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ABSTRACT

This paper focuses on the development of the Learning Activity Package (LAP). The first part of the paper discusses the structure of the LAP, including its components (i.e., title, rationale, objectives, content, learning activities, student review, post-evaluation, pretest, alternate activities, management directions, and teacher supplement) and organizing formats. Next, several instructional design considerations are examined (i.e., sequencing, pacing, congruence, learning hierarchy, and format design). A discussion of the development process including requirements for a design team (i.e., writer, educationalist, editor, practicing teacher, illustrator, typist, graphics specialist, subject specialist, and project coordinator) and a development checklist are presented. A brief examination of classroom use of LAPs follows. Examples of an LAP and teacher supplement on writing business letters are appended. (MSE)

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DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIALS: THE LEARNING ACTIVITY PACKET

D.R. Herschbach

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DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIALS:
THE LEARNING ACTIVITY PACKET

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ABSTRACT

This paper focuses on the development of the Learning Activity Packet (LAP). The first part of the paper discusses the structure of the LAP, including components and organizing format. Next, a number of instructional design considerations are examined. Particular attention is given to the idea of instructional congruence. A discussion of a development process is followed by a brief examination of the classroom use of LAPs. Finally, an example of a LAP and a teacher supplement is included in the appendices.

Descriptors

Instructional materials, learning packages, learning modules, individualized instruction, performance based education.

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DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIALS: THE LEARNING ACTIVITY PACKET

INTRODUCTION

Individualized instruction is a way to accommodate student differences. Each student progresses at a rate or level appropriate to his/her development. Differences in ability, previous experience, background, learning style, and interests are more fully considered through individualized instruction.

There is a wide variety of instructional support material that can be developed for use in an individualized instructional system. This paper will focus on one type of material: The Learning Activity Packet (LAP).

The LAP is a self-contained instructional packet designed to require minimum teacher assistance. Once the student is familiar with the format of the LAP and its use, he/she can work with little supervision from the teacher. The teacher needs only to guide and monitor instruction. Consequently, more of the teacher's time is made available to those students who experience learning difficulties.

The LAP also functions as an effective aid in the management of instruction. The LAP provides a practical way to correlate laboratory instruction and activities. LAPs are used by students not only for carrying out the regular instructional assignment, but for remedial or advanced work when necessary. Furthermore,

the whole range of cognitive, psychomotor, and affective activities are effectively dealt with through LAPs, since the format is adaptable to a wide range of instructional situations. Research, project design, technical experiments and exercises, material testing, and other activities are placed within a structured format which in itself integrates all of the components of instruction.

The components of a LAP are not new to educators. Most teachers are familiar with objectives, information sheets, student activities, review questions, and examination questions. These, along with a rationale, basically make up a LAP. What is new, however, is the combination and organization of the instructional components. The various components are linked in order to produce an instructional packet that is self-managed by the student. Consequently, the LAP must be easy to understand, easy to follow, motivating, and most importantly, complete.

The first part of this paper will discuss the structure of the LAP, including components and organizing format. Next, a number of instructional design considerations will be examined, followed by a discussion of a development process. Finally, the classroom use of LAPs will be briefly examined.

COMPONENTS

There are a number of components basic to all LAPs. These include: title, rationale, objectives, content, learning activities, student review, and post-evaluation. In addition, a

pretest and alternate activities are included in a LAP in many cases. Management directions are also an integral part as well as a teacher supplement, which is useful if the LAP is to be used by instructors other than the writers.

Title

The LAP title is designed to convey the major idea or theme. It should also stimulate interest and motivate the student to continue reading.

Rationale

The rationale provides an overview of the packet and explains why the content of the LAP is relevant. The material in the rationale is kept simple and easy to understand in order to function as an organizing statement for the LAP.

An overview is important because, as the student reads the rationale, he/she can quickly grasp the purpose of the packet and its scope. In addition, the rationale provides a preparatory mental-set. After reading the rationale, the student is then ready for the content that follows. Advanced organizers and cues are built into the rationale.

The rationale is also used to provide a transition from previously learned material. This helps to build continuity from one learning experience to another. Finally, the rationale is used to stimulate student interest. If the rationale is written in a light, anecdotal fashion, it helps to keep the material interesting for the student, which in turn motivates the student to continue.

Figure 1 provides an example of a rationale statement.

Can you imagine working in an office that does not have a telephone? Certainly not! Today's businesses and companies rely on the fast communication provided by the telephone. With the help of the telephone, plans are made, meetings arranged, orders placed, and details clarified. In fact, the telephone is the lifeline of most businesses.

One of your duties in an office may be to receive telephone calls. When you use the telephone, you represent your employer. The impression you give, either good or bad, reflects on your employer. It is important, then, that you know the proper techniques for using the instrument itself and for receiving business calls. This packet will explain some of those techniques.

Fig. 1.
An Example of a Rationale Statement

Objectives

Objectives are statements of the observable performance that is expected of the student upon completion of the LAP. The objectives both assist the teacher in evaluating student performance, and tell the student what is expected of him/her. Performance levels and minimum acceptable levels of achievement are included when appropriate. Objectives are stated in language that the student understands. Moreover, they touch upon the whole range of student performance as specified by the content. The LAP writer determines how many objectives are needed to insure that the content has been mastered.

Objectives are highly important in the development of the LAP because they provide the foundation on which the remainder of the instructional components are structured. Objectives specify

the behavior the other packet components are designed to elicit. Following is an example of an objective statement (Figure 2):

After completing this section of the Learning Activity Packet, you will be able to:

- a) read and write percents correctly
- b) add and subtract percents
- c) write a percent as a decimal

Fig. 2.
Example of an Objective Statement

Content

The content is the material to be learned by the student. It is written as simply and clearly as possible. Only relevant information is presented; superfluous material is confusing and unnecessary.

Complicated procedures are broken down into easily followed steps. If the content section is long and involved, it is divided into separate units. Each unit has its own objectives and learning activities. (Learning activities will be discussed in the next section.)

The content is not always included in the LAP itself. In some LAPs the student is directed to an outside source of information, such as a textbook, repair manual, or film or tool catalog. If the content is external to the packet, it is easier

and less time consuming to develop the packet. All that is required is to refer the student to existing material.

On the other hand, if the packet contains the content, use is not restricted by the need for outside resource material. In addition, when the content is developed by an instructional design team, quality can be controlled and maintained.

Learning Activities

The learning activities are the core of the packet. They provide the means by which the content is mastered. It is important to note that the content differs from the activities. The content supplies the understanding necessary to carry out the activities. The activities are designed to correlate with the objectives and content. The activities make the content more meaningful since the relationship between knowledge and its application is clarified. Activities provide feedback to the student about how well he/she understands the content. If the content is not thoroughly understood, then the activities cannot be completed correctly. The activities also provide motivation to learn the content. They are interesting to complete and reinforce the correct application of the content.

Both selection and diversity are built into the activities. Since student involvement in more than one activity produces greater understanding, students have the opportunity to complete one or more activities from a group which presents alternate approaches to the mastery of the objectives. Figure 3 provides an example of activities correlated with objectives.

<u>Objective</u>	<u>Activity</u>
Find the adjusted price after a discount has been taken.	As a salesperson, you must mark the sale price on some sales tags. If the sale is for 40% off, find the reduced prices for the following: a) \$4.98 b) \$2.50 c) \$3.69
Identify the types of information called for on a job application form.	Get sample job applications from retail stores and local businesses (at least four). Examine each and choose those questions which are found on all the applications and those which are not. See if you have answers for all of them.
Register a hotel guest	Develop a chart. List the required steps in registering a guest. Opposite each step, identify major problems which need to be avoided. Be specific.

Fig. 3.
Activities Correlated with Objectives

A wide variety of activities is provided to accommodate all levels of learning abilities and modalities. Technical experiments, word games, field trips, model building, listening to tapes, viewing slides or films, small group instruction, laboratory projects, and investigations are activities that present diversity for slow, average, and fast students. Figure 4 provides examples of different types of learning activities.

List four hints toward making a successful resume.

Go to a large department store. Walk through three different departments and write down a description of how one salesperson in each department looks. See if you can point out some of the things that help each person fit into his or her sales department.

Observe the check-in procedures at a local hotel and make a written record of good practices as well as practices that need improvement. Be prepared to discuss what was observed.

Design and draw a chart showing how gasoline is manufactured.

Fill in the blanks:

- a) A slow charge takes about _____ hours at a charging rate of about _____ ampers.
- b) A fast charge takes from _____ to _____ hours at a charging rate of from _____ to _____ ampers.

Fig. 4.
Examples of Learning Activities

Be sure that activities are compatible with the media and instructional resources available. The success of the LAP should not hinge upon a particular item and should not require special permission for students to engage in certain activities. If there is doubt about the availability of certain resources needed for a particular activity, the activity should be made optional.

Student Review

This component provides feedback to the student on how well

he/she is doing. The review items are constructed directly from the objectives and are appropriate for the behavior specified by the objectives.

Post-Evaluation

The post-evaluation assesses the extent of the student's achievement of the objectives. Accordingly, a criterion examination, which is keyed to the objectives, is included to cover the entire content of the LAP. The examination is administered by the teacher after the student has reviewed the complete LAP.

Pretest

An optional component is a pretest. This is used if mastery of the content of the LAP depends upon previously covered material. This component is especially important when the LAP is part of a sequence of instruction. Both the teacher and the student will want to know if success can be reasonably expected before attempting a particular LAP.

Pretests are developed to correspond to different instructional units within the LAP. In this way, if the student passes the pretest for one unit, for example, that unit can be by-passed and the student can then concentrate on the remaining units of the packet.

Alternate Activities

Alternate activities include additional assignments for those students who are not yet confident of their progress and who require additional work. Alternate activities sometimes

require special material or equipment that is not always available.

When structuring alternate activities for use by students who need additional work, it is good practice to design smaller increments of behavior into each activity. One major reason why some students have difficulty in learning is because of deficient attentional and informational processing skills. By designing alternate activities which require smaller increments of content to be applied at a slower rate, greater learning can occur on the part of some students, particularly those with low ability. Again, more than one type of alternate activity is included in the LAP in order to accommodate different learning styles.

Management Directions

These are an integral part of the LAP. The success of a LAP depends upon how easily the student can follow the flow of assignments. Directions are stated at critical junctions, such as movement from one activity to another. The location of materials, directions for using source material, clean-up procedures, and other self-management directions are required in order for students to progress on their own with minimum uncertainty.

Management directions serve the additional function of maintaining continuity between the various LAP components through the use of transition statements. The components of the LAP are easily identified through the use of boxes, circles, or other graphics.

Teacher Supplement

A teacher supplement is useful if the LAP is to be used by a number of instructors. A bibliography of materials for the student, notes on management procedures, work sheets, student exercises, answer keys, and other special instructions facilitate the use of the LAP (See Appendix B).

ORGANIZING FORMAT

The organizing format of the LAP can vary, depending on the characteristics of the students using the LAP, the nature of the content covered, as well as the purpose of instruction.

In a linear format, the student progresses from the rationale section to the objectives, then the content, and finally the activities and review sections. If the review is completed satisfactorily, then the student bypasses the alternate activities and takes the final examination.

A linear format is effective when the student has had little or no prior exposure to the content. The content is presented to the student in a structured sequence which moves from one concept to another. All of the content is covered by the student, so the relationship of one concept to another is made explicit. A linear format also makes it easy for the student to go back and review portions of the content when completing activities, reviews, or alternate activity sections. Figure 5 shows the basic flow of a LAP organized in a linear format.

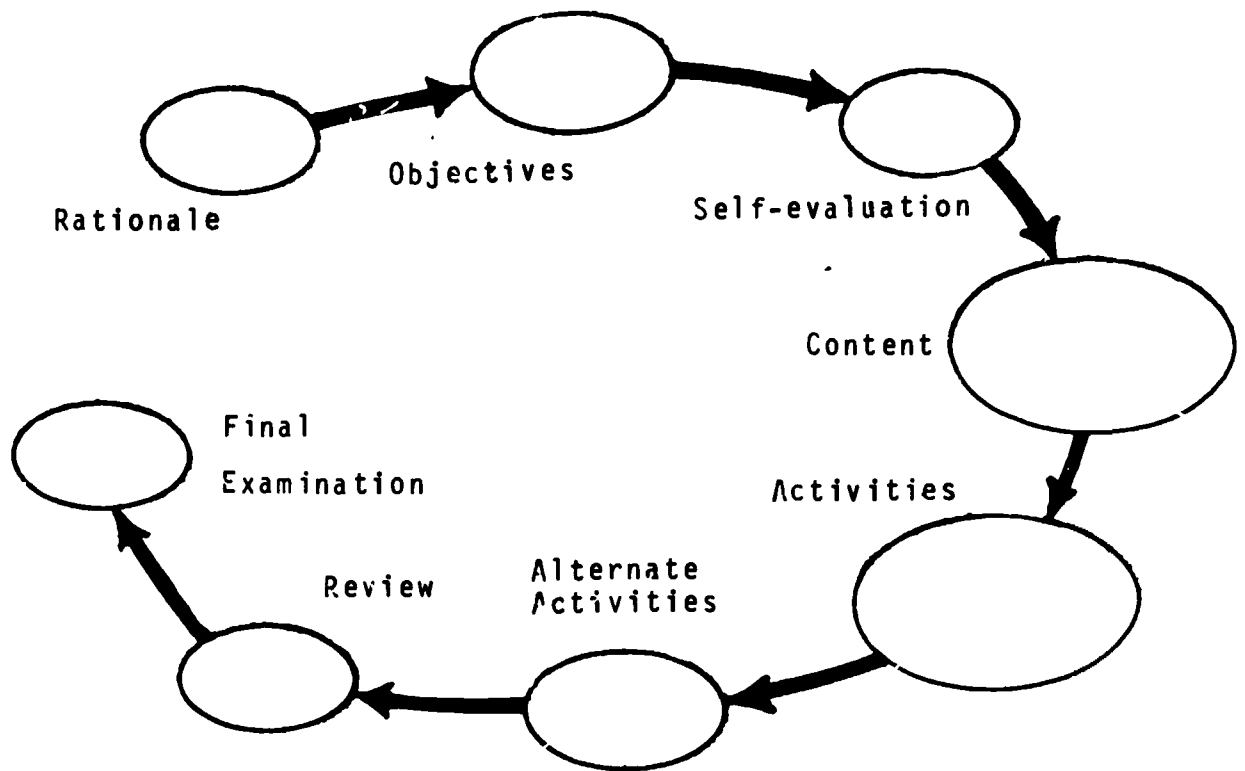


Fig. 5.
An Example of a LAP Organized in
a Linear Format

As suggested, LAP designs can vary. Each set of objectives may be listed before the corresponding unit of instruction instead of all of the objectives being listed at the beginning of the LAP. Self-evaluation may be eliminated when students have had little or no prior exposure to the content, or it may be built into each unit of instruction within the LAP. The student may be required to cover only the units of content which he/she does not sufficiently understand.

One such variation of format is the branching format. When a LAP is organized in a branching format it is necessary to break down the content into small, independent units of instruction. Objectives are written to correspond to each unit, as are the self-evaluation activities, and review questions. Explicit directions are given to the student since he/she does not follow a single line of progress through the packet in this kind of format. Figure 6 provides an example of a LAP organized in a branching format.

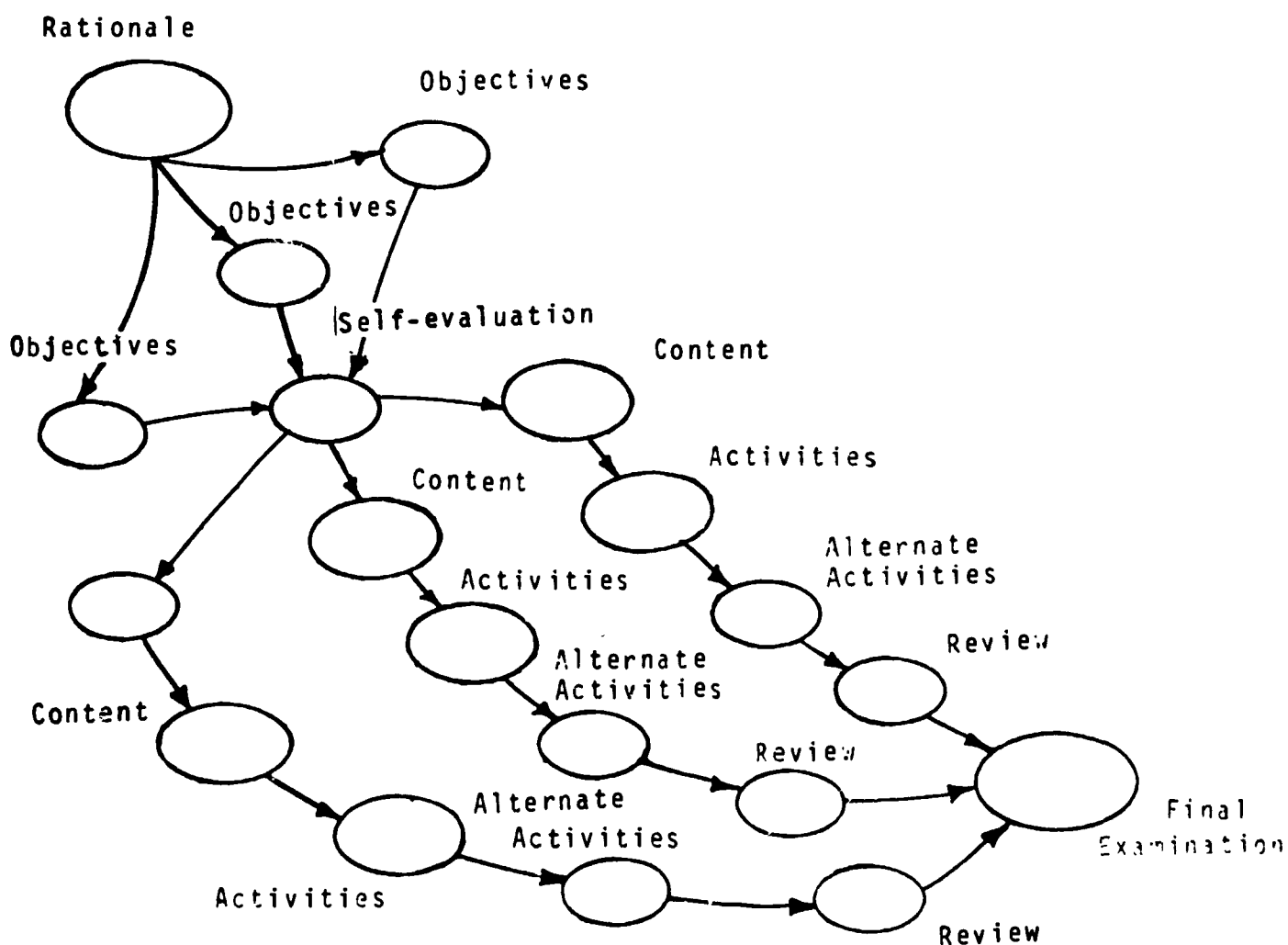


Fig. 6.
An Example of a LAP Organized in
a Branching Format

Packets can also be designed so that the student is directed to turn to remedial sections based upon pretest or review scores. In a sense, the alternate activity section in the linear format fulfills this function.

INSTRUCTIONAL DESIGN CONSIDERATIONS

When developing a LAP, a number of instructional design considerations are important to keep in mind. These include sequencing, pacing, congruence, the development of hierarchies, and format design.

Sequencing

The sequencing of the content within the packet is an important consideration. Unfortunately there is no one sequencing pattern appropriate for all content, nor are there good rules for selecting which sequencing pattern is best to use. Experience is probably the best rule.

A common sequencing pattern is from general to specific. The idea is to first expose the student to general concepts, then proceed to the more specific application of these concepts. The more general concepts provide an organizing structure within which the student can better understand the more specific application.

A logical sequence makes use of the fact that certain topics fall naturally into an ordered sequence. The performance of an experiment involving steps, is an example. Again, some content, such as mathematics, has a formal order requiring the learning of a new concept before subsequent concepts can be learned.

The logical sequence inherent in the content, however, is not always the logical way to learn the content.

Concrete to abstract sequencing involves first learning how to do something, then learning the theory behind the performance. Spiral sequencing involves first learning something about all of the content, then covering each topic in successive treatment of depth. Specific to general sequencing, interest sequencing, and frequency sequencing are other patterns.

Sequencing decisions are made not only about the internal structure of a single packet, but also about the relation of one packet to another in a series of packets. One effective sequencing for a series of packets is by level of difficulty for the learner. When packets are sequenced by difficulty, the student is able to start at the level most appropriate to him/her based upon prior exposure to the content. This is an important consideration at higher grade levels since some students have already had prior exposure, either formally or informally in most subject fields. On the other hand, if sequencing is not too rigid, and does not require the completion of one packet before going on to another, flexibility in use is gained. Interest, prior learning, availability of packets--any of these can provide the basis for the student to choose where to begin to work.

Pacing

Pacing, the amount and rate of which material is presented, is an important consideration. Some students simply cannot learn large amounts of material at a fast pace. In fact, inappropriate

pacing is a major reason for low performance by students. Small amounts of content need to be introduced, with ample opportunity for the student to learn the content through activities.

Pacing is controlled by the way content is introduced. Major concepts are broken down into component parts, with each part introduced separately. The number of examples used to explain a concept is increased. Complex ideas are explained in more than one way.

Pacing is also varied through activities. Activities are structured to require students to work with the content in small increments, gradually building up to the point where the whole concept is applied.

Congruence

To be most effective, the instructional components of a LAP should relate one-to another. That is, all of the components should function together to elicit the kind of behavior specified in the objective statement. If an objective, for example, states that the student should be able to diagram the structure of a sentence, then the content, selftest, activities, and evaluation components should relate to sentence diagraming. When all of the components relate to the achievement of the stated objective, then there is instructional congruence.

The educational taxonomies are useful tools in developing instructional congruence. The taxonomies provide a way to categorize an instructional objective into either the cognitive, affective, or psychomotor domains. Moreover, within each domain,

the objective is further categorized according to level of behavior. Once the domain and level are known, it is possible to develop the remaining instructional components to correspond to the appropriate domain and level.

When congruence is not kept in mind, the various instructional components are sometimes developed at different levels of behavior, if not domains. The objective may be at one level, content at another, and activities and evaluation items at yet another level. The use of the taxonomies help to focus all of the instructional components at the same domain and level of behavior. Figure 7 lists the three taxonomical domains and corresponding levels of behavior.

<u>Cognitive</u>	<u>Affective</u>	<u>Psychomotor</u>
Knowledge	Receiving	Perception
Comprehension	Responding	Set
Application	Valuing	Guided Response
Analysis	Organization	Mechanism
Synthesis	Value Complex	Complex
Evaluation		Response
		Adaptation
		Origination

Fig. 7.
Taxonomical Domains and Levels

Not only is instructional congruence useful for maintaining instructional focus, but it also provides a framework for developing the packet. One merely has to classify an objective, and then develop the remaining components to correspond to this classification. Figure 8 illustrates the use of the educational

taxonomy in the cognitive domain. On the left are listed the levels in the cognitive domain. Across the top are listed the packet components. For each of the objectives listed, components are developed to correspond to the appropriate taxonomical level.

	Objectives	Content	Activities	Review	Alternative Activities	Evaluation
Knowledge						
Comprehension						
Application						
Analysis						
Synthesis						
Evaluation						

Fig. 8.
Taxonomy Used to Maintain Instructional Congruence

Examples are developed for each of the packet components for future reference. In other words, a "bank" of examples are developed and maintained, from which the instructional designer can later draw in order to address a particular design need. One merely has to identify the appropriate taxonomical level, examine typical examples for each of the packet components, and then restructure the example to fit the content being addressed.

Learning Hierarchy

Another useful idea is that of developing a learning hierarchy. For a given objective, a sequence of activities is developed, from simple to difficult, leading up to the taxonomical level specified in the objective. The student progressively works through the activities until the appropriate level of achievement is reached. This idea provides a logical way to organize learning activities from simple to complex. In addition, the activities themselves are constructed to include different learning modalities, providing within the packet a way to accommodate different learning styles. Thus, not only are activities written at different taxonomical levels, but within each level different learning modalities are represented.

Format Design

The format of the LAP is an important consideration. Each LAP should be attractive and easy for students to use.

Avoid making a LAP too long. Focus on one concept, one machine operation, one problem to be solved, or one relatively small unit of instruction. Complicated and drawn-out packages confuse students and reduce learning. Divide instruction into manageable segments or a series of LAPs if necessary. This reduces student boredom, keeps motivation high, and assures completion within a reasonable amount of time.

Vocabulary must be controlled. All written material should be checked in order to determine whether or not it is within

the vocabulary level of those students using the LAP. Subject matter that is highly technical tends to be more difficult than reflected by standard procedures for checking vocabulary levels. One useful step is to include a glossary of technical terms in the LAP. Another step is to clearly define terms within the content section of the LAP.

Illustrations are an integral part of the LAP format. These include technical illustrations, such as charts and graphs, showing processes which are difficult to understand. Other illustrations are used to evoke interest. Attractive use of space needs to be kept in mind. Avoid crowding pages. Printing should be clear and easy to read.

A consistent format is a considerable aid to the student in following the flow of information in the LAP. The student knows what to expect because of the consistency built into the LAP. Different sections are identified through the use of small boxes, circles, or other graphics. Clear directions are essential throughout the LAP. If the student is unclear on how to proceed, then the effectiveness of the material is seriously reduced.

A DEVELOPMENT PROCESS

Sometimes the development of a LAP is an individual effort. However, in most cases, a writing team is more effective and efficient. A team provides a mixture of talent. Ideas are interchanged and checked through group discussion, and work is shared. The effort of the instructional design team, moreover, produces better results than the effort of any one or two

individuals because of the range of talent available.

The most difficult aspect of assembling a team is the identification of which capabilities are needed and the matching of individuals with these capabilities. Basic capabilities required include the following:

Writer

The writer is a key person on the team. This individual needs to be able to write in a style appropriate for student material, use the correct level of vocabulary, and be able to adequately conceptualize the writing problem at hand. It is also highly important that material be written in a concise and organized way.

Educationalist

This individual is responsible for developing objectives, activities, review exercises, and examinations. In addition, this individual deals with such concerns as pacing, vocabulary level, congruence, format, and motivational concerns. In sum, the educationalist assists other team members in dealing with educational questions.

Editor

The editor does not do writing. It is better to keep writing and editing functions separate. The editor maintains a consistent style throughout the material, checks vocabulary, grammar, punctuation, and spelling, and checks the clarity of the material. Each time something is written, rewritten, or corrected it should be checked by the editor.

Practicing Teacher

Teachers of students who will be using the material provide assistance as consultants on educational problems. Their most useful function is to help answer questions about how effective the material will be for classroom use. In addition, teachers provide useful information on activities to develop for student use.

Illustrator

An illustrator contributes toward making the packet attractive and interesting. The illustrator works closely with the writer and educationalist.

Typist

The typist puts the written text into final form and is helpful in maintaining an attractive and consistent format. Consistency, ability to balance a page with written material and illustrations, and accuracy are all important to a good job of typing.

Graphics Specialist

This team member is responsible for layout and paste-up of final copy. Simple drawings, charts, and graphs are completed by this individual.

Subject Specialist

The subject specialist provides information about the content of the packet. This individual works closely with the writer, checking for technical accuracy and helping to determine the best way to describe information. The function of the subject

specialist is to advise on technical questions relating to content, and not to advise on educational questions.

Project Coordinator

The project coordinator, or director, must oversee the total project. Responsibilities include staffing, providing training to staff members, coordinating of staff functions, and maintaining the work quality of the project.

Obviously, not all team members will work full time on the development of LAPs. In some cases, one individual may fulfill more than one function.

Figure 9 provides a check list for developing each component of the LAP. The team should first determine the objectives of the LAP. This step is critical since the remaining components of the LAP follow from the objectives. Team discussion and an interchange of ideas is particularly important at this point in identifying and clarifying the objective statements.

The team next works together in writing the rationale of the LAP. By working together, a clearer picture of the scope and thrust of the LAP emerges, thus enabling each team member to better conceptualize his/her individual responsibility. The next step is for each team member to develop his/her particular input.

No less important than a team effort is a structured approach to coordinating the efforts of the team. Consistency in terms of format and quality demands a reliable process through which the product progresses. Such a process allows each team member to contribute to each LAP in a systematic manner. Figure 10 illustrates a process which provides this consistency and structure.

- I. Title**
- Does the title reflect the purpose and content of the package?
 - Is the title eye-catching and designed to stimulate interest?
- II. Rationale**
- Does the rationale clearly explain the purpose of the package?
 - Is the importance or relevance to the student's instructional program pointed out?
 - Does the rationale provide a transition, include cues and advanced organizers?
- III. Objectives**
- Are the objectives stated in behavioral terms?
 - Do the objectives reflect the content of the package?
 - Do the objectives reflect a diversity of learning levels?
 - Is there congruence between the objectives and rationale?
- IV. Content**
- Is adequate coverage of the topic provided?
 - Is there a clear sequencing scheme?
 - Is the pacing controlled?
 - Is the vocabulary level appropriate for the student population served?
- V. Activities**
- Are alternative activities provided for each objective?
 - Do the activities reflect allowance for individual differences in learning styles and abilities?
 - Is adequate use made of multi-media and multi-mode approaches?
 - Are the activities appropriate to the student levels?
 - Is there congruence between the activities, objectives and content?
- VI. Evaluation Instruments**
- Is there an adequate number of evaluation items for each objective?
 - Do the evaluation items relate directly to the objectives?
 - Do the evaluation items reflect an adequate coverage of the package content?
 - Is use made of a variety of evaluation techniques?
 - Is there congruence between the evaluation items, objectives, content and activities?
- VII. Teaching and Management Procedures**
- Is a section on teacher directions included?
 - Are classroom management procedures covered?
 - Is a bibliography of resources provided?
 - Are methodological approaches, special instructions and directions for using special equipment included?
 - Are evaluation instruments and answer keys provided?
- VIII. Structure and Design**
- Are clear directions given throughout the LAP?
 - Do the directions adequately tie together the LAP?
 - Is number or color coding used to facilitate following directions?
 - Is there an attractive use of space?
 - Are illustrations used to convey content messages or enhance motivation?

Fig. 9
Check List for Developing a LAP

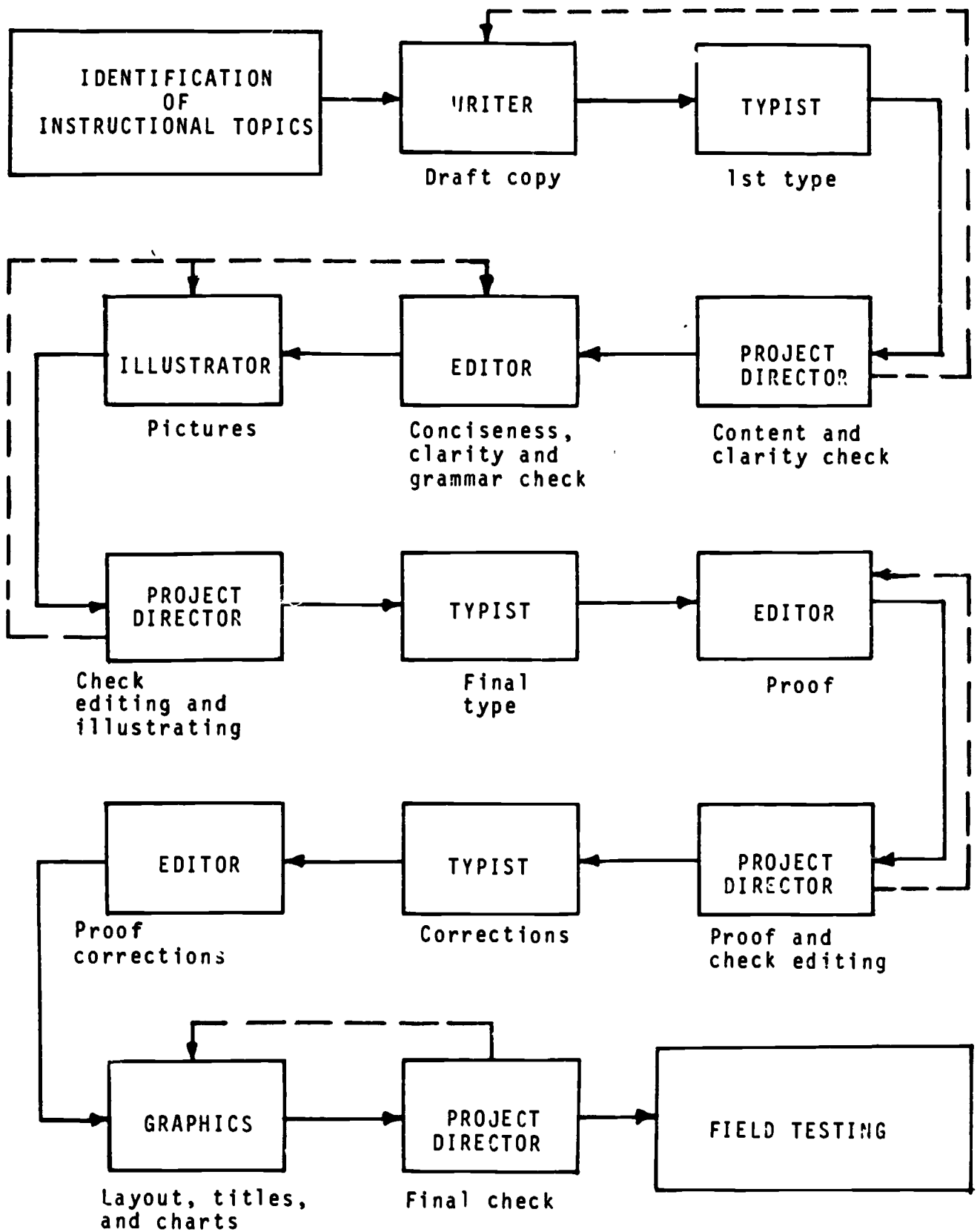


Fig. 10.
A Development Process

USE OF THE LAP

In order for individualized instructional materials to be most effective, it is necessary to adopt less traditional teaching strategies and methods of classroom management. The teacher must strive to develop self-direction and self-initiative in the student. The student learns to read carefully, follow directions, make choices, select resources, and establish standards of performance. These are behaviors that must be developed, just as one would develop competency in spelling or math. It is important, then, to convey to the student the idea that the goal of the instructional process is to develop an independent person capable of making decisions and accepting responsibility for his/her own educational progress.

The role of the teacher also varies. The teacher in an individual instructional setting must be a prescriber, motivator, and facilitator of learning, rather than a dispenser of knowledge. The teacher is involved in the learning process, but this involvement is less direct and more complicated than in the more traditional approach to teaching. The teacher not only deals with students pursuing different content areas, but must also be alert to the problems uncovered by each individual in the classroom.

LAPs should not be used without a great deal of preplanning and organizing. Before students can begin to work independently, they must be taught how to effectively use LAPs. The teacher should go through a LAP from beginning to end, explaining to the

student the purpose of each part of the LAP and how each part is to be dealt with. As students become more familiar with LAPs, less teacher time will be required. However, in the beginning, the teacher should be readily available to provide guidance and structure. Both classroom management and record keeping must be tailored to the concept of individualized instruction.

The use of individualized instruction, however, does not preclude a reliance on more traditional classroom methods, such as group instruction. Rather, individualized materials can complement and enhance the total instructional program. Each teacher should strive to achieve an "instructional blend" that is most appropriate to the needs of the classroom. It must be remembered, however, that individualized instructional materials can be over-used, just like any other instructional modality. However, when used as one part of a total instructional program, LAPs serve as a viable instructional asset to the classroom.

APPENDIX A
Sample of a Learning Activity Packet

COOPERATIVE WORK EXPERIENCE LEARNING ACTIVITY PACKET
SERIES ON OFFICE AND CLERICAL SKILLS

Packet Four

WRITING BUSINESS LETTERS

A project of the Department of Industrial Education, University of Maryland
funded by the Maryland State Department of Education, Division of Vocational-Technical Education

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STUDENT OBJECTIVES

1

When you finish this section, you will be able

to:

- Describe the characteristics of a good business letter.

A GOOD LETTER IS GOOD BUSINESS

Anyone can write a business letter, but not everyone can write a good business letter. A good business letter is neat, courteous, and well organized. Its message is stated clearly and simply.

There are several acceptable styles of business letters. Your office will probably use one particular style. The sample letters in this LAP are in one of the standard letter styles. Whichever style you use, be consistent throughout each letter. And, no matter which style you use, keep the following points in mind when writing a business letter.

The Letter's Appearance (Or, Give Your Letter Eye Appeal)

The person who receives your letter forms an impression of your company before even reading the letter. At first glance, a neatly typed letter will give the reader a good impression. A clean and neat page is important. There should be no obvious erasures or smudges on your letter. Each page of the letter should be fresh, with no tears or dirty finger marks on it. See that each letter you write and type has eye appeal!

Be Positive

When writing a business letter, be as

courteous as you would if you were talking face-to-face with the reader. Always consider how the reader will react to the letter. Whenever possible, use positive words and expressions instead of negative ones. Suppose, for example, a customer doesn't give you complete information for an order. When you write to that customer, don't be negative. Don't say: "We can't help you," or "You did it wrong." The customer might become angry with this type of attitude. Be positive and helpful. Let the customer know that you appreciate the order anyhow. Use sentences like: "We were pleased to receive your order and will be happy to fill it. However, we need some additional information."

Be Brief

Giving information briefly is another important part of business courtesy. Business people are busy



people. Their time is wasted if they must read letters that are too long and wordy. If your letters contain too much unnecessary information, the reader may become irritated. Look at the following two examples:

Example 1: We have thought it over and would very much like to possibly order books from you about automotive mechanics, so please, we would appreciate it if you could send to us information on how to order your books from your company on automotive mechanics.

Example 2: Please send us information on how to order your automotive mechanics books.

Both examples say the same thing, but Example 2 is much more brief and to the point. And, being brief is always best.

Be Complete

Although it's important to be

LETTER WRITING

In some countries, it is not uncommon to find a letter writer sitting in front of a post office. When people who cannot write want to send a letter, they tell the letter writer what they want to say. The letter writer then gets paid for writing the letter.

Although the people you work with will be able to write, a part of your office job may be to compose and write letters for others. You may be asked to write a variety of business letters. For example, you may have to confirm an order or reserve a hotel room for someone in your office.

You cannot anticipate every writing situation, but there are two things you can do. First, you can learn the basic characteristics of a good business letter. Second, you can become familiar with some of the basic kinds of letters that might be used in your job.

This Packet will show you the basic characteristics and parts of a business letter. It will also show you how to compose and write the different kinds of business letters.



brief, the letter must also be complete. Include all the important information in your letter. Look at the two examples below. Notice the differences between them.

Example 1: Your order, invoice no. 8607, was shipped airmail today and should arrive by April 1.

Example 2: Your order was shipped and you should get it soon.

The first example contains four specific items of information: the order number, how and when it was shipped, and when it should arrive. The second example gives none of this information.

Be Well Organized

The ideas contained in a business letter should be well organized.

Give all information in logical order. Do not skip around. Look over the following two examples. Example 1 skips around. Example 2 is well organized.

Example 1: The set of cookbooks you ordered has been shipped to you. If you need anything more, please contact us. You should receive the shipment by April 1. We hope you enjoy the books. Your shipment was sent by parcel post.

Example 2: The set of cookbooks you ordered has been shipped to you by parcel post. They should arrive by April 1. If you need anything more, please contact us. We hope you enjoy the books.

Use Correct English

Always use correct English. A business letter is no place for slang. If, for example, you must write a letter to a customer who has ordered something but did not send a payment, you would not say: "Gimme the dough or no dice." It would be much better to say: "We will be happy to fill your order after we have received your payment."

Watch your spelling and grammar, too. Many

offices keep a grammar handbook and a dictionary handy. Use them to check spelling, punctuation, and any other grammatical points. If your office doesn't have these books, you might buy your own.



A final point: don't sound too "stuffy." Avoid expressions like "This will acknowledge the receipt of your letter of January 5." It's simpler to say, "I have received your letter of January 5."

When you write a business letter, look it

over carefully before mailing it. If you were receiving your own letter, would it impress you?

Below are Learning Activities which deal with good letter writing. Do both activities. Then, go on to Check Your Knowledge.

LEARNING ACTIVITIES

1. What's wrong with this letter?

Jackie Acme
Acme Skateboard Co.
123 Rides Way
Anyplace, USA

January 16, 1981

Ms. Lita Janes
42 Acorn Rd.
Heretown, USA

Dear Ms. Janes,

We just recently yesterday got your letter which you sent to us which asked us for any information which we might have on electric skateboards. Well, we never heard of 'em. Nope, we just can't help you. Don't know where you even got the idear we could.

Sincerely yours,

Jackie Acme

2. Below are four pairs of sentences. For each pair, tell which sentence is better for a business letter, and why.

- a. 1. Your order of marbles, invoice #83920, was shipped by express, and should arrive by April 12.
2. Your order was shipped and should arrive soon.
- b. 1. No. We can't help you.
2. We thank you for your interest, but at this time we have no vacancies.
- c. 1. We are sorry for the delay and hope it doesn't foul you up.
2. We are sorry for the delay and hope it does not inconvenience you.
- d. 1. Thank you for your order.
2. Thank you very much for your order which we were so pleased to receive and appreciate very much.

✓CHECK YOUR KNOWLEDGE

1. Describe four characteristics of a good business letter.
2. Why is it important to keep a business letter as brief as possible?

Check your answers with your teacher. If possible, do the Alternate Activities. Then, go on to Student Objectives 2.

ALTERNATE ACTIVITIES

1. Collect some samples of business letters that come into your home. Typical examples are letters from insurance companies or magazine publishers. Examine them to see if they are really good business letters.

STUDENT OBJECTIVES

2

There are six parts to a business letter

When you finish this section, you will be able to:

- Identify the six parts of a business letter.
- Tell what should be included in each part.

PARTS OF LETTERS

Most business letters are typed on standard 8½" by 11" paper. Margins of at least one inch should be left on both sides of the paper and at the bottom.

Business letters contain six parts: the heading, the inside address, the salutation, the body of the letter, the complimentary close, and the signature. These six parts are labeled on the sample letter on page 8. Refer to the sample letter as you read the description of each part.

Heading

The heading contains the name and full

mailing address of the writer's company and the date of the letter. This address should be the same as the return address on the envelope. The heading is always put on the upper part of the page, before any other part of the letter.

Most businesses and organizations use letterhead stationery. On letterhead stationery, the name and address of the business are already printed on the page. The date still must be written in.

Do not abbreviate the month when you write the date. Write it out, like January 1, 1978.

SAMPLE LETTER

(Heading) Hartson Real Estate Company
1806 Deer Hill Avenue
Danbury, Connecticut 06810

(Date) January 30, 1980

(Inside Address) Mr. John Reed
4867 Wade Street
Brooklyn, New York 05104

(Salutation) Dear Mr. Reed:

(Body of Letter) Thank you for your reservation for the 1980 rental season. We have reserved Cottage 3 for you from July 27 until August 4. The rent will be \$300 and we will need a deposit of \$150 to confirm your reservation. We will need to receive your deposit by July 17. If we do not hear from you by that time, we will assume your plans have changed and will cancel your tentative reservation.

We appreciate your confidence in our company and look forward to seeing you this summer.

(Complimentary Close) Sincerely yours,
(Signature)

(Typed Name) Joan Max
Rental Manager

Do not write the day of the week in the date. Skip at least four lines before beginning the inside address. If your letter is short, skip more lines so that the body of the letter will be centered on the page.

Inside Address

The inside address includes the full name and address of the person, company, or organization you are writing. Always use an appropriate title, like Mr., Dr., or Ms. before a name. If the person has a job title, such as principal or sales manager, write it below the person's name.

Begin each line of the inside address at the left margin. It should look like this:

Ms. Helen O'Malley
Credit Manager
Winthrop Electrical Supply Company
21 North Street
Houston, Texas 50411

Double-space before typing the salutation.

Salutation

The salutation is a courteous greeting to the person who will be reading the letter. The

most common salutation is "Dear." It comes before the body of the letter and is written at the left margin. In most cases, it is followed by a colon.

If you know the person who will be receiving the letter, use that person's name in the salutation. It should also be the same name that is written in the inside address. The following are examples of salutations where the name is known:

Dear Mr. Jones:

Dear Ms. Jones:

Dear Mrs. Jones:

Dear Miss Jones:

However, sometimes you will write a letter without knowing who will be reading it. In this case, the following are accepted salutations:

Dear Madam:

Dear Sir:

Dear Madam or Sir:

Gentlemen: (If you are writing to a business with only men.)

Ladies: (If you are writing to a business with only women.)

Gentlepersons: (If you are writing to a business with both women and men.)

To whom it may concern:

Double-space before beginning the body of the letter.

Body of the Letter

The body of the letter contains your message. The first sentence should clearly and simply tell the purpose of your letter. After the first sentence, briefly state all other necessary information.

Some letters may need to be only one or two sentences long. Other letters may need to be much longer. In a long letter, you may use the last sentence to summarize the message, explain what action must be taken, or thank the reader for doing business with your company.

Double-space between paragraphs. In a long letter, use several paragraphs instead of one long one.

Never type on the back of a page. If your letter is long, use two pages. To prevent problems if the pages become separated, type the

following at the top of the second page: the name of the person, company, or organization you are sending the letter to; "Page 2;" and the date. It can be typed across the top of the page, like this:

Mrs. Helen O'Malley Page 2 January 12, 1980

Or, it can be written in three separate lines by the left margin, like this:

Mrs. Helen O'Malley
Page 2
January 12, 1980

Double-space before typing the complimentary close.

The Complimentary Close

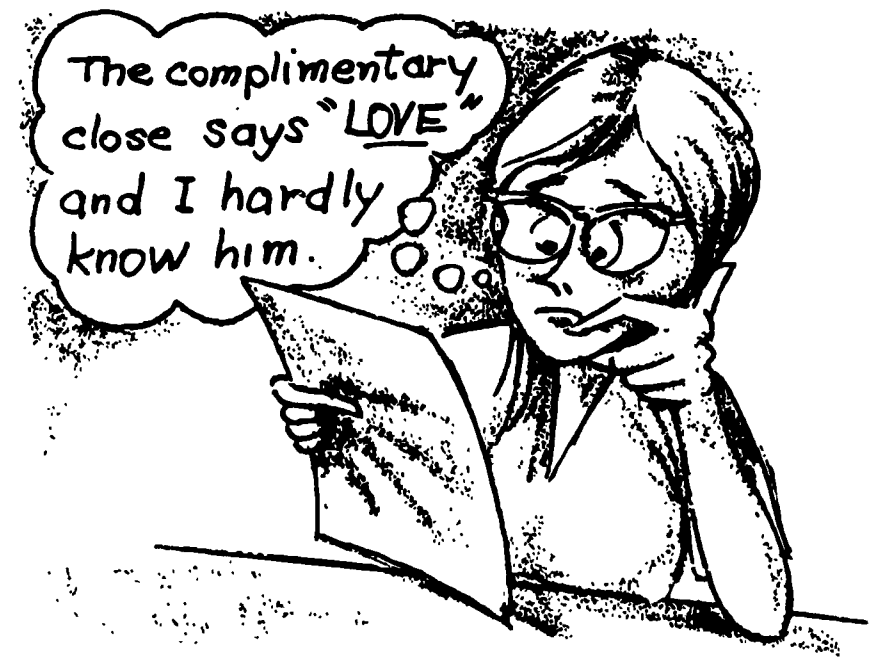
The complimentary close is a courteous expression that is used to end the letter. If more than two words are in the expression, capitalize only the first. A comma should be used after the

complimentary close.

The following are accepted complimentary closes:

Sincerely yours,	Respectfully,
Yours truly,	Sincerely,
Cordially yours,	Cordially,

The one you choose will depend on how well you know the reader and on the nature of your letter.



Signature

The signature is typed four spaces below the complimentary close. The writer's job title may be written either next to or below the name. For example:

Everett Bowen, Secretary

Marie Clark
Sales Manager

The handwritten signature appears immediately above the typed name. A woman may put her title in parentheses before her handwritten signature, or it may be included in the typed signature.

Sincerely yours,

Joanne Blake
Joanne Blake

Sincerely yours,

Joanne Blake
Mrs. James Blake

Sincerely yours,

Joanne Blake
(Mrs.) Joanne Blake

The Envelope

The envelope should match the stationery in color and style. The same address used in the heading of the letter should be typed in the upper left corner of the front of the envelope. Many companies and organizations use envelopes with their name and address already printed there.

The name and address of the person, company, or organization you are writing should be identical to the inside address. With a small envelope, start typing it 2" from the top and 2 1/4" from the left edge. With a large envelope, begin 2 1/4" from the top and 4" from the left edge.

<p>Ace Auto Parts 301 Robin Hood Drive Overthorpe, Maryland 22221</p> <p>Ms. Betty Johnson 301 Lark Street Hometown, Maryland 22222</p>

Below are two Learning Activities for you to do.
Do both activities. Then, go on to Check Your Knowledge.

LEARNING ACTIVITIES

1. Match the words in Column 1 with the correct explanation in Column 2.

Column 1	Column 2
___ 1. heading	a. greeting that comes before the body of the letter
___ 2. salutation	b. name and address of person or company being written to
___ 3. signature	c. the message itself
___ 4. body of letter	d. courteous expression used to end the letter
___ 5. inside address	e. mailing address of writer and date of letter
___ 6. complimentary close	f. signed name of person sending the letter

2. Label the parts on the following letter:

a. _____

The Green Thumb Shop
14301 Conover Street
Denver, Colorado 80212

March 21, 1980

b. _____

Mrs. Mary Klare
86 Johnson Avenue
Ann Arbor, Michigan 48103

c. _____

Dear Mrs. Klare:

Your tulip and daffodil bulbs have been shipped to you by parcel post and should arrive by September 1. We are glad we could fill your order so promptly.

d. _____

We are enclosing a pamphlet on planning your garden which we hope you will find helpful. In addition to spring bulbs, we carry a wide selection of seeds, plants, fertilizers, and insecticides. Our fall catalog is coming out soon and a copy will be sent to you. Notice especially our new line of hard-to-find herbs and spices.

e. _____

Thank you for your order. We hope to serve you again soon.

Sincerely yours,

f. _____

Ronald Lincoln

✓CHECK YOUR KNOWLEDGE

1. Indicate whether the following statements are true or false:

- ___ a. With letterhead stationery, the name and address of a company are already printed on the page.
- ___ b. When you write the date, abbreviate the month, like Jan. 3, 1981.
- ___ c. The salutation is always followed by a comma.
- ___ d. The envelope should match the stationery.
- ___ e. The handwritten signature appears just above the typed signature.
- ___ f. If your letter is long, type on the back of the page.

Check your answers with your teacher. Look over the Words to Know before going on to the Student Objectives 3.

WORDS TO KNOW

Body of letter: the message of the letter.

Complimentary close: a courteous expression used to close the letter.

Envelope: used to enclose a business letter

Heading: contains the name and full mailing address of writer's company and the date of the letter.

Inside address: contains the name and address of the reader.

Letterhead stationery: paper on which the name and address are already printed.

Salutation: a courteous greeting to the reader.

Signature: the typed and handwritten signatures of the writer.

Standard business paper: 8½" x 11" typing paper used for business letters.

STUDENT OBJECTIVES

3

There are several types of letters you might have to write as part of your job. After completing this unit, you should be able to compose:

- An order letter.
- An inquiry letter.
- An acceptance letter.
- A refusal letter.

COMPOSING LETTERS

"Please, could we have...." The Order Letter

The order letter is one of the simplest business letters to write. Although most offices use special order forms, many times you will have to write a letter to order something.

In an order letter, briefly and clearly list the items you wish to order. Include the following information:

1. Name of item, including catalog number, if any
2. Quantity of items needed

3. Identifying information--color, weight, material, pattern, price
4. How the items will be paid for--cash, check, or charge to company
5. How the items should be sent--parcel post, by air or by land

The following is a situation in which an order letter must be written:

You are working in the office of the Ace Hardware Store, 121 White Street, Knoxville, Tennessee 37919. Ace Hardware is planning a

Fourth of July sale on red, white, and blue paint. You have to order 50 gallons of white paint and 25 gallons each of red and blue paint for the sale. The store buys its paint from the Eastern Supply Company, 118 Main Street, Richmond, Virginia 23229. Your letter might look like this:

Ace Hardware Store
121 White Street
Knoxville, Tennessee 37919

June 10, 1979

Eastern Paint Supply Company
118 Main Street
Richmond, Virginia 23229

Gentlepersons:

Please ship the following items immediately by air express:

50 gal. #240 White Latex Paint @ \$7.00. . .	\$350.00
25 gal. #242 Red Latex Paint @ \$7.00. . . .	175.00
25 gal. #247 Blue Latex Paint @ \$7.00 . . .	175.00
	<u>\$700.00</u>

You may bill the items and delivery charges to our account, No. 8640762.

Sincerely yours,

Thomas S. Stone



"We would like...." The Inquiry Letter

An inquiry letter asks for something. It may be for a reservation at a hotel, or for a pamphlet or price list. Or maybe someone in your office wants more information about a product or service.

65

Letters of inquiry should be short and to the point. In the first sentence, state the request. Then, in the following sentences, give any details that will help explain the request. Always ask politely and courteously. End the letter with a thank you. Below is a sample.

LETTER OF INQUIRY

Jeans N' Stuff Boutique
1831 Main Street
St. Paul, Minn. 88210

April 2, 1980

Ms. Jane Appleton
Savvy Sportswear Co.
2025 Broadway
New York, New York 10012

Dear Ms. Appleton:

I would appreciate a price list of your 1980 Fall Sportswear line. I would also like to see any available sketches of the clothes, along with descriptions of colors and fabrics.

Respectfully,

Thomas Dewey
Sales Manager

"Yes, we can...." The Acceptance Letter

The acceptance letter tells the reader that you can fulfill a request. For example, you might agree to fill an order or to accept a business invitation.

When you can say "yes," do it early in the letter. Begin with a simple, direct statement like: "We would be happy to fill your order for the leather jacket." You may then briefly add any necessary details such as: "We will ship the order by express. You should receive it by April 30." End the letter with a brief and courteous closing.

Sometimes you can use this kind of letter to promote your company or one of its products or services. Once you have told the reader that the request can be granted, you can suggest other ways in which your company can help. The letter on the next page is an example of one which says "yes," then adds a polite sales pitch.

LETTER OF ACCEPTANCE

Acme Skateboard Co.
14301 Conover St.
Denver, Colorado 80212

July 8, 1981

Mr. Sam Jenner
Sam's Sporting Goods Store
5213 King St.
Royal Oak, Michigan 48012

Dear Mr. Jenner:

We were very happy to receive your order for 12 dozen Glide-Rite Skateboards. The order will be processed and sent out by Wednesday, July 11. We are sending it by Statewide Express and you should receive it by July 18.

We are enclosing a pamphlet and price list of our skateboard accessories. We hope that you will find it helpful in planning your skateboard accessory inventory.

Thank you for your order. We hope to serve you again soon.

Sincerely yours.

Rhonda Jacobs
Sales Coordinator

policy doesn't cover a claim, or an applicant doesn't qualify for a job. Preparing this kind of business letter requires special care. Remember to consider the reader. Try to say "no" as courteously as you can. Use positive phrases whenever possible.

Begin by acknowledging the reader's interest in your company. For example: "Thank you for sending us an application for employment in our Sales Department."

Then explain carefully and tactfully why you cannot grant the request. Make the reader feel that you are being honest. For example, "Unfortunately, at this time, we have no available positions in the hardware division, for which you would be best qualified."

Let the reader know that you will be available for help at a later date or refer the reader to someone who can help. Be pleasant and friendly in your closing.

See how this formula works in the letter on the following page.

"Sorry, but no...." The Refusal Letter

Sometimes it may be necessary to say "no" to a customer. This could happen, for example, when an order cannot be filled, an insurance

LETTER OF REFUSAL

The Racket Club
8207 Longword Drive
Miami Beach, Florida

June 9, 1981

Aivin Klien
Sun N' Surf Boutique
Pensacola, Florida

Dear Mr. Klien:

Thank you very much for your recent order of 100 dozen Super-Swing tennis balls. However, because of our unexpected success with this item, our stock is depleted and we cannot ship any orders for at least 60 days. Perhaps you would like to reorder at that time.

If I can be of help to you concerning any other items, please let me know. We look forward to a fine business relationship in the future.

Respectfully,

Melanie Stoner
Merchandise Coordinator

On the following page are some Learning Activities for you to do. Do at least two of the activities. Then, go on to Check Your Knowledge.



LEARNING ACTIVITIES

You are an office worker at the Ritz Manufacturing Company, 2421 Wells Street, Saybrook, Connecticut 06206. Compose letters for two of the following situations. Be sure to include all six parts of a business letter.

1. A special mailing is to go out next week. Ms. Elaine Sanford, your supervisor, asks you to order 10 packages of white paper, catalog number 246, and 5 packages of white envelopes, catalog number 346. Office supplies are usually ordered from Goodwin Office Supply Company, 999 Minter Road, Bridgeport, Connecticut 06401. They should be shipped immediately by air express. Ritz Manufacturing Company has an account there. The account number is 85116.
2. Byron Thorpe plans to attend a conference in San Francisco from July 10-13. You are asked to reserve a room for Mr. Thorpe at the Colony Inn, 82601 Shore Drive, San Francisco, California 94401. He would like a single room with a bath.

3. Ms. Alice Dunn of Queen Products, 8441 Jensen Road, Ann Arbor, Michigan 48284 placed an order, #29865, for some machinery with your company. The order has been filled and was sent by air express this morning. Mr. James Allen, Sales Manager, has asked you to write to Ms. Dunn and tell her the order is on the way.
4. Lansing High School, 12 Sarton Lane, Saybrook, Connecticut 06206 is planning a career day on May 5. You have been asked to speak to Lois Morgan's business class about your duties as an office worker. Unfortunately, Ritz Manufacturing Company has an important sales meeting scheduled for that day. You must be at your desk. Write to Ms. Morgan and tell her you will be unable to come.

✓CHECK YOUR KNOWLEDGE

1. List four pieces of information which should be included in an order letter.
2. What is the purpose of a letter of inquiry?
3. What information should be included in an acceptance letter?

4. Give one example of a situation where a refusal letter might be called for.

Check your answers with your teacher. If you need more practice, do the Alternate Activities.

ALTERNATE ACTIVITIES

You are an office worker at Carlton Sewing Products, 72 Triangle Street Sentinal, Georgia 28607. Compose letters for each of the following situations. Include all six parts of a business letter.

1. Dyes for yarn are usually ordered from the Fullwell Company, 18 Colorful Lane, Anniston, Alabama 41170. Dwayne Lidston, Production Manager, has asked you to order 100 lbs. of blue dye, #82, and 100 lbs. of yellow dye, #73. These are to be shipped C.O.D.
2. The typewriters in your office are old and Jane Crosby, your supervisor, is considering replacing them. Write to Selwyn Typewriter Services, 1907 College Avenue, Atlanta, Georgia

24011. Ask them to send information and price lists on the electric typewriters they sell and service.

3. Nancy Keller, 18 W. Fourth Street, Omaha, Nebraska ordered thread and scissors from your company. She also asked for an application for a charge account. Jane Crosby, your supervisor, has asked you to write to Ms. Keller to tell her the items have been sent. Tell her you are enclosing the credit application she requested.
4. Carlton Sewing Products awards one scholarship each year to a student entering college. This year thirty-five students applied. Mr. Sheldon Ambrose, company president, will have to send a letter to the thirty-four students who did not get the scholarship. Compose the letter for Mr. Ambrose to send.

You have now completed Packet 4. It would be a good idea to review the entire packet before taking the final examination.

APPENDIX B
Sample of a Teacher Supplement

COOPERATIVE WORK EXPERIENCE LEARNING ACTIVITY PACKET
SERIES ON OFFICE AND CLERICAL SKILLS

Supplement to Packet Four

WRITING BUSINESS LETTERS

A project of the Department of Industrial Education, University of Maryland
funded by the Maryland State Department of Education, Division of Vocational-Technical Education.

Project Director: Dennis R. Herschbach, University of Maryland.

Technical Writers: Leigh Ryan, University of Maryland; Marcia D. Smith, University of Maryland.
Kathy Sander, University of Maryland.

Art and Layout: John Littlehales and Elena Severino.

Answers to

LEARNING ACTIVITIES

1.
 - smudges on paper
 - does not use correct English
 - uses slang
 - is too negative
2.
 - a. #1; gives complete information
 - b. #2; is positive
 - c. #1; the alternative sentence uses slang
 - d. #1; is simple and brief
1.
 1. e
 2. a
 3. f
 4. c
 5. b
 6. d
2.
 - a. heading
 - b. inside address
 - c. salutation
 - d. body of letter
 - e. complimentary close
 - f. signature

1. The following is a suggested letter.

Ritz Manufacturing Company
 2421 Wells Street
 Saybrook, Connecticut 06206

March 21, 1981

Goodwin Office Supply Company
 999 Minter Rd.
 Bridgeport, Connecticut 06401

Gentlepersons:

Please ship the following by air express:

5 packages of white paper, Catalog #246

5 packages of white envelopes, Catalog #346

You may bill the items and delivery charges to our account, No. 85116.

Sincerely yours,

(Ms.) Elaine Sanford

Answers to

LEARNING ACTIVITIES

2. The following is a suggested letter:

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

April 29, 1979

Colony Inn
62601 Shore Dr.
San Francisco, California 94401

Gentlepersons:

Would you please reserve a single room with a bath for me for July 10-12. If you have no vacancies for that time, please let me know as soon as possible.

Sincerely,

Byron Thorpe

3. The following is a suggested letter:

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

June 21, 1979

Ms. Alice Dunn
Queen Products
8441 Jensen Rd.
Ann Arbor, Michigan 48284

Dear Ms. Dunn:

We were happy to fill your order (#29865) for machinery. Your order was shipped by air express. You should receive it no later than June 30.

Cordially,

James Allen
Sales Manager

Answers to
LEARNING ACTIVITIES

4.

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

April 14, 1981

Ms. Lois Morgan
Lansing High School
12 Sarton Lane
Saybrook, Connecticut 06206

Dear Ms. Morgan:

Thank you very much for your invitation to speak to your class on May 5. Unfortunately, I will not be able to come on that day. However, I would be very happy to speak to your class if we could arrange another date.

Yours truly,

(your name)

Answers to

✓CHECK YOUR KNOWLEDGE

1. Can be any four of the following:

-Good appearance--letter is neatly typed and clean.

-Positive--negative expressions are avoided.

-Brief--contains no unnecessary information.

-Complete--all important information included.

-Well organized--information in logical order.

-Correct English--avoid using slang; use correct spelling and grammar.

-Not "stuffy"--words and expressions are simple.

2. Long, wordy letters waste reader's time and may irritate reader.

1. a. true
- b. false
- c. false
- d. true
- e. true
- f. false

Answers to

✓CHECK YOUR KNOWLEDGE

1. Can be any four of the following:
 - name of item
 - quantity
 - identifying information
 - how items will be paid for
 - how items should be sent
2. To ask for something
3. -that request can be met
 - necessary details such as shipping information
 - promotion of company's products
4. Any situation where a request is being turned down

Answers to

ALTERNATE ACTIVITIES

1. Suggested letter:

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

June 29, 1981

Fullwell Company
18 Colorful Lane
Anniston, Alabama 41170

Gentlepersons:

Please send the following items C.O.D.:

100 lbs. blue dye #82

100 lbs. yellow dye #73

Thank you.

Sincerely,

Dwayne Lidston
Production Manager

ALTERNATE ACTIVITIES

2. Suggested letter:

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

August 2, 1979

Selwyn Typewriter Services
1907 College Avenue
Atlanta, Georgia 24011

Dear Madam or Sir:

Would you please send us a price list of the electric typewriters that you sell and service. Also, any other information that you have, such as pictures of each typewriter, might be helpful.

Thank you.

Respectfully,

(Ms.) Jane Crosby

3. Suggested letter:

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

January 16, 1982

Nancy Keller
18 W. Fourth Street
Omaha, Nebraska 98221

Dear Ms. Keller:

We were very happy to fill your order for thread and scissors. The items have been sent out C.O.D. and you should receive them by January 25.

We are also enclosing the credit application that you requested.

We are looking forward to serving you as best we can.

Cordially,

Jane Crosby

ALTERNATE ACTIVITIES

4. Suggested letter:

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

May 1, 1980

Dear (Student's Name):

Thank you very much for your interest in our college scholarship. This year our applicants were the most outstanding ever, which made our job of selecting one extremely difficult.

We have reviewed your application thoroughly and found you to be an extremely capable and conscientious student. However, we have chosen to award the scholarship to a student whose needs and qualifications best fit our requirements.

Thank you again for your interest. Good luck in your educational pursuits.

Respectfully,

Sheldon Ambrose
President

The final examination and answers can be found on pages 4G, 4H, and 4I.

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Answers to
Final Exam
Packet 4

1. Can be any three of the following:

- eye appeal
- positive
- brief
- complete
- well organized
- correct English

2. -date
-salutation
-complimentary close
-typed signature

Final Exam
Packet 4

1. List three characteristics of a good business letter.

2. Below is a business letter which is missing some parts.

What parts are missing?

Stella's Stationery
89 East Rutgers Street
Lincoln, California 89110

Dr. Henry Palmer
2902 Hutting Drive
Amestown, California 89111

Thank you very much for your recent order for
office stationery. Your order was sent March 3,
C.O.D., and you should receive it within two weeks.

We look forward to helping you again.

Ditto for student use →

4G

4G

2. a. Letter must include:

heading
inside address
salutation
body of letter
complimentary close
typed signature

Ditto for student use →

4H

3. You are an office worker at Alin's Paper Products, 111 Main Street, Hyattsville, Maryland 20771. Compose letters for both of the following situations:

- a. Your company's punching machine is old and needs to be replaced. Jackie Martin, Production Supervisor, has asked you to write to American Binders, Inc., 20 South Prescott Street, Lewisdale, Maryland 20819, to request information and price lists on punching machines.

4H

Final Exam
Packet 4

3. b. Letter must include:

heading
inside address
salutation
body of letter
complimentary close
typed signature

Ditto for student use →

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Final Exam
Packet 4

3. b. Your supervisor, Martha Cobbs, has asked you to write to Maryland Manufacturers, 108 King Street, Adelphi, Maryland 21111, and tell them that their order for paper cannot be filled at this time because of the lumberjacks' strike.

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"END OF DOCUMENT"