CSE/ISE300 Communications S14

• Location: Room 2205 Computer Science, 2nd floor, Multimedia Lab
• Time: Tue/Thur 5:30-6:50PM
• Required Book: The Elements of Style, 4th edition (Sep 1999), by Strunk & White, 978-0205313426, Hardback ($12 new, Amazon.com) or ISBN 978-0205309023, Paperback ($10 new, $5 rental, SBU Bookstore)
• Free Online Webbook: Technical Writing, by David McMurrey [link]
• Recommended Text: Pocket Guide to Technical Communication, 5th ed. (2010/2011), by Pfeiffer, 978-0135063965 ($50 new, $23 rental, SBU) or ($43 new, Amazon)
• Instructor: Professor Larry Wittie
• Office/Lab: Room 1308 Computer Science, 1st floor, Network Lab
• Office Hours: 4:10-5:25+7-7:15pm Tu/Th, if door is ajar, or by appointment
• Phone: 632-8750 (not 2-8456)
• Email: larry.wittie@stonybrook.edu
• Course Homepage: [link]
The first writing assignment, a one-page outline on My Snowy Winter was in-class Thursday 1/30/14. The TA’s and my suggested corrections to your first printed draft version of paper 1, from 2/4/14, will be handed back today. Format rules follow for the final printed version now due Thursday 2/20/14, since classes were canceled Thursday 2/13/14 by the snow storm.

One to 1.3 pages. Margins - 1.25 inch on each of 4 edges
Medium line lengths - exactly 6 inches of text space per line,
extactly 8.5 vertical inches of line space per page, plus
13-15 words and 60-70 non-blank characters per full line
Proper spacing - space & a half between lines for your paper

Center the title My Snowy Winter at the top of the first page.
List your name and last printing date for paper 1 below the title.

On the next slide, see more rules for the final version of paper 1.

Graded printed draft paper 1d will be returned Tuesday 2/18/14.
Final paper 1 is due Thurs 2/20/14 in printed and emailed forms,
since classes were canceled Thursday 2/13/14 by the snow storm.
CSE/ISE 300
First Paper – My Snowy Winter

Your printed completed paper is due at start of class Thursday 2/20/14. Center the title at top of page 1 with your name beside the printing date on the second line. Paper 1 must be 1.0 page (at least 30 lines and at least 400 words) to 1.4 pages (~40 lines, 560 words) of text, with lines spaced 1.5 (between single- and double-spaced), text lines 6 inches wide, and 13 to 15 words per line. Use font 12. The title, your name, the date, blank lines, and list entries do not count in the required 30+ lines of prose text. Write 36 text lines (500 words) to be safe. Number all pages of all three papers in ‘300.

By Thursday 2/20, email a *doc copy of your paper to larry.wittie@stonybrook.edu with Subject: 300 paper 1 - My Snowy Winter. Bring a printed paper 1 to class.
CSE/ISE 300
Grades – Printed Draft of First Paper – Snowy Winter

Grade Counts (2%) Paper 1 Draft S14 '300

<table>
<thead>
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<th>Grade</th>
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1. The paragraph mark ¶ (pilcrow) means “Start a new paragraph”.
2. Avoid vague words like “pretty” and “nice” and non-specific phrases like “that year”, “a lot of”, and “the local golf course”.
3. Write “I hope”, not “Hopefully” and “forecast”, not “forecasted”.
4. Avoid excessive use of I, me, my; try “our”; be not self-centered.
5. Avoid repeated thoughts, words, and phrases; delete “etc.”.
6. Avoid sudden shifts in verb tenses & pronoun persons, one => you.
7. Do not use any contractions, no don’t, no can’t, and no it’s.
8. Avoid sentences starting with “So”, “Thus”, and “Also”.
9. Do not start a sentence with “However”, meaning “Nonetheless”.
10. Avoid most uses of “due to” and all that mean “because of”.
11. Avoid poor organization. Sentences must fit into paragraphs.
12. Read, edit, and re-read your paper, preferably after sleeping.
<table>
<thead>
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<th>Simple Past</th>
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Due to  

_{Due to_} should not be used for _through, because of_, or _owing to_ in adverbial phrases. Due to means “attributable to” and is used in adjectival phrases.

He lost the game due to carelessness.

The accident was due to bad weather. Losses due to brush fires cost California more than $1 billion last year.

Each and every one  

Advertising jargon that should be avoided.

It should be a lesson to each and every one of us.

It should be a lesson to us all.

Effect/Affect  

As a noun, _effect_ means “result”; as a verb, it means “to bring about” or “to accomplish.” The verb _affect_ means “to influence.” The noun _effect_ is overused in vague writing about the arts: “subtle effects”, “very delicate effects.”
Enormity  Use *enormity* only to mean “monstrous wickedness.” It is misleading, if not wrong, when used to mean only “bigness.”

Enthuse  Avoid this verb created from the noun *enthusiasm*.

   She was enthused about her new car.
   She enthused about her new car.

   She was enthusiastic about her new car.
   She talked enthusiastically about her new car.

Etc.  *Et cetera* literally means “and other things,” but is used improperly to mean “and other persons.” It is equivalent to “and so forth” and should not be used if the reader would be left in doubt about any important items. In formal writing, avoid *etc*.

Facility  *Facility* is overused for hospitals, jails, and prisons.

   He has been appointed warden of the new facility.
   He has been appointed warden of the new prison.
Fact  Use fact only for matters that can be directly verified, but not for matters of opinion. The melting point of lead is a fact, but that California has a wonderful climate is only an opinion.

Factor  Factor is a hackneyed word; its expressions usually can be replaced by wording that is shorter and clearer. Her superior training was the great factor in her winning. She won by being better trained.

Farther/Further  Although commonly interchanged, there is a subtle distinction between farther and further. Farther serves best for physical distances; further is best for quantities or time. You can chase a ball farther than another player; you pursue a subject further.
Finalize  Avoid *finalize*, which is a pompous and ambiguous business verb. Does it mean “terminate” or “put in final form”?

Fix    *Fix* is well established in America as colloquial for *arrange*, *prepare*, and *mend*. Its preferred meanings are derived from its Latin root *figere*, “to make firm” or “to place definitely.”

Flammable  The common word *inflammable* means “combustable.” Lest some people think it means “not combustable,” safety signs on the backs of trucks say “Flammable Liquid.” Write *inflammable*.

A mixture of oil and gasoline is highly flammable. A mixture of oil and gasoline is highly inflammable.

Folk  The collective noun *folk* is equivalent to *people* and always properly used only in the singular form. The colloquial *folks* meaning “parents,” “family,” or “those present” should be avoided. Your folks are here! Your parents are here!
Fortuitous  

*Fortuitous* means “happened by chance.” It does not mean *fortunate* or *lucky.*

He was fortuitous to fill a royal flush.  

He was lucky to fill a royal flush.

Get  

The colloquial *have got* for *have* should be avoided in writing. The preferrable form of the participle is *got,* not *gotten.*

He has not got any sense.  

He has no sense.

They returned without having gotten any fish.  

They returned without having got any fish.

Gratuitous  

*Gratuitous* means “uneearned” or “undeserved.”

The insult was gratuitous.
He is a man who  Avoid redundant phrases of this common type.
He is a man who is very ambitious.  He is very ambitious.
Vermont is a state that attracts  Vermont attracts winter
winter visitors for skiing.  visitors for skiing.

Hopefully  Hopefully was formerly a useful adverb meaning
“with hope” or “full of hope”. It is now widely used to mean “I
hope” or “it is to be hoped.” Avoid hopefully in your writing. It
offends the ear of educated readers and sounds silly to them.
Hopefully I will leave on the  I hope to leave on the noon
noon plane.  plane.

However  Used first in a sentence, however means “in whatever
way” or “to whatever extent.” Not first, it can mean “nevertheless.”
The road was barely passible.  The road was barely passible.
However, at last we got home.  At last, however, we got home.
However discouraging the prospect, they never lost heart.
Imply/Infer  The words *imply* and *infer* are not the same. Something implied is suggested or indicated, but not expressed directly. Something inferred is deduced from evidence at hand. **Farming implies early rising.** Since she was a farmer, we inferred that she got up early.

Importantly  Avoid *importantly.*

More importantly, he paid for the damages.  More important, he paid for the damages.

What is more, he paid for the damages.

In regard to  *In regard to* is wrongly written *in regards to.* On the other hand, *as regards to* is correct and the same as *in regard to.*

In the last analysis  Avoid this overused, bankrupt expression.
CSE/ISE 300
Strunk and White: Commonly Misused Words

Inside of/Inside  
*Inside of* is correct to mean “in less than.” For other meanings, avoid *of* after *inside*; *inside* is correct alone.
*Inside of five minutes, I shall be inside the bank.*

Insightful  
*Insightful* should be used only for instances of remarkably penetrating vision. *Perceptive* is almost always better.
*Your remark was insightful.*  
*Your remark was perceptive.*

In terms of  
*In terms of* is padding that is usually best omitted.
*The job was unattractive in terms of salary.*  
*The salary made the job unattractive.*

Interesting/Funny  
These unconvincing words should be avoided in introductions. Say something funny, not that it will be funny.
*In connection with the forthcoming Mr. B., who will soon visit of Mr. B. to America, it is interesting to recall that he …*
Irregardless  \textit{Irregardless} is not a word. \textit{Regardless} is the correct spelling. The negative \textit{ir-} is suggested by the words \textit{irregular}, \textit{irresponsible}, and \textit{irrespective}, which lack the negative \textit{-less}. 

-ize  Never tack \textit{-ize} onto a noun to form a new verb. Be wary of existing \textit{-ize} verbs. \textit{Fertilize, harmonize, and summarize} are useful; \textit{containerize, prioritize, and finalize} are not. Prefer \textit{use} over \textit{utilize}. 

Kind of/Sort of  These phrases should not be used to mean “rather” or “something like”. Restrict them to their literal senses: “Amber is a kind of fossil resin”; “I dislike that sort of publicity.” Her brother is kind of handsome. \textbf{Her brother is rather handsome.}  

Lay/Lie  \textit{Lay} is a transitive verb and must have an object. \textit{Lie} must not. The forms are \textit{lay, laid, laid, laying}; \textit{lie, lay, lain, lying}. \textbf{A hen lays an egg; a llama lies down. After his new play laid an egg, the playwright went home and lay down.}
Leave/Let  \textit{Leave} is misused as a substitute for \textit{let}.

\begin{itemize}
  \item Leave go of that rope!
  \item Let go of that rope!
\end{itemize}

Less/Fewer \textit{Less} should not be misused for \textit{fewer}. \textit{Less} refers to quantity; \textit{fewer} refers to number. Occasionally, either word may be used, but with different meanings. “His troubles are less than mine” means “His troubles are not so great as mine.” “His troubles are fewer than mine” says “His troubles are not so numerous as mine.”

\begin{itemize}
  \item They had less workers than in the previous campaign.
  \item They had fewer workers than in the previous campaign.
\end{itemize}

Like/As \textit{Like} should not be used for the conjunction \textit{as}. \textit{Like} precedes a noun or pronoun; \textit{as} comes before phrases or clauses.

\begin{itemize}
  \item We spent the evening like in the old days.
  \item We spent the evening as in the old days.
  \item June smells good, like a baby should.
  \item June smells good, as a baby should.
\end{itemize}
CSE/ISE 300
Strunk and White: Commonly Misused Words

Line/Along these lines  
*Line* meaning “course of thought or conduct” is allowable but overworked in phrases like “along these lines”. Writers should avoid continued use of *line* in this sense.

Mr. Jones also spoke along the same lines.
She is studying along the line of French literature.

Mr. Jones also spoke to the same effect.
She is studying French literature.

Literal/Literally  
*Literally* is often incorrectly used in exaggeration.

A flood of abuse
almost dead with fatigue

A literal flood of abuse
literally dead with fatigue

Loan/Lend  
*Loan* is a noun. The corresponding verb is *lend*.

Please give me a five dollar loan.
Please lend me five dollars.

Lend me your eyes.
Please loan me five dollars.
CSE/ISE 300
Strunk and White: Commonly Misused Words

Meaningful
Avoid the bankrupt adjective *meaningful*.
- His was a meaningful contribution.
- We are instituting many meaningful changes in the curriculum.
- His contribution counted heavily.
- We are improving the curriculum in many ways.

Memento
*Memento* is incorrectly spelled as *momento*.

Most/Almost
*Most* is not to be used to replace *almost*.
- most everybody
- most all the time
- almost everybody
- almost all the time

Nature
If used like *character, nature* is almost always redundant.
- acts of a hostile nature
- hostile acts
Nauseous/Nauseated  
*Nauseous* means “sickening to contemplate”; *nauseated* means “sick at the stomach”.
I feel nauseous.  
I feel nauseated.

Nice  
*Nice* is an all-purpose word, normally of indistinct meaning. Avoid it in writing, except to mean “precise” or “fine.”
I had a nice time in the nice weather.  
Hers was a nice distinction.

Nor  
*Nor* is often used incorrectly for *or* after negatives.
He cannot eat nor sleep.  
He cannot eat or sleep.  
He can neither eat nor sleep.  
He cannot eat nor can he sleep.

Nouns used as verbs  
All nouns used as verbs are suspect.
She headquarters in Dallas.  
She has headquarters in Dallas.  
He chaired the meeting.  
He was chair of the meeting.