Mechanics II, Instructions, and Presentations
Inserting clauses in a sentence

commas, em-dashes, parentheses

least parenthetical  most parenthetical

(lower voice when speaking)

Superman disguised as Clark Kent mild mannered reporter for the Daily Planet fights a never-ending battle for Truth, Justice, and the American way.

Linearity of expectation a property that holds even when random variables are independent is a key technique of probabilistic analysis.

I told my graduate students Lisa and Dave that they have to work harder.
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Restrictive vs unrestrictive clauses

Unrestrictive clauses: can be written as two sentences require commas

Restrictive clauses: no commas

The audience which had at first been indifferent became more and more interested.

The candidate who best met these requirements will obtain the place.
Restrictive vs unrestrictive clauses

The suspect in the lineup who has red hair committed the crime.

The suspect in the lineup, who has red hair, committed the crime.

Which is correct? Do they mean different things?
Restrictive vs unrestrictive clauses

Unrestrictive clauses: can be written as two sentences

require commas

Restrictive clauses: no commas

The audience, which had at first been indifferent, became more and more interested.

The audience was at first indifferent. Later it became more and more interested.

The candidate who best met these requirements will obtain the place.
That vs which

The traditional approach to this question is to use "that" with restrictive clauses and "which" with nonrestrictive clauses.

The painting that was hanging in the foyer was stolen.

The painting, that was hanging in the foyer, was stolen.

The painting which was hanging in the foyer was stolen.

The painting, which was hanging in the foyer, was stolen.

Which is correct? Do they mean different things?
Commas, semicolons, and colons

http://www.ics.uci.edu/~dramanan/teaching/ics139w_fall10/semicolons_colons.pdf

Semicolon: joins two independent clauses (stronger pause than comma)

It was the first of April; all the spring lines were on display.

Colon: use for formal lists

His favorite poets are these: Milton, Don, and Keats.

Here are the facts: The money was left five minutes before he entered the room; it was missing immediately after he left; the next day he bought a new suit although he had previously spent all of this month’s allowance.
Examples

Use of colon and semicolons

There are three main things I would like to do this summer; I would like to get an internship. I would like to visit my family member in Virginia. Finally, I would like to take summer school to finish the rest of my required classes.
Examples

Use of colon and semicolons

There are three main things I would like to do this summer; I would like to get an internship. I would like to visit my family member in Virginia. Finally, I would like to take summer school to finish the rest of my required classes.

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Pronouns

(I, me, him, her, you, we, who, whom, whoever)

1. Use the pronoun "who" as a subject. When choosing between "who" and "whom," ask yourself if there is a verb to which the pronoun attaches that requires a subject. If it does, use "who" rather than "whom." "Whom" is an object and can not be a subject. "Who," on the other hand, can be a subject, but not an object.

Incorrect: Johnson is the plaintiff whom initiated the class action.
Correct: Johnson is the plaintiff who initiated the class action.

In the preceding example, the verb "initiated" requires a subject; thus, the use of "who" is mandated. "Johnson" can not be the subject of "initiated" because it is the subject of the verb "is." "Plaintiff" also can not be the subject of "initiated" because it is the object of the verb "is."

Subjects: he, who, I
Objects: him, whom, me
Pronouns

(I, me, him, her, you, we, who, whom, whoever)

Subjects: he, who, I
Objects: him, whom, me

Polly loves cake more than I.

Polly loves cake more than me.

What’s the difference?
Pronouns
(I, me, him, her, you, we, who, whom, whoever)

Subjects: he, who, I
Objects: him, whom, me

Polly loves cake more than I.
Polly loves cake more than I love cake.
Polly loves cake more than me.
Polly loves cake more than she loves me.
(Rule 11): A participle phrase at the beginning of the sentence must refer to the subject of the sentence.

Having passed the goal line, John removed the puck from the net.
(Rule 11): A participle phrase at the beginning of the sentence must refer to the subject of the sentence

Having passed the goal line, John removed the puck from the net.

Did John or the puck pass the goal line?
(Rule 11): A participle phrase at the beginning of the sentence must refer to the subject of the sentence

Having passed the goal line, John removed the puck from the net.

John did. A better rephrasing:

John removed the puck from the net, since it had passed the goal line.
Modifier placement

Place modifiers (such as “only”) as close as possible to the words they modify.

First Meaning:
The judge is permitted to impose criminal sanctions only after the parties have a right to be heard.

Second Meaning:
The judge is permitted to impose only criminal sanctions after the parties have a right to be heard.

Third Meaning:
The judge is only permitted to impose criminal sanctions after the parties have a right to be heard.

Fourth Meaning:
Only the judge is permitted to impose criminal sanctions after the parties have a right to be heard.
Dangling phrases and modifiers

Dangling modifiers, which are often found at the beginning of a sentence, leave the reader wondering who or what is being modified.

Because she had spent several hundred hours on the case, Ms. McCormick rejected Ms. Peabody's bill.

Having tried hundreds of cases, the client had great confidence in her attorney.
Dangling phrases and modifiers

Dangling modifiers, which are often found at the beginning of a sentence, leave the reader wondering who or what is being modified.

Because she had spent several hundred hours on the case, Ms. McCormick rejected Ms. Peabody's bill.

Ms. McCormick, who had spend several hundred hours on the case, rejected Ms. Peabody's bill.

Because Ms. Peabody had spent several hundred hours on the case, Ms. McCormick rejected her bill.

Having tried hundreds of cases, the client had great confidence in her attorney

The client, who had tried hundreds of cases, had great confidence in her attorney.

The client had great confidence in her attorney, who had tried hundreds of cases.
Instructions

http://www.ics.uci.edu/~dramanan/teaching/ics139w_fall10/instructions.html
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What makes good instructions?

- Clear, simple writing
- A thorough understanding of the procedure in all its technical detail
- Your ability to put yourself in the place of the reader, the person trying to use your instructions
- Your ability to visualize the procedure in great detail and to capture that awareness on paper
- Finally, your willingness to go that extra distance and test your instructions on the kind of person you wrote them for.
Audience and situation

Early in the process, define the audience and situation of your instructions. Remember that defining an audience means defining its level of familiarity with the topic as well as other such details.
Equipment and supplies

Notice that most instructions include a list of the things you need to gather before you start the procedure. This includes *equipment*, the tools you use in the procedure (such as mixing bowls, spoons, bread pans, hammers, drills, and saws) and *supplies*, the things that are consumed in the procedure (such as wood, paint, oil, flour, and nails). In instructions, these typically are listed either in a simple vertical list or in a two-column list. Use the two-column list if you need to add some specifications to some or all of the items—for example, brand names, sizes, amounts, types, model numbers, and so on.
Grouping of tasks

Listing tasks may not be all that you need to do. There may be so many tasks that you must group them so that readers can find individual ones more easily. For example, the following are common task groupings in instructions: unpacking and setup tasks; installing and customizing tasks; basic operating tasks; routine maintenance tasks; troubleshooting tasks; and so on.
Other hints

- Prefix the instructions with a clear heading that summarises the task.
- Start each instruction with a verb that tells the reader to do something. Examples: "Open the valve...", "Press the emergency button...", "Tell your supervisor..."
- Use a numbered list when the order is important. Use a bulleted list (like this list) when the order is not important (for example, when the reader can choose between different options).
- Put notes and warnings at the start of the instructions, or before the list item to which they refer.
- Specify conditions before the primary part of the instructions. For example, at step 5 of some stocktaking instructions, do not write, "Before you start the stocktake, make sure that..." (This type of problem frequently occurs.)
- Do not mix instructions with conceptual information. Give the necessary background information before the instructions.
- Write for your audience and use a level of detail that is suitable to their skill level.
- Avoid lists of more than approximately ten steps. If possible, divide a long list of instructions into two or more different tasks.
- Specify what the reader does when the task is complete. If a reader asks, "Now what?", the instructions are not complete.
Presentations

http://www.ics.uci.edu/~dramanan/teaching/ics139w_fall10/presentations.html

You should have between 2-4 slides, including 1 title slide.
2 minutes max!