MODULE – IV Writing and Different modes of Writing

"The primary goals of writing are to communicate, to persuade, to inform, to learn, to reflect about you, and also to entertain others. What really makes writing motivating for young children is sharing it and being successful with it." ---- Steve Graham, Arizona State University

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Well-written documents, emails and posts can persuade customers to purchase a product or convince investors to partner with a company.

Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills. Knowing what situations call for different styles of writing and being able to set an appropriate tone over text are both important writing skills that any person can use at work.

Why are writing skills important?

Writing skills are important because they allow people to get a point across without being physically present. Many employers get their first impression of future employees through the writing skills they display in their resume, cover letter and email communications.

Writing skills influence the quality of your work and how others perceive your professionalism, which can have a direct effect on your ability to get an interview and excel at work. Writing skills are transferrable, so developing a strong understanding of writing processes allow you to maintain clear communication and accurate documentation in any workplace.

As with reading skills, the early writing described here grows through explicit instruction. Typically, the goal is not to "write the way you talk." As such it does not develop naturally. Writing is a skill with rules and structures. Across multiple grade levels, good writers are created through systematic, explicit instruction, combined with many opportunities to write and receive feedback. Writing may be the most complex process that we expect our students to learn.

Strategies for effective writing

If you want to improve your written communication skills, consider these strategies to help you write clear and engaging material:

- Read
- Target your audience
- Use an outline

- Open strong
- Answer the 5 Ws & H
- Be simple and direct
- Choose strong verbs
- Limit your adjectives and adverbs
- Understand the three appeals
- Consider using literary devices
- Revise, edit and proofread

1. Read

One of the best ways to become a good writer is to become a good reader. Frequent reading increases your vocabulary, exposes you to examples of good writing and can teach you spelling, grammar, punctuation and common writing techniques through repetition. The habit of reading can help you consider what writing styles are effective, what topics you might want to write about and how you can engage effectively with an audience.

2. Target your audience

Perhaps the most important key to effective writing is to consider who you are writing to before you begin. Spend some time identifying who you want to reach through your writing. Your audience's opinion about your subject matter, as well as their interests, age, personality, location and education level will all affect how they think and feel about what you communicate to them. Choose a writing style that will resonate with your audience.

3. Use an outline

Good writing has a clear purpose that is achieved through its beginning, middle and end. Before you write out a full draft, make an outline of what you want to communicate and the order you will discuss your points in so that your writing will have a clear and easy-to-follow structure. Using this outline as you write will help you to stay focused on your purpose and communicate clearly.

To write a good outline, begin by brainstorming a list of everything you might want to say in your writing. Then, look at the list and cross out what might be unnecessary, irrelevant or not appropriate for your audience. Take the items you have left and arrange them in a logical order. This might be chronological, reverse chronological or in an ascending order of importance

Spending time composing an outline also helps you to identify how strong your argument is and whether you need to research more support for your topic or if you have enough information to present your idea convincingly.

4. Open strong

The first sentence and first few paragraphs of any writing is the author's opportunity to interest and engage the reader. An effective opening is one that persuades the reader to keep reading. It is often helpful to write the rest of your piece first, then go back to the beginning and write or rewrite your introduction. Knowing how you expressed the body of your message and the ending can it make easier to see how you should begin or how you can create an interesting lead-in to the most important information.

Some interesting openings include a surprising fact, an engaging anecdote, establishing a personal connection or just a very well-written sentence. What the best opening is for your writing depends on your topic and the style of what you are writing, such as whether it is an article, presentation, pitch, email or report.

5. Answer the 5 Ws and H

The five Ws and H are Who, What, Where, When, Why and How. Double-checking that you answered all of these questions about your topic throughout your writing helps to ensure that you have communicated your subject fully and clearly. This is a strategy used by reporters and journalists to give an audience the full details of a story.

6. Be simple and direct

One mistake that ineffective writers often make is trying to make their language too flowery or worrying about using bigger words when a smaller one works well. Aim for a style and diction that is simple, direct, clear and concise in order to communicate your purpose well. Every word and sentence in effective writing adds value to the whole piece.

It can be helpful to let your ideas flow and write everything that comes to you as you compose a first draft, but then revise your piece by cutting down your content to only the material that is necessary. Eliminate any words and sentences that are repetitive, redundant or don't further the purpose of the whole.

It's usually best to use a polite and conversational tone, avoiding any jargon, cliches, idioms or slang.

7. Choose strong verbs

Since verbs are the actions in writing, they are arguably the most important words to choose. Clear, effective writing uses clear, strong verbs. As you write, consider what verbs you can use that present a vivid image to the reader.

One element of using strong verbs is to write in active voice. In passive voice, the subject receives the action, such as "The ball was thrown by Jake," but in active voice, the subject performs the action, such as "Jake threw the ball." Using active voice prevents wordiness and makes the action of the sentence clear.

8. Limit your adjectives and adverbs

Adjectives and adverbs are the parts of speech that describe or modify nouns and verbs, respectively. While these descriptive words can be important and clarifying sometimes, a sentence that is cluttered with too many modifiers distracts a reader from its main purpose. When editing your writing, watch out for frequent adjectives and adverbs and consider if your point might be clearer without them.

9. Understand the three appeals

Any serious consideration of how to write well involves studying the three rhetorical appeals. Rhetoric is the art of persuasion, and since most writing seeks to persuade the reader of the truth of its subject, considering how you can convince the reader is an important part of effective writing. The three rhetorical appeals are:

Ethos: This is the appeal to character. Writing that has strong ethos is convincing because the author presents themselves as trustworthy and credible. Using ethos includes showing your expertise on the subject, communicating in a language and structure that shows your knowledge and connecting with the values of your audience.

Logos: This is the appeal to logic or reason. When you use facts, statistics, specific examples or other clear evidence to support your topic, you use logos. Analyze whether the structure of your writing—as well as the material you present—is reasonable and logical.

Pathos: This is the appeal to emotion. An effective use of pathos engages the emotions of the audience, causing them to feel that they agree with you or want what you want. Pathos can be an important tool in marketing.

10. Consider using literary devices

Literary devices are techniques writers use to create a special effect. An effective literary device can capture a reader's attention, be very memorable or illustrate a point especially clearly. Similes, metaphors, imagery, rhyming, repetition, alliteration, assonance and the inversion of words or phrases are all literary devices that can enhance your writing style.

11. Revise, edit and proofread

These steps are essential to good writing. Although sometimes used interchangeably, revising, editing and proofreading are all individual steps:

Revise: This is the next step after you write the first draft. Revising is the process of looking at the macro view of your draft and considering what substantial changes you need to make to improve it. Substantial changes you should consider when revising include adding material, removing material and rearranging the material as well as determining whether your tone and details support your overall purpose.

Edit: After revising, always edit your writing thoroughly. This is the process of looking at the micro view by considering each sentence's efficiency and identifying and correcting any errors in grammar, punctuation and spelling.

Proofread: Proofreading is the final step before publishing or submitting your work. It's similar to editing but involves going through your work in even finer detail to ensure that it is completely ready for an audience. Proofreading might involve finding typos or adjusting formatting as well as double-checking for any stylistic or grammatical errors.

Developing writing skills

1. Introduction

Nowadays most people actually do very little writing in day – to day life, and a great deal of what we do write is quite short – brief notes to friends, answers on question forms, diary entries, postcards and etc. Despite this, there may still be a number of good reasons why it is useful to include work on writing in our English lessons. Our students have specific needs to take notes, copy resumes, and describe processes.

Writing involves different kinds of mental process. There is more time to think, to reflect, to prepare, to find alternative and better solutions. Writing should be as communicative, or functional, as possible. That is, it should be seen to fulfill the sort of normal communicative purposes, or functions it is used (for) in everyday life. Although written English should certainly support and be integrated with grammar and vocabulary learning, the teaching of writing should be recognized as a special part of language teaching with its own aims and techniques.

2. Development

As you know, writing is the reproductive skill and our students commit many mistakes organizing in a sentence, sentences into a paragraph. Writing are intimately related to the other language skills. One reads a text to write answers to questions (in reading comprehension activities) or to summarize it (in summary writing).Similarly one usually discusses ideas before writing them down, and one listens before writing. There are different types of writing which reflect the different reasons for writing. Effective writing, therefore depend on one's ability to structure and organize words and sentences into a meaningful whole.

On the first steps in the teaching writing we may use sentences whose words have been scrambled. They will serve as illustrations of how the teachers explain grammar, vocabulary, and writing mechanics while teaching organizational writing. So, the teacher can kill many birds with one stone. (As an example we use the exercise 1 on page 24 or exercise 2 on page 25 "Communicating and reading in English: an overall course for students of science and technology" Book 1).

Exercise 1

Organize the words into sentences		Restructured as:	
1	Instructor-is-not-an-Jane	1	Jane is not an instructor
2	Cubans-are-we	2	We are Cubans
3	You-peruvians-are-?	3	Are you Peruvians?
4	It-is-who-?	4	Who is it?
5	An-engineer-am-I	5	I am an engineer

Exercise 2

Organize these words into sentences		Restructured as:	
1	Do-study-where-you-?	1	Where do you study?
2	Does-what-language-speak-Mary Ann-?	2	What language does Mary Ann speak?
3	What-father-does-do-your-?	3	What does your father do?
4	When-have-classes-students-the-do-?	4	When do the students have classes?
5	Meet-do-you-frequently-people-new-?	5	Do you frequently meet new people?

The internal structure (syntax) of the sentences is the immediate problem for the student.
The teacher should point out that word "frequently" in the 5th sentence (Exercise 2) is an adverb and the suffix "ly" is the adverbial suffix.
The teacher can teach many other conventions of punctuation, depending on the structure of the sentence under consideration.
Once students understand sentence order, the teacher can move to sentence arrangement in a paragraph. The organization of any text depends greatly on the literary genre it represents [for instance, if a text is a narrative, or a commentary, or analysis, each genre requires and organizational format.
In an analysis, the writing must be logically organized whereas narratives require a chronological ordering; and a commentary presents an opinion with supportive facts]. Whatever the case, organizing a paragraph or a text requires an understanding of rhetorical markers. The student should watch for the following.

Organizing a paragraph or a text requires an understanding of rhetorical markers:

1. Semantic markers: They indicate how ideas are being developed. Examples of these semantic markers include firstly, secondly, finally, etc. We use widely these markers in "brief summary".
2. Markers for illustrations and examples such as, for instance, for example, etc.
3. Markers that introduce an idea that runs against what has been said earlier: but, nevertheless, yet, although, by contrast, etc.
4. Markers showing a cause and effect relationship between one idea and another. They include, so, therefore, because, since, thus, consequently.
5. Markers that show the speaker's intention to sum up his message. Some of these phrases are to summarize, in other words, it amounts to, etc.
6. Markers indicating the relative importance of different items, e.g, it is worth nothing, it is important to note that, the next point is, etc.
7. Markers that express a time relationship, e.g, then, next, after, while, when.

Paragraphs and texts that contain sentences with the above rhetorical markers are much easier to organize than those without them. As an example of the exercise, we use the exercise 1 on page 46.

1. English is a subject at the university because the students need it to read scientific books in that language.
2. A university student has to pass many examinations. In other words ha has to student hard.
3. To consult magazines for scientific work, some steps are necessary: first, scan the table of contents to select some articles; next skim through the articles selected, lastly study the articles and take notes.
4. Science demands effort, systematic work and self-control. In short, it demands discipline.

The teacher can teach other components of writing by teaching organizational writing. Apart from teaching grammar, vocabulary, content, and mechanics through organization, the students are also encouraged to create a meaningful text out of confusion. This can therefore be a starting point for teaching creative writing to our students.

Although some critics may say guided writing of this sort stifles the student's ability to create his own text. Moreover, the text serves as a model for the student in spelling, punctuation, capitalization, and paragraph indentation.

Teaching organizational writing means introducing many different types of texts (scientific, historical, fiction) in the language class. The use of a wide variety of texts chases away monotony and boredom.

Some methodologists agree that in teaching writing we should follow this chart.

Writing work in the classroom falls on a continuum from copying to free writing

1	2	3	4
Copying	Doing	Guided	Free
	exercises	Writing	Writing

The examples of the 2nd step are the exercises from the book "Communicating and reading in English".

Exercise 3 on page 36
Complete the sentences:

- Mary Ann will ____ a course in chemical engineering.
- Richard will ____ chemistry.
- Alice and Bill will ____ an English course.
- Engineering students' ____ basic courses in mathematics and physics.
- Mechanical engineering students' ___ force and vectors.

Exercise 2 on page 36
Write questions for the following answers:

- _____? Physics, mathematics and chemistry.
- _____? No, I haven't.
- _____? In the engineering college.
- _____? Because engineering is very interesting.
- _____? The student.

The examples of the guided writing are:
Write down, in point form, all the details you can think of answering to the following questions about a typical day

- How long is your day?
- What clothes do you wear?
- How many buildings do you go into? What are they like?
- What and when do you eat?
- How many different people do you see?
- Whom do you talk to? What about?
- What jobs do you have to do?
- What do you do for relaxation?

Writing
The answers to these questions should, together, tell a great deal about your daily routine. Your assignment is to write a passage with the title, "A Typical Day". You don't need to use all the details in the order in which you first gave them. Simply write and organize a composition about your daily routine.
Some ways in which guided writing exercises can help student prepare for a writing task:

- Students think about the topic before they write.
- Students brainstorm ideas and approaches.
- Students discuss the topic with other classmates, getting new ideas and clarifying their own thoughts.
- Students see example writing that deals with similar issues.
- The class works on a piece of similar writing together.
- Students do some preliminary writing exercises –making notes, answering questions, ordering ideas, linking sentences, etc.

- Students work through some language exercises containing language that may be useful in their writing.
- Students prepare a rough draft of writing for discussion, correction and amendment.

Free writing is another warm up activity that generates ideas and gets people to start writing. It is also called speed writing as one writes as quickly as possible without stopping. Again, as in brainstorming, the writer concentrates on content rather than on form or correctness. The idea is to get as many ideas down on paper as possible. This activity can be done alone or as a class. After a short brainstorming session the teacher tells the class the purpose of the activity and then proceeds to demonstrate free writing on the blackboard. A two minute time limit is set and the teacher chooses an item from her own brainstorming notes and writes freely and quickly until the time is used up.

There is close relationship between free writing and creative writing. Writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice.

However, students have traditionally learned to write by completing fill in the blanks exercises which focus on accuracy rather than o the composing process. Creative writing on the other hand, gives learners practice in composing and complements more traditional approaches.

Here are some activities that focus on communication and self-expression students will be encouraged to write if writing tasks motivate them and keep them interested. Pictures are a good starting point for writing narratives. One method is to collect about twenty photographs of people of different ages from various magazines. Then the teachers tapes these to the board and tell students that they should choose a picture of one person and try to write a narrative imagining that they are that person. They have to concentrate on details like job, hobbies, whether single or married, children, and so on. The teacher also tells them to avoid describing the person's physical appearance and to use first person singular pronouns throughout. After they have finished writing they take reading their imaginary autobiographical narratives out loud while the other students have to look at the board and guess which of the people is "talking". As there is no description of physical features, the students have to listen closely to try and identify the right person.

Using the first person helps to make the narratives sound authentic and convincing.

This activity emphasizes the importance of writing as communication because any lack of clarity means that the listeners will not be able to recognize the "speaker". It combines writing and listening. To make the second stage more exciting it's also possible to divide the students into teams and ward points for each person correctly identified.

3. Conclusion

As we have said, there are numerous opportunities to help students develop the writing skill. Writing assists the listener, reader or observer in achieving a better understanding of what facilitates recall of facts as well as oral expression and reading.

The students' language level and the purpose which the writing is to serve will determine the type of guidance the teacher must provide to help them to write in class and later on the job.

1. Focus on the content, avoiding language errors. Since the student will be deleting, adding, and re-writing a great part of the composition, making language mistakes would be a waste of time at this stage. On the other hand, focusing on the content separately from grammar

helps us to deal with the rhetorical structure –an essential part of composing that is unfortunately neglected by English teachers most of the time.

2. Make specific comments avoiding cryptic language, jargon and symbols, and respond with questions as well as statements. Just as our students should write with an audience in mind, it's our responsibility to show an awareness of the student writer as audience.

3. Do not impose your own interpretation on the students' writing. They may misunderstand that what they have to say is not as important as what teacher wants to say. In this way the changes that follow may have nothing to do with what the student originally intended.

4. Note strengths as well weaknesses. Do not allow the errors to distract you from commenting positively on a student's attempt to produce something to the best of his or her potential. It's easier to locate the weaknesses in a paper then the strengths, but we should never forget that doing justice to our students involves noting both the pos and the cons.

5. Do not correct errors in grammar by providing the correct lexical or grammatical item. We should point out errors or categories of errors and let the students do the editing. Literature reveals that direct types of corrective procedures have proven ineffective.

6. Diagnose some general problems along with the individual errors and work on them in class. We can develop, for example, supporting sentences from the students' own writing to deal with general trouble spots in grammar and mechanics.

7. Above all, make a comment, preferably an end comment, that is positive-something we usually tend to forget.

Different modes of writing

There are really only four main types of writing: expository, descriptive, persuasive, and narrative. Each of these four writing genres has a distinct aim, and they all require different types of writing skills. You may also have heard them referred to in an academic setting as modes of discourse or rhetorical modes.

Expository Writing

The word *expository* contains the word *expose*, so the reason *expository* is an apt descriptor for this type of writing is that it exposes, or sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions.

Expository writing can be found in: Textbooks, Journalism (except for opinion and editorial articles) Business writing, Technical writing, Essays, and Instructions.

All of these kinds of writing are expository because they aim to explain and inform.

Example: The municipal government of Happy Ville unanimously approved the construction of sixty-two miles of bike trails in 2017. Made possible by a new tax levy, the bike trails are expected to help the city reach its sustainability and clean air goals while reducing traffic and congestion. Eighteen trailheads with restrooms and picnic areas have been planned at a variety of access points. The city expects construction to be complete in April 2021.

Because this paragraph supplies the reader with facts and figures about its topic, the new bike trails, without offering the author's opinion on it, it is expository.

Descriptive Writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might describe the scene in terms of all five senses. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does.

Descriptive writing can be found in: Fiction, Poetry, Advertising, Journal and diary writing.

The children pedaled leisurely down the Happy Ville Bike Trail, their giggles and whoops reverberating through the warm spring air. Sweet-scented wildflowers brought an array of color to the gently undulating landscape, tempting the children to dismount now and then so they could lay down in the springy, soft grass.

Through description, this passage paints a vivid picture of a scene on the new bike trail.

Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with him or her.

Persuasive writing can be found in: Advertising, Opinion and editorial pieces, Reviews and Job applications.

The bike trail is the glittering gem of Happy Ville's new infrastructure. It winds through sixty-two miles of lush landscape, dotted by clean and convenient facilities. If you haven't experienced the Happy ville Bike Trail yet, ditch your car and head outside! Could life in Happy ville get any more idyllic?

A number of statements in this paragraph are opinion rather than fact: that the bike trail is a glittering gem, that the facilities are clean and convenient, and that life in Happy ville is idyllic. Clearly, the author's aim here is to use these depictions to persuade readers to use the bike trail.

Narrative Writing

The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue.

Narrative writing can be found in: All types of fiction (e.g., novels, short stories, novellas) Poetry, Biographies, Human interests, stories and Anecdotes.

As I cycled down the trail, I heard children giggling and whooping just around the bend. I crested a small hill and coasted down the curving path until I found the source of the noise. Three little girls sat in the grass by a big oak tree. They were startled to see me, and I smiled kindly to put them at ease.
"What chacha is doing?" I asked.
"Nothing," they chirped in unison.

In this passage, the author sets the scene on the bike trail from his or her own point of view (which is referred to as *narrating in the first person*). Using both description and dialogue, the story that takes place is laid out in chronological order.

To summarize:

- **Expository writing** sets forth facts. You can find it in textbooks, journalism (except opinion or editorial articles), business writing, technical writing, essays, and instructions.

- **Descriptive writing** evokes images through rich description. You can find it in fiction, poetry, journal writing, and advertising.

- **Persuasive writing** aims to sway the reader toward the author's point of view. It is used heavily in advertising, and can also be found in opinion and editorial pieces, reviews, and job applications.

- **Narrative writing** tells a story. It can be found in fiction, poetry, biographies, human interest stories, and anecdotes.

(i)   E-mails

1. The Subject Line

The subject line is usually the first thing someone reads before they decide to open your email. This also means that the subject line holds the key to whether your email is opened, ignored, or deleted.

Unfortunately, non-native English speakers don't always know what to write in the subject line.

Take a look at this example:

Philip	From United Kingdom

This particular subject line (real-life example by the way) is vague, indirect and does not hint to at all what the content of the email will be about.

Subject lines are especially important if you're reaching out to someone for the first time. The recipient doesn't know who you are, and can only judge you from your subject line.

Even if you're sending emails internally at your company, it still pays to write a great subject line so your recipient has an idea of what to expect. Like any busy person, your teammates receive a ton of email every day, and would certainly appreciate the extra effort of a descriptive subject line.

So, how do you write a good subject line?

Be clear, direct and describe the content of your email. Don't be afraid to take up the whole subject line. Go ahead and tell them what to expect.

As you can see, there's no need to resort to sneaky tricks or click bait titles just to induce an open. Remember - you don't want people to be tricked into reading your email, you actually want them to read it and take some kind of action.

You want to associate positive feelings with your email, not anger and disappointment.
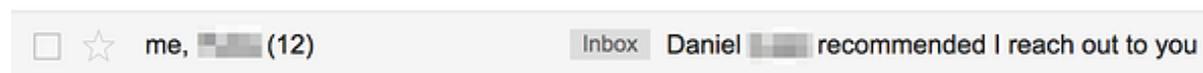
Here are some good examples of subject lines:

- I'm going to be in Town next Tues - are you available?

- Introduction to Bacon

- FAQ -- will you take you 2 minutes -- need answer today

- Susan suggested I reach out to you

2. Start with an appropriate greeting.

To kick off the email, you should begin with an appropriate greeting. There are two components to the greeting: the salutation and the opening sentence.

Most non-native English speakers, probably out of fear of offending someone, tend to stick to just one salutation -- Dear [X]. No matter the context, non-native English speakers will use Dear [X] over and over again.

The appropriate salutation actually depends on the situation. If you're writing a formal email to a bank or government institution, it would be better to start off with Dear [X].

If you're sending an email to someone you know, or work in a casual environment, then it is perfectly fine to go with a Hi [name].

To help you out, here is a list of salutations you can open with in your emails:

- Dear [First Name]

- Dear Mr./Ms. [Last Name]

- [Name]

- Good morning/afternoon

- Hi

- Hey

- Hey/Hi there

Once you've gotten the salutation out of the way, it is time for an appropriate opening sentence. While the subject line determines whether your email is opened, your opening sentence determines whether your email is read till the end.

The best way to do this correctly is to research the person you're writing to. Find out what your recipient is interested in. Look around their social media profiles (e.g Facebook, LinkedIn, etc.), and if they publish, read some of their blog posts.

Do a Google search on their name, and see if anything interesting comes up. Visit their company's website, read their About Us page, and find out what they are working on or interested in collaborating on.

With this information, you can write an opening sentence that builds rapport. Show that you understand them, what they need, and how you can help them.

With this, you can also show that you're different -- that you're interested in them, are willing to go the extra mile to find out more. Showing that you understand their challenges helps build trust. Of course, this is not necessary if you're emailing a colleague or someone you know, but it is still important to establish some kind of context so that they know what's happening.

to lindsayg ▾

Hey Lindsay,

Just wanted to say - Lucy is SUPER cute! (And slightly unrelated... I am also a pug lover)

Anyway, my name is ███████ ████ ▒▒▒▒▒▒▒ (▒▒▒▒▒▒ ▒▒ ▒▒ ▒▒▒▒ ▒▒▒▒ ▒▒▒▒▒ ▒▒▒▒▒▒▒▒▒▒), and we're a 7-figure SaaS company that help restaurant owners get more repeat customers through an automated loyalty program.

I am reaching out to see if there is an opportunity to contribute a post to the Ameego blog. I've written for CrazyEgg, Grow&Convert, Tech In Asia and more.

Let me know if you're interested and I'll send some ideas your way.

Thanks!

Cheers,
███████

3. Keep your message short and concise.

According to Statista, we send and receive roughly 269 billion emails a day. If we average out across everyone in the developed world (~4 billion people), every single person would receive about 68 emails/day! This alarming statistics make one thing very clear: we spend a lot of time reading emails.

To write an email that is opened, read and acted upon is not easy. You have to put in the work upfront to ensure that the email is professional, empathetic, and easy to read. You have to respect your readers' time. While you may feel like you need to tell them everything in one email, don't. No one is eagerly awaiting a three-page essay arriving in their inbox. Example:

> I'm currently a screenwriting major and have been getting the itch to have a script of mine made into a feature film. Your interests and strategies seem to line up with something I've been working on and brainstorming for the past few months. If you have any time, I'd love to get some feedback.
>
> My dilemma, along with all new writers, is barrier to entry. Agents and production com- panies are inundated with unsolicited screenplays, a vast majority from those who aren't serious about the craft, looking to become an overnight success. The conventional wisdom of Hollywood is that, as a writer, you need to get representation. To get that representation, you must jump through a multitude of hoops, have connections, work your way up from the mail room, etc. Through this representation, he/she may not even care enough about your material to submit it around town. Not exactly the most preferable or direct route.
>
> I'm planning to skirt around the establishment. That sounded a bit hyperbolic. I can explain.
>
> I'm shooting a trailer for the screenplay I've written. We're obtaining free use of an HD camera from a friend of a friend, casting with very talented/undiscovered actors around LA, and spending as little money as college students can afford by hiring professional sound/ lighting guy s. With the completed trailer, we're utilizing our (limited) connections to You- Tube, Funny or Die, or Break to try and have it featured. My director and I also have a mildy popular entertainment blog, so we already many of the top submitters on Digg/Reddit as well as sites like Gorillamask to help promote the video. We're also planning to design and develop a website for the ctional university from the screenplay. We'll update it with fake news and stories, as well as real updates about the process of getting our lm nanced, shot, completed and hopefully into theaters.
>
> There are a few reasons for the trailer. One, it's easier for someone to watch a 2 minute clip than spend over an hour reading a screenplay. I've sent the screenplay to a few friends working as assistants at agencies/production companies but getting their boss to read it has been an entire barrier in and of itself. Also, the tone and delivery of comedy is difficult to feel without a practical example. We also think it's a great way for our potential audience/ fans to get involved and spread it around. We're really looking to emphasize the last point because we'd love to have a built-in base to keep us motivated as well as to help market through word of mouth.
>
> I took your invitation to email maybe a little too serious, so I apologize for the length. Thanks for your time.
>
> -Kevin

Instead, keep the email short, concise and to the point. Stick to essential and specific information.

Think about it this way: what's the ONE thing you want to achieve after the person sees your email?

Make sure the email is written in such a way where it achieves the end result you want.

When you need to include a lot of information in an email, it's probably better to suggest a phone call or a meeting instead.

4. Use standard fonts.

If you're using a non-English keyboard, your fonts may not show up properly on the other person's device. If you're trying to look like a native speaker, use standard fonts. Some fonts for languages have their own "English font", which are a dead giveaway that the person writing is a non-native speaker:

To prevent all kinds of tech issues from coming up, stick to what is safe. Use web-safe email fonts like:

- Arial
- Courier
- Georgia
- Helvetica
- Lucida Sans
- Tahoma

- Times New Roman

- Trebuchet MS

- Verdana

   This will ensure that your recipient will receive your message in a normal font no matter what devices or operating system they are using.

   5. Writing your closing.

   Once you're done with the content of your email, it's time to close it off. You don't have to make it fancy -- just keep your closing simple and straight forward. You can choose from some of the most common closing lines below:

   Yours sincerely, yours truly, Yours, Sincerely, Best regards, Warm regards, Warm wishes, Kind regards, Kind wishes, Thank you, Thanks

   If you're really looking for something out-of-the-ordinary and fancy, then take a look at this list of email sign-offs that you can try.

   6. Schedule your emails.

   Because you're writing an international email, time zones matter. Due to the influx of emails one receives, an email you sent early in the morning could be buried at the bottom of his inbox by the time your recipient checks it. This may also mean that all your hard work spent crafting the email would be wasted.

   7. Do a final spelling and grammar check.

   Don't fail at the last mile. Don't spend all your time crafting a perfect message, only to be ignored by the recipient because it's riddled with spelling and grammar errors. After you've finished drafting your email, copy and paste it into Microsoft Word or Google Docs to give it a quick grammar, phrasing, and spelling check.

(ii)   Proposal writing for Higher Studies

The goal of a research proposal is to present and justify a research idea you have and to present the practical ways in which you think this research should be conducted. The forms and procedures for such research are defined by the field of study, so guidelines for research proposals are generally more exacting and less formal than a project proposal. Research proposals contain extensive literature reviews and must provide persuasive evidence that there is a need for the research study being proposed. In addition to providing rationale for the proposed research, a proposal describes detailed methodology for conducting the research consistent with requirements of the professional or academic field and a statement on anticipated outcomes and/or benefits derived from the study.

How to Approach Writing a Research Proposal?

- Develop your skills in thinking about and designing a comprehensive research study.
- Help learn how to conduct a comprehensive review of the literature to ensure a research problem has not already been answered [or you may determine the problem has been answered ineffectively] and, in so doing, become familiar with scholarship related to your topic.
- Improve your general research and writing skills.
- Practice identifying what logical steps must be taken to accomplish one's research goals.
- Nurture a sense of inquisitiveness within yourself and to help see you as an active participant in the process of doing scholarly research.

A proposal should contain all the key elements involved in designing a complete research study, with sufficient information that allows readers to assess the validity and usefulness of your proposed study. The only elements missing from a research proposal are the results of the study and your analysis of those results. Finally, an effective proposal is judged on the quality of your writing. It is, therefore, important that your writing is coherent, clear, and compelling.

Regardless of the research problem you are investigating and the methodology you choose, all research proposals must address the following questions:

- What do you plan to accomplish? Be clear and sufficient in defining the research problem and what it is you are proposing to research.
- Why do you want to do it? In addition to detailing your research design, you also must conduct a thorough review of the literature and provide convincing evidence that it is a topic worthy of study. Be sure to answer the "So what? Question.
- How are you going to do it? Be sure that what you propose is doable.

Common Mistakes to Avoid

- Failure to be concise; being "all over the map" without a clear sense of purpose.
- Failure to cite landmark works in your literature review.
- Failure to delimit the contextual boundaries of your research [e.g., time, place, people, etc.].
- Failure to develop a coherent and persuasive argument for the proposed research.
- Failure to stay focused on the research question; going off on unrelated tangents.
- Sloppy or imprecise writing. Poor grammar.
- Too much detail on minor issues, but not enough detail on major issues.
Beginning the Proposal Process

As with writing a traditional research paper, research proposals are generally organized the same way throughout the social sciences. Most proposals are between ten and fifteen pages in length. However, before you begin, read the assignment carefully and, if anything seems unclear, ask your professor whether there are any specific requirements for organizing and writing the proposal.

 A good place to begin is to ask you a series of questions:

- What do I want to study, and why?
- How is it significant within the subject areas covered in my class?
- What problems will it help solve?
- How does it build upon [and hopefully go beyond] research already conducted on my topic?
- What exactly should I plan to do, and can I get it done in the time available?

In the end, your research proposal should document your knowledge of the topic and highlight enthusiasm for conducting the study. Approach it with the intention of leaving your readers feeling like--"Wow, that's an exciting idea and I can't wait to see how it turns out!"

In general your proposal should include the following sections:

I. Introduction

In the real world of higher education, a research proposal is most often written by scholars seeking grant funding for a research project or it's the first step in getting approval to write your doctoral dissertation. Even if this is just a course assignment, treat your introduction as the initial pitch of an idea. After reading the introduction, your readers should not only have an understanding of what you want to do, but they should also be able to sense your passion for the topic and be excited about its possible outcomes.

Think about your introduction as a narrative written in one to three paragraphs that succinctly answers the following four questions:

- What is the central research problem?
- What is the topic of study related to that problem?
- What methods should be used to analyze the research problem?
- Why is this important research and why should someone reading the proposal care about the outcomes from the study?

II. Background and Significance

This section can be melded into your introduction or you can create a separate section to help with the organization and flow of your proposal. This is where you explain the context of your project and outline why it's important. Approach writing this section with the thought that you can't assume your readers will know as much about the research problem as you do. Note that this section is not an essay going over everything you have learned about the research problem; instead, you must choose what is relevant to help explain your goals for the study.

To that end, while there are no hard and fast rules, you should attempt to deal with some or all of the following:

- State the research problem and give a more detailed explanation about the purpose of the study than what you stated in the introduction.
- Present the rationale of your proposed study and clearly indicate why it is worth doing. Answer the "So what? Question [i.e., why should anyone care].
- Describe the major issues or problems to be addressed by your research.
- Explain how you plan to go about conducting your research. Clearly identify the key sources you intend to use and explain how they will contribute to the analysis of your topic.
- Set the boundaries of your proposed research in order to provide a clear focus.
- Provide definitions of key concepts or terms, if necessary.

III. Literature Review

Connected to the background and significance of your study is a more deliberate review and synthesis of prior studies related to the research problem under investigation. The purpose here is to place your project within the larger whole of what is currently being explored, while demonstrating to your readers that your work is original and innovative. Think about what questions other researchers have asked, what methods they've used, and what is your understanding of their findings. Assess what you believe is still missing, and state how previous research has failed to examine the issue that your study addresses. Since a literature review is information dense, it is crucial that this section is intelligently structured to enable a reader to grasp the key arguments underpinning your study in relation to that of other researchers. A good strategy is to break the literature into "conceptual categories" [themes] rather than systematically describing materials one at a time.

To help frame your proposal's literature review, here are the "five C's" of writing a literature review:

Cite: keep the primary focus on the literature pertinent to your research problem.
Compare the various arguments, theories, methodologies, and findings expressed in the literature: what do the authors agree on? Who applies similar approaches to analyzing the research problem?
Contrast the various arguments, themes, methodologies, approaches and controversies expressed in the literature: what are the major areas of disagreement, controversy, or debate?
Critique of the literature: Which arguments are more persuasive, and why? Which approaches, findings, methodologies seem most reliable, valid, or appropriate, and why? Pay attention to the verbs you use to describe what an author says/does [e.g., asserts, demonstrates, etc.].
Connect the literature to your own area of research and investigation: how does your own work draw upon, depart from, or synthesize what has been said in the literature?

IV. Research Design and Methods
This section must be well-written and logically organized because you are not actually doing the research. As a consequence, the reader will never have a study outcome from which to evaluate whether your methodological choices were the correct ones. The objective here is to ensure that the reader is convinced that your overall research design and methods of analysis will correctly address the research problem. Your design and methods should be absolutely and unmistakably tied to the specific aims of your study. Describe the overall research design by building upon and drawing examples from your review of the literature. Be specific about the methodological approaches you plan to undertake to collect information, about the techniques you will use to analyze it, and about tests of external validity to which you commit yourself [i.e., the trustworthiness by which you can generalize from your study to other people, places or times].

When describing the methods you will use, be sure to cover these issues:

- Specify the research operations you will undertake and the way you will interpret the results of these operations in relation to your research problem. Don't just describe what you intend to achieve from applying the methods you choose, but state how you will spend your time while doing it.
- Keep in mind that a methodology is not just a list of research tasks; it is an argument as to why these tasks add up to the best way to investigate the research problem. This is an important point because the mere listing of tasks to perform does not demonstrate that they add up to the best feasible approach.

- Be sure to anticipate and acknowledge any potential barriers and pitfalls in carrying out your research design and explain how you plan to get around them.

V. Preliminary Suppositions and Implications

Just because you don't have to actually conduct the study and analyze the results, it doesn't mean that you can skip talking about the process and potential implications. The purpose of this section is to argue how and in what ways you believe your research will refine, revise, or extend existing knowledge in the subject area under investigation. Depending on the aims and objectives of your study, describe how the anticipated results of your study will impact future scholarly research, theory, practice, forms of interventions, or policy. Note that such discussions may have either substantive [a potential new policy], theoretical [a potential new understanding], or methodological [a potential new way of analyzing] significance.

When thinking about the potential implications of your study, ask the following questions:

- What might the results mean in regards to the theoretical framework that frames the study?
- What suggestions for subsequent research could arise from the potential outcomes of the study?
- What will the results mean to practitioners in the "real world"?
- Will the results influence programs, methods, and/or forms of intervention?
- How might the results contribute to the solution of social, economic, or other types of problems?
- Will the results influence policy decisions?
- What will be improved or changed as a result of the proposed research?
- How will the results of the study be implemented, and what innovations will come about?

VI. Conclusion

The conclusion reiterates the importance or significance of your proposal and provides a brief recap of the entire study. This section should be only one or two paragraphs long, emphasizing why your research study is unique, why it advances knowledge, and why the research problem is worth investigating. A sense of how your study fits within the broader scholarship about the research problem.

VII. Citations

As with any scholarly research paper, you must cite the sources you used in composing your proposal. In a standard research proposal, this section can take two forms, so speak with your professor about which one is preferred.

References -- lists only the literature that you actually used or cited in your proposal.

Bibliography -- lists everything you used or cited in your proposal with additional citations of any key sources relevant to understanding the research problem.

In either case, this section should testify to the fact that you did enough preparatory work to make sure the project will complement and not duplicate the efforts of other researchers. Start a new page and use the heading "References" or "Bibliography" at the top of the page. Cited works should always use a standard format that follows the writing style advised by the discipline of your course [i.e., education=APA; history=Chicago, etc].

(iii)   Recording the proceedings of meetings

Meeting minutes are notes that are recorded during a meeting. They highlight the key issues that are discussed, motions proposed or voted on, and activities to be undertaken. The minutes of a meeting are usually taken by a designated member of the group. Their task is to provide an accurate record of what transpired during the meeting.

Steps Involved in Recording Meeting Minutes

There are five main steps involved in recording the minutes of a meeting. They are:

- ✓ Pre-planning
- ✓ Record-taking
- ✓ Writing or transcribing the minutes
- ✓ Sharing meeting minutes
- ✓ Filing or storage of minutes for referencing in the future

    Pre-Planning

    If a meeting is well-planned in advance, taking minutes will be a lot easier. That said, the chairperson and the secretary or minutes-recorder should work together to determine the agenda of the meeting beforehand. For example, the person recording minutes could work with the chair to draft a document that will serve as an agenda and provide the format for the meeting.

    Meeting Agenda

    If it's not possible for the chair and secretary to meet and come up with a draft, then it's up to the secretary to get a copy of the agenda before the meeting starts. The meeting agenda will serve as a guide for how to take notes and prepare the

minutes. In addition, the agenda also includes other details, which need to be incorporated in the minutes. They include:

- ✓ Names of all the members present – includes guests and speakers
- ✓ Documents that may be handed out as the meeting progresses, such as copies of a list of proposals to be voted on

Expectations

When an individual is chosen as the minute's recorder, it's important for them to know what is expected of them. Therefore, the individual should approach the chair of the committee and ask what their role in the meeting will be. For example, if the meeting will involve proposing motions, the designated member should inquire as to whether he should include the names of those proposing motions and those seconding.

What to Include in Meeting Minutes

Before recording any details, a designated minute's recorder should familiarize them with the type of information that they should record. A group may be using a specific format to record notes but, overall, the minutes of a meeting typically include the following details:

- ✓ Date and time the meeting happened
- ✓ Names of attendees, as well as absent participants
- ✓ Acceptance of, or amendments made to, the previous meeting's minutes
- ✓ Decisions made regarding each item on the agenda, such as:
- ✓ Activities undertaken or agreed upon
- ✓ Next steps
- ✓ Outcomes of elections
- ✓ Motions accepted or rejected
- ✓ New business
- ✓ Date and time of the next meeting

The Process of Writing Meeting Minutes

When the meeting ends, the individual tasked with writing minutes should get all the resources he needs to write up the minutes in a clear, presentable way. Here are some tips to consider:

Once the meeting ends, don't take too long to write the minutes. This way, everything that took place in the meeting is still fresh in your mind.

Review the outline that had been created earlier and make adjustments where necessary. This might include adding extra information or clarifying some of the issues raised. Also, check to see that all verdicts, activities, and motions were clearly recorded.

Revise the minutes and ensure they're brief but clear.

Distributing the Meeting Minutes

Once the secretary completes writing the minutes, he's supposed to share them with the group members. They can be shared online or through the cloud. Considering that minutes and other types of documents can entail a lot of paperwork, it may be preferable to use a paperless sharing approach.

For example, if the minutes recorder was documenting the minutes using Microsoft Word, which does not offer online sharing, then they might consider using Google docs, which offers a way of sharing documents online with other users.

The recorder is also supposed to save a copy of the meeting minutes for future reference. Most companies store their minutes online – either in Google Docs or One Drive.

MODULE – V DIGITAL LITERACY

New technologies and developments in media are transforming the way that individuals, groups and societies communicate, learn, work and govern. This new socio-technical reality requires participants to possess not only skills and abilities related to the use of technological tools, but also knowledge regarding the norms and practices of appropriate usage. To be 'digitally literate' in this way encompasses issues of cognitive authority, safety and privacy, creative, ethical, and responsible use and reuse of digital media, among other topics. A lack of digital literacy increasingly implicates one's full potential of being a competent student, an empowered employee or an engaged citizen. Digital literacy is often considered a school-based competency, but it is introduced and developed in informal learning contexts such as libraries, museums, and social groups, affinity spaces online, not to mention the home environment. This chapter recognizes and connects the ways and places we might conceptualize and realize an expanded view of digital literacy that fits today's changing reality.

Digital Literacy is a relatively new concept that emerged in the 1990s during the era of the Internet revolution. Before that, people talked more about "computer literacy." But in 1997, Paul Gilster, a historian and educator first coined the term "digital literacy," arguing that digital literacy went beyond just skills in using technology. He said it is about "mastering ideas, not [computer] keystrokes" (Gilster, 1997, p. 1).

Gilster (1997) further defined digital literacy as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (p. 1). For him, digital literacy involves the ability to critically evaluate information (presented in different formats) and make decisions about how to use this information in different real-life contexts. When Gilster (1997) first made the world aware of the concept of 'digital literacy' in the late 1990s, he defined it in educational terms, recognizing the fundamental but revolutionary uniqueness of the internet and identifying the digitally literate student as having a specific set of information skills (e.g., evaluation, searching) applied to text and multimedia information found on the internet and situated in a formal, school-based learning context. With lightning fast access to a seemingly limitless amount of ideas and information, he noted, came new responsibilities for the user. Even in its earliest conceptualization, it was clear that being digitally literate far surpassed the basic literacy skills of reading, writing, listening and speaking. With today's digital media and technologies, people now can also create, work, share, socialize, research, play, collaborate, communicate and learn.

➢ Role of Digital Literacy in professional life

The meaning of "digital literacy" has shifted over the years. While there was a time when job candidates were encouraged to list "Proficient at Microsoft Word" on their resume, now such skills are considered standard. This shift toward a technologically savvy workforce has permeated the classroom as well.

It makes sense to assume that the more digitally literate our teachers are, the more they'll employ these skills in the classroom, which will in turn foster a strong sense of digital citizenship in our students. However, the importance and scope of digital literacy extends beyond this simple theory. Here, we've laid out the reasons why digital literacy skills are important for the present generation.

Moving Beyond Google

Google is a powerful tool. Students with access to a computer and the Internet are able to find the answers to not only simple questions, but also incredibly complex problems. However, there is a significant difference between Googling an answer and understanding why. Looking at Bloom's Taxonomy, we want students to gain the deepest level of understanding when faced with a problem.

CREATE
Produce new or original work

EVALUATE
Justify a stand or decision

ANALYZE
Draw connections among ideas

APPLY
Use information in new situations

UNDERSTAND
Explain ideas or concepts

REMEMBER
Recall facts and basic concepts
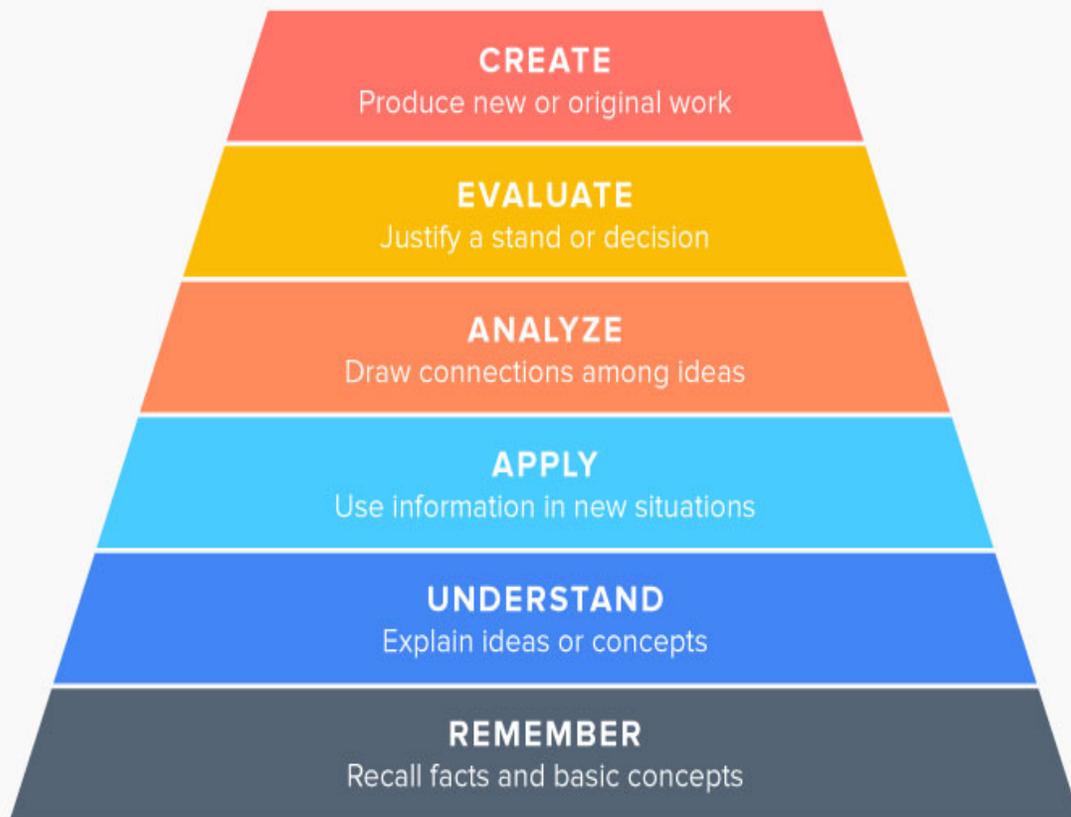
Simply Googling an answer does not provide students with true, deep learning. And while most students understand how to use a search engine, it is up to teachers to provide students with the additional skills to bring the answers to the next level.

There are several ways teachers can embed digital literacy skills into Internet searches:

Teach students to evaluate and question their sources. Students need to know the difference between a trustworthy and untrustworthy source.

- Is their source an academic website or a marketing company?
- When the source was last updated?
- How many other sites link to this source as a reference?
- Is the information presented in objective or biased language?

Teach students how to draw a strong conclusion. Sure, students might find the right answer to a problem, but what use is that search if they've only memorized the logic to get them there? It's up to teachers to teach that logic and to contextualize the answer.

Teaching Digital Citizenship

Being a good digital citizen means understanding and applying appropriate and responsible uses of internet and technology. Two issues top the list when it comes to digital citizenship: academic plagiarism and cyber bullying.

- Academic Plagiarism

In a culture where students are constantly sharing content, they may not know what plagiarism is, let alone when they're doing it. Teachers should set clear anti-plagiarism policies at the beginning of each year.

- Cyber bullying

Cyber bullying is bullying that takes place through the use of electronic technology, and is a pervasive issue in schools and online communities. And while today's students may be digital natives, they still need to be taught that social norms apply to online behavior. Resources should be in place to prevent cyber bullying and to help students who are being bullied.

As technology becomes more and more commonplace in everyday lives, nowhere does it have more changing impact than on the workforce and individual job requirements. Digital literacy has the power to use digital tools to solve problems, create innovative projects, and enhance communications — is fast becoming an important job skill at all levels of an organization.

Employers need digitally literate employees because modern jobs require digital producers, and computer use is only the beginning. Addressing that skill set gap, 57 percent of

executives reinforced the value of soft digital skills in addition to the more common hard skills, and the need for the flexibility that digitally literate employees can offer.

Digital literacy is not to be confused with a digital lifestyle, which refers to passive use of digital platforms like watching videos and scrolling through social media, even playing video games. While these activities are digital, they aren't what makes a person digitally literate.

- Universal literacy: A familiarity with using basic tools (such as office productivity software, image manipulation, cloud-based apps and content, and web content authoring tools).
- Creative literacy: Encompasses all aspects of the previous model, adding more challenging technical skills (video production, audio production, animation, and programming) for the production of richer content, and also adds digital citizenship and copyright knowledge.
- Literacy across disciplines: Diffused across different disciplines in a variety of ways, conducive to each learning context, such as business courses focusing on computer-mediated human interactions.

  Top 5 soft skills are:

- creativity,
- persuasion,
- collaboration,
- adaptability, and
- Time management.

  The top 5 hard skills most needed are:

- cloud computing,
- artificial intelligence,
- analytical reasoning,
- people management, and
- UX design.

  As the workforce is becoming more and more digitized, graduates entering the workforce need to have more than just the hard skills required for their desired profession. In our modern economy, jobs require digital producers, and computer use is only the beginning.

Employers need soft and hard digital skills and the flexibility that digitally literate employees can offer. They need employees with soft skills like creativity, collaboration, and effective communication. Those who can demonstrate these skills — whether it's through an online portfolio, info graphics, video presentations, or audio tools — have the greatest potential to become highly valued employees in any organization.

➢ **Trends and Opportunities in using Digital technology in work place**

There has been a drastic change in the way we communicate, work and lead our lives. On the work front, we are facing several scenarios, which are poised to become the new normal. On the work front, we are facing several scenarios, which are poised to become the new normal. As we move forward, technology will play a crucial role in the way we work, practically revolutionizing the space.

As governments begin easing restrictions and businesses start functioning normally, here are some of the top digital communication technology trends that are set to transform the future of work. Technology in the workplace has advanced by leaps and bounds and has allowed companies to shift their operations from outdated analog and into the dawn of the digital age.

Over the past decade, technology in the workplace has rapidly evolved. It's become an essential part of running a business in any industry. Workplace tech can:

- Break down information silos and create a portal for all internal data and communication
- Increase operational efficiency
- Keep a company culturally relevant
- Deliver more precise and accurate data to help leaders make refined, strategic decisions
- Connect and align an entire organization
- Facilitate collaboration among dispersed teams and increase innovation and productivity

1. **The new work nucleus**
The "new work nucleus" refers to a collection of SaaS-based personal productivity, collaboration and communication tools, combined into one cloud office product. It generally includes email, instant messaging, file sharing, conferencing, document management and editing, search and discovery, and collaboration.
The new work nucleus has become a cornerstone of most organizations' digital workplace infrastructures, particularly in today's remote work environment. Reliance on cloud office technologies has increased due to a general preference for cloud, as well as the desire to reduce costs, drive simplicity and continuously provide more functionality to employees. Vendors are upgrading cloud services with new mobility, content discovery and artificial intelligence (AI) features.

2. **Bring your own thing to the digital workplace**

Individuals are beginning to use more personal Internet of Things (IoT) devices or wearables at work, in a trend known as bring your own thing (BYOT). BYOT involves a wide range of objects, such as fitness bands, smart lights, air filters, voice assistants, smart ear buds and consumer virtual reality (VR) headsets. In the future it will include highly sophisticated devices such as robots and drones.

3. The distance economy

In-person events and meetings were once the norm and virtual meetings the exception, but COVID-19 has flipped those scenarios. The pandemic influenced the emergence of the distance economy, or business activities that don't rely on face-to-face activity. Organizations with operating models that depend on first-party or hosted events have switched quickly to virtual alternatives.

Simultaneously, as internal meetings, client interactions, new hire interviews and a variety of other business activities have gone virtual, the distance economy has given rise to a new generation of meeting solutions that attempt to more closely mimic an in-person meeting.

4. Smart workspaces

A smart workspace leverages the growing digitalization of physical objects to deliver new ways of working and improve workforce efficiency. Examples of smart workspace technologies include IoT, digital signage, integrated workplace management systems, virtual workspaces, motion sensors and facial recognition. Any location where people work can be a smart workspace, such as office buildings, desk spaces, conference rooms and even home spaces.

As employees return to work post-COVID-19, organizations will take full advantage of smart workspaces as they revisit design strategies to better understand how people participate in physical spaces or adhere to social distancing. Such insight can create new capabilities related to seating and room allocation, access management and wayfaring.

5. Desktop-as-a-service

Desktop as a service (DaaS) provides users with an on-demand, virtualized desktop experience delivered from a remotely hosted location. It includes provisioning, patching and maintenance of the management plane and resources to host workloads. Organizations have long been interested in adopting virtual desktop infrastructure, but complexity and capital investment have made implementations difficult. COVID-19 highlighted the value and business continuity strength of DaaS in its ability to rapidly enable remote work where on-premises options have stalled. The pandemic is likely to accelerate adoption of DaaS, and it may even perpetuate as a delivery architecture when employees return to the office.

6. Democratized technology services

Technology services of the future will be assembled and composed by the people that actually use them. A few examples of democratized technology services include:

- Citizen developers, or employees who create new business applications using development tools and runtime environments sanctioned by corporate IT.
- Citizen developers are empowered by the availability and power of low-code and "no code" development tools.
- Citizen integrator tools, which enable expert business users with minimal IT skills to handle relatively simple application, data and process integration tasks by themselves through very intuitive, no-code development environments.
- Citizen data science, an emerging set of capabilities that enable users to extract advanced analytic insights from data without the need for extensive data science expertise.

➢ **Internet Basics**

The Internet is a worldwide telecommunications system that provides connectivity for millions of other, smaller networks; therefore, the Internet is often referred to as a network of networks. It allows computer users to communicate with each other across distance and computer platforms.

The Internet began in 1969 as the U.S. Department of Defense's Advanced Research Project Agency (ARPA) to provide immediate communication within the Department in case of war. Computers were then installed at U.S. universities with defense related projects. As scholars began to go online, this network changed from military use to scientific use. As ARPA net grew, administration of the system became distributed to a number of organizations, including the National Science Foundation (NSF). This shift of responsibility began the transformation of the science oriented ARPA net into the commercially minded and funded Internet used by millions today.

The Internet acts as a pipeline to transport electronic messages from one network to another network. At the heart of most networks is a server, a fast computer with large amounts of memory and storage space. The server controls the communication of information between the devices attached to a network, such as computers, printers, or other servers.

An Internet Service Provider (ISP) allows the user access to the Internet through their server. Many teachers use a connection through a local university as their ISP because it is free. Other ISPs, such as America Online, telephone companies, or cable companies provide Internet access for their members.

World Wide Web

The Internet is often confused with the World Wide Web. The misperception is that these two terms are synonymous. The Internet is the collection of the many different systems and protocols. The World Wide Web, developed in 1989, is actually one of those different protocols. As the name implies, it allows resources to be linked with great ease in an almost seamless fashion.

The World Wide Web contains a vast collection of linked multimedia pages that is ever-changing. However, there are several basic components of the Web that allow users to communicate with each other. Below you will find selected components and their descriptions.

TCP/IP protocols

In order for a computer to communicate on the Internet, a set of rules or protocols computers must follow to exchange messages was developed. The two most important protocols allowing computers to transmit data on the Internet are Transmission Control Protocol (TCP) and Internet Protocol (IP). With these protocols, virtually all computers can communicate with each other. For instance, if a user is running Windows on a PC, he or she can communicate with iPhones.

Domain name system

An Internet address has four fields with numbers that are separated by periods or dots. This type of address is known as an IP address. Rather than have the user remember long strings of numbers, the Domain Name System (DNS) was developed to translate the numerical addresses into words. For example, the address fcit.usf.edu is really 131.247.120.10.

URLs

Addresses for web sites are called URLs (Uniform Resource Locators). Most of them begin with http (Hypertext Transfer Protocol), followed by a colon and two slashes. For example, the URL for the Florida Center for Instructional Technology is https://fcit.usf.edu/.

Some of the URL addresses include a directory path and a file name. Consequently, the addresses can become quite long. For example, the URL of a web page may be: https://fcit.usf.edu/holocaust/default.htm. In this example, "default.htm" is the name of the file which is in a directory named "holocaust" on the FCIT server at the University of South Florida.

Paying attention to the top level domain may give you a clue as to the accuracy of the information you find. For example, information on a "com" site can prove useful, but one should always be aware that the intent of the site may be to sell a particular product or service. Likewise, the quality of information you find on the "edu" domain may vary. Although many pages in that domain were created by the educational institutions themselves, some "edu" pages

may be the private opinions of faculty and students. A common convention at many institutions is to indicate a faculty or student page with a ~ (tilde) in the address. For instance, https://fcit.usf.edu/~kemker/default.htm is a student's personal web page.

Once you have an account with an Internet service provider, you can access the Web through a browser, such as Safari or Microsoft Internet Explorer. The browser is the application responsible for allowing a user's computer to read and display web documents.

Hypertext Markup Language (HTML) is the language used to write web pages. A browser takes the HTML and translates it into the content you see on the screen. You will note your cursor turns into a pointing finger over some images or text on the page. This indicates a link to additional information and it can be either a link to additional web pages, email, newsgroups, audio, video, or any number of other exciting files.

Your browser is equipped with many useful features to assist you in navigating through the Web. Some of these features are:

Menu bar

The menu bar, located at the very top of the screen, can be accessed using the mouse. When you hold down the mouse button over an item in the main menu, a sub menu is "pulled down" that has a variety of options. Actions that are in black can be performed, while actions that cannot be performed will be in gray or lightened. The submenus provide keyboard shortcuts for many common actions, allowing you to implement the functions faster than using the mouse.

Tool bar

The tool bar is located at the top of the browser; it contains navigational buttons for the Web. Basic functions of these buttons include:

Command   **Function**

Home   Opens or returns to starting page

Back   Takes you to the previous page

Forward   Takes you to the next page

Print   Prints current page

Stop   Stops loading a page

Reload   Refresh/redisplays current page

Search   Accesses search engine

Location bar

The location bar, below the tool bar, is a box labeled "Location," "GoTo," or "Address." You can type in a site's address, and press the Return or Enter key to open the site.

Status bar

The status bar is located at the very bottom of the browser window. You can watch the progress of a web page download to determine if the host computer has been contacted and text and images are being downloaded.

Scroll bar

The scroll bar is the vertical bar located on the right of the browser window. You can scroll up and down a web page by placing the cursor on the slider control and holding down the mouse button.

  ➢ **Introduction to MS Office Tools**

Microsoft Office is software which was developed by Microsoft in 1988. This Office suite comprises various applications which form the core of computer usage in today's world.

1. MS PAINT

- Microsoft Paint is a simple raster graphics editor. It opens and saves files in Windows bitmap (BMP), JPEG, GIF, PNG, and single-page TIFF formats. The program can be in color mode or two-color black-and-white, but there is no gray scale mode.

- The principal features of MS Paint are simple drawing tools that you can use to easily paint on a blank canvas or existing image. Beyond that, Paint includes cropping, resizing, rotating, skewing, and selection tools to further manipulate images.

- Paint is an endearingly straightforward program that offers very little in the way of advanced features. It is really easy to use, even for newbies. The uncomplicated user interface features tools down the left-hand side and menus along the top. Tooltips appear to offer users guidance, although in reality you don't really need them.

- The joy of Paint is simply playing around with the tools and seeing what artworks you can create. With a few swooshes, drags and clicks, you can create weird arrangements of overlapping shapes filled with color. You can erase sections, paint and draw freehand lines, and add airbrush effects and text in a range of fonts. You can even add a transparent background.

PROS

- Very simple to use

- Offers a range of tools without overwhelming a user

- Wide range of color and font choices

- Can create surprisingly sophisticated artwork

- Brings back fond memories for early computer users

CONS

- No longer being updated

- Limited tools and functionality

- No support for other operating systems

- No support for multiple layers

- No filters or retouching options

- Only renders in 2D no 3D options

2. MS OFFICE

Microsoft Office, or simply Office, is a family of client software, server software, and services developed by Microsoft. It was first announced by Bill Gates on August 1, 1988, at COMDEX in Las Vegas. Initially a marketing term for an office suite (bundled set of productivity applications), the first version of Office contained Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Over the years, Office applications have grown substantially closer with shared features such as a common spell checker, OLE data integration and Visual Basic for Applications scripting language. Microsoft also positions Office as a development platform for line-of-business software under the Office Business Applications brand. On July 10, 2012, Softpedia reported that Office was being used by over a billion people worldwide.

Since Office 2013, Microsoft has promoted Office 365 as the primary means of obtaining Microsoft Office: it allows the use of the software and other services on a subscription business model, and users receive feature updates to the software for the lifetime of the subscription, including new features and cloud computing integration that are not necessarily included in the "on-premises" releases of Office sold under conventional license terms. In 2017, revenue from Office 365 overtook conventional license sales. The current on-premises, desktop version of Office is Office 2019, released on September 24, 2018.

3. MS EXCEL

MS Excel is a commonly used Microsoft Office application. It is a spreadsheet program which is used to save and analyse numerical data. MS Excel is a spreadsheet program where one can record data in the form of tables. It is easy to analyse data in an Excel spreadsheet. To open MS Excel on your computer, follow the steps given below:

Click on Start

Then All Programs

Next step is to click on MS Office

And finally, choose the MS-Excel option

Alternatively, you can also click on the Start button and type MS Excel in the search option available.

What is a cell?

A spreadsheet is in the form of a table comprising rows and columns. The rectangular box at the intersection point between rows and columns forms a cell.

What is Cell Address?

The cell address is the name by which is cell can be addressed. For Example, if row 7 is interested in column G, then the cell address is G7.

Home

Comprises options like font size, font styles, font colour, background colour, alignment, formatting options and styles, insertion and deletion of cells and editing options

Insert

Comprises of options like table format and style, inserting images and figures, adding graphs, charts and spark lines, header and footer option, equation and symbols

Page Layout

Themes, orientation and page setup options are available under the page layout option

Formulas

Since tables with a large amount of data can be created in MS excel, under this feature, you can add formulas to your table and get quicker solutions

Data

Adding external data (from web), filtering options and data tools are available under this category

Review

Proofreading can be done for an excel sheet (like spell check) in the review category and a reader can add comments in this part

View

Different views in which we want the spreadsheet to be displayed can be edited here. Options to zoom in and out and pane arrangement are available under this category.

Benefits of Using MS Excel

MS Excel is widely used for various purposes because the data is easy to save, and information can be added and removed without any discomfort and less hard work.

Given below are a few important benefits of using MS Excel:

- **Easy To Store Data:** Since there is no limit to the amount of information that can be saved in a spreadsheet, MS Excel is widely used to save data or to analyse data. Filtering information in Excel is easy and convenient.
- **Easy To Recover Data:** If the information is written on a piece of paper, finding it may take longer, however, this is not the case with excel spreadsheets. Finding and recovering data is easy.
- **Application of Mathematical Formulas:** Doing calculations has become easier and less time taking with the formulas option in MS excel
- **More Secure:** These spreadsheets can be password secured in a laptop or personal computer and the probability of losing them is way lesser in comparison to data written in registers or piece of paper.
- **Data at One Place:** Earlier, data was to be kept in different files and registers when the paperwork was done. Now, this has become convenient as more than one worksheet can be added in a single MS Excel file.
- **Neater and Clearer Visibility of Information:** When the data is saved in the form of a table, analyzing it becomes easier. Thus, information is a spreadsheet that is more readable and understandable.

3. POWERPOINT

MS PowerPoint is a program which is included in the Microsoft Office suite. It is used to make presentations for personal and professional purposes. The program was created in a software company named Forethought, Inc by Robert Gaskins and Dennis Austin. It was released on April 20, 1987, and after 3 months of its creation, it was acquired by Microsoft.

The first version of this program, when introduced by Microsoft was MS PowerPoint 2.0 (1990).It is a presentation based program which uses graphics, videos etc. to make presentation more interactive and interesting. The file extension of a saved Powerpoint presentation is ".ppt".A PowerPoint presentation comprising slides and other features is also known as PPT.

Gradually, with each version, the program was more creative and more interactive. Various other features were added in PowerPoint which massively increased the requirement and use of this MS Office program.

Follow the steps below to open MS PowerPoint on a personal computer:

Click on the start button

Then choose "All Programs"

Next step is to select "MS Office"

Under MS Office, click on the "MS PowerPoint"

A blank presentation is open on the screen. According to the requirement, a person can modify the template for a presentation and start using the program. A combination of various slides depicting a graphical and visual interpretation of data, to present information in a more creative and interactive manner is called a PowerPoint presentation or PPT. When all the slides of a PowerPoint presentation are set in series and then presented to a group of people, where each slide appears one after the other, is a set pattern, this is known as a PowerPoint slide show.

The following elements can be added to a PowerPoint slide:

Clip Art

Graphs

Tables

Photographs

Charts

Media Clips

Videos

All these elements are mainly used to enhance presentation skills and make the slide more interactive.