GUIDELINES FOR DEVELOPING A TRAINING PROGRAM BASED ON *THE GREGG REFERENCE MANUAL*

The following guidelines will show you how to create an English skill-building training program based on *The Gregg Reference Manual (GRM)* and one of the two sets of worksheets that accompany the manual.

These guidelines are designed to offer help, whether you are:

- An outside trainer who serves the needs of many organizations.
- A staff member whose responsibilities include planning and managing (and perhaps even conducting) training programs within your own organization.
- A manager who recognizes the need to improve your organization's internal and external communications.

OBJECTIVES

This resource manual describes a training program that will achieve the following objectives:

- Sensitize participants to the most common mistakes in style, grammar, and usage, and show participants how to avoid making these mistakes in the future.
- Bring experienced writers up to date on (1) the continually evolving changes in style, grammar, and usage and (2) the standards and practices that characterize the best business writing currently in evidence.
- Show participants several options for quickly locating the answers they need to resolve the problems they encounter in their work.
- Provide participants with much-needed practice in applying the appropriate rules. The worksheets accompanying *The Gregg Reference Manual* (either the *Basic* version or the *Comprehensive* version) provide exercises that reflect the kinds of problems participants encounter on the job.
- Strengthen participants' writing skills and enhance the quality of the written documents they produce on the job.
- Develop participants' editing skills so that they can spot errors on their own and correct them with the help of *GRM*.
- Help an organization function more efficiently and effectively when its internal and external communications convey greater clarity and conform to the current standards of style, grammar, and usage.

ESTABLISHING THE LENGTH OF A TRAINING PROGRAM

How much ground you can cover in a particular training program will depend on how long the program will run. Here are the most common arrangements:

- A program consisting of one or more 7-hour days—offered on consecutive days or spread out over several weeks or months.
- A program consisting of 2- or 3-hour sessions, spread out over a period of time.

Providing training in 2- or 3-hour sessions over a longer period offers this advantage: participants can spend most of the day at their desks; thus business operations will not be significantly disrupted.

Moreover, there are several advantages in scheduling training sessions so that they do not fall on consecutive days. Participants will have a better chance to absorb what they have just learned, and they will be able to apply it immediately to the work that awaits them when they return to their desks. In addition, participants can use the time between sessions to become familiar with specified sets of rules in *GRM* and complete the corresponding worksheet exercises before the next group session.

ESTABLISHING THE OBJECTIVES OF A PARTICULAR TRAINING PROGRAM

If you are serving as the trainer, you will need to assess the needs and the goals that the organization wants you to address. If possible, meet with—or at least invite comments from—key managers at all levels who have a real stake in the outcome of this investment in upgrading their employees' skills. Ask these managers to submit sample documents produced by those who will be attending the training program.

If these managers do not specify the problems they want you to tackle, the sample documents they supply will give you a solid basis for recommending specific areas for improvement. (Later on, you can draw sample sentences from those documents to give your training sessions a custom-tailored touch.)

If the managers decide not to select the employees who will attend the training program and allow for

participation on a voluntary basis, try to survey the participants in advance. In that way, you can deal with the things that interest them while continuing to focus on the areas where they need the most help. A written survey might include questions about the participants' typical writing tasks as well as their major concerns about grammar, style, and usage. For a more detailed evaluation of specific needs, make use of the diagnostic survey on pages 1–4 of the *Basic Worksheets* or the *Comprehensive Worksheets.*

ESTABLISHING THE NUMBER OF PARTICIPANTS

Providing effective training can be difficult when there are more than 20 participants in one session. For the best results, try to limit attendance to 10–15 people.

If more than 20 people have volunteered or have been designated by their managers to attend the program, try to get approval to offer two or more programs concurrently or consecutively. This arrangement will give you greater flexibility in deciding how to group the participants.

If you keep participants from the same business unit together, you can draw on the relevant documents produced in that unit to reinforce the points you want to make.

If you are able to group participants on the basis of their current level of skill or their different learning styles, you can adjust your approach accordingly. (For some suggestions on how to accommodate different learning styles, see the discussion on page A-5.)

In most cases, however, you will be expected to offer the same kind of training to participants with a wide range of skills and responsibilities. By using examples drawn from the kinds of writing done throughout the organization, you can still make the content of your program meaningful and interesting to everyone attending.

ESTABLISHING THE CONTENT OF A TRAINING PROGRAM

1. **A basic course.** If the program is to focus on common errors in style, grammar, and usage, then the content of the program should focus entirely on Sections 1–11 in *GRM* and the *Basic Worksheets.* These worksheets provide exercises only for the *basic rules* in the first eleven sections—those highlighted in the manual by superimposing red panels on the appropriate rule numbers.
2. **A comprehensive course.** If, in addition, the program is to cover the formatting of documents, then the content of the program should also draw on material from the second half of *GRM* and involve the use of the *Comprehensive Worksheets.*
3. **One- or two-day programs.** In a one- or two-day program (typically running for 7 hours a day), your first task is to familiarize participants with the contents of *GRM* and teach them how to find the information they need. In the remaining time, you will want to focus on the most common types of errors and give participants some practice in completing relevant exercises in the *Worksheets.*
4. **Longer programs.** In a longer program, you will be able to spend more time showing participants how to avoid the kinds of mistakes they typically make in the documents they produce. You can base your selection of topics here simply on your analysis of the documents previously submitted by the participants or their managers. If you are able to use the diagnostic survey at the beginning of the *Worksheets,* you can determine more precisely which topics to emphasize in the training program.
5. **Self-paced programs.** Many participants will want to continue building their communication skills after the formal training program ends—especially if the program runs for only one or two full days. You can show them how to move ahead on an independent, self-paced basis if you familiarize them with the features of the worksheets.
   - Point out that the directions for each worksheet exercise will tell participants which rules to look at in advance.
   - Indicate that for most of the exercise items, the pertinent rule numbers have been provided alongside the answer blanks. These numbers serve to familiarize participants with key rules in *GRM* and show them where to find the answers they need.
   - Direct attention to the editing exercises that appear at frequent intervals. These exercises are designed to integrate everything a participant has learned up to that point.

     Because the editing exercises do not provide the relevant rule numbers, the participants must now demonstrate the skills they have been developing in:
     - Spotting errors on their own (as they must do with real documents).
     - Correcting errors with the support of *GRM* (just as they must do when they turn to the work on their desks).
   - Indicate that complete keys to all the exercises will be available to them so that they can check their own work as they progress independently through the worksheets. (The keys for the *Basic Worksheets* appear on pages B-12 to B-85 in this resource manual. The keys for the *Comprehensive Worksheets* appear on pages C-12 to C-110.) For suggestions on how to make these keys available to these self-paced trainees, see page A-4.

SPECIAL CONSIDERATIONS FOR HUMAN RESOURCE MANAGERS

1. **Find an outside trainer.** If you or someone on your staff will not be conducting the actual training sessions, you will need to engage the services of an outside trainer. The simplest way to find this person is to contact your counterparts in other organizations. Ask them to recommend effective trainers with a good reputation and, if possible, someone whom they themselves have used in the past and can personally endorse.

   If you contact the American Society of Training and Development (ASTD) at <http://www.astd.org>, you can obtain a list of expert trainers who specialize in developing communication skills.
2. **Arrange the initial interview.** When you invite a trainer in for an interview, consider asking one or more of your managers to participate as well. These managers can identify the specific problems they have observed. If the managers can also provide some actual writing samples, the outside trainer will have a concrete idea of the challenges involved.
3. **Involve upper management.** After you have approval to proceed with a training program based on *GRM,* try to familiarize upper management with the features of the manual. Once a number of employees have been trained to rely on *GRM* as their basic authority, it would make sense for top management to do what many other organizations have done for the past 20 years—namely, adopt *GRM* as the official style guide for all of its employees.

SPECIAL CONSIDERATIONS FOR OUTSIDE TRAINERS

1. **Keep previous clients informed.** Tell them about any changes you have made in the training courses you offer, now that the tenth edition of the *GRM* is available. By talking about the benefits of the new edition and the changes in your programs, your clients may see the wisdom of inviting you back to update and upgrade their employees' skills. For information about the content and the features of the tenth edition, go to the *GRM* Web site: <http://www.gregg.com>.
2. **Maintain a portfolio of complimentary comments.** Let prospective clients see the positive way in which the managers and the participants of other organizations have rated your performance in the past.
3. **Find new clients by joining professional organizations.** As a member of ASTD, for example, you will find numerous opportunities to showcase your training programs. By attending trade shows and speaking at regional and national conferences or making presentations at local meetings, you will gain more visibility—and more business.
4. **Make cold calls.** Yes, these calls can be uncomfortable, and it is often difficult to reach people by telephone. However, you can choose to leave a message introducing yourself and indicating you are mailing some information about the training courses you offer. Rehearse your message so that when the time comes to make the call, you can keep it brief, speak without hesitation, and still communicate the key points you want to make.
5. **Contact prospective clients by mail.** Send potential clients detailed information about the training courses you currently offer, and include copies of the complimentary comments you have received from previous clients.
6. **Offer customized programs.** Emphasize your willingness to adjust your programs to meet the client's special needs.

OTHER CONSIDERATIONS IN PLANNING A PROGRAM

1. **Create a title for the program.** The title you conceive should identify the main thrust of the program and suggest the benefits that participants will enjoy. Here are a few possibilities:
   - For employees who need remedial training but would be offended if told that they did:
     BACK TO BASICS: A PAINLESS REVIEW OF [**STYLE, GRAMMAR, AND USAGE**—choose the terms that apply].
   - For experienced employees who could use some additional training:
     SHARPENING YOUR WRITING SKILLS: AN UPDATE ON [**STYLE, GRAMMAR, AND USAGE**—choose the terms that apply].
   - For employees who are always eager to learn about new developments:
     AN UPDATE FOR BUSINESS PROFESSIONALS: NEW TRENDS IN [**STYLE, GRAMMAR, AND USAGE**—choose the terms that apply].
2. **Inform managers about the upcoming program.** Distribute an announcement well in advance that will provide all key managers (not just those who participated in the initial planning) with a detailed description of the program. This description should highlight the key topics, the date(s) for the training, and the fact that it will be based on the tenth edition of *GRM*.

   If the managers are responsible for selecting the employees they want to be participants, this announcement should include a deadline for managers to provide those names.
3. **Inform employees about the program.** If participation in the program is entirely voluntary, distribute and post an upbeat announcement that

will create some excitement about the program. Briefly indicate what the program will cover, when it will take place, what demands the various training activities will make on participants' time, and what benefits they can expect to enjoy as a result of enrolling in the program.

Emphasize the fact that each participant will get to keep a copy of the tenth edition of *The Gregg Reference Manual,* an authoritative resource that will enhance their communication skills and help them quickly resolve the language problems they encounter daily. Let participants know that they will be introduced to a set of worksheets that will permit them to continue to update and improve their skills after the formal training program ends. Invite them to visit the *GRM* Web site, <http://www.gregg.com>, to learn more about the *Gregg* manual and the worksheets that accompany it.

Conclude the announcement by encouraging employees to let their manager know about their own interest in the program. Even when managers select those employees who have the greatest need for this training, they may find it helpful to learn which employees are most enthusiastic about attending the program.

4. **Familiarize yourself with all aspects of the *GRM* program.** The fastest way to do this is to go to the *GRM* Web site, <http://www.gregg.com>. There you will find descriptions of all the components plus an expanded electronic index, a glossary of computer terms, and a special service—"Ask the Author"—that will provide you (and the participants) with answers to problems not covered in the manual itself.

   If you have not previously used *GRM,* note certain details in the manual that you will want to highlight for the participants:

   - The topical outlines and the introductory comments at the beginning of each section.
   - The brief index on the inside front cover, the printed index at the back of the manual, and the expanded electronic index available for downloading from the *GRM* Web site.
   - The appendixes at the back of the manual—especially the essays in Appendix A, which will give users of the *GRM* a helpful perspective on many of the individual rules of style.

   Familiarize yourself with the format of the set of worksheets you plan to use. Scan the keys to the worksheet exercises (pages B-12 to B-85 for the *Basic Worksheets* and pages C-12 to C-110 for the *Comprehensive Worksheets*). Scan the suggestions for using these worksheets most effectively (pages B-2 to B-7 for the *Basic Worksheets* and pages C-2 to C-7 for the *Comprehensive Worksheets*).

   Take time to preview the PowerPoint slides on the CD-ROM enclosed in this resource manual. Make a note of those slides that will help you introduce a new topic in your sessions.

   Look at the transparency masters (on pages D-13 to D-65 in this resource manual) to determine which ones you want to convert to actual transparencies.

   Scan the guidelines on pages D-1 to D-11 for suggestions on how to use these slides and transparencies effectively to support your presentation of specific topics.

5. **Decide how you want participants to check their answers to the worksheet exercises.** Whether you assign a set of exercises in advance of each training session or have participants complete these exercises during the training session, you may find it simplest to make transparencies of the relevant pages in the keys (see pages B-12 to B-85 or C-12 to C-110). Then you can quickly review the answers with the entire group and discuss any exercise items or rules that have been causing difficulty.

   After the formal training sessions are over, some participants will want to continue on their own with the worksheet exercises. In this case, it may be simplest to insert a complete set of keys in a special binder to be kept in the possession of someone on staff who can make the relevant pages available to each person as needed. Perhaps someone in Human Resources will be willing to handle this task.

6. **Prepare a course evaluation form.** Design a form that will permit the participants—at the end of the program—to evaluate the content of the program, rate the effectiveness of the trainer, and offer suggestions on how the program might be improved.

   Give participants the option of signing their names to the evaluation form or simply identifying themselves by job title or by the name of the department in which they work.

7. **Make sure the training site is adequate.** If you are an internal trainer, you will be familiar with your in-house options. You may, however, prefer to hold full-day sessions off-site so that participants are not tempted to return to their desks during breaks and lunch. Although off-site training can be more expensive, it allows participants to focus more intently on the opportunity to upgrade their skills.

   If you are an outside trainer, discuss your requirements with the manager overseeing the program. Base your request for certain items and a certain type of location on your goal of "providing the best training possible." For example, a U-shape arrangement of tables encourages more interaction among the participants than a classroom-style setup. Request "name tents" for participants

so that they will become comfortable with one another and so that you can get to know each person individually.

Today many corporate training rooms and conference rooms are equipped with whiteboards, flip charts, and a projector for laptop presentations. It is best, however, not to take anything for granted. Make sure that you will have the equipment and the setup you need.

LAUNCHING THE PROGRAM SUCCESSFULLY

1. **Put participants at ease.** Get the program off to a positive start by showing enthusiasm for the topic and the course materials. Mention that this topic may not have been a favorite one for participants while they were in school. Create an atmosphere where participants can make comments and ask questions without feeling embarrassed. The sessions need not be painful for anyone.
2. **Encourage participants to bring up their own concerns for discussion.** Making the sessions interactive is key. Adults do not want to attend a grammar lecture. When participants mention their own writing challenges, other people usually admit that they are in the same boat.
3. **Use care when you cite troublesome sentences derived from the sample documents you received.** Alter the wording to protect the identity of the writers who created those sentences. If necessary, change personal names, locations, and products.
4. **Use the preliminary survey from the *Worksheets*.** If time permits, use the preliminary survey (on pages 1–4) to diagnose participants' relative strengths and weaknesses. There is a quick way to establish each person's current skill level on the basis of the answers that each person provides: refer to the chart on page B-6 or C-6 in this resource manual (depending on whether you are using the *Basic Worksheets* or the *Comprehensive Worksheets*).
5. **Know when to stop.** When you introduce a new topic, stop as soon as you see that participants get the point. Prolonging your presentation the way you originally planned will insult the audience. Constantly remind yourself that a corporate setting is different from an academic classroom. Employees today are often overwhelmed with the challenges of the workday. By focusing the content on the problems participants face on a day-to-day basis, you have a better chance of achieving success with the training.
6. **Accommodate different learning styles.** Since it is unlikely that all the participants will share the same learning style, try to vary the way you present key concepts so as to keep everyone engaged. Here are some suggestions for varying your approach:
   - When introducing a new topic, draw on examples from a number of different sources. In addition to citing internal documents, offer examples drawn from articles in newspapers, magazines, and business journals. Choose the journal articles that apply to that particular organization's industry. You should also make use of the examples provided on the PowerPoint slides and the transparency masters included in Part D of this resource manual.
   - At the beginning of the program, encourage participants to look for relevant examples before returning to the next session. This approach allows participants to bring their own findings to the attention of the entire group. Moreover, it increases everyone's understanding and strengthens the interactive nature of the training program.
   - When you ask the participants to complete a worksheet exercise during a particular session, vary the way you want this activity to take place. Sometimes ask participants to work in pairs instead of independently. At other times, lead the participants through an exercise as a group. Either of these approaches can be especially effective when you initially assign editing exercises, which challenge participants to identify the errors and correct them independently (using *GRM* as a resource). Those participants who feel uneasy about doing these exercises on their own can build their confidence and skill when working in pairs or as a group.
   - If time permits, set aside a few minutes at the end of a session for participants to ask questions or make observations—even if these items may not relate directly to the topic currently under discussion.
   - As an alternative, use this special time to present puzzles and brainteasers or to discuss techniques and shortcuts that can enhance the communication process.
   - When possible, introduce appropriate business-related anecdotes. These anecdotes can be especially memorable when they involve a situation where a minor error or a loosely constructed sentence led to either humorous or disastrous consequences.
7. **Assign homework.** You can cover more ground in subsequent sessions if you give the participants homework assignments in advance. For example, you can ask them to review a certain set of rules and complete the related exercises before they come to the next session. Or you can suggest that participants read an essay in Appendix A of *GRM* that relates to an upcoming topic.

8. **Use a flip chart.** If you can arrange to have a flip chart available at the training site, you can outline in advance the key points or activities you plan to cover. Then when the participants arrive, you can give them a concrete focus as you introduce a new concept or initiate a new activity.

A MODULAR TRAINING PLAN

To provide you with maximum flexibility in designing a training program for a specific group of participants, the following pages provide a menu of 18 modules and suggest the topics to be covered and a number of activities that will support your presentation in each case.

Module 1. Introduction

Module 2. Periods, Question Marks, and Exclamation Points

Module 3. Commas

Module 4. Semicolons, Colons, and Other Marks of Punctuation

Module 5. Capitalization

Module 6. Numbers

Module 7. Abbreviations

Module 8. Plurals

Module 9. Possessives

Module 10. Spelling

Module 11. Compound Words

Module 12. Regular and Irregular Verb Forms

Module 13. Subject-Verb Agreement

Module 14. Verb Problems

Module 15. Pronouns

Module 16. Adjectives, Adverbs, Negatives, Prepositions, and Sentence Structure

Module 17. Usage

Module 18. Usage (Continued)

Which modules should you select? It would be ideal if your training program could cover all the basic rules in Sections 1–11. Realistically, however, the number of topics you can cover will be limited by the length of time the program will run. Within that time constraint, the topics you select will be dictated largely by your assessment of the particular needs of the participants.

The description of each module on the following pages is intended only as a suggestion to help you plan your training program—especially if you are doing this planning for the first time. Feel free to merge the contents of these modules if you want to cover certain topics more quickly than these modules recommend. And consider omitting certain modules if time constraints prevent you from doing justice to every one of the 18 listed above. Select only as many modules as you feel you can reasonably cover in the time available.

Be sure, in all cases, to begin your training program with Module 1, which provides an introduction to *The Gregg Reference Manual*. You will quickly win participants over if the first thing you demonstrate is how easy it will be for them to locate the information they need to answer a question that crops up in the course of their work.

In what order should you present these modules? Once you have decided which modules you want to include in your training plan, the sequence in which you present them will again be dictated largely by your assessment of the particular needs of the participants.

The sequence in which the modules are listed at the left simply follows the order in which the corresponding topics appear in Sections 1–11 in *GRM*. Do not let that sequence dictate the way you decide to order your own presentation of topics.

If you feel that the topic of plurals and possessives represents a key area where the participants need special help, you may want to begin with Modules 8 and 9. If your preliminary assessment indicates that participants make many mistakes in usage, you may decide to begin with Modules 17 and 18.

In short, let the emphasis you want to give to certain topics dictate the order in which you present these modules.

How much time should you devote to each module? Theoretically, each module should take between 30 minutes and an hour. In practice, however, the number of modules you can cover in a 7-hour day or a 2- to 3-hour session will depend on a number of factors. If participants are having a difficult time grasping a set of rules you feel are especially important, you will want to spend more time than you originally planned.

However, if they get the point more quickly than you expected, don't prolong the discussion. As previously noted on page A-5, know when to stop.

For some modules, you may find it sufficient to briefly survey a specific section of *GRM* so that participants can see what that section contains and will know where to look if they need help later on. Assigning a few exercise items in the appropriate worksheet may then be sufficient to establish the point you are trying to make.

In other cases, you may feel it necessary to assign a greater number of exercise items in a given worksheet to ensure that participants fully grasp the rules under discussion.

If time permits, you can add a number of optional activities like those suggested under the heading "Launching the Program Successfully"—especially those noted in paragraph 6 on page A-5. Doing so will permit you to vary the format to suit the needs of

each particular group. Moreover, a frequent change of pace will keep participants with different learning styles engaged in the training sessions.

What follows is a description of the contents and activities in each of the 18 modules listed on page A-6. Each module focuses on one or more topics, and it identifies the rules in Sections 1–11 that pertain to those topics. In addition, each module indicates (1) the related worksheet exercises to be assigned and (2) the PowerPoint slides or transparency masters that can support the discussion of each new topic.

MODULE 1. INTRODUCTION

The first few moments are important in establishing an upbeat tone for the program as well as allowing time for the participants to become acquainted with you and with one another. The discussion headed "Launching the Program Successfully" (see pages A-5 to A-6) provides some additional suggestions on how to set the right tone from the outset to make the participants feel comfortable with you and the other participants and with themselves.

Ask participants to introduce themselves to the group and identify the specific writing tasks that are part of their job.

Having a few language puzzles for them to solve at the outset will serve to demonstrate the value of the training program they are about to embark on. Even those people who paid close attention to everything their English teachers said will find some surprising changes in the evolving state of the language.

Provide participants with copies of *The Gregg Reference Manual* and the set of worksheets you have selected for the program. (Suggest that they write their names in these materials.) Try to provide highlighter pens so that participants can highlight significant items for future reference.

Once you have gone through this initial phase, move on to the key objective of Module 1: showing participants how to find answers in *GRM* using several different approaches.

1. You may find it simplest to base your presentation on (1) the text material headed "How to Look Things Up" on pages xiv–xvi in *GRM* and (2) Transparencies H-1 to H-6 (see the masters on pages D-13 to D-18 in this resource manual).
2. If you prefer to work with a flip chart, create examples like these:

   Do I write *a.m.* or *A.M.?*

   Is it *affect* or *effect?*
3. If participants are using *GRM* for the first time, suggest that the printed index may be the best way to find answers at the start. When participants try to find the answers to the questions you posted on the flip chart, you will be able to point out the difference in the use of boldface numbers in the index entry for *a.m.* (which stand for paragraph numbers) and the use of lightface numbers in the index entry for *affect–effect* (which stand for page numbers).
4. When participants locate *a.m.* in the index on page 648, point out that the bold numbers (which refer to paragraph numbers) always begin with the section number. Then allow the group time to find ¶¶440–442 on pages 136–137.
5. While participants are looking at pages 136–137, point out that the bold number ¶440 in the upper left corner designates the first complete paragraph to begin on page 136; the bold number ¶442 in the upper right corner designates the last paragraph to begin on page 137. These numbers will be valuable signposts for the participants as they continue to look for things in the manual.
6. Then ask participants to find the appropriate index entry for *affect–effect*. This time, participants will find two lightface page numbers (200 and 313) instead of a paragraph number. Allow time for the participants to locate the answer to the question. If they turn first to page 200, they will find a brief distinction between these two words. They will also find a cross-reference to page 313, where an entry for these two words provides a more detailed discussion along with a number of examples that show the words used in context.
7. Show participants how they can find the same answers for *a.m.* and *affect–effect* by going to the Quick Guide on the inside front cover. Although the Quick Guide is not as specific as the printed index, participants will quickly see that they can find the rule for *a.m.* by checking the paragraphs listed for Time; by the same token, they can learn how to distinguish *affect* and *effect* by checking the entry labeled "Usage" or "Words that sound alike or look alike."
8. Direct participants to the table of contents at the beginning of each section. Ask whether writers should capitalize the term *federal*. (Transparency H-3 deals specifically with this question.) Ask what section would provide that answer (Section 3 on capitalization), and then ask participants to scan the table of contents for Section 3 on page 92. Under Special Rules, participants will notice that ¶¶325–330 cover this point. Give the participants time to find the answer to your question.
9. If your training room includes computers with Internet access, ask participants to find the electronic index on the *Gregg* Web site. Point out how much more complete this index is than the printed index. Encourage participants—when they return to their desks—to access the electronic index on the *Gregg* Web site and immediately download it on their computers.
10. If time permits, have participants practice finding an answer to one of the exercise items in one of

the worksheets. Indicate that you will assign some of these worksheet exercises during the course. In a short training program, there will be time only to assign selected exercise items. However, point out that completing all the worksheet exercises will be extremely valuable for self-directed practice after the formal training session ends.

11. Summarize the ways for finding answers:
- Use the printed index—the book version or the electronic version.
- Scan the Quick Guide for relevant topics.
- Try the fast-skim approach, using the table of contents at the beginning of each section.

12. Call attention to the glossary of grammatical terms provided in Appendix D (pages 636–645). Encourage participants to turn to this glossary whenever they encounter grammatical terms that are not familiar.

MODULE 2. PERIODS, QUESTION MARKS, AND EXCLAMATION POINTS

1. Introduce the topic of periods (¶¶101–109) using Slides 1-1 to 1-9 to provide examples for discussion. Give special attention to two issues: spacing at the end of a sentence (¶102 plus Slides 1-8 and 1-9) and the use of a period instead of a question mark with indirect questions and polite requests (¶¶103–104 plus Slides 1-2 and 1-4). If participants show interest in the use of periods in outlines and lists, discuss ¶¶106–107 (using Slides 1-6 and 1-7).

2. Touch upon the basic rules for using the question mark (¶¶110–111, 114–115) and the exclamation point (¶119). Slides 1-2 to 1-5 provide examples for discussion.

3. Suggest that participants—on their own—read Myth 3 (*GRM* pages 601–603) in the essay titled "The Semicolon; and Other Myths."

4. If you are using the *Basic Worksheets* or the *Comprehensive Worksheets,* ask participants to complete selected items from Worksheet 2 (pages 5–6). Participants who have a hard time identifying different kinds of sentences will find Exercise A of the *Basic Worksheets* especially helpful, because every exercise item in A identifies the type of sentence involved. Exercise B provides the same sequence of exercise items but without the identifying labels.

Important Note: A number of the exercises in either set of worksheets will require participants to use certain proofreaders' marks to indicate corrections. Although the directions to such exercises indicate the specific marks that need to be used, you may want to take this opportunity to direct participants to the chart of proofreaders' marks on pages 358–359 in *GRM* or on the inside back cover. You may also want to make use of Transparencies 12-3 to 12-8, which appear on pages D-27 to D-32 in this resource manual.

MODULE 3. COMMAS

1. Review the basic rules for commas that set off (¶122 plus Slides 1-10 to 1-17) and those that separate (¶¶123–125 plus Slides 1-18 to 1-27).

2. If participants have questions about these basic rules or need more help in understanding them, lead participants to the more detailed rules and examples provided in ¶¶126–175. Make use of Slides 1-28 to 1-31 if you want to display examples of the use of commas with compound and complex sentences.

3. Suggest that participants—on their own—read the essay titled "The Comma Trauma" (*GRM* pages 594–596).

4. If you are using the *Basic Worksheets,* assign selected exercise items from Worksheets 3 and 4 (pages 7–12). If you are using the *Comprehensive Worksheets,* assign selected exercise items from Worksheets 3 and 4 (pages 7–10).

MODULE 4. SEMICOLONS, COLONS, AND OTHER MARKS OF PUNCTUATION

1. When introducing the topic of semicolons, give special attention to ¶¶176–178 and ¶¶181–183. Urge participants—on their own—to read Myths 1 and 2 in the essay titled "The Semicolon; and Other Myths" (*GRM* pages 600–601).

2. When introducing the topic of colons, give special attention to ¶¶187–188 and 196–199.

3. Use Slides 1-32 to 1-40 to support the discussion of semicolons and colons.

4. Before proceeding to discuss other marks of punctuation, ask participants which of these rules are truly relevant to their needs. For example, if the writing these people do on the job rarely involves the use of quotations, you may decide to spend very little time on ¶¶227–284 (the topic that receives the most detailed treatment in Section 2).

5. If you plan to discuss the use of dashes, refer participants to the introduction on pages 55–56 so that they will recognize the difference between an *em dash* and an *en dash*. Moreover, direct participants' attention to ¶¶216–217 so that they will become familiar with the special considerations involved in typing dashes.

6. Mention that parentheses are frequently used in business writing. Consider giving special attention to ¶¶218–226.

7. If you decide to cover the use of quotation marks, focus on the basic rules (¶¶227–228), the use of quotation marks with titles of literary and artistic works (¶242), and the use of quotation marks

with other marks of punctuation (¶¶247–251). Draw from Slides 2-4 to 2-15 to support this discussion.

8. If you decide to cover the use of italics and underlining, focus on the basic rules (¶¶285–286), the use of these devices with titles of literary and artistic works (¶289), and the guidelines for using italics and underlining properly (¶290). Make use of Slides 2-16 to 2-18.
9. If you are using the *Basic Worksheets,* assign selected exercise items from Worksheet 5 (pages 13–16). If you are using the *Comprehensive Worksheets,* assign selected exercise items from Worksheets 5 and 6 (pages 11–14).

MODULE 5. CAPITALIZATION

1. Ask participants to read the introduction to Section 3 (page 93) and focus on the note that defines the terms *capitalize, lowercase, all-caps, bold caps,* and *caps and lowercase.* Urge participants—on their own—to read the essay titled "A Fresh Look at Capitalization" on *GRM* pages 591–593.
2. Lead participants through ¶301, and show Slides 3-1 to 3-6 to support this discussion.
3. Skim through the other basic rules (¶¶302–310) and make use of the examples on Slides 3-7 to 3-18.
4. Present ¶¶311–313, supported by Slides 3-19 to 3-24.
5. Discuss other rules in this section that are likely to be of interest to this group—for example, ¶¶320–322 (dealing with the names of organizations).
6. Assign selected exercise items from Basic Worksheet 6 (pages 17–18) or from Comprehensive Worksheets 8 and 9 (pages 17–20).

MODULE 6. NUMBERS

1. Ask participants to read the first two paragraphs of Section 4 (page 121), and urge them—on their own—to read the essay titled "Mastering Number Style: One (or 1?) Approach" (*GRM* pages 588–590).
2. Direct participants to the list of topics on page 120, and call attention to the way this section is organized: the basic rules for figure style on pages 121–123, the basic rules for word style on pages 123–124, and special rules on pages 124–144.
3. Introduce ¶¶401–403 on figure style, and draw on Slides 4-1 to 4-12 for examples to support this discussion.
4. Discuss ¶¶404–406 on word style, and make use of the examples on Slides 4-13 and 4-14.
5. Give special attention to ¶¶407–408 on dates. Many software programs have a default feature that automatically inserts superscripts in phrases like these: *the 1st of April, the 2^{d} of May,* and *the 4th of June.* Note that these superscripts make the dates more difficult to read and should be avoided. (Refer participants to the note in ¶425b, which recommends that this default feature be turned off.)
6. Select other basic rules in Section 4 for discussion—for example, expressions involving money, measurements, and time.
7. Invite participants to suggest other topics in this section that are particularly relevant to the writing they do.
8. If you are using the *Basic Worksheets,* select a number of appropriate exercise items from Worksheet 7 (pages 19–20). If you are using the *Comprehensive Worksheets,* select appropriate items from Worksheets 10 and 11 (pages 21–24). As a change of pace, consider assigning one set of items to half the group and the remaining items to the rest of the group. When the participants have completed this assignment, ask them which items were the most challenging and which rules surprised them the most.

MODULE 7. ABBREVIATIONS

1. Discuss appropriate situations for using certain abbreviations (¶¶501–505), and draw on Slides 5-1 to 5-6 for examples.
2. If you decide to emphasize the difference between an initialism and an acronym (see the note in ¶501b), offer a few examples of the use of *a* and *an* before these abbreviations (see pages 311–312 in the manual).
3. When discussing ¶503, emphasize the guideline for choosing which abbreviation to use when valid alternatives are available. On that basis, writers would choose 2*d* and 3*d* instead of the equally correct 2*nd* and 3*rd.*
4. When discussing the use of punctuation and spacing with abbreviations (¶¶506–513, 516, and 522), rely on Slides 5-7 to 5-15 to illustrate the points you want to make.
5. Select other rules on the basis of the participants' needs and interests. Of major importance are ¶¶516–518 (on personal names and titles), ¶522 (on acronyms), and ¶541 (a three-page list of common business abbreviations).
6. Assign selected exercise items from Basic Worksheet 9 (pages 25–26) or Comprehensive Worksheet 12 (pages 25–26).
7. Suggest that participants—on their own—read the essay titled "Re: Abbrevs." (pages 603–604).

MODULE 8. PLURALS

1. Call attention to ¶601 as the basic rule for the formation of plurals (see Slide 6-1), but acknowledge that there are many exceptions to this rule.

2. To familiarize the group with the exceptions discussed in ¶¶602–626, choose examples from Slides 6-2 to 6-19 and select others that are relevant to the group's needs and interests.
3. Call attention to foreign plural forms such as *criteria* and *phenomena,* which are often treated mistakenly as singular forms.
4. If you decide to discuss how to form the plurals of family surnames (¶615), refer to Slides 6-34 to 6-38 for examples.
5. Ask participants to work in groups of two or three to tackle either Basic Worksheet 10 (items 1–20 on page 27) or Comprehensive Worksheet 14 (items 1–30 on page 29).

MODULE 9. POSSESSIVES

1. Introduce a discussion of possessive forms by focusing on ¶¶627–629, which will help participants differentiate between a possessive form and a descriptive form.
2. Call attention to the formation of singular and plural possessives in ¶¶630–635, and display examples from Slides 6-20 to 6-27.
3. Support the discussion of possessive forms of pronouns by using Slides 6-28 to 6-33.
4. Address any other rules on possessives that may be of special interest to this group—for example, ¶¶642–643 on separate and joint possession.
5. If you decide to discuss possessive forms of family surnames (¶¶630–632 and 639), refer to Slides 6-39 to 6-41.
6. Assign appropriate exercise items in Basic Worksheet 11 (pages 29–30) or Comprehensive Worksheet 15 (pages 31–32).

MODULE 10. SPELLING

1. Emphasize the importance of having an authoritative and up-to-date dictionary on hand. Indicate that "Webster" is not a copyrighted name, and the fact that "Webster" appears in the title is no guarantee that the dictionary possesses real authority. Point to the second paragraph on page 193, which indicates that the eleventh edition of *Merriam-Webster's Collegiate Dictionary* (published in 2003) serves as the authority for the spellings shown in *GRM*.
2. Discuss the danger of relying entirely on a spell checker to guarantee the accuracy of one's work. Direct attention to the examples in ¶1202b and d, which illustrate both serious and humorous spelling errors that will not be detected by a spell checker. Many of these examples appear on Transparency 12-1.
3. Quickly lead participants through ¶¶701–718 to familiarize them with the basic spelling rules. Slides 7-1 to 7-19 provide many examples to illustrate those rules.
4. Give special attention to ¶719 (pages 199–210), which displays groups of words that sound alike or look alike. These are the types of words most often misused, and the mistakes that result are ones that a spell checker will not catch. Select a number of examples to illustrate how easy it is to choose the wrong spelling. For example: *vocal cords* (NOT: *chords*), *the foreword of a book* (NOT: *forward*), *rein in health costs* (NOT: *reign*), and *pique one's interest* (NOT: *peak* or *peek*).
5. Ask participants to review ¶720 (which lists those words that are most commonly misspelled). Ask them to identify five words they have been misspelling without realizing it.
6. At the end of this discussion on the topic of spelling, indicate that it is unrealistic to expect participants to remember all the rules in Section 7 of *GRM* and the correct spelling of all the examples. The important thing is for participants to develop a heightened awareness of when they may have misspelled a particular word or they may have used the wrong word. Only then are they likely to take corrective action—by referring either to an authoritative, up-to-date dictionary or to *GRM*.
7. If you are using the *Basic Worksheets,* direct participants to Worksheet 12 (pages 31–32) and assign selected exercise items. As an alternative, divide the group into three sections and assign each group ten different items to work on. If you are using the *Comprehensive Worksheets,* direct participants to Worksheets 16 and 17 (pages 33–36) and ask them to work on selected exercise items—either individually or in pairs.

MODULE 11. COMPOUND WORDS

1. Read aloud the introductory paragraph—and the note—at the beginning of Section 8 (page 215).
2. Refer briefly to ¶801a–b and ¶803 to establish the fact that compound nouns follow no regular pattern. Slide 8-1 provides a few examples to illustrate this point.
3. Discuss ¶802, which shows how certain expressions are spelled differently, depending on whether they are used as a compound noun (for example, *follow-up*) or as a verb phrase (*follow up*). Support this discussion with examples on Slides 8-2 and 8-3.
4. Have participants look at the illustrations in ¶805 (for example, *problem solving, troubleshooting,* and *whistle-blowing*), and briefly discuss what to do when compound nouns like these do not appear in a dictionary.
5. Discuss ¶809 so that participants will know they must not use terms like *laymen* and *businessmen* when they are referring both to men and to women. See Slides 8-5 to 8-7 for examples.

6. Refer briefly to ¶¶811–812 so that participants will know where to look if they have a question about compound verbs. You can display Slide 8-4 for some examples.
7. When introducing the discussion of compound adjectives, read the opening paragraph on page 224 aloud. Then direct participants' attention to the list at the bottom of the page that summarizes all the different patterns for compound adjectives. Indicate that there will be time to discuss only a few of those patterns; however, it is important for participants to know where to look when they encounter a compound adjective and are not sure how to handle it.
8. Give special attention to the basic rules in ¶¶813–815 for the formation of compound adjectives. Make use of Slides 8-8 to 8-13 to support this discussion. Because the correct spelling of compound adjectives is difficult to master, urge participants to gain a perspective on this topic by reading—on their own—the essay titled "The Plight of the Compound Adjective—Or, Where Have All the Hyphens Gone?" on *GRM* pages 596–599.
9. Discuss a few of the most common patterns for compound adjectives—for example, *adjective + noun* (¶816 plus Slide 8-14), *compound with number or letter* (¶817 plus Slide 8-15), and *compound noun used as compound adjective* (¶¶818–819 plus Slides 8-16 and 8-17). Slides 8-18 to 8-24 provide examples that illustrate ¶¶820–823, 826, and 831.
10. Be prepared to discuss other rules in this sequence that are of interest to the group or that are relevant to the kind of writing they do.
11. Touch briefly on the topic of prefixes and suffixes (¶¶833–846 plus Slides 8-25 to 8-29) so that participants will know where to look if they encounter such problems in their work.
12. Introduce the topic of compound computer terms by discussing the introduction on page 245. Participants need to realize that the spelling of such terms is often evolving and a given term may currently be spelled more than one way. Use the example of *E-mail, e-mail,* and *email* to demonstrate how these spellings evolve over time. Also use the example of *Web site* and *website* (discussed in ¶847f, note).
13. If you are using the *Basic Worksheets,* assign appropriate exercise items from Worksheet 14 (pages 35–36). If you are using the *Comprehensive Worksheets,* select exercise items from Worksheet 18 (pages 37–38).

MODULE 12. REGULAR AND IRREGULAR VERB FORMS

1. Direct participants to the list of regular and irregular verbs in ¶1030 (pages 270–271).
2. Display Slides 10-1 to 10-5 to stress the *-ed* endings for the past tense and the past participle of regular verbs.
3. Display Slides 10-6 to 10-20, and ask participants to search for patterns in the formation of irregular verbs—for example, verbs having a past participle ending with *-en* or verbs such as *ring, rang, rung* and *shrink, shrank, shrunk.*
4. Review verb tenses by referring to ¶¶1031–1035, the chart on pages 274–275 in *GRM,* and Transparencies 10-1 to 10-4 (on pages D-19 to D-22 in this resource manual).
5. If you are using the *Basic Worksheets,* assign selected items from Exercises A and B in Worksheet 17 (pages 43–44). If you are using the *Comprehensive Worksheets,* assign selected items from Worksheet 21 (pages 43–44)—for example, items 10, 17, 43, and 47.

MODULE 13. SUBJECT-VERB AGREEMENT

1. Discuss ¶1001 (the basic rule of agreement) and ¶1002 (on subjects joined by *and*), using Slides 10-21 to 10-23 for support.
2. Introduce ¶¶1003–1005 (on subjects joined by *or* and other connectives), and display Slides 10-24 to 10-27 to provide examples for discussion.
3. Depending on the needs of the group, discuss a number of the remaining basic rules on this topic—for example, ¶¶1006–1007 (on intervening phrases or clauses), ¶¶1008–1013 (on pronouns as subjects), ¶1018 (on nouns with foreign plurals as subjects), and ¶1019 (on collective nouns as subjects). In the sequence of slides from 10-28 to 10-45, select those that will support the rules you want to stress.
4. Assign selected exercise items from Basic Worksheet 17, Sections D and E (pages 44–46), or from Comprehensive Worksheet 21 (pages 43–44).

MODULE 14. VERB PROBLEMS

1. Introduce ¶¶1036–1037 on passive verb forms by writing this example on the flip chart:

   The CEO announced that the group reports had not been received. Therefore, a new deadline was established.

   Acknowledge that the first use of passive voice *(had not been received)* is valid if the CEO does not want to point blame or accept blame. (For the same reason, politicians often use the phrase "Mistakes were made.") However, emphasize the fact that in most cases using an active verb is preferable. Thus the second sentence would be stronger with an active verb:

   Therefore, the CEO established a new deadline.

2. If you want to review how passive verb forms appear in various tenses, display Transparencies 10-5 and 10-6.
3. Discuss subjunctive mood, infinitives, and sequence of tense in ¶¶1038–1047. Present examples that are relevant to the interests of the group.
4. Assign selected exercise items from Basic Worksheet 17, Section C (page 44), or items 11, 21, 26, 48, and 49 from Comprehensive Worksheet 21 (pages 43–44).

MODULE 15. PRONOUNS

1. Discuss the basic rules for agreement of pronouns with antecedents (¶¶1049–1053). Draw on examples from Slides 10-62 to 10-70.
2. Address the gender issues with pronouns (¶¶1050–1053), and ask participants which choices they prefer.
3. When discussing the formation of personal pronouns in ¶¶1054–1056, call attention to the helpful chart on page 287. Also display Slides 10-46 to 10-61 to support your presentation.
4. Help participants overcome the problems associated with the use of compound personal pronouns (¶1060) and interrogative and relative pronouns (¶¶1061–1063). Display Slides 10-71 to 10-83 as needed.
5. Assign any set of exercises in Basic Worksheet 18 (pages 47–50), or choose any of the following items from Comprehensive Worksheet 22 (pages 45–46): items 1–4, 9–13, 17–23, and 25–33.

MODULE 16. ADJECTIVES, ADVERBS, NEGATIVES, PREPOSITIONS, AND SENTENCE STRUCTURE

1. Focus on ¶¶1065–1068 to be sure participants can distinguish adjectives from adverbs. Draw on examples from Slides 10-84 to 10-93.
2. Discuss the problems covered in ¶¶1071–1073, and use Slides 10-94 to 10-101 for support.
3. When introducing the topic of prepositions (¶¶1077–1080), give special attention to the misguided notion that it is wrong to end a sentence with a preposition (¶1080). Make use of Slides 10-102 to 10-109 as necessary.
4. Discuss the need for parallel structure within sentences and in lists (¶1081), and use Slides 10-110 to 10-113 for illustrative examples. Point out that writers must find and correct their own errors with parallel structure because these are mistakes that grammar checkers cannot identify.
5. Introduce the problems caused by dangling constructions (¶¶1082–1085) with the help of Slides 10-114 to 10-116. Call attention to the examples in ¶¶1082a, 1083, and 1084 that show the humorous consequences of allowing phrases and clauses to dangle.
6. Also call attention to the humorous results that can occur when modifiers are misplaced in a sentence (¶1086).
7. Give special emphasis to ¶1088, because run-on sentences represent one of the most common mistakes made by inexperienced writers.

MODULE 17. USAGE

1. Ask participants to scan the list of usage problems (pages 308–310) that are discussed in Section 11. Point out that this section contains only one rule number (¶1101); all the entries appear in alphabetical order.
2. Remind participants that if they look in the index for a reference to a usage problem, they will see a lightface number (which is a page number), not a bold number (which refers to a rule number).
3. Indicate that you want the participants to turn pages with you so that you can highlight the key points in Section 11. Encourage participants to stop you during this process so that they can ask about any usage problems that you were not planning to cover.
4. Indicate that in this module you plan to cover the usage problems on pages 311–332. In the following module you will cover the remaining entries in Section 11.
5. Here is a selected list of topics you may want to emphasize:

   a–an (page 311). Emphasize that the choice between using *a* or using *an* depends on the sound and not the spelling of the word that follows.

   a lot–alot (page 312). See Slide 11-1.

   a–of (page 312). See Slide 11-2.

   affect–effect (page 313). See Slide 11-3.

   amount–number (page 314). See Slide 11-4.

   awhile–a while (page 316). See Slide 11-5.

   bad–badly (page 317). Point out the note that states, "The only way you can 'feel badly' is to have your fingertips removed first."

   between–among (page 317). See Slide 11-6.

   bring–take (page 318).

   comprise–compose (page 320).

   disc–disk (page 321).

   disinterested–uninterested (page 322).

   ensure–insure–assure (page 323).

   farther–further (page 326). See Slide 11-7.

   fewer–less (page 326). See Slide 11-8.

   good–well (page 327).

   if–whether (page 329).

   imply–infer (page 329).

   lay–lie (page 332).

6. If you are using the *Basic Worksheets*, assign selected exercise items from Worksheet 20 (pages 55–56). If you are using the *Comprehensive Worksheets*, assign selected exercise items from Worksheets 23 and 24 (pages 47–50).

MODULE 18. USAGE (Continued)

1. Here is a selected list of topics from pages 333–345 that you may want to emphasize:

   may–can, might–could (page 334).

   of–have (page 336). See Slide 11-9.

   per–a (page 337).

   percent–percentage (page 337).

   principle–principal (page 338).

   set–sit (page 339).

   sometime–sometimes–some time (page 341). See Slide 11-10.

   supposed to (page 341). See Slide 11-11.

   sure–surely (page 342).

   than–then (page 342).

   used to (page 343). See Slide 11-12.

   would have vs. *would of* (page 345).

2. Encourage participants to ask about other usage problems of interest to them.
3. If you are using the *Basic Worksheets*, assign selected exercise items from Worksheet 21 (pages 59–60). If you are using the *Comprehensive Worksheets*, assign selected exercise items from Worksheet 24 (pages 49–50).