.
79. (a) If your failure to renew your subscription to THE NATION'S ECONOMY is an oversight, then please take this opportunity to renew now. (b) On the other hand, if you have intentionally let your subscription expire, will you please let us know why you have made this decision. (c) Your remarks will help us make a good magazine even better; you may use the form below for your reply. (d) Just fill it in, insert it in the postage paid return envelope that is enclosed, and mail it back to us.
80. (a) We would like to give you without cost a beautifully-illustrated volume of a new source book, THE FAMILY ENCYCLOPEDIA. (b) To receive your volume, simply detach the reservation certificate already made out in your name and mail it today. (c) You do not need to buy anything; you are under no obligation whatsoever; and you can cancel your membership at any time. (d) If you fill out the certificate, the volume is yours; and we think you will be so impressed that you will desire to purchase the other volumes in the set through our special membership plan.
81. (a) We are in the process of updating our records to insure that they reflect correctly your present position, achievements, publications, and current address. (b) Will you please complete and return the enclosed postal card to insure that our records are up to date and that you will receive all of our publications and announcements for the coming year. (c) We would especially like to have current information on your consulting activities--the names of companies involved, the types of consulting done, and the impact of the consulting on the firms. (d) If you could possibly return this information by the 25th, we will then be able to move along on schedule with our publishing deadlines.

Business Writing Punctuation Rules Examina-  
Page 15

82. (a) What do you look for, Mr. Miller, when you invest your money? Obviously, the answer is safety and a good return. (b) Now you can expect—and get—the benefits from your savings at Provo First National Bank. (c) There your money will enjoy maximum safety and pay you the highest interest allowed by law; 7 percent on the daily balance in your account. (d) When you need the money, it is immediately available; when you do not, it is earning the highest bank interest possible.
83. (a) The Kwikopy 15 photocopier does what other copiers do—it makes clean, fast, readable copies. (b) Like the others, it has some small exclusives; but we won't bore you with them. (c) It has one outstanding advantage; a much better record than any other machine for "time on" instead of "time off." (d) In short, it's a real workhorse that anyone can use, that will keep going for hours at a time, and that will save you money in both the short and long runs.
84. (a) Intermountain Check Service designs checks and stubs to fit your present system, with plenty of extra space to speak your piece. (b) This is a modern idea, only one of scores of ideas an Intermountain representative can explain to you. (c) Just remember that the employees' paychecks represent the one item they most assuredly will not throw away. (d) Read the attached brochure; call for an appointment with one of our representatives; and be prepared to do some of the most effective in-house advertising you have ever witnessed.

Prepared by Ted D. Stoddard  
Business Education Department  
Brigham Young University  
Provo, Utah 84602



BUSINESS WRITING PUNCTUATION

Name \_\_\_\_\_

RULES EXAMINATION

Date \_\_\_\_\_

Course, Section, Instructor \_\_\_\_\_

- |               |               |
|---------------|---------------|
| 1. a b c d e  | 22. a b c d e |
| 2. a b c d e  | 23. a b c d e |
| 3. a b c d e  | 24. a b c d e |
| 4. a b c d e  | 25. a b c d e |
| 5. a b c d e  | 26. a b c d e |
| 6. a b c d e  | 27. a b c d e |
| 7. a b c d e  | 28. a b c d e |
| 8. a b c d e  | 29. a b c d e |
| 9. a b c d e  | 30. a b c d e |
| 10. a b c d e | 31. a b c d e |
| 11. a b c d e | 32. a b c d e |
| 12. a b c d e | 33. a b c d e |
| 13. a b c d e | 34. a b c d e |
| 14. a b c d e | 35. a b c d e |
| 15. a b c d e | 36. a b c d e |
| 16. a b c d e | 37. a b c d e |
| 17. a b c d e | 38. a b c d e |
| 18. a b c d e | 39. a b c d e |
| 19. a b c d e | 40. a b c d e |
| 20. a b c d e | 41. a b c d e |
| 21. a b c d e | 42. a b c d e |

Business Writing Punctuation  
Rules Examination

Name \_\_\_\_\_

43. a b c d e

44. a b c d e

45. a b c d e

46. a b c d e

47. a b c d e

48. a b c d e

49. a b c d e

50. a b c d e

51. a b c d e

52. a b c d e

53. a b c d e

54. a b c d e

55. a b c d e

56. a b c d e

57. a b c d e

58. a b c d e

59. a b c d e

60. a b c d e

61. a b c d e

62. a b c d e

63. a b c d e

64. a b c d e

65. a b c d e

66. a b c d e

67. a b c d e

68. a b c d e

69. a b c d e

70. a b c d e

71. a b c d e

72. a b c d e

73. a b c d e

74. a b c d e

75. a b c d e

76. a b c d e

77. a b c d e

78. a b c d e

79. a b c d e

80. a b c d e

81. a b c d e

82. a b c d e

83. a b c d e

84. a b c d e

BUSINESS WRITING PUNCTUATION

Name \_\_\_\_\_

RULES EXAMINATION

Date \_\_\_\_\_

Course, Section, Instructor \_\_\_\_\_

RULE NO.

1. a b c d e	22. a b c <del>d</del> e	
2. <del>a</del> b c d e	23. a <del>b</del> c d e	1
3. a <del>b</del> c d e	24. a b c d <del>e</del>	
4. a <del>b</del> c d e	25. <del>a</del> b c d e	
5. a b c <del>d</del> e	26. a b <del>c</del> d e	2
6. a b c d <del>e</del>	27. <del>a</del> b c d e	
7. <del>a</del> b c d e	28. <del>a</del> b c d e	
8. a <del>b</del> c d e	29. a <del>b</del> c d e	3
9. a <del>b</del> c d e	30. a b c d <del>e</del>	
10. a <del>b</del> c d e	31. a b c <del>d</del> e	
11. a b <del>c</del> d e	32. a b c <del>d</del> e	4
12. a b c d <del>e</del>	33. <del>a</del> b c d e	
13. a b c <del>d</del> e	34. a <del>b</del> c d e	
14. a <del>b</del> c d e	35. a b c <del>d</del> e	5
15. a b <del>c</del> d e	36. a b c d <del>e</del>	
16. a <del>b</del> c d e	37. a b c <del>d</del> e	
17. a <del>b</del> c d e	38. <del>a</del> b c d e	6
18. a b c d <del>e</del>	39. <del>a</del> b c d e	
19. <del>a</del> b c d e	40. a b <del>c</del> d e	
20. a <del>b</del> c d e	41. a <del>b</del> c d e	7
21. a b c d <del>e</del>	42. a <del>b</del> c d e	

Business Writing Punctuation  
Rules Examination

Name \_\_\_\_\_

RULE NO.

43.	<del>x</del>	b	c	d	e	64.	a	<del>x</del>	c	d	e	
44.	a	b	<del>x</del>	d	e	65.	a	<del>x</del>	c	d	e	8
45.	<del>x</del>	b	c	d	e	66.	a	b	c	d	<del>x</del>	
46.	<del>x</del>	b	c	d	e	67.	<del>x</del>	b	c	d	e	
47.	a	b	c	<del>x</del>	e	68.	a	<del>x</del>	c	d	e	9
48.	a	b	<del>x</del>	d	e	69.	a	b	c	d	<del>x</del>	
49.	a	<del>x</del>	c	d	e	70.	a	b	<del>x</del>	d	e	
50.	a	b	<del>x</del>	d	e	71.	a	<del>x</del>	c	d	e	10
51.	a	b	c	d	<del>x</del>	72.	a	b	c	<del>x</del>	e	
52.	a	b	<del>x</del>	d	e	73.	a	b	c	<del>x</del>	e	
53.	a	b	<del>x</del>	d	e	74.	a	<del>x</del>	c	d	e	11
54.	a	b	c	d	<del>x</del>	75.	a	b	c	<del>x</del>	e	
55.	<del>x</del>	b	c	d	e	76.	a	<del>x</del>	c	d	e	
56.	a	<del>x</del>	c	d	e	77.	a	b	c	<del>x</del>	e	12
57.	a.	b	c	<del>x</del>	e	78.	a	b	c	d	<del>x</del>	
58.	<del>x</del>	b	c	d	e	79.	a	b	c	<del>x</del>	e	
59.	a	<del>x</del>	c	d	e	80.	<del>x</del>	b	c	d	e	13
60.	<del>x</del>	b	c	d	e	81.	a	b	c	d	<del>x</del>	
61.	a	b	<del>x</del>	d	e	82.	a	b	<del>x</del>	d	e	
62.	<del>x</del>	b	c	d	e	83.	a	b	<del>x</del>	d	e	14
63.	a	b	c	d	<del>x</del>	84.	a	<del>x</del>	c	d	e	

EXHIBIT 4

RESULTS OF PUNCTUATION RULES DIAGNOSTIC EXAMINATION

Student \_\_\_\_\_

Rule No.                      No. of Correct Responses

1    \_\_\_\_\_

2    \_\_\_\_\_

3    \_\_\_\_\_

4    \_\_\_\_\_

5    \_\_\_\_\_

6    \_\_\_\_\_

7    \_\_\_\_\_

8    \_\_\_\_\_

9    \_\_\_\_\_

10    \_\_\_\_\_

11    \_\_\_\_\_

12    \_\_\_\_\_

13    \_\_\_\_\_

14    \_\_\_\_\_

Total correct out of 84                      \_\_\_\_\_

## EXHIBIT 5

## BASIC PUNCTUATION RULES FOR BUSINESS WRITING

1. Use commas to separate words, phrases, or clauses in a series.
  - a. Words: The report contained tables, charts, and graphs. Total sales figures of 23 cars, 9 trucks, and 16 pickups were reported for the month.
  - b. Phrases: The report can be found on top of my desk, in the middle file cabinet, or among the papers in the outer office.
  - c. Clauses: The supervisor responded to such items as who provided the figures, why they were provided, and what would be done to solve the problem.

**Discussion:** A series as used in this instance involves three or more items arranged in sequence (one following the other). While many different grammatical constructions might be used to describe the types of items, the simplest way to relate to them is in terms of words, phrases, or clauses.

Remember that you must have at least three items to employ this rule. For example, the punctuation in the following sentences is incorrect:

The report contained tables, and charts.  
 The report can be found on top of my desk, or in the middle file cabinet.  
 The company declared a higher dividend, and promised to replace the outdated equipment.

Some writers suggest that the comma immediately preceding the conjunction may be eliminated. While this practice does not cause confusion in most instances, it does in others. For example:

The menu for the week included orange juice, fresh fruit, waffles and ham and eggs.  
 Announcements were given to secretaries and clerks, supervising teachers and cooperating teachers, counselors and advisors and superintendents and principals.

Therefore, for the sake of consistency, you could wisely include the comma preceding the conjunction in all cases.

2. Use a comma to separate two consecutive parallel adjectives modifying a single noun.

The lengthy, detailed report was completed this morning.  
 Mr. Smith performed his obligations in a capable, conscientious manner.

**Discussion:** When you have two or more adjectives preceding a noun, your task is to determine whether to use no punctuation with the adjectives, whether to use the comma to separate them, or whether to use the hyphen to join them as explained in Rule No. 13.

Do not separate the adjectives by a comma if the last adjective that precedes the noun is closely connected in thought with the noun to the extent that the first adjective modifies the combined idea of the last adjective plus the noun.

In other words, the combined idea of the last adjective plus the noun might be thought of as the "entity" or "thing" being named. The noun cannot be fully understood if the adjective and noun are not combined. For example, in reporting your income tax, you must distinguish among the noun income, and the adjective gross plus the noun income (gross income), and the two adjectives adjusted and gross and the noun income (adjusted gross income):

His figure for the adjusted gross income was not correct. (The "thing" is not just income but rather gross income that is adjusted.)

Other examples of consecutive parallel adjectives modifying a single noun:

Today I completed the annual financial statement. (The "thing" is the financial statement; the adjective that describes the financial statement is "annual.")

He purchased a genuine oil painting at the sale. (The "thing" is the oil painting; the adjective that describes the oil painting is "genuine.")

Two good ways to determine whether consecutive adjectives should be separated by commas or joined by hyphens are as follows:

- a. Insert the word and between them. If the expression still reads smoothly with and inserted, the adjectives should be separated by commas.
- b. Reverse the order of the adjectives. If the expression still reads smoothly and makes sense, the adjectives should be separated by commas.

For example:

The company is looking for competent, ambitious young men. (We can sensibly think of the young men as being competent and ambitious. We can also refer to the men as being ambitious, competent young men. Therefore, we need a comma to separate the adjectives.)

Each salesman will get an appropriate living allowance. (We cannot sensibly think of the allowance as being appropriate and living. Nor can we call the allowance a living, appropriate allowance. Therefore, no comma is needed to separate the adjectives.)

See the discussion following Rule No. 13 for further assistance in punctuating two or more adjectives preceding a noun.

3. Use a comma to separate long independent clauses in a compound sentence when the clauses are joined by a coordinating conjunction such as and, but, or, or for.

You will receive my final report tomorrow, and you should make your decision soon thereafter.

We will place you on our mailing list, but the final issue will not be sent until next month.

You may send your check today, or you are welcome to use your charge account.

The meeting accomplished its purpose after all, for everyone in attendance cooperated in making the decision.

Discussion: An independent clause expresses a complete thought. Each independent thought, therefore, could be expressed as a simple sentence.

We frequently join or connect independent clauses because the clauses are related or because we want to achieve variety in our writing. When we connect the independent clauses with a coordinating conjunction, we use a comma to separate the clauses. The result is referred to as a compound sentence if no dependent clauses appear in the sentence.

Another way of describing this process is to say that we use a comma plus a conjunction to join the independent clauses.

The issue of whether you are joining independent clauses with the comma plus the conjunction or separating the clauses with the comma is not critical.

The important thing is to recognize the clauses as being independent and then to punctuate them accordingly.

As you think about Rule No. 3, you might logically ask, "How long is long?" While the rule suggests that the comma be used to separate long independent clauses that are joined by coordinating conjunction, for the sake of consistency you could always separate the clauses with a comma, no matter what their length.

4. Use a comma to set off a dependent clause that precedes a main clause.

As you can see, the job requires considerable skill.

When you have completed the assignment, please sign your time card and turn it in to me.

If his work is satisfactory, we will probably hire him on a permanent basis.

While you prepared the report on time, your data were not entirely accurate.

Discussion: A dependent clause does not express a complete thought. This type of clause is often referred to as a subordinate clause because it is of lesser importance than the independent or main clause.

A sentence that contains one or more dependent clauses plus one independent clause is referred to as a complex sentence. We use the two types of clauses in the same sentence because each expresses ideas that are related to the other. The idea in the dependent clause, however, is subordinate to or less important than the idea in the independent clause. A comma is always used to set off a dependent clause that precedes an independent clause.

5. Use a comma to separate the independent clause from clauses of reason introduced by for or as and clauses of concession introduced by though or although.

We will need the stationery by the first of the month, as our form letter will be mailed soon after that. (Clause of reason)



Most union members agreed to return to work, although many of them did not like the terms of the contract. (Clause of concession)

**Discussion:** The dependent clause's "normal" position in a sentence is following the independent clause. Most dependent clauses that follow the independent clause do not require punctuation to set them off. A few, however, that could best be described as "clauses of reason" or "clauses of concession" and that are introduced with the key words listed in the rule should be set off with commas.

6. Use a comma to set off introductory words, long prepositional phrases, participial phrases, and infinitive phrases.
- Words:** Incidentally, we have sent your summary to the home office. Nevertheless, the branch office remained open on weekends.
  - Prepositional phrases:** In line with new mileage reimbursement policies, you will have to file for reimbursement. Between now and next month, you should plan to increase your sales by at least half.
  - Participial phrases:** Hoping for the best, we placed our order right after the first of the month. Examining the model carefully, I noticed several flaws in its construction.
  - Infinitive phrases:** To understand the data, you must have access to the charts. To purchase a new unit, we had to get the requisition completed.

As you think about Rule No. 3, you might logically ask, "How long is long?" While the rule suggests that the comma be used to separate long independent clauses that are joined by coordinating conjunction, for the sake of consistency you could always separate the clauses with a comma, no matter what their length.

4. Use a comma to set off a dependent clause that precedes a main clause.

As you can see, the job requires considerable skill.  
 When you have completed the assignment, please sign your time card and turn it in to me.  
 If his work is satisfactory, we will probably hire him on a permanent basis.  
 While you prepared the report on time, your data were not entirely accurate.

**Discussion:** A dependent clause does not express a complete thought. This type of clause is often referred to as a subordinate clause because it is of lesser importance than the independent or main clause.

A sentence that contains one or more dependent clauses plus one independent clause is referred to as a complex sentence. We use the two types of clauses in the same sentence because each expresses ideas that are related to the

other. The idea in the dependent clause, however, is subordinate to or less important than the idea in the independent clause. A comma is always used to set off a dependent clause that precedes an independent clause.

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did not like the terms of the contract. (Clause of concession)

**Discussion:** The dependent clause's "normal" position in a sentence is following the independent clause. Most dependent clauses that follow the independent clause do not require punctuation to set them off. A few, however, that could best be described as "clauses of reason" or "clauses of concession" and that are introduced with the key words listed in the rule should be set off with commas.

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Nevertheless, the branch office remained open on weekends.
  - Prepositional phrases:** In line with new mileage reimbursement policies,  
you will have to file for reimbursement.  
Between now and next month, you should plan to increase your  
sales by at least half.
  - Participial phrases:** Hoping for the best, we placed our order right  
after the first of the month.  
Examining the model carefully, I noticed several flaws in its  
construction.
  - Infinitive phrases:** To understand the data, you must have access to  
the charts.  
To purchase a new unit, we had to get the requisition completed  
today.

**Discussion:** This rule applies to words and phrases that are "introductory" in nature--those that come at the first of a sentence and that tend to "introduce" the independent clause that follows. Although the rule suggests that long, introductory prepositional phrases should be set off with commas, for the sake of consistency you could always set off introductory prepositional phrases, no matter what their length.

You need not be overly concerned about identifying a participial phrase or an infinitive phrase as such, although you can more easily punctuate sentences with such introductory phrases if you can recognize the phrases. You might more readily identify such phrases as "verbal phrases."

A verbal might also be called a "modified verb." That is, a participle or an infinitive has the singular distinguishing characteristic of a verb. Each shows action. However, in the case of a participle or an infinitive, neither can function as a verb. And yet the action is still evident. The participle will always have an -ing or an -ed ending affixed to the verb; and the infinitive will always have the word "to" in conjunction with the verb.

Perhaps the best reminder that such words and phrases as are identified in this rule need punctuation is the natural "feel" of the sentence as you read it. If you read it as a reader would, you will notice a natural pause following the word or phrase. The point of the pause is where the comma goes, and the "feel" for this pause is just as useful as knowing the part of speech of the word or the type of phrase.

7. Use commas to separate a nonrestrictive (nonessential) phrase or clause from the rest of the sentence.

a. Phrases: The chairman, hoping for the best, gave the report to me.  
All the members of the committee, in spite of the late hour, agreed to stay until a decision was made.  
The supervisor, to put his point across, discontinued the night shift.

b. Clauses: Your report, which I have read with care, defines our position clearly.  
Miss Lucille Tibbitts, who now works in our office, used to be in charge of the center.  
He wrote to Wasatch Valley Furniture, which agreed to make a substantial contribution.

Discussion: We frequently must decide whether a phrase or a clause is restrictive or nonrestrictive. If we could think of synonyms of these terms, we might ask ourselves whether the phrase or the clause is "essential" (restrictive) or "nonessential" (nonrestrictive). If the phrase or clause is essential for complete meaning, commas are not necessary. However, if the phrase or clause is not essential for complete meaning, then commas must be used.

Sometimes the decision about whether the phrase or clause is essential to complete meaning might be thought of as an "educated guess." In general, however, you can be sure that punctuation is needed around the nonessential phrase or clause if the phrase or clause is not needed to identify the noun that the phrase or clause modifies.

8. Use commas to set off parenthetical words, phrases or clauses.

a. Words: We hope to finish the job, however, by the end of the month.  
The decision was, nevertheless, made in favor of my client.

b. Phrases: In the first place, the contract has already been awarded.  
The duty on the shipment has, of course, been paid.

- c. **Clauses:** The decision is, as you can well imagine, unpopular with the committee.  
Net income will, we think, be greater this quarter than last.

**Discussion:** To help understand this rule, you might associate the word "parenthetical" with the word "parentheses." Remember that we use parentheses to set off expressions that "interrupt" the flow of the sentence. If the interruption is an abrupt and radical one, parentheses are often used; however, if the interruption is a minor one, we usually use commas to set it off.

A parenthetical expression is a word, phrase, or clause that is placed in an otherwise complete sentence by way of explanation or comment. The parenthetical expression could, in reality, be removed without changing the completeness of the sentence.

9. Use commas to set off words in apposition.

Mr. Henrie, the committee chairman, has been contacted several times.  
The assignment was given to Kristine, the best secretary on the staff.

**Discussion:** If we were to look up the word "apposition" in the dictionary, we would find that apposition means the act of putting two things side by side. In grammar, that means placing two things together in the same grammatical relation. By definition, therefore, an appositive is a word, phrase, or clause that is placed next to or together with a noun as an explanation of the noun. That is, an appositive renames the noun it modifies.

Appositives may be either essential or nonessential to the meaning of the sentence. If the word, phrase, or clause is needed to identify the noun (and therefore is essential), no commas should be used. If the word, phrase, or clause merely describes or renames the noun (and therefore is nonessential), commas should be used.

10. In a compound sentence, use a semicolon between independent clauses that are not joined by a conjunction.

The sales meeting will be held soon; you should plan to be in attendance.  
The announcement of the meeting surprised everyone; no one knew how to prepare for the situation.

**Discussion:** Remember that a compound sentence involves two independent clauses that are somehow connected in the same sentence. According to Rule No. 3, one very common way of connecting independent clauses is with a comma and a conjunction.

Sometimes, however, we may want to connect independent clauses without the conjunction. We can safely do so, but only if we use a semicolon in place of the comma and/or the conjunction. If we use only a comma, we have committed the punctuation error known as a "comma splice." That is, we have joined (spliced) the two independent clauses together with only a comma. While we might wonder whether that matters, the grammarians tell us that the comma splice is a very serious violation of good writing.

We use the compound sentence involving two independent clauses that are

11. Use a semicolon between independent clauses that are joined by a conjunction when either or both of the clauses contain a comma.

As you can see, the job is not difficult; and I am sure you have the needed skills.

The next sales meeting, according to Mr. Jones, will be held on the 15th; but the city it will be held in has not been determined.

**Discussion:** In Rule No. 3, we noted that a comma is used to separate two independent clauses that are connected by a coordinating conjunction. Rule No. 11 is merely an extension of Rule No. 3. However, to assist your reader so he does not get bogged down by excessive commas that might cause him to misread the sentence, you can make the break between the independent clauses much stronger through the use of a semicolon.

12. When a conjunctive adverb is used to join independent clauses and form a compound sentence, use a semicolon between clauses and a comma after the conjunctive adverb.

Accurate proofreading is necessary; therefore, you should master proofreading skills immediately.

I cannot be in attendance at the meeting; nevertheless, you should attempt to resolve the issue as best you can.

**Discussion:** Do not confuse this rule with Rule No. 8. Remember that in Rule No. 12 we are still dealing with compound sentences (we are connecting independent clauses). In so doing, we are using the same words that are oftentimes considered to be parenthetical as explained in Rule No. 8. However,

in Rule No. 12 the words serve the function of conjunctive adverbs. That is, while these words are typically adverbs, we are using them in the capacity of a conjunction to join two things (independent clauses) together.

The punctuation of sentences in which conjunctive adverbs are used to connect independent clauses is very distinctive. We could describe it as "semicolon, conjunctive adverb, comma." That is always the punctuation used in such instances.

13. Use a hyphen to join a compound expression that is used as a single modifier before a noun.

By the end of the year, our office will have only up-to-date equipment. The office manager is scheduled to take a well-earned vacation.

**Discussion:** Two or more words that are used as a single modifier before a noun are known as a compound adjective if both of the words are adjectives. However, sometimes one of the words before the noun is an adverb. Therefore, we can best refer to the words that serve as a single modifier as a "compound expression."

The distinguishing characteristic of the compound expression is the use of the hyphen. Because we cannot always rely on the dictionary to tell us

whether to use a hyphen, we must learn to recognize compound expressions that precede a noun and that therefore require a hyphen.

The hyphen is omitted when the first word of the compound expression is an adverb that ends in -ly. The hyphen is also omitted when the words follow the noun rather than precede it.

He submitted a carefully prepared report to the committee. We have ordered office equipment that is much up to date.

Refer to the discussion for Rule No. 15 for further clarification of two or more adjectives that precede the noun. Learn to insert the word "and" between the adjectives and to reverse the order of the adjectives to determine whether they require a hyphen. Use a comma to denote a compound expression or a comma to denote parallel adjectives.

14. Use a dash to show a sudden change in the structure of a sentence.

Four office workers--Miss Fred Lee, Mrs. Church, and Mrs. Williams--were commended. We intend to ask Mr. Williams, the only person we trust--how the original plan was developed.

Discussion: The dash is a very effective mark of punctuation that forces an abrupt pause on the part of the you will increase greatly your ability to communicate to your reader. If he is forced to pause at the right the dash will be emphasized and the material that is set off by the dash will therefore be understood much better.

Sometimes the dash is the only account for the action taken. More often, however, you must choose between a dash and some other mark of punctuation to reflect the special emphasis you are after. For example:

Only one member, the chairman, account for the action taken.  
Only one member--the chairman--account for the action taken.

Either sentence is correct. You have used the punctuation in this case to set off a nonrestrictive appositive special emphasis. Only the writer could determine exactly which punctuation use in series of the emphasis desired.

You could also use either dashes on a modifier or parenthetical element. Example:

He was--fortunately--able to convince the jury otherwise. He was, fortunately, able to convince the jury otherwise.

Either a colon or a dash may be used to introduce a clause and a second clause that completes or explains the first clause says. For example:



The result is as he predicted: as hard as we worked, we were not able to get the job done on time.  
The result is as he predicted--as hard as we worked, we were not able to get the job done on time.

The dash can also be used to set off a nonrestrictive modifier or parenthetical expression that contains internal commas. For example:

The Education Building--built, we believe, about 1900--was torn down this year.

Note in the above sentence that parentheses could also be used to set off the material:

The Education Building (built, we believe, about 1900) was torn down this year.

Finally, the dash can be used effectively between independent clauses when the second clause explains or summarizes the first. For example:

His decision was obvious--we would have to recall all the parts.

Thus, in most instances, the writer must choose how he wants to show a sudden change in the structure of a sentence. The dash--as a writing tool--is very worthwhile for denoting a sudden change and at the same time emphasizing a point the writer wants to make.

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