

# “Writing EIAO Correspondence”

Presented by Eldh & Associates

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# Greetings!

- Get up and move around.
- Using the wall charts and markers, write what you know and would like to know about writing.
- Briefly share your thoughts.

# Course Objectives

- Identify passive voice constructions and correct them when necessary.
- Differentiate among simple, complex, and compound sentences.
- Understand and use parallel structure in sentences and in lists.
- Use commas, apostrophes, and other punctuation correctly.

# Course Objectives, Continued

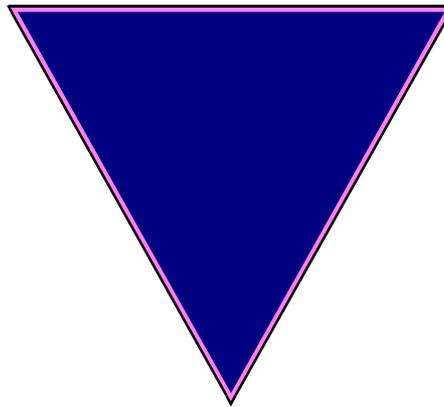
- Identify and correct common usage errors.
- Name the components of a paragraph.
- Apply the principles of “plain language” and a “deductive” approach.
- Write clear, logical, easily understood FSA tool question responses, tool summaries, decision making analyses, and executive summaries.

# Key Ideas

1. Always have a point.
2. Write for “visitors.”
3. Eliminate irrelevant content.
4. Use shorter sentences (15-25 words) and active voice.
5. “Chunk” information and use bullets.

# Key Idea #1

- Always have a point and lead with that point.



# Key Idea #1 Illustrated

## Hard to Understand

- Est. 6725 is a poultry plant that processes...
- The establishment's HACCP states that...
- According to 9 CFR..., a HACCP must have...
- (Five paragraphs later) Therefore, on this basis, it is recommended that an enforcement action be taken against Est. 6725.

# Key Idea #1 Illustrated

## Easy to Understand

- We are recommending an enforcement action at Est. 6725 because...
- Est. 6725 is a poultry plant that processes...
- We assessed the establishment's HACCP... and found...
- The threat to food safety is...
- Therefore, we are recommending an enforcement action be taken...

# Key Idea #2

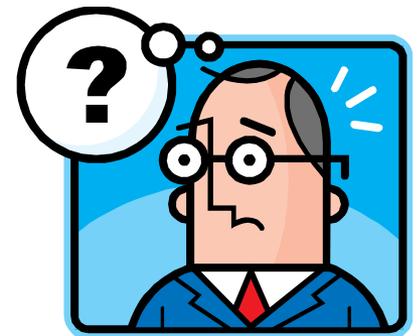
- Write for “visitors” or the document may get reactions like this:

“What is a COA?”

“What is a LOG?”

“What is an EIAO?”

“Huh?”



# Key Idea #3

- Maintain focus and scope by eliminating irrelevant content.
- This means addressing observations within the appropriate sections of the FSA and not rehashing content where it would serve only to confuse the reader.

# Key Idea #4

- Use shorter sentences (15-25 words) and active voice to enhance your reader's understanding.

# Version 1

The proposed administrative action is based on a review and analysis of the Administrative Enforcement Report, and other documented information that shows the establishment's continuing failure to implement and maintain effective Hazard Analysis and Critical Control Point (HACCP), Sanitation Standard Operating Procedures (SSOP), *Listeria monocytogenes (Lm)* Sampling Program in accordance with the requirements of 9 C.F.R. Parts 416, 417, and 430, *et seq.*, and failure to prevent production of adulterated meat products.

***STATS: 1 sentence of 72 words, 0 Flesch Reading Ease Score, 37.8 Flesch-Kincaid Grade Level Score***

# Version 2

FSIS is basing this administrative action on its review and analysis of the Administrative Enforcement Report and other relevant documents. These show the establishment's continuing failure to implement and to maintain an effective Hazard Analysis Critical Control Point plan (HACCP), Sanitation Standard Operation Procedures (Sanitation SOP), and a *Listeria monocytogenes (Lm)* Sampling Program in accordance with 9 C.F.R. Parts 416, 417, and 430, *et seq.* Additionally, FSIS is basing this action on the firm's failure to prevent production of adulterated meat products.

***STATS: 3 sentences with average length of 26.6, 2.1 FRES, 19.5 FKGL***

# Key Idea #5

- “Chunk” information with headings to enhance your reader’s understanding.
- For example, in an NOIE letter, headings such as “Statutory Authority,” “Basis for Action,” and “Steps You Can Take” help the reader navigate the complexity and length of the document.
- Likewise, you can, for example, organize observations within the FSA by date or area of surveillance.

# Three Columns of Editing

RIGHT VS WRONG	PREFERRED	GLAD-HAPPY
Each of the men IS?	Please participate.	The manager <u>said</u> the staff should attend the training.
Each of the men ARE?	It is requested that all attendees participate.	The manager <u>stated</u> ...

# Three Column Takeaways

- Use caution when you are the editor.
- Ask questions when you are the recipient of feedback.
- Apply this principle when you give feedback to the people in your lives.

# Desk Tool

- Review the Process and the Checklist.
- Will this be helpful?
- Do you have any questions about the tool?

# Active & Passive Voice

Active voice occurs when the “true actor” is the subject of the sentence. “When” the action took or will take place does NOT matter.

*Scott will facilitate the team meeting.*

Passive voice occurs when the object takes the subject position and the “true actor” is either not in the sentence or is tucked away in a prepositional phrase.

*The team meeting will be facilitated by Scott.*

# Hallmarks of Passive Voice

- The main verb is always a past participle—regardless of the tense.
- The main verb must have a helping verb to allow a complete thought.
- If the “true actor” is in the sentence, it will be the object of a preposition.
- What would be the object of an active voice sentence is in the subject position.

# List of Prepositions

- Note: “By” is the preposition that will contain the true subject in a passive construction. (*The ball was kicked BY the boy.*)
- *about, below, off, toward, above, beneath, for, on, under, across, beside, from, onto, underneath, after, between, in, out, until, against, beyond, in front of, outside, up, along, inside, over, upon, among, by, with, at, into, within, down, through, behind, of, to*

# Microsoft Word Tools to Help

1. Go to “Options,” accessed variously based upon the version of MS Word, usually from either the Microsoft Button or from “File” in the top left corner.
2. Select “Proofing” (may be “Spelling & Grammar” in your version of Word).
3. Under “Grammar,” select the following: “Check grammar as you type”; Check grammar with spelling”; and “Show readability statistics.”
4. Under “Writing Style,” select “Grammar and Style” and your preferences.

# When Is Passive Voice OK?

Follow the 80/20 Rule

- Business Writing Goal: 20% or less in passive voice.

Use Passive Voice When You

- Don't know who acted
- Don't care who acted
- Want to focus on what occurred, not who did it

# False Subjects & Command Voice

Avoid starting sentences with “It is” unless “it” is referring to specific people or things.

OK: It (this vehicle) is my car. There (across the street) are our colleagues.

Not OK: It is requested that passive voice be avoided.

OK: Avoid using passive voice.

# Avoid These Weak Verbs

- Make: “made an attempt”
- Take: “takes a survey”
- Give: “gave a demonstration”
- Do: “do some filing”
- Hold: “hold a meeting”

# Avoid Smothered Verbs

- Smothered verbs, or “verbals,” are verbs that are functioning as nouns.
- The following endings signal that a noun could actually be functioning as a verb: *able, sion, tion, ment, ence, and ance.*
- Example: conduct an investigation vs. investigate

# Detecting Passive Voice

1. Locate the main verb in the sentence.
  - a. The meeting is being **facilitated**.
  - b. The meeting is being **facilitated** by Scott.
  - c. Scott is **facilitating** the meeting.
2. Ask who is doing the action of the main verb. Use the third-person, singular, present tense form of the verb to pose this question. So, in this example, ask “Who facilitates?”
3. The answer to this question and its location in the sentence will illuminate whether the sentence is passive or not.

If the answer to this question is not in the sentence, the sentence is passive.

- a. *The meeting is being be facilitated.* (UNKNOWN)

If the answer to this question is BEHIND the verb and in a prepositional phrase, the sentence is passive.

- b. *The meeting is being facilitated by Scott.* (Scott is at back of sentence in a prepositional phrase)

If the answer to this question is in front of the verb, the sentence is active.

- c. *Scott is facilitating the meeting.* (Scott is in front of the verb and is true subject of the sentence)

**REMEMBER:** “When” something happened is not the issue with passive voice. The issue is whether “who” did the action is in the sentence (or not) and if “who” did the action precedes the verb or follows the verb in a prepositional phrase.

# Passive vs. Active Voice

## PASSIVE

- Tasks are completed (by Mr. Chan).
- Tasks will be completed (by Mr. Chan).
- Tasks had been completed (by Mr. Chan).

## ACTIVE

- Mr. Chan completes tasks.
- Mr. Chan will complete tasks.
- Mr. Chan had completed tasks.

# How can you make this better?

“Brunt Meat Products has a food defense plan made up of the owners and managers who are responsible for implementation, maintenance, and evaluation of the food defense plan.”

# How about these?

- “Brunt Meat Products’ owners and managers implement, maintain, and evaluate the establishment’s food defense plan.”

OR

- “The owners and key managers at Brunt Meat Products have implemented and maintain and evaluate the establishment’s food defense plan.”



# Passive Voice Exercise

1. We occasionally received ground beef as payment for processing fees.
2. We will consider your views when deciding what action to take, and we will include your views in any referral to the Department of Justice.

We will consider your views in deciding our next steps. If we refer this matter to the Department of Justice, we will include your views in the referral.

We will consider your views and include them in any referral we make to the Department of Justice.

We will consider your views and include them if we choose to make a referral to the Department of Justice.

3. In an undated letter our office received on October 15, 2014, Mr. Burns claimed (said) he did not know the FSIS requirements.

# Passive Voice Exercise

4. If you have any questions, please contact our office at 202-222-2222.
5. FSIS inspectors observed that meat labels were improperly affixed. (*Note: We could also fix “were affixed” if we saw who did this action.*)
6. This information will allow us to decide what action to take. OR This information will allow us to make a more informed decision on any further action.

# Passive Voice Exercise

7. Our analysis shows that your pre-requisite program lacks scientific support. Specifically, the HACCP...
8. We found these pre-requisite programs inadequate to support how your establishment decided to handle its Raw Non-Intact and Raw Intact HACCP and your establishment's claim that *E-coli* 0157:H7 is a hazard not likely to occur.

We found the pre-requisite programs inadequate to support the decision that *E-coli* 0157:H7 is not reasonably likely to occur in the Raw Non-Intact and Raw Intact HACCP plans.

We found the pre-requisite programs in the Raw Non-Intact and Raw Intact HACCP plans to be inadequate to support the decision that *E-coli* 0157:H7 is not reasonably likely to occur.

# Passive Voice Exercise

9. FSIS may find/deem/consider a HACCP system inadequate if an establishment does not maintain HACCP records as required in 9 CFR 417.5.
10. Go ahead, make my day (punk).

# Pronouns

- Subjective pronouns take a verb and include *I, you, he, she, we, it, and they*
- Objective pronouns are always the object of verbs, prepositions, or infinitives, which means they receive action. These include *me, you, him, her, it, us, and them.*

# Pronouns, Continued

- Possessive pronouns tell who owns something. **They never take an apostrophe.** They include *my, mine, you, yours, his, her, hers, its, ours, their, and theirs.*
- Reflexive pronouns bring the action back to the subject. These include *myself, yourself, himself, herself, ourselves, yourselves, themselves, and itself.*

# 1st, 2nd & 3rd Person

- First person is the person speaking:
  - *I, we*
  - *me, us*
  - *my, mine, our, ours*
- Second person is the person spoken to:
  - *you, your, yours*
- Third person is the person or thing spoken about:
  - *he, she, it*
  - *his, her, hers, its*
  - *him, her, it*
  - *they, them, their, theirs*

# Person and Verbs

- We conjugate verbs based upon **the person** and **the number** we are referring to in our writing.
- The **third person, singular, present tense** sometimes causes confusion. Specifically, people sometimes leave off the required “s.”
- *The boy dances. He dances. Jim dances. You dance. They dance.*
- *The boy danced. He danced. Jim danced. You danced. They danced.*

# Important Note about “I”

- In the FSA, you may refer to yourself as “I” or in the third person (EIAO Eldh).
- Use passive voice sparingly. Identify other FSA participants by their names and predominantly use active voice.
- Use bullets for a list of observations instead of redundantly stating “I saw, I saw” or “EIAO Eldh saw, EIAO Eldh observed.”

# Sentence Types

## **Active Voice (What a Subject is Doing)**

- Vince attends the meeting.
- Lucy is riding her bike.
- The automobiles collided in the intersection.

## **Passive Voice (What is Being Done to a Subject)**

- The meeting is attended by Vince.
- The meal was consumed with gusto.
- A decision was made to proceed with the renovation plans.

# Sentence Types, Continued

## **Linking (State of Being)**

- Vince is handsome.
- Vince was at the meeting.
- Running is hard on the knees.

## **Imperative Mood**

- Go to the meeting, Vince!
- Do the dishes.
- Please submit this paperwork by close of business Friday.

## **Subjunctive Mood**

- She wishes she were rich.
- I demand that I be allowed to attend the meeting.
- If you were the president, would you make this choice?

# Complete Sentences Have Three Components

1. A subject (the actor in the sentence)
2. A predicate (the verb or action)
3. A complete thought (it can stand alone and make sense—it's independent)

# Independent Clauses are Complete Thoughts

- Sentences can be short: *John waited.*
- Or can have more information:
  - *John waited for the bus all morning*
  - *John waited for the bus all morning in the rain last Tuesday.*
  - *Wishing he'd brought his umbrella, John waited for the bus all morning in the rain last Tuesday.*
  - *Wishing he'd brought his umbrella and dreaming of his nice warm bed, John waited for the bus all morning in the rain last Tuesday because his car was in the shop.*

# Sentence Fragments

- A sentence fragment is an **incomplete sentence**.
- Some fragments are incomplete because they lack either a subject or a verb, or both.
- The fragments that most people have trouble with, however, are **dependent clauses**—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought.

# Sentence Fragments

- *Because his car was in the shop* (What did he do?)
- *After the rain stops* (What then?)
- *When you finally take the test* (What will happen?)
- *Since you asked* (Will you get the answer?)
- *If you want to go with me* (What should you do?)

These have subjects and verbs, but they also have ADDED words, called **subordinating conjunctions**, that make them unable to be independent.

# Subordinating Conjunctions

1. join two sentences together
2. make one of the sentences dependent on the other
3. indicate a logical relationship

# Examples of Subordinating Conjunctions

- **Cause/Effect:** because, since, so that
- **Comparison/Contrast:** although, even though, though, whereas, while
- **Place & Manner:** how, however, where, wherever
- **Possibility/Conditions:** if, whether, unless
- **Relation:** that, which, who
- **Time:** after, as, before, since, when, whenever, while, until

# Dependent Clauses are “Needy”

- Every dependent clause needs to be attached to an independent clause.
- Remember that the independent clause can stand on its own.

*Although I won the lottery (dependent)*

*I continue to work. (independent)*

# Run-on Sentences

- These occur when two complete thoughts are not properly separated.

*My favorite Mediterranean spread is hummus it is very tasty.*

# How to Fix a Run-on

- With a semicolon

*My favorite Mediterranean spread is hummus; it is very tasty.*

- With a comma and a coordinating conjunction (for, and, nor, but, or, yet, so)

*My favorite Mediterranean spread is hummus, for it is very tasty. -OR- My favorite Mediterranean spread is hummus, and it is very tasty.*

- With a subordinating conjunction

*My favorite Mediterranean spread is hummus because it is very tasty. -OR- Because it is so tasty, my favorite Mediterranean spread is hummus.*

# How to Fix a Run-on

- By making two separate sentences

*My favorite Mediterranean spread is hummus. It is very tasty.*

- But you CANNOT simply add a comma between the two sentences.

*NOT OK: My favorite Mediterranean spread is hummus, it is very tasty.*

- Fix a comma splice the same way you fix a run-on—either change the punctuation or add a conjunction.

# Good Resources

- The Online Writing Lab at Purdue University  
(The OWL at Purdue)  
<http://owl.english.purdue.edu/>
- The Writing Center at UNC Chapel Hill  
<http://www.unc.edu/depts/wcweb/>

# Get up!

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## STRETCH BREAK

# Sentence Structure:

## Simple Sentence

- Simple: One independent clause that can have multiple subjects and/or verbs
  - *Vince went to the meeting.*
  - *Vince and Martha typed their notes, checked their voice mail, and went to the meeting.*

# Compound Sentence

- Compound: Two or more independent clauses (complete thoughts) joined by a coordinating conjunction or a semicolon
  - *Vince was going to be terribly late for the meeting, but he decided to go anyway.*
  - *Vince jumped in his car and rushed to the meeting; Audrey stayed at the office and handled the phones.*

# Compound, Contd.

- Usually, a compound sentence is the best choice when you have two different subjects but a related topic
  - *Bill Gunfighter denied shipping meat product with SRMs attached, but Wendy Coyote, manager of Martin's Meat Market, said the three carcasses that Bonanza had shipped on June 7, 2015, had SRMs attached.*

# Complex

- Complex: One independent clause and one dependent clause
- Commonly used subordinate conjunctions include the following: *after, although, as, because, before, if, provided, since, so that, though, unless, until, when, whenever, and while.*

# Sentence Forms: Complex

- When the dependent clause is in front of the independent clause, use a comma.
  - *After Vince typed his notes, he went to the meeting.*
  - *Vince went to the meeting after he typed his notes.*

# Compound-Complex

- Compound/Complex: At least two independent clauses and one dependent clause

*If you are going to investigate this case, interview the owner first; he will provide you the best information.*

**Note:** The best advice in non-fiction writing is to “take the path of least resistance.”

# Punctuation Patterns

1. It is raining; we will cancel the office picnic.  
(COMPOUND)
2. It is raining, so we will cancel the office picnic.  
(COMPOUND)
3. We will cancel the office picnic because it is raining. (COMPLEX)
4. Because it is raining, we will cancel the office picnic. (COMPLEX)

# Punctuation Patterns

5. It is raining; therefore, we will cancel the office picnic. (COMPOUND)
6. It is raining. Therefore, we will cancel the office picnic. (2 x SIMPLE)
7. We will, therefore, cancel the office picnic. (SIMPLE)
8. We will cancel the office picnic because it is raining, and we will reschedule for tomorrow. (COMPLEX-COMPOUND)

# Parallelism

- With two phrases or clauses, repeat the introductory word.
- With three phrases or clauses, repeat the introductory word or use it only with the first phrase or clause.
- With lists, use parallel structure.

# A Closer Look

- *The technician found (subject transitive verb)*
  - a cracked keyboard case (thing)
  - coffee spilled onto eight keys causing them to stick (sentence)
  - a cable that was frayed (noun phrase)

VERSUS

- a cracked keyboard case (thing)
- eight sticky keys (things)
- a frayed cable (thing)



# Parallelism Exercise, 1

1. FSIS applies its authorities to control and TO detain adulterated or misbranded meat product.

# Parallelism Exercise, 2

2. For inspection to resume...the following:
  - Procedures to ensure appropriate disposition of the products that may be contaminated
  - Procedures to ensure no product that is injurious to health or otherwise adulterated as a result of the rodent infestation enters commerce
  - A detailed assessment of the SSOP and other sanitation failures at your plant
  - Specific changes to be made to your program
  - Monitoring activities you will take to ensure your changes are effective

# Parallelism Exercise, 3

3. These initiatives included the following:
  - realigning or combining oversight over Establishments
  - purchasing new automated data processing systems to deploy templates
  - proposing legislation to increase dollar thresholds
  - using management and support personnel more effectively

# Parallelism Exercise, 4 & 5

4. The PDD will periodically update the page as new directives, notices, and other technical documents are issued and AS it receives questions about them.
  
5. Use these five phases of the interview:
  - Introduce Yourself
  - Establish Rapport
  - Question for Information
  - Summarize for Accuracy
  - Close the Interview

# Which versus That

- “Which” introduces non-restrictive clauses and phrases. It always takes a comma and will be set off with commas if placed mid-sentence.
- Often, you can go on a “which” hunt and delete “which” and the accompanying verb.
  - *I was called into the meeting at the last minute, (which was) a big irritant to me.*
  - *The house, (which is) pink and purple, is only a block from the beach. (Or: The pink and purple house is a block from the beach.)*

# Which versus That

- “That” introduces restrictive clauses and phrases. A restrictive clause serves to limit the scope of the noun. In other words, it says, “I mean this one thing, as opposed to all other similar things.” Do not use a comma with restrictive clauses.
  - *The house that is pink and purple is only a block from the beach.*

# Which versus That

- The word “that” is also used as a buffer to prevent confusion and to illustrate with greater clarity two parallel clauses. For example, when you use an attribution verb and a date, you need the word “that” to clarify your meaning.
  - *The director announced on February 1 the fund would be exhausted. (Huh?)*
  - *The director announced THAT on February 1 the fund would be exhausted.*
  - *The director announced on February 1 THAT the fund would be exhausted.*

# Which versus That

- “That” also does a good job of creating parallel structure.
  - *The manager said she might work another year before retiring and, if she did, I would be her deputy.*
  - *The manager said THAT she might work another year before retiring and, if she did, THAT I would be her deputy.*
- Do not be afraid to use “that” because it can lend clarity to your writing.

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# Punctuation Review

# Apostrophe (‘)

1. Use (or the apostrophe and s) to indicate possession.

To form the possessive of a singular or plural noun not ending in s, add an apostrophe and s, as in the *Administrator's meeting*.

To form the possessive of a singular or plural noun ending in s or with an s sound, add an apostrophe only, as in *James' coat* (one person's coat) or the *girls' lockers* (many girls with lockers).

Be cautious with irregular plural forms not ending in s, as in *men's room* or *children's party*.

2. Use to indicate omitted letters in contractions, shortened words, and abbreviated dates.

*Is Tom a Class of '67 graduate?*

# Apostrophe

3. Use to indicate the plural of uppercase and lowercase letters only when leaving it off would confuse the reader.

*I wish she would cross her t's and dot her i's.*

*His A's look like l's; what horrible penmanship!*

4. Do not use the apostrophe with possessive pronouns.

*The children are theirs, not ours. (Not: The children are their's, not ours'.)*

# Brackets [ ]

1. Use brackets to indicate language that is not part of the original quote, to show a correction, to clarify or explain information, or to guide the reader.
  - The *report contains data on this phenomenon [see pages 12-15]*.

# Colon (:)

1. Use it after a complete sentence to direct attention to an explanation or summary that follows.

*My dream man is funny, wealthy, and considerate: nonexistent?*

2. Use it after a complete sentence to introduce a list.

*The investigators brought the following items to document the investigation: pencils, notepads, cameras, tape recorders, and a video camera.*

# Colon

3. Use it after a complete sentence to introduce a quotation.

*The investigators followed the manual guidelines:  
“At the beginning of this section, cite the section of  
the relevant statute that was allegedly violated.”*

4. Use to separate the hour and minutes in clock time.

*6:30 a.m. to 5:00 p.m.*

*2 p.m., 3 p.m., 6 p.m. but 3:15 p.m. and 5 p.m.*

# Colon

5. Use after the salutation in a formal business letter.

*Dear Dr. Fox: or To Whom It May Concern:*

6. Use with introductory headings in lists or tables leading directly to subentries.

# Comma (,)

1. Use to separate main clauses when linked by a comma and a coordinating conjunction.

*I was unsuccessful in reaching Mr. Banks on the telephone or via e-mail, so I drove to his business to interview him.*

You can remember the coordinating conjunctions with this acronym: **FANBOYS** (for, and, nor, but, or, yet, so).

2. Use to separate words or phrases in a series. Use a comma before the conjunction with a series of three or more.

*I traveled to Budapest, Prague, and Berlin.*

# Comma

3. Use with adjectives that can be interchanged (or where you can use *and* in the middle without affecting the meaning).

*This must be a thorough, impartial report.*

4. Use to set off an introductory clause or interjection.

*Oh, you are right. If snow falls, the drive will be slow.*

5. Use in pairs to set off nonessential information, including appositives and “which” phrases.

*We interviewed Mr. Thomas Banks, the facility owner, at his office.*

# Comma

6. Use with phrases that begin with terms like *as well as* and *in addition to*.
7. Use commas to set off degrees and titles.  
*William Brown, Ph.D., is the guest speaker.*
8. Use to set off dates, places, and addresses, but not with just the month and year (July 2008).  
*Forward his mail to 2973 Main Street, Tallahassee, Florida, until January 28, 2009*
9. Use to set off a tag question.  
*You do like my gift, correct?*

# Comma

10. Use to set off the words in a direct quote.

*Sam said, "It's about time you got a job."*

11. Use a comma to separate two identical words or two sets of figures.

*Curtis had lost it, it seemed.*

*We told you, you might regret doing that.*

*Please buy me 20, 34¢ stamps and 10, 55¢ stamps.*

# Comma

12. Use to set off words or phrases expressing contrast.

*I want my children to be independent thinkers, not little monsters.*

*Lucy always wanted a lucrative position, but never with so many responsibilities attached.*

13. Use with direct address.

*Paul, I do not agree with your approach.*

# Dashes (—)

1. Use to mark a sudden break or an afterthought.  
*He said—and no one contradicted him—“The battle is lost.”*
2. Use to indicate more emphasis, in place of parentheses.  
*Many components of the rule—for example, the introductory summary—are written before the regulation text.*
3. Use to emphasize single words.  
*Quality—that is the emphasis in all of our work.*
4. Use with repetitions, restatements, and summarizing words.  
*Do not miss this opportunity—the opportunity of a lifetime!*

# Dashes

4. Use to indicate an interruption or an unfinished word or sentence.

*He said, “Give me lib—” and then the door hit him.*

5. Use in place of commas or parentheses if the meaning is clarified by the dash.

*These are shore deposits—gravel, sand, and clay—but marine sediment is beneath them.*

6. Use to precede a credit line or signature.

*This statement is open to question.—Gerald H. Forsythe*

# Ellipses (...)

1. Use to show that words or sentences are missing from a quoted passage.

*During the past five years...we have noticed a change in the use of this code.*

2. Use to indicate a pause or interruption.  
*We can go to the play...if you want to go.*

# Exclamation Point (!)

1. Use to indicate the end of a complete thought that expresses surprise, incredulity, enthusiasm, or other strong emotion.

*I am extremely upset right now!*

# The Hyphen (-)

1. Use it if a pair of words forms an adjective that comes before the noun. General rule—use a hyphen between words if the words by themselves would make no sense in connection with the following noun.

*third-party witness, FSIS-regulated product, first-class seat, well-known artist*

# Quotation Marks (“”)

1. Use to enclose a direct quotation. Begin a direct quote with an uppercase letter.

*Mr. Sacks stated, “I ordered this product and had it labeled as required.”*

2. Use to enclose any words following terms such as "entitled," "marked," or "referred to."

*The product was labeled “Not for Human Consumption.”*

# Quotation Marks

3. Use them to enclose the titles of short works like magazine articles, short stories, essays, poems, songs, and book chapters

*The jukebox was playing the Beatles' song "Yesterday."*

4. Use them to enclose misnomers, slang expressions, nicknames, coined words, or words used in an unusual way

*My "best friend" had an affair with my husband.*

# Quotation Marks

- Place commas and periods within quotations
  - *The water buffalo was named "Big Bad Bubba."*
- Place colons or semicolons outside quotations, unless the semicolon or colon is contained within the quote
  - *I'm reading an article called "Getting Dates"; you ought to read it, too.*

# The Semicolon (;)

1. Use it to connect two related sentences.

*The owner was not present for the interview; therefore, I interviewed the manager.*

2. Use it to connect elements in a list when the list has many commas.

*Our training sites include Philadelphia, Pennsylvania; Sacramento, California; and Omaha, Nebraska.*



# Punctuation Exercise

1. The establishment did not maintain its records as required;\_therefore, we are recommending an enforcement action.  
(or The establishment did not maintain its records as required, SO we are recommending an enforcement action.)
2. Later,\_you jerked a clipboard from another FSIS official's hand and grasped him.
3. We found residue from the previous day's production on slicing equipment and the ham tumbler.

# Punctuation Exercise

4. FSIS Form 4735-4, “Reporting Form for Assault, Harassment, Interference, Intimidation, or Threat,” was completed by Dr. Brunt and CSI Thomas. *(yes, passive here)*
5. The firm’s inability to comply with this section of the Act has led to these actions.

# Punctuation Exercise

6. The building and parking lots were deserted after the Administrator announced an early release. (no comma)
7. A memo, five e-mails, and an editing project were all assigned by the manager on Monday morning. (no comma before “were”)
8. The relief workers specifically requested food, blankets, and children’s clothing.
9. He opened his briefcase, took out his notes, and began to talk. (delete “he” OR place ; after briefcase and delete comma after “notes”)

# Punctuation Exercise

10. In our foreign relations, people instead of governments are our first concerns. (no comma after governments; could place commas or dashes around “instead of governments”)
11. My colleague, who is an Army reservist, is deployed to Afghanistan. (OK as is)
12. Any Army reservist who is stationed in Afghanistan receives extra pay. (delete both commas)

# Overcoming Common Problems

1. Use Shorter Sentences
2. Correctly Use Possessive vs. Plural Acronyms, Names, Etc.
3. Use Bullets to Break Up Text
4. Truncate
5. Maintain Consistency with Numbers and Dates
6. Avoid Redundancy

# Overcoming Common Problems

7. Avoid Using “Document” as a Verb
8. Use “In regard,” not “In regards”
9. Use Correct Bacterial/Microbial Genus and Species Names
10. Avoid Negative Tone and Bias
11. Properly Place Modifiers

# 1. Long Sentences: Before

*This action is based on your establishment's failure to implement an effective Listeria monocytogenes control program in accordance with 9 CFR of the Code of Federal Regulations, Part 430.4, as evidenced by FSIS's findings through the Routine Listeria monocytogenes Risk-Based (RLm) and subsequent Intensified Verification Testing (IVT) Sampling Programs, product contact surfaces and intact product were contaminated and adulterated respectively with the Listeria monocytogenes pathogen.*

- (64 words, Reading Ease Score of 0, Grade Level Score of 35.5)

# Long Sentences: After

*FSIS is basing this action on your establishment's failure to implement an effective Listeria monocytogenes (Lm) control program in accordance with 9 CFR of the Code of Federal Regulations, Part 430.4. FSIS, through its routine Lm Risk-Based (RLm) and Intensified Verification Testing (IVT) Sampling Programs, found product contact surfaces and intact product contaminated and adulterated respectively with Lm.*

- (Two sentences with an average sentence length of 29, 6.7 RES, and 19.5 GLS)

## 2. Possessive vs. Plural

- FSIS's
- Mr. Mildhoff, Mr. Mildhoff's, Mr. and Mrs. Mildhoffs' business
- SRM or SRMs (not SRM's)
- CSI's written account (one CSI has written something), CSIs (many people with the title of CSI)
- EIAOs (several EIAOs), EIAO's (one EIAO owns something)
- LOG, LOGs, COA, COAs

# 3. Text vs. Bullets

*Your response should, at a minimum, include the following:*

- Written sanitation procedures and pest control measures you have developed and implemented for your business operation on a daily and ongoing basis*
- All written records completed on a daily basis*
- Employee training*
- Any other food safety measures to ensure your establishment meets statutory and regulatory requirements*

# Guidance on Bullets

- To the extent possible, be consistent—this includes beginning capitalization, ending punctuation, word choice, and complexity.
- Do not use semicolons at the end of bullets.
- Do not use periods or question marks unless the bullets form a complete thought.
- As a rule, use bullets only when you have three or more items.
- Prefer numbering over bulleting if the information is sequential. Avoid complex hierarchy unless you need it. (I, II, A, 1., a.,)

## 4. Truncate

- *Subsequent reviews conducted on August 14 and September 26, 2009, again disclosed...*

# 5. Numbers and Dates

- Zero to nine write out; 10 and above use numerals.
- Write out any number at the start of a sentence.
- Use numerals when referring to the passage of time: 24 months, 6 weeks, 3 days, and 2 hours until I retire.
- With ranges, use numerals in all cases.
- Use one format throughout a document for dates.
- For FSAs, use numerals throughout, do not repeat numbers in parentheses, and opt to use abbreviated dates if you prefer (12/15/16).

# 6. Redundancy

- Include only vital information.
- Do not needlessly repeat statutory language.
- Read FSA tool questions before beginning to respond.

# 7. Document as Verb (NO)

- “FSIS’s findings during this review document you have failed to take corrective actions.”
- This is confusing. Instead, use *show, illustrate, prove, indicate, or demonstrate*.

## 8. “In regard”

- Use “in regard,” not “in regards.”

Bonus:

- Don’t use “in order.”
- Don’t write “the reason why is because...”

# 9. Use of Genus, Species, Serotype

- Italicize bacterial and microbial genus and species names, as in *Escherichia coli*.
- When abbreviating, capitalize genus name and shorten with a period after the first letter.
- Keep species name lowercase but don't abbreviate it.
- One exception: *Listeria monocytogenes* or *Lm*.
- Serotype is not italicized, but it is capitalized.
- In *E. coli* O157:H7, that is an O not a zero.

# Some Examples

- *Listeria monocytogenes* or Lm
- *Escherichia coli* or *E. coli*
- *Salmonella*
- *Salmonella* Enteritidis or S. Enteritidis
- *Salmonella* Hadar or S. Hadar
- *Salmonella* Typhimurium or S. Typhimurium
- *Campylobacter*
- *Campylobacter jejuni* or *C. jejuni*
- Shiga toxin-producing *E. coli* or STEC

# 10. Tone and Bias

- Do not use language that is racist, sexist, ageist, or otherwise discriminatory.
- Use neutral descriptive language: “an approximate ¼-inch thick layer of grease and dust coated the grinding equipment, “ NOT “The grinding equipment was disgusting.”
- For more guidance on tone in general business writing, see bulleted list on page 29.

# 11. Modifiers

- Always place modifiers (words, phrases, and clauses) as close as possible to the words they are modifying.



# Modifiers

- Put limiting modifiers such as *almost, only, just, even, hardly, and merely* just before the words they modify.
  - *This Agency only considers compliance issues at meat-producing plants.*
  - *This Agency considers only compliance issues at meat-producing plants.*
  - *This Agency considers compliance issues only at meat-producing plants.*

# Modifiers

- Avoid "squinting" constructions—modifiers that may refer to either a preceding or a following word or part of the sentence.
  - While chasing after her daughter, she fell and twisted her ankle.

# Modifiers

- Avoid "squinting" constructions.
  - Based on requests from involved parties, we met with industry officials, OPM, and other organizations regarding policy issues and operating methods in Pismo Beach, California.
  - The Agency participated on a panel at the Bi-Partisan Conference in Las Vegas, Nevada, to share information with leaders who head agriculture committees about food safety and Agency policies.

# Modifiers

- Do not dangle a participial phrase. A dangling participle does not refer logically or grammatically to any word in the sentence.
  - *Walking down the stairs, a purse was found.*

# Modifier Hall of Infamy

- *As we begin, I must ask you to banish all information about the case from your mind, if you have any.*
- *For sale: Mixing bowl set designed to please a cook with a round bottom for efficient beating.*
- *Having finished my dinner, the waitress offered to bring out the dessert tray.*

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Moving from Grammar to Writing

# PARAGRAPHS

# Paragraphs

1. The first paragraph in a document sums up the message and acts as a road map for the rest of the letter. This “sum up” should give the result, outcome, or recommendation.
2. Each paragraph should have a topic sentence that establishes a subject, a purpose, and an order.
3. Each paragraph should contain information relevant only to the topic sentence (and the topic itself).
4. Most paragraphs have three to five sentences, but this can vary.



# Exercise: Evaluate a Paragraph

1. Read the paragraph on page 32.
2. Is this effective? Ineffective?
3. What changes do you think are needed?

# Observations on Paragraph Exercise

- The sentences are LONG and clunky.
- The paragraph seems to have two major ideas.
- If these two things are the basis for action, then the topic sentence needs to say so.

*Example: FSIS is issuing this Notice of Intended Enforcement (NOIE) based on our findings of both repetitive positive Lm results and an inadequate sampling program. Information on the our findings, FSIS's statutory authority, and next steps you may take follow below.*

# Observations on Paragraph Exercise

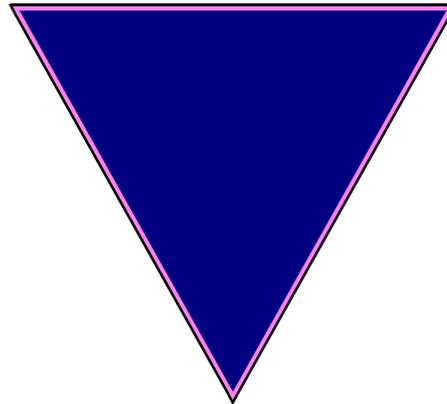
- If the items are related—for example, cause and effect—this, too, should be stated.
- Example: *FSIS is issuing this Notice of Intended Enforcement (NOIE) based on our findings of an inadequate Listeria species sampling program that has led to repetitive positive Lm results on product and equipment. Details on these findings follow below.*

# Organizational Styles

- Inverted Pyramid (Deductive)
- Hourglass (Deductive with Repetition)
- Pyramid (Inductive)

# Preferred: Inverted Pyramid Style

- The bottom line is at the top. The reader gets the main idea first, with the supporting ideas following behind.



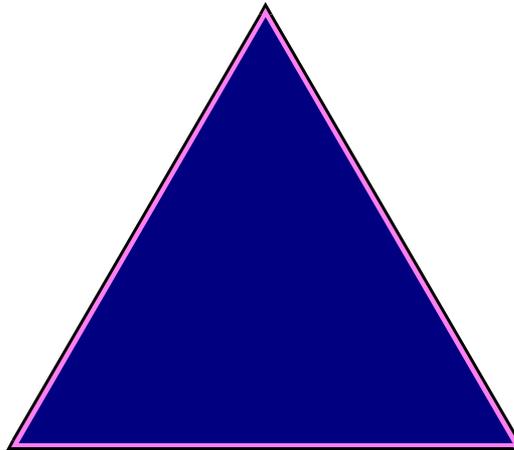
# Preferred: Hourglass

- The “hourglass” style of organization leads with the main idea, provides background detail or justification, and then repeats the main idea.



# Rarely Preferred: The Pyramid

- Detail is at the front, followed by a “therefore” statement that sums up the BLM.





# Exercise: Determine Organizational Style

Paragraph 1 = Inductive

Paragraph 2 = Deductive

# WRITING THE PHRE RECOMMENDATION

# Writing the PHRE Recommendation

- Document rationale for, or against, doing an FSA in PHIS using the PHRE Tool. Follow guidance in Directive 5100.4.
- Review PHRE Report for patterns, trends, or specific issues that should be investigated.
- Review lab results, consumer complaints, previous FSAs, relevant enforcement reports, PFGE results for *Lm*-positive results, and feedback from IPP.

# Writing the PHRE Recommendation

- Recommendations can be do FSA; don't do FSA but take enforcement action; don't do FSA.
- Write rationale for an FSA in PHRE4. Write rationale against FSA in PHRE3.
- The PHRE is an internal document and therefore is not to be distributed to the establishment. During the entrance meeting, the EIAO is to explain the reason for the FSA and answer questions about the overall process.

# The FSA Assessment Plan

When an FSA is recommended, create an Assessment Plan with the following elements:

1. Apparent Violations of the Statutes
2. Scope of the FSA
3. Steps of the Assessment

# Notes on the FSA Assessment Plan

## Important Notes:

- The plan doesn't have to be long or point out obvious/customary steps.
- It should be an overview of why the FSA is important to complete and what unique steps (and guidance) will be needed for this specific FSA.
- If during the FSA new information causes the approach to change, the plan does not need to be updated as long as this new information is captured in the FSA itself.

# Sample FSA Plans

- Please review the sample FSA plans (PHRE4) on pages 37 and 38.

# Writing the Rationale Against an FSA

- If you determine an FSA is not currently needed and select “no,” you will complete the PHRE3 question.
- While the reasons for not initiating an FSA will vary, the basic structure will be:
  - ✓ Statement indicating the FSA is not recommended and then the reasons for this.
  - ✓ Information from the PHRE Report and the EIAO’s review of lab results, consumer complaints, enforcement reports, PFGE results, and communication with the relevant FLS and IPP.

# Sample Rationales (PHRE3)

- Please review the sample PHRE3 responses on pages 39-40.



# Exercise: Evaluate a PHRE3 Response

1. Individually, read the PHRE3 Response on page 41.
2. As a group, discuss and make note of what is effective and what changes you believe are needed.
3. In your group, rewrite the response as you believe it should be written.

# Instructor's Comments on PHRE3 Response

1. No need to state you are following the directive.
2. Answer is not presented until the end (inductive, not deductive approach).
3. Subject and verb disagree—should be “were.”
4. “PHIS profile data was reviewed” leaves reader wondering “And so what?” (NOTE: This would be a good opportunity to check for/confirm correct FSIS sample tasks or inspection tasks being performed.)

# Instructor's Comments on PHRE3 Response

6. Run-on sentence. Commas needed around “apparently finding none.”
7. Clunky sentence with two “sions” and a passive verb.
8. Sentence is too long (83 words).
9. Writer has packed in a lot of information. Sample has a lot of PV but most falls under acceptable PV.

**NOTE:** *See the two suggested rewrites on pages 45 and 46.*

*Which do you prefer? How does your rewrite compare to these?*

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# **EIAO DOCUMENTATION TIPS AND THE FSA**

# Writing the FSA (Directive 5100.1)

- Focus on the food safety system as a whole, with emphasis on documenting vulnerabilities and noncompliance.
- Discuss vulnerabilities, even when there are no instances of noncompliance.
- Generally, do not make positive editorial findings.
- At the end of each tool, summarize the findings that best support the FSA recommendation.
- Use the decision-making analysis section of the General Tool to provide greater analysis of the background, applicable sample results, and observations made throughout the FSA to support the recommendation. Ensure the recommendation is supported by FSIS statutory and regulatory requirements (i.e., the Acts and 9 CFR).
- Provide a synopsis of the analysis in the executive summary.

# General EIAO Documentation Tips

- Write for people “outside the neighborhood.”
- Generally address the most egregious problems first.
- Clearly describe documents and facts.
- Associate dates with documents and issues.
- Identify persons involved by name and title, and clarify whether they are FSIS employees or plant personnel.
- Relate noncompliance to accurate and relevant regulatory citations.

# General EIAO Documentation Tips, Continued

- Think about the bottom-line message you are trying to convey before putting it on paper.
- Avoid jargon and excessive wordiness.
- Consider the appearance of the document.

# Responding to Follow-Up Questions in the FSA Tools

- Answer the Question
- Maintain Proper Scope
- Use Critical Thinking

# Tips for Writing the Follow-Up Question Response

## DO

- Support your decision.
- Review the questions before starting a tool.
- Write vivid descriptions.
- Lead with your main idea and be sure to answer the question.
- Keep focus on whole system.

## DO NOT

- Copy & paste one question into another. Instead, give a short response and refer reader to fuller response.
- Quote long regulatory passages.
- Use jargon, abbreviations, & excessive shoptalk.
- Make positive editorial comments, but do fully support a recommendation of no further action.

# A Few Notes on Question Response Length

- PHIS limits the amount of text characters allowed in the follow-up question boxes.
- The preferred approach would be 5-10 lines of brief narrative.
- Bullet points are allowed and encouraged where appropriate.
- Some situations—for example, numerous findings or a unique process that needs to be described—will merit a lengthier entry.



# Exercise: Critique a Response to a Follow-Up Question

1. Read this response from the General Meat Tool.
2. In your team, analyze it and note at least three observations.
3. Use a flipchart page to create a good outline.
4. Write a new first paragraph.
5. Be prepared to share your work.

# Observations on Response to Follow-Up Question

1. Response is confusing—production areas are called “sound,” yet the bulk of the analysis lists observations of dirt, dust, cobwebs, and so on.
2. Emphasis should be on noncompliance and vulnerabilities—not on what is OK and sound (and Brockman’s helpfulness).
3. Rewrite needs a better topic sentence, better organization, and some simple formatting (headers & bullets).
4. Please see note in handout about how to handle findings, NRs, and so on.
5. Writing is descriptive, but it has far too much passive voice and has a few tense shifts.
6. The sample is in serious need of some commas.

# Writing a Tool Summary

- Use the summary question at the end of each tool to focus on the most significant noncompliance(s) or vulnerabilities.
- Present these findings as 3-5 bullet points.
- If a bulleted finding needs elaboration, follow it with an explanation.
- Write the summaries carefully and ensure they fully capture the critical findings.
- Use information from the tool summary (or summaries if more than one tool is completed) to write the decision making analysis and the executive summary.

# Writing a Tool Summary

- This summary should capture the essence of the information collected using that tool. It should not be lengthy, nor should it be a chronology of the FSA.
- Do not reference other tool questions within the summary because it should function as a stand-alone entry.

**NOTE:** See sample Tool Summary (NRTE Tool) on page 57.



# Exercise: Critique and Rewrite a Meat Tool Summary

In your group, please do the following:

1. Write at least three observations about this tool summary.
2. Underline or highlight each passive construction.
3. Create an outline for how you would rewrite this analysis and then rewrite it.

# Observations on Meat Tool Summary

Good start. Fairly well organized and clearly states and explains noncompliance.

1. The last sentence in the first paragraph is a distraction.
2. The final paragraph about the COAs is vague.
3. Two sentences are long: 2<sup>nd</sup> sentence in 3<sup>rd</sup> paragraph is 64 words long; 3<sup>rd</sup> sentence in 4<sup>th</sup> paragraph is 42 words long.
4. This analysis is 50% passive voice, which “fogs up” the writing significantly.

# Writing the Decision Making Analysis

- Write the DMA using findings in tool summaries, including the General Tool summary (G54).
- Use the DMA to share information on relevant results from *RLm*, IVT, or IIT sampling, PHRE, and in-plant observations.
- Identify what is noncompliance and what is a vulnerability.
- Consider the “puzzle pieces” before you begin writing the DMA.
- Lead with the recommendation(s) and an overview of the findings. If desired, give brief information about the facility and process.

# Writing the Decision Making Analysis

- Consider using small headers to separate content. For example, if your DMA needs to address sampling, sanitation, and HACCP design—and these can and should be addressed separately—use headers to guide the reader.
- If desired, use the “hourglass” structure and repeat the recommendation(s) at the end of the DMA.
- PHIS allows up to 20,000 characters; ideal DMA will be 1-2 pages, far less than 20,000 characters.

# Sample DMA Outline

1. Recommendation in 1-2 sentences
2. Analysis and Explanation
3. Additional Information on Reason for FSA and Other Relevant Findings
4. Reiterate Recommendation



# Exercise: Critique a DMA

1. Read the DMA on pages 69-71.
2. Read the DMA on pages 73-74.
3. Make note of at least three significant differences.

Extra Credit: Identify any passive constructions.

# What did you think?

Please share your observations about the differences between the two DMA.



# Instructor's Observations

1. Overall, writing was on target but needed to be reorganized for easier flow/readability. It was an easy upgrade.
2. In a nutshell: go deductive and create sub-sections.
3. Semicolon was misused. This misuse created several fragments.
4. Two sentences (in analysis section) had subject-verb disagreement.

# Writing the Executive Summary

A good executive summary will be about 350 words long and contain these elements:

1. A sentence or two that describes the establishment and its processes, including the major types of products it produces
2. A sentence or two that describes the establishment's compliance history
3. A sentence that describes the sampling results, if applicable
4. A couple of sentences that describe the major findings leading to the recommendation
5. A couple of sentences that discuss the EIAO's analysis of the significance of those findings under the regulations that result in not meeting the requirements of the Acts, and what they show about the establishment's ability to produce safe products

# Executive Summary Samples

Please read pages 76-77 to see the breakdown of an executive summary.

Please read page 78 to see another example of an executive summary.



# Executive Summary Exercise (pages 79-80)

1. In your table groups, please read, evaluate, and then rewrite the executive summary.
2. Be prepared to share your observations and your rewrite.

# What did you think?

Please share your observations about the executive summary.

# Instructor's Observations

1. This is a tale of two documents: first 3 paragraphs are not needed, and the rest is not bad.
2. Even deleting superfluous first 3 paragraphs, the sample is too long.
3. In second to last paragraph, 4<sup>th</sup> sentence lacks subject-verb agreement.  
*The establishment's SSOPs, SOPs, E. coli control, Sanitary Dressing and SRM programs along with the HACCP plan MEETS the regulatory requirements of 9 CFR Parts 416, 417, and 310 at this time.*
4. Also in the second to last paragraph, neither half of the 5<sup>th</sup> sentence is complete. Removing the semicolon does not correct the sentence.  
*Direct observations and records reviewed of the establishment's food safety systems in operation at this time; provide the basic environmental conditions for the production of safe, wholesome food and no issues affecting public health were observed.*

# How did you do?

- Compare your group's rewrite against the suggested response on page 82.
- Any feedback or observations on your rewrite or the suggested response?

## Stats on Suggested Response:

- *324 words*
- *19.1 words per sentence, 5.3 sentences per paragraph, 4 paragraphs*
- *25% passive voice*
- *Reading-Ease Score of 35.5 and Grade Level Score of 13*

# NOIE & Suspension Letter Format

1. First Paragraph: What Action FSIS is Taking (Road Map)
2. Second Paragraph: FSIS's Authority to Take Action
3. Third Paragraph: Findings and Basis for Action
4. Fourth Paragraph: Alleged Violator's Next Steps and Appeal/Hearing Rights

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# ALL ABOUT E-MAIL

# Why Should You Care?

- E-mail is an extension of you and your professionalism.
- Your e-mail represents you, your organization, and the Federal government.

# Critical Points

- E-mail offers zero privacy.
- In some instances, e-mail can be requested for review under FOIA, for Congressional inquiries, as evidence in legal proceedings, and by the media.
- E-mail should pass the “Washington Post” test.

# Interesting E-mail and Internet Statistics

- Per-message cost is estimated at \$.54.
- Average annual cost per user is \$4,200.
- About half of 130 million workers (sending 2.8 billion e-mail messages a day) report receiving racist, sexist, pornographic, or otherwise inappropriate e-mail.

# A Few More Statistics

- 27% of Fortune 500 companies have defended themselves against claims of sexual harassment stemming from inappropriate e-mail.
- Workers spend about 21 working days a year web surfing. About 64% of that time is used for "non-work related entertainment."
- A study by Atlassian, the developer of team collaboration software, found that professional workers receive an average of 304 e-mails a week and check e-mail 36 times an hour.

# A Few More Statistics

- A study on interruptions in the workplace found the following:
  - people spend about 20 seconds concentrating on a single item before moving on to another
  - on average, workers have 8 screens open on their computers—for example, e-mail messages, Web pages, Word documents, or PowerPoint files
  - many people do not return to the work they were doing and, if they do, it can take up to 15 minutes to refocus

# When to Use E-mail

- You need to get announcements to a set group of people.
- You need an informal or formal written record.
- You need to communicate across time zones.
- You need to send an electronic attachment.
- You are not in a hurry.
- Other ideas?

# When NOT to Use E-mail

- You need privacy.
- You need to watch the other person's body language.
- You are concerned the message might be misunderstood or misconstrued.
- You have anything negative to say.
- You need an immediate response.
- Other ideas?

*Hint: Use your phone instead.*

# Best Practices

1. Write and let “cool.” Do not yet complete the “To” line.
2. Review the e-mail.
3. Check for attachments.
4. Finally, send the e-mail, ensuring it is headed to the correct person.

# Have you ever received an e-mail like this?

*Got it. Will send back next week.*

# A salutation and a closing can soften the tone

*Bill,*

*Got it. Will send back next week.*

*Regards—*

*Connie*

# Adding some pronouns and context makes it even better

*Bill,*

*I got YOUR REPORT. I will send it back next week after I review it.*

*Regards—*

*Connie*

# Do Not Put These in an E-mail

- Criticism
- Chain Letters
- Profanity
- Religious Messages
- Political Information
- Anything of a Sexual/Pornographic Nature
- Jokes (unless they are completely non-discriminatory)
- Discriminatory Comments
- Sales or Marketing Materials from Outside Businesses

# E-mail Management Tips

- Get to know the Microsoft Outlook features.
- Call or visit instead of sending an e-mail.
- Generally, reply without attachments but with the original message.
- Provide context.
- Send and reply only to those who **MUST** get the e-mail message.

# E-mail Management Tips

- Try to respond to e-mails within 24 hours.
- If you will be out of the office, use the “Out of Office” reply option.
- Plan your day around small periods of writing and responding to e-mail.
- Turn off pop-up notification if you find it distracting.

# E-mail Management Tips Cont.

- If possible, “touch” each e-mail just once.  
Here are some typical ways to handle e-mail:
  - Read it and delete it.
  - File it in the appropriate folder (by project, person, event, and so on).
  - Act on the “softballs,” in other words the tasks that are quick and easy to accomplish.
  - Forward and delegate the action, as required.
  - Print a hard copy and file it if considered a record.

# A Last Activity (Pick One)

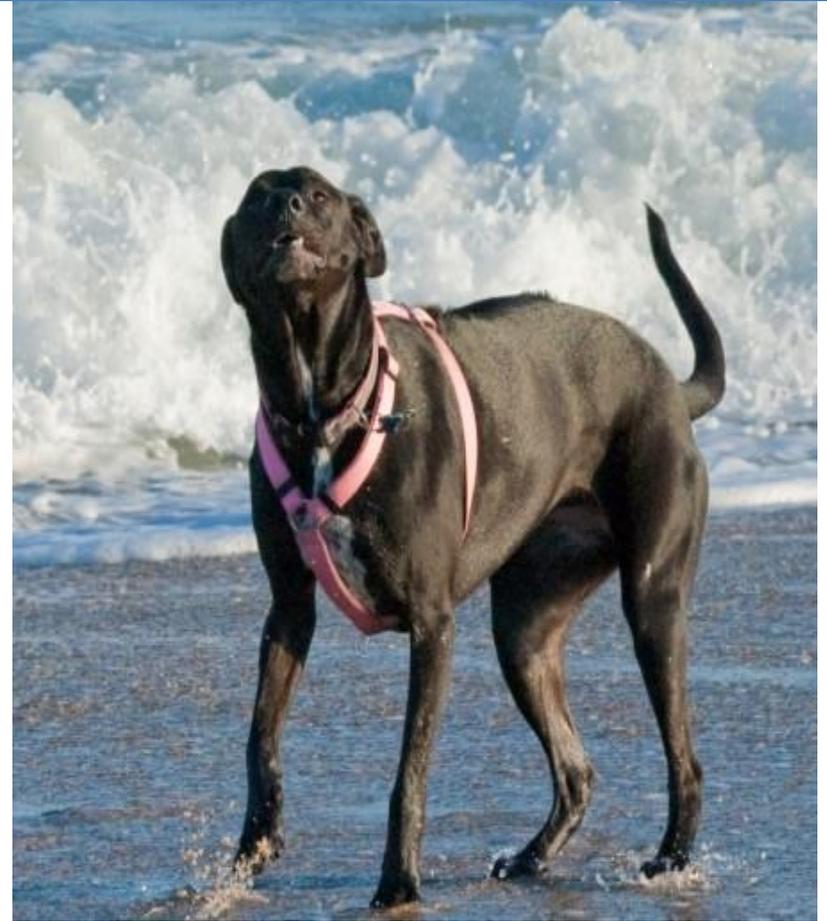
- Give a visual representation (AKA “doodle”) of what you have learned in this writing workshop.
- Create a rap, song, or poem illustrating what you have learned today.
- Illustrate what you have learned in any other creative way.

NOTE: All team members must participate.

# Before We Go, Here Are Some Things My Dog Has Taught Me:

- Stretch—a lot!
- Sleep—a lot!
- Assume everyone likes you.
- Never pass up the chance to use the bathroom.

# The Wise and Wonderful Tiki



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# That's it! We're done!

Thank you for your hard work!

I'm at [wendielh@verizon.net](mailto:wendielh@verizon.net) if you  
need to reach me.