

AN EXPERIMENTAL STUDY TO COMPARE THE  
EFFECTIVENESS OF TWO METHODS OF  
INSTRUCTION IN WRITTEN BUSINESS  
COMMUNICATION AT THE  
COLLEGIATE LEVEL

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## CHAPTER I

### INTRODUCTION

Instructors of business communication are becoming more concerned about the efficiency and effectiveness of their instructional methods in teaching business letter writing. A major factor having an impact on the need for improved methods of instruction is that of continually increasing enrollments in business communication courses.

Although research supports the notion that smaller class sizes lead to better instruction than do larger ones, limited financial resources combined with an increase in students' interests in business subjects have resulted in an increased need for more efficient and effective methods of instruction in large-enrollment classes (Flatley & Crawford, 1983). Research also shows that the size of business communication classes is likely to continue to increase, therefore, placing an even greater emphasis on the need for improved methods of instruction in these courses.

Business communication, which strongly emphasizes business letter-writing skills,<sup>1</sup> is usually taught using one of

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<sup>1</sup>Elements used in the writing of business letters including: "you" attitude, directness, avoidance of negatives, clarity, emphasis, conciseness, avoidance of trite expressions, tone, inclusion of details, and syntax.

three methods: a functional approach,<sup>2</sup> a theory-application approach,<sup>3</sup> or some combination of the two (Wilkinson, Clarke, & Wilkinson, 1980). Each of these approaches stresses improvement in the application of business letter-writing skills. By using one or a combination of these teaching methods, the basic business letter-writing skills can be obtained.

In addition to possessing the ability to write business correspondence and using the correct business letter-writing skills, students should be skilled in the edit/revision phase of the writing process. Naugle (1980) stated that the writing process does not terminate with the placement of the final period at the end of the piece. Perhaps further scrutiny of the writing in question may show the writer that the message appears to be unclear; therefore, editing and revising should take place. Having these edit/revision skills coupled with acquisition of business writing skills obviously should enhance any writer's ability in this area.

Naugle (1980) also stated that, regardless of the amount of revision that is necessary, one must be aware that revision is a mandatory phase of the writing process. Editing and revising are not simply steps involving

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<sup>2</sup>Teaching business communication theories and principles and how these apply to written communication. No actual in-class writing is practiced.

<sup>3</sup>Teaching business communication theories and principles and actually applying these to written business communication. Actual in-class writing is practiced.

grammatical changes. Rather, the editing/revising phase of writing encompasses all aspects of expository writing.

The goals of instructors of business communication should be to teach theories, principles, and skills in the use of business letter-writing concepts and to incorporate these with the skills of editing and revising. Combining these two areas of writing should enable students of business communication to undertake the complete writing process more proficiently.

#### Statement of the Problem

The problem of this study was to compare the effectiveness of the edit/revision method of instruction<sup>4</sup> with the traditional method of instruction<sup>5</sup> on the achievement of students in business communication. More specifically, the researcher was interested in determining what effects these two methods of instruction had on students' acquisition of skill in and knowledge about business letter writing.

A pretest-posttest objective examination was used to determine if the method of instruction resulted in significant differences between groups in the acquisition of

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<sup>4</sup>(Experimental treatment) Teaching business communication theories and principles and applying these to pre-written letters while identifying and correcting errors present in these letters.

<sup>5</sup>A combination of the functional and theory-application approaches to teaching the theories and principles of business letter-writing skills and their application to business writing.

knowledge about business letter-writing skills. This pretest-posttest objective examination measured only students' knowledge about business letter-writing theories and principles.

To determine if the method of instruction resulted in significant differences in the actual ability to apply these business letter-writing skills, a pretest-posttest letter was administered. This letter provided the researcher with actual samples of students' writing which would help to assess students' abilities in the application of business letter-writing skills.

A bi-polar semantic differential attitude survey was administered as a pretest-posttest measure to determine any differences in students' satisfaction with the edit/revision method of instruction and with their perception of the importance of studying business communication.

The independent variable was the method of instruction used in this study. The variable had two levels: the traditional and the edit/revision methods. The dependent variables were the achievement of students in business communication and their satisfaction with the method of instruction they received.

#### Purpose of the Study

The purpose of this study was to provide information that might lead to a more efficient and effective method of instruction for students in the acquisition of business

letter-writing skills.

Results of this study may be valuable to educators since the findings may impact on the type of instruction used in business communication courses. The edit/revision method of instruction may be at least as effective and efficient as the traditional method of instruction, if not more so.

### Hypotheses

The hypotheses, which were stated in the null form, are as follows:

(1) There will be no significant difference in the posttest objective test scores between the sections of students receiving the edit/revision method of instruction and the section of students receiving the traditional method of instruction.

(2) There will be no significant difference in the scores of the pretest-posttest letter between the sections of students receiving the edit/revision method of instruction and the section of students receiving the traditional method of instruction.

(3) There will be no significant difference in the level of importance attached to the need of studying business writing between the sections of students receiving the edit/revision method of instruction and the section of students receiving the traditional method of instruction.

(4) There will be no significant difference in the

level of satisfaction with instructional methodologies between the sections of students receiving the edit/revision method of instruction and the section of students receiving the traditional method of instruction.

#### Need for the Study

Large class enrollments may have an effect on students' abilities in the acquisition of business letter-writing skills because of the possibility, if not the probability, that instructors are forced to reduce the number of written assignments. Also, the increasing numbers of students enrolling in business communication classes could possibly have a negative effect on the amount and quality of feedback provided by the instructor because of the increased number of assignments to be graded. The same number of assignments may be made, but the instructor might spend less time grading each.

Various types of writing programs have been developed and used in all types of writing-based classes. For example, in the English area, Gwyn and Swanson-Owens (1980) developed and tested a group-editing method of instruction in which they teach composition to freshmen. DeGise (1979) stated that a systems approach to writing can be effective in helping management improve its writing skills.

Other types of teaching methods include: (1) individualized instruction packets; (2) word processing instruction packets; (3) computer-assisted instruction;

(4) tutorial instruction methods; and (5) peer-editing programs of instruction (Baker, 1974 and Hartman, 1973). Although this list of teaching methods is broader than what is presented here, no one has yet developed a method of instruction that combines the teaching of both writing and edit/revision skills.

This study promotes the identification and development of the edit/revision method of instruction as it applies to written business communication. The edit/revision method of instruction may prove to be more beneficial to students than is the traditional method of instruction. The edit/revision method of instruction teaches students editing and revising skills in addition to business writing skills. Also, the edit/revision method of instruction may assist instructors by giving them the ability to assign a greater number of in-class writing assignments without increasing the number of hours required to grade these assignments.

The results of this study may prove to be valuable in several ways. First, the results may favor a method of instruction that increases the amount of time students have available for writing. Second, if the edit/revision method of instruction is effective in improving students' abilities in the application of business letter-writing skills, the ability to use edit/revision skills may transfer to all types of writing, not just to business letter writing.



### Limitations of the Study

The following are the limitations of this study:

(1) Students were assigned to the control and the experimental groups by the normal registration process at Oklahoma State University, a process that may have limited the randomization procedures.

(2) Students may have raised varying questions in each section. When this occurred, the researcher attempted to provide each section with identical information to ensure uniformity of instruction.

(3) The researcher had very little control over the amount of information that passed from student to student in the three classes involved in this research study.

(4) The influence of "time of day" may have been present. The control section and one experimental section met in the morning (7:30 and 9:00, respectively). The second experimental section met in the afternoon (2:00). It is possible that the time of the day may have either a negative or a positive effect regarding students' attitudes toward teaching methods, therefore possibly interfering with the treatment.

### Delimitations of the Study

This study is delimited by the following:

(1) This study was delimited to students at Oklahoma State University, Stillwater, Oklahoma, enrolled in GENAD 3113, Business Communication, during the spring semester of

the 1984-1985 academic year.

(2) This study attempted to determine the effect of an edit/revision method of instruction in the areas of students' abilities in the application of and knowledge about business letter-writing skills.

(3) This study attempted to determine the students' satisfaction with the edit/revision and traditional methods of instruction, excluding variables such as age, sex, major, or grade-point average.

#### Definition of Terms

The following are the terms and their definitions used throughout this study. These are provided for clarification of meaning between the researcher and the reader.

Action - a desired response from the reader, i.e., Please complete and return the enclosed form.

Avoidance of Negatives - telling the reader what can be done as opposed to what cannot be done.

Avoidance of Trite Expressions - not using words or phrases that have been used so much that they have lost the ability to make an impact on the reader.

Business Letter-Writing Skills - elements used in the writing of business letter, including "you" attitude, directness, avoidance of negatives, clarity, emphasis, conciseness, avoidance of trite expressions, tone, inclusion of details, and syntax.

Checklist - the criteria used by the panel of experts

when grading student letters.

Clarity - accurate transmission of the writer's thoughts to the reader without misunderstanding on either the part of the sender or the receiver.

Cohesion - the ability of the correspondence to take the reader smoothly through the message.

Conciseness - keeping the letter as brief as allowable without omission of necessary details.

Completeness - a letter containing all of the necessary information in a clear and concise manner.

Correctness - a letter containing all of the necessary information in an accurate manner.

Courtesy - a letter containing goodwill, politeness, and the "you" attitude.

Directness - using questions and statements that ask and direct rather than using questions and statements that suggest a specific action.

Edit/Revision Method of Instruction - (experimental treatment) teaching business communication theories and principles and applying these to pre-written letters while identifying and correcting errors present in these letters.

Emphasis - organizing the content of the letter in such a way that causes the reader to focus on important information while subordinating the negative information.

Functional Approach - teaching business communication theories and principles and how these apply to written business communication.

"Scratch," Writing From - developing a piece of business correspondence beginning with a blank sheet of paper.

Syntax - orderly system or arrangement of words.

Theory-Application Approach -teaching business communication theories and principles and applying these to written business communication.

Tone - the manner in which an idea is stated rather than the idea itself.

Traditional Method of Instruction - a combination of the functional and theory-application approaches to teaching the theories and principles of business letter-writing skills and their application to business writing.

"You" Attitude - writing from the reader's standpoint. Also referred to as creating a positive state-of-mind in the reader.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

An extensive amount of library research was conducted to locate information relating to the major topic of this study. In addition, a computer search of the Educational Research Information Center (ERIC) was performed. These two information sources yielded the following: (1) information relating to the need for business communication skills; (2) information about current practices in the teaching of business communication skills; and (3) information relating to the importance of teaching editing and revising skills in conjunction with the teaching of writing.

Since the scope of this research was delimited to the edit/revision phase of the writing process, most of the information contained within this review of literature pertains to the areas of editing and revising.

#### Need for Business Communication Skills

Business communication skills can be considered an integral part of the success or failure of any business organization. The ability of employees to plan presentations, to determine courses of action, and to organize

information can have a great impact on the effectiveness of communication as it relates to the success or failure of an organization. In addition, employees must know how to make decisions, to direct actions, and, above all, to communicate information to others (Bennett, 1971). These qualities are necessary for the enhancement of both written and oral business communication skills.

Numerous studies have supported the importance of the ability to communicate both orally and in writing. Writing skills are heavily emphasized by supervisors when they are considering which employees to promote. In addition, Bennett (1971) stated that management is quickly realizing that an organization's success is only as strong as the effectiveness of the communication skills within. This concept could be generalized to mean that an individual may be promoted according to her/his communication abilities. Therefore, possessing the ability to transmit information to all levels within an organization becomes increasingly important as one progresses up the corporate ladder.

#### Current Practices in Teaching

#### Business Communication

Current practices in the teaching of business communication could possibly have an impact on the success or failure of one's promotional opportunities. Hartman (1973) stated that business writing courses have long been criticized because of the emphasis placed on the instruction of simplistic, mechanical techniques of writing rather than

focusing on the content of the message itself. Business communication courses, as they are currently taught, provide instruction in the necessary elements of format, psychology, and tone; however, these courses may lack the instruction of such elements as conciseness, organization, and grammar. The latter three areas appeared as most problematic in students' writing, as shown in the results of a survey of business faculty conducted by Allred and Clark (1978).

With the heavy reliance of business writing as a major form of communication in industry (Hartman, 1973) business communication courses should concentrate on developing all areas of students' writing: unity, clarity, correctness, completeness, conciseness, concreteness, coherence, emphasis, consideration, courtesy, character, personalization, tone, and "you" attitude (Wohlgamuth, 1981). These areas represent the generally accepted business-writing principles according to an analysis of American collegiate-level business communication textbooks (Sobolik, 1970).

Instructors of business communication have employed many methods of teaching over the years. For example, Sobolik (1970) stated that early business communication textbooks placed a heavy emphasis on business theories and practices to provide a good foundation for business writing. During this time (prior to the 1920's) businesspeople used a system of form letters in routine correspondence.

As time passed, businesspeople began to see a need for individualized attention for each business situation rather

than form-type letters for all situations. This shift away from the use of form-type letters led to the use of current concepts, including the following: "you" attitude, attention-getting openings, and action closings (Hartman, 1973).

In tandem with this shift is a variation in the type of classroom activities in relation to the instruction of business communication. For example, some instructors feel that a functional or writing approach (Menning & Wilkinson, 1976) in teaching business communication is most effective. These are the instructors who believe that teaching students business communication theories and principles and how these theories and principles apply to written business communication is the most effective instructional method. Little, if any, actual writing is done using this type of instruction.

Next, some instructors feel that the use of a theory-application method of instruction (Lesikar, 1976) is most effective. These instructors also teach students business communication theories and principles, but they teach actual application of these theories and principles, using written exercises.

By using different combinations of the aforementioned teaching methods, numerous instructors of business communication have devised unique teaching strategies. For example, Ponthieu and Watt (1978) use a format involving one large lecture per week in addition to several small labs throughout the remainder of the week. By using this type of



teaching strategy, students are able to benefit from a lecture situation and then participate in small-group settings, allowing for more individualized attention. The students learn the theories and principles during the lectures and write during their lab times.

Another creative method of instruction is used by Doris Engerrand (1978). Engerrand (1978) stated that when she teaches the "you" viewpoint, she presents the students with examples of "you" versus "I" writing. Then she asks the students to rewrite several sentences using the "you" viewpoint. This method of instruction provides the students again with lecture, discussion, and practice in writing using the concept of the "you" viewpoint.

Estrin (1978) stated that when he teaches adaption of writing for different audiences, he has his students write children's books. Students learn the importance of simplicity in writing using this method of instruction.

Other variations of class assignments include peer-editing, individually prescribed instruction, systems approach, etc. And now, in the 1980s with the ever-growing popularity of the personal computer, instruction of written business communication using the personal computer as an aid is becoming inevitable.

Research supports the idea that varied teaching methodologies are very important in the world of education. VanDeWeghe (1983) stated that when students are given the opportunity to learn and to use alternative methods of

writing, the advantages are two-fold. Not only are the students more flexible in their writing, but also, the quality of their writing improves.

In addition, Brown (1974) stated that a multifaceted approach to the teaching of business communication is needed to meet the demands of business and industry. Not only should students be made aware of the process of communication, but also of all the elements involved within. Hart (1979) included the following elements in the communication process: (1) the concepts involved; (2) the behaviors occurring; (3) the decisions being made; and (4) the problems to be solved. All of these elements are extremely important to the completion of the communication process--be it written or oral.

Business communication teachers devote themselves to assisting students in gaining an understanding of these principles. Time and effort should be devoted to aiding the students in obtaining proficiency in the application of these principles. The ability to use business letters effectively can help people in communicating ideas in a productive fashion. Once students have an understanding of these principles and have achieved skill in their application, the process of communicating using business letters should be a productive and enjoyable experience.

#### Importance of Edit/Revision Skills

In addition to communicating personal ideas, people need to be able to analyze, correct, and rewrite unclear

writing of others (Warner, 1979). Recognizing and correcting errors in writing could assist people in becoming better writers. Rutter (1980) stated that students learn more about all types of writing when they incorporate editing and revising skills into the learning process. By acquiring the skill in locating and correcting errors, people can also enhance the correctness of their initial drafts of composition. The ability to edit and revise written material can also be valuable to individuals outside the classroom. For example, students should be able to develop solutions for writing problems without the need to rely on an instructor for guidance. Once students are out of college and on-the-job, the finger-tip resources (instructors) are no longer as easily accessible.

Editing and revising play a major role in the development of writing style (Rutter, 1980). By placing the responsibility for editing and revising on the students, more emphasis is focused on locating errors. By practicing this technique, students may become more readily able to recognize their own errors. As a result, their errors could be eliminated from their writing, thereby producing a clear writing style. By editing and revising the writing of others, the researcher hopes that students can more readily recognize frequent writing problems in their work as well as improve their abilities to analyze and correct the writing of others.

Methodologies Used in TeachingBusiness Communication

Mayer (1982) stated that the use of real business letters for illustration purposes provides the opportunity for students to analyze the writing of others without insulting classmates and helps maintain student interest in the class. By using anonymous letters for analysis, students may feel more at liberty to provide constructive criticism. Additional research supports the notion that students using peer-editing techniques obtain at least as much if not more benefit in learning to write as when teacher-editing techniques are used (Karegaines, Pascarella, & Pflaum, 1980).

The effectiveness in using anonymous letters for analysis is supported further by a concept that Primeau (1974) called "distancing": removing one's self subjectively from the writing. Primeau (1974) stated that distancing assists the student in developing a "critical eye" and helps the student use unbiased judgment during the editing and revising process. Students using anonymous letters for editing and revising practice may acquire the skill to also more readily edit and revise their own work.

Letters to be used for evaluation can come from three sources: (1) textbook examples; (2) student papers; and "real-world" letters. Rivers (1979) stated that of those three sources, the best is that of the "real-world" letters. Having students edit and revise "real-world" business correspondence could increase students' motivation since when they find errors in these letters, they may feel good about

their own editing and revising skills. Also, finding these errors may impress upon the students the importance of continuous editing and revising of their work.

Also in support of the use of "real-world" business correspondence for analysis, Inman (1969) and Rainey (1972) both stated that students may be asked at some point in their professional career to read, evaluate, and analyze all types of business correspondence. Therefore, providing students the opportunity to read, evaluate, and analyze business correspondence could prove to be valuable to the students in relation to their professional success.

Supporting the idea that students lack ability in editing and revising, Warner (1979) conducted research that showed students have a difficult time in locating errors in pieces of writing. In an editing exercise given to 442 students, 50.2 percent of those students were unable to locate 50 percent of the errors contained in the exercise.

In Warner's (1979) study, the performance of the students participating in the editing exercise was compared with the performance of students participating in a traditional writing exercise--writing from scratch.<sup>1</sup> This comparison revealed that writing skill and grammar abilities are not the same. For example, capitalization errors made up 1.7 percent of the entire amount of errors present in the writing-sample exercises, but over one-half of the students

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<sup>1</sup>Writing from scratch involves development of a piece of business correspondence from a blank sheet of paper.

missed the capitalization errors present in the editing exercise.

The results of Warner's (1979) study heavily indicate that students have the ability to write somewhat constructively and correctly when they create their own work. However, when students are presented the writing of others, they lack the ability to work constructively correcting errors in the writing of others.

To help alleviate the problem arising from students' inability to edit and revise the work of others, instructors should present students with ample opportunity to analyze and correct the writing of others. Editing for errors and unclear writing can help students become more aware of the writing skills they should be acquiring (Warner, 1979). Also, by having students edit and revise the work of others, they could become better proofreaders.

Flower and Hayes (1980) also provided insight into the need for people to possess the ability to work with the writing of others. They stated that in large organizations, such as the government, most writing that takes place is in the form of revision as opposed to original composition. To illustrate, as a society changes, so must the laws and regulations which govern it. Therefore, rather than drafting new laws and regulations, government employees simply revise existing ones.

Revision, as opposed to original draft, could possibly, and most probably does, occur more often in the world of

business also. If corporations spent a good majority of time drafting new proposals for each change that occurred within the organization, much time would be wasted drafting. Employees who have the ability to edit and/or revise existing policies, procedures, and so forth could probably save the organization considerable time and money by reducing actual writing time. This, in turn, would free more time for actual profit-making activities, such as sales.

Since little research has been conducted in the area of editing and revising (Olds, 1983), students have had little or no exposure to these concepts. In addition to the students' lack of exposure to these concepts, Pavlisin (1983) stated that instructors have only a nebulous definition for the term editing. Many times editing and revising, in relation to the completed composition, entail proofreading or simple correction of errors.

Also, Sommers (1980) stated that because of the lack of research conducted in the area of revision, it is looked upon as an unimportant phase of the writing process--a simple act or redundancy.

According to Primeau (1974) the editing phase creates more meaning or a sharpening of the idea or thought. By revising a written work, the writer is sharpening the meaning. She/he is choosing what aspect is most important and editing out the unimportant information, much like a film editor does with extraneous footage of film.

### Levels of Editing/Revising

Flower and Hayes (1980) stated that all writers engage in some level of editing and revising. Unskilled writers use limited or "one-level" editing, i.e., showing concern for the quantity of work produced as opposed to the quality of work produced. Skilled writers are far more concerned with audience, context, and the complexity of their writing. In addition, Monahan (1984) stated that weaker writers make more revisions for the instructors as the audience, whereas competent writers tend to make more revisions for the peer as the audience.

Roundy (1984) also stated that the art of revising requires more work than simply making minor mechanical changes, such as interchanging words to achieve a "better sound," or adding a comma where needed. Revising encompasses several different levels. These levels include revising in relation to content, arrangement, and style. In addition, writers must be aware of revision in various aspects of the writing by working from an over-all perspective toward a more scrutinizing level--from the writing as a whole toward individual sentences and words. This provides for a more complete edit and revision phase.

In addition to Roundy's observation of the levels mentioned above, instructors and practitioners of technical writing are attempting to bring to light all of the aspects and steps of the edit/revision process. These steps are



referred to as the "levels of edit"; and they include the following concepts: coordination, policy, integrity, screening, copy clarification, format, mechanical style, language, substantive, and usability (Soderston, 1985).

Brief definitions of two of these technical writing levels of edit are as follows: a policy edit involves checking for adherence to the guidelines that have been set by the reader and checking for possible legal implications. A format edit includes activities such as marking the document for type-style and layout instructions. These levels of edit may be somewhat applicable for use in a beginning business communication course. However, to familiarize the reader with the technicalities involved in the edit/revision process, these levels were identified.

Naugle (1980) also stated that revision can occur on different levels. First, a holistic evaluation of the paper is performed. During this evaluation, the writer is checking to be sure that what was meant to be stated was indeed stated. During this revision process, the writer is in the role of reader: she/he is very aware of the audience at this point. Next, a more mechanical evaluation is performed. During this revision, the writer assumes the role of editor checking for other components of composition, such as rhythm, tone, grammar, and punctuation.

When instructing students in the areas of editing and revising, instructors must be sure that they emphasize several facets and that they do not go into too much depth,

thereby missing the purpose of the business communication course itself. Hence, many business communication textbooks address three areas of awareness common to the technical writing field: (1) audience; (2) purpose; and (3) the setting of the writing.

Roundy and Thralls (1983) stated that during writing, students should first define the context of the writing (the setting), the audience to whom they are writing, and why they are writing--all of which help them set the scope or boundaries of the writing. After these criteria have been addressed, students can then complete the writing process.

Also, Stein and Holcombe (1980) stated that by asking writers to place themselves in the role of reader, they may become more sensitive to their reading audience. This type of evaluative or editing instruction is consistent with Roundy and Thrall's idea of the importance of audience awareness.

Having completed the writing, students should review the writing for context, style, and flow. This review will help them check for errors in preparing for the edit/revision phase of writing. By being aware of these components during the edit/revision phase of writing as well as during the drafting phase, students should be more readily able to make constructive changes in order to improve their writing.

The revision process does indeed require that the writers be fully aware, when possible, of the audience for whom they are composing. Flanigan and Mendez (1980) stated

that the revision process is complex because of the variety of audiences. When writers are faced with the process of revising a document for an audience differing from the original one, a decision process takes over. One factor strongly influencing this process, according to Monahan (1984) is that of the level of competence of the writer.

In relation to the competence of the writers to revise, Clark (1980) strongly suggested that the ability to analyze and evaluate the writing in question is directly related to the writers' ability to make accurate edit and revision choices based on the audience, purpose, and situation of the writing. In essence, if writers are unable to define these three criteria, improper revisions could result.

As stated earlier, the more competent writers make revisions according to audience composition. Kogen (1983) stated that a level of audience analysis can be achieved when students can actually see the effect their writing has on others. Also, readers' reactions can be obtained in addition to edit/revision suggestions when students are provided the opportunity to edit and revise their own and each other's work.

Again, the aforementioned information substantiates the necessity of knowing the audience and the purpose of the message. If these two criteria are unknown to the writer, then obviously the only editorial changes that could occur would involve the lower-level changes: mainly grammatical and word-choice changes. Being knowledgeable about the

audience and purpose involved in writing, the writer is afforded the ability to edit and revise on several levels.

If a specific segment of writers (skilled writers) tend to edit and revise for varied audiences (peers), students should practice editing and revising their writing as a means of strengthening their skill in adapting to varied audiences. Also, by providing the less-skilled students more opportunity to edit and revise, they may become more skilled at both editing/revising and adapting their writing to different audiences.

When considering the reasons for editing, Buechler (1983) found that the average students edited and revised for vague and inconsistent reasons. For example, when asked why they performed specific edits, many students responded with such answers as: "It sounds better," or "It sounds more like me." Also, he stated that the students' responses contained qualifiers such as: "I guess," or "I suppose," again reflecting uncertainty as to the mechanical or contextual reasons for the edits and revisions.

In contrast, the better writers responded to the questions regarding edits and revisions with answers such as: "I asked myself what reaction will this sentence have on my reader?" or "What idea do I want to get across to my reader?" Responses such as these indicate that students do put thought into their editing and revising efforts. Their responses included only contextual-type analyses and not mechanical-type analyses. This could possibly be a result

of the students' lacking familiarity with the actual rules behind the editing and revising processes.

The information presented thus far substantiates the need to give students many opportunities to play both the role of writer and editor. As the literature suggests, students practicing these roles (writer, reader, and editor) and different levels of editing and revising (mechanical and contextual) many times become more skilled writers.

#### Editing/Revision Methodologies in Teaching Writing

In using the edit/revision phase of writing as a teaching tool, how can students be taught to locate and correct errors? Dicker (1981) stated that language rules are internalized in two ways: implicitly and explicitly. They can be either "acquired" by straight memorization--no practice--or they can be "learned" through a process of practice--application of these rules to writing. Obviously, both of these types of internalization are important because prior to the students' having the ability to practice, the students must know the rules.

Hull (1984) stated that before students can be taught to locate and correct errors, instructors should understand why the writers make their errors. By understanding why the errors are made, instructors can assist the writers in reducing or omitting a particular error or set of errors that occur frequently. This notion is in line with current research in the area of cueing as a form of locating

writers' errors.

Olds (1983) conducted a study in which she collected and analyzed essays, notes, and interviews (in regard to revision) of college freshmen writers. This information was coded and placed on a matrix totalling the students' responses to editing cues based on several criteria. Included on the matrix were such criteria as deletion, addition, substitution, re-ordering, syntactic, and mechanical errors. Olds found that error cues vary from writer to writer, depending on the writer's knowledge of the subject matter, audience awareness, and writing goals. Development of an individual matrix for each student could possibly aid the student in identifying, and avoiding or locating, and correcting her/his frequently occurring errors.

Another aid in assisting writers in locating and correcting errors is that of editing and revising the work of others. Bartlett's (1982) research has shown that students perform better when they edit the writing of others as opposed to editing their own writing. Thus, students could benefit two-fold by editing the writing of others and by composing their own drafts. This approach to writing instruction would provide students with valuable experience in two areas: editing/revising and writing.

Graham (1968) used letter evaluation in his classes to help increase student motivation and to provide increased flexibility in his assignments. Graham found that he could tell whether or not the evaluator knows how to edit and

revise by the quality of her/his work. In addition to writing, his students were exposed to the edit/revision phase of the writing process. Also, his students were able to look at writing from another perspective--that of the audience.

A study conducted by House (1983) revealed that exercises involving rewriting of student letters increased students' achievement in writing positive and negative business messages. This study involved one group of students receiving the traditional lecture-discussion method of instruction, one group receiving individual letter rewriting exercises, and one group receiving small-group letter-rewriting exercises.

House (1983) stated that small-group letter rewriting exercises are more effective in increasing student achievement in writing positive and negative messages than are the traditional lecture-discussion exercises. Also, when she compared the achievement of those students receiving the individual letter rewriting exercises with the achievement of students receiving the small-group letter rewriting exercises, she found no difference among those two groups of students. Therefore, this study testing the effectiveness of a form of edit/revision activities shows that instruction in these type skills can be advantageous to students.

Several other people have attempted various renditions of employing edit-type instruction in the classroom. Karegaines, Pascarella, and Pflaum (1980) studied the effects of peer-editing on essay writing proficiency of low-

achieving tenth grade students. They found that peer-editing does appear to be at least as effective, if not more so, than teacher-editing. Therefore, they concluded that by using peer-editing techniques, students can learn writing skills while possibly relieving instructors of some of their paper grading activities. Karegianes, Pascarella, and Pflaum (1980) went on to state that this technique may also increase student attention toward writing.

In addition to the statements made by Karegianes, Pascarella, and Pflaum, Pferrer (1982) stated that writers do rely on formal or informal editing feedback during the writing process. Therefore, providing students with this peer-editing feedback, their abilities as writers may be enhanced. Pferrer (1982) went on to state that peer-editing or collaborative editing positively influences students, while authoritarian (teacher) editing tends to affect students negatively. This observation further supports the importance of teaching editing skills.

Rutter (1980) employed edit and revision exercises early in the semester. He stated that one of the best ways to get students involved in writing is to have them first read, then write. By editing and revising, Rutter stated that his students learned more about writing in general. In addition, more is revealed to each student in relation to her/his own writing by learning to recognize, edit, and revise writing.

Many times students will learn to write for the



instructor. They will determine what will satisfy the instructor and then write to the instructor's demands. In addition, students come to rely on the instructor to make corrections for them (Fitzgibbon, 1980). By doing this, the student is not only paying less attention to the writing process itself, but also has little or no practice in developing proofreading skills. Also, when the editing phase is left up to the instructor, the student never develops the "habit" of proofreading. Barnard and Kendrick (1980) stated that students can establish the "habit" of proofreading through practice.

Lack of editing, revising, and proofreading skills could prove to be very hazardous to writers in business. Howard (1981) emphasized this point when she stated that executive/managers must learn good proofreading skills (an integral segment of the edit/revision phase of the writing process) because they will be using advanced technology in communication as will the secretary. Furthermore, Weiss (1978) stated that many writers are unsure of themselves when they are asked to edit writing. Rutter (1980) also stated many students should be prepared to meet professional responsibilities by developing the skills to provide solutions to writing problems. Hence, students should have exposure to the skills of proofreading, editing, and revising to better prepare them to meet the demands of the professional work place.

This far, the literature supports the notion that

revising to better prepare them to meet the demands of the professional work place.

This far, the literature supports the notion that editing and revising are useful tools in improving one's writing ability. Also, support has been provided showing that these tools are actually a phase of the total writing process. And finally, these operations (editing/revising) can occur on different levels. Therefore, editing and revising seem to be very important and necessary skills to the competent writer.

On the other hand, some literature suggests that through teaching editing, an error-based instruction method is used (Friedmann, 1983) that could have a negative effect on the improvement of students' abilities to write.

Through the use of this error-based instruction, instructors are providing students with practice in "wrongness" (Friedmann, 1983). When students are asked to locate misspelled words, they become accustomed to searching for just that--misspelled words. Therefore, because of the students' frequent exposure to the incorrect spelling of words, they become unable to differentiate between correctly and incorrectly spelled words.

In contrast, Barnard and Kendrick (1980) conducted research in the area of instruction of spelling. They stated that instruction of spelling should take place during the editing phase of the writing process. Use of the editing phase for spelling instruction could accomplish two things: (1) improve students' spelling, and (2) place

increased emphasis on editing skills.

It is believed that we, as humans, learn through practice. Many instructors of writing feel that frequent writing practice is necessary in the development of good writing skills (Baker, 1974). Therefore, providing students with frequent opportunities to locate errors in writing could possibly "teach" them incorrectness in relation to the rules of writing.

In addition to the criticism of frequent exposure to "wrongness" in writing, Friedmann (1983) went on to state that error-based instruction many times offers more than one error type per exercise. Exposure to multiple errors can only serve to confuse the student even more. Writing exercises should be modified to better assist the students by providing less confusion and more correct examples.

If instructors were to gear exercises to better conform with meeting examples of correct and incorrect writing, perhaps students would experience less difficulty correcting errors. Therefore, they would be able to draft better documents. However, the instructional process should not be delivered in a way that "makes it easy" on the student nor in a way that "makes it hard." Rather, education should be geared as closely as possible to "real life" situations. Therefore, presenting students with work containing multiple errors has its place in writing instruction.

### Summary

The literature suggests a definite need for the acquisition of editing and revising skills. Nold (1979) stated that many authors expressed the opinion that when they are involved in the revision phase of writing, they are actually only involved with one segment of the entire phase--that of editing.

These opinions only serve to support the need for research in the areas of editing and revising if for no other reason than to provide instructors and students with some definitions and guidelines regarding editing and revising.

Editing and revising concepts should be addressed throughout the educational process to better prepare students for the world of business where communication is a definite prerequisite to professional success.

## CHAPTER III

### EXPERIMENTAL DESIGN AND PROCEDURES

#### Introduction

The experimental design and procedures chapter is organized as follows: statement of the problem, design of the study, instruments, interrater reliability and grading methods, sample selection, treatment of the sections, treatment of the data, and summary.

#### Statement of the Problem

The problem of this study was to compare the effectiveness of the edit/revision and the traditional methods of instruction of the achievement of students in business communication. More specifically, the researcher was interested in determining what effects these two methods of instruction had on students' acquisition of skill in and knowledge about business letter writing.

#### Design of the Study

The control-experimental group, pretest-posttest design was used in carrying out this research. According to Gay (1981), the pretest-posttest design is a true experimental design that provides good control for such threats to

internal validity as history, maturation, testing, instrumentation, regression, selection, morality, and selection interaction. The only true weakness of this design is that of possible interaction between the pretest-posttest treatments, thereby making the results generalizable only to other pretested groups.

One control group and one experimental group (two sections) were used in this study. Students enrolled in GENAD 3113, Business Communication, at Oklahoma State University in the 1985 spring semester served as subjects in this study.

The method of instruction used with the control section was the traditional method, which involved lecture and discussion of business writing principles and application of these principles in writing. The writing exercises used with this method of instruction employed scenarios whereby the students were provided information regarding specific business situation. Having the information provided in the scenarios, students were asked to write the appropriate letter in response to the scenario.

The edit/revision method of instruction was used in teaching the experimental sections. This method of instruction also involved lecture and discussion of business writing principles and application of these principles in writing. Rather than writing letters from "scratch," the students in the experimental sections were provided the scenarios and prewritten letters. The students were asked

to edit and revise these prewritten letters using the appropriate business letter-writing principles.

Knowledge about and ability in applying business letter-writing principles was measured through the use of a 75-item objective pretest-posttest examination (Appendix A) developed by Dr. William Wohlgamuth (1981) and pretest-posttest letters (Appendix B), respectively. Also, a bipolar semantic differential attitude survey (Appendix C), developed by Dr. Larry Hartman (1973), was administered to measure students' overall satisfaction with the edit/-revision teaching method and students' opinions regarding the importance of studying business communication. Demographic information was also collected using the form developed by the researcher (Appendix D).

The researcher instructed all sections in order to avoid confounding, contaminating, or biasing the variables. Lecture notes were prepared and presented in script form in each of the three sections to ensure consistency of instruction and information coverage. An equivalent number of in-class, written assignments was given in each of the three sections. In addition, a pilot study was conducted during the 1984 fall semester to test for clarity of instruction of the edit/revision assignments (Appendix E). An evaluation of student responses obtained via the edit/revision assignments did show that the instructions accompanied by oral explanation by the instructor were understood by all students.

## Instruments

Seventy-Five Item Objective Examination (Appendix A)

The 75-item objective examination was developed by Dr. William Wohlgamuth (1981). Wohlgamuth established a reliability coefficient of .73 by the use of the Kuder-Richardson formula 21. On the advice of statistician Gary Clure, State Department of Votech, Stillwater, Oklahoma, the reliability was retested and established at .65 by the use of the Cronbach Coefficient Alpha method.

This 75-item instrument was chosen for use by this researcher after a review of several tests currently used in writing classes. Wohlgamuth's test was chosen over the McGraw-Hill writing test because Wohlgamuth's test placed more emphasis on business writing principles than did the McGraw-Hill test.

Another test which was reviewed for possible use in this study was the pretest-posttest include in Better English by Norman Lewis (1981). Again, Wohlgamuth's test was chosen over Lewis' test because Wohlgamuth's test more heavily emphasized business writing principles than did Lewis' test.

The researcher consulted with several professors in the English department at Oklahoma State University regarding the validity and reliability of writing examinations. The comment was made several times that for use in a business communication course, the 75-item objective examination used



in this study was probably one of the best measures available. The researcher also felt that this instrument was very effective in measuring knowledge of that application of business writing concepts through the use of multiple-choice questions.

The 75-item objective examination was administered as a pretest-posttest with an approximate 13-week time lapse between the two administrations. According to Gay (1981), this is a sufficient length of time to prevent "testing" as a threat to internal validity.

#### Pretest-Posttest Letter (Appendix B)

The researcher consulted with business communication instructors, reviewed business communication textbooks and various business writing exercises, and studied classroom cases in developing the pretest-posttest letter. Three instructors of business communication found the pretest-posttest letter to have face validity.

The pretest-posttest letter resembled a "real life" situation in which the students were provided a scenario that dealt with a somewhat-negative situation. The students were asked to write the appropriate letter asking for a solution to the problem presented in the scenario.

Three business communication instructors and the researcher decided that a scenario dealing with a negative situation should be used since addressing this type of situation would better test the students' abilities in using business letter-writing concepts than a good-news letter.

Bi-Polar Semantic Differential Attitude  
Survey (Appendix C)

The bi-polar semantic survey was designed by Dr. Larry Hartman (1973) for use in his dissertation. The test-retest method and the Pearson  $r$  were used to arrive at a correlation coefficient falling within the acceptable range of .75 to .91.

Two concepts were used in the bi-polar survey. Concept I was used to elicit student opinions on the importance of studying business communication and effective writing. Concept II was used to elicit student satisfaction with the edit/revision method of instruction.

The selector adjectives used in this instrument were taken from Osgood's analysis of the Thesaurus study. Osgood's Thesaurus study determined the degree of opposition between antonyms. Only adjectives with a significant correlation (1.00) were used in Hartman's instrument (1973).

Osgood, Suci, and Tannenbaum (1957) originally developed and tested the bi-polar survey method of determining attitudes. Through much testing, they determined this type of instrument does measure what it is said to measure--attitudes--which supports the instrument's validity.

Osgood, Suci, and Tannenbaum (1957) established a range of reliability for bi-polar surveys of .83 to .91. Also, Amyx (1972) established a range of reliability for bi-polar attitude surveys of .75 to .81.

The reliability coefficient for the bi-polar semantic

differential attitude survey used in this study fell within the range of .75 to .91 when tested by Hartman (1973). This researcher re-tested for reliability using the Cronbach Coefficient Alpha method. A coefficient of  $-0.0189$  was initially established for concept I and a coefficient of  $.7812$  was initially established for concept II.

Seven items were removed from concept I and one item was removed from concept II (Appendix K). Reliability tests were re-run on each concept. Improved coefficients were established on concepts I and II of  $.6623$  and  $.7195$ , respectively.

#### Demographic Information Sheet (Appendix D)

The demographic information sheet was developed by the researcher and used for the purpose of describing the groups in relation to differences and similarities that occur naturally in groups.

Information about the students' classification, sex, college, grade point average, major, reason for taking GENAD 3113, number of English and writing-related courses taken, and the number of books, magazines and newspapers read during a specific time period was collected. Also, the students were asked whether they had started reading the textbook for the course as of that time.

Experimental Group In-Class Writing  
Assignment (Appendix E)

The scenario accompanied by a prewritten letter served as the experimental treatment throughout this study. The researcher reviewed several business communication textbooks and past works of students when developing these instruments.

The scenarios included in the experimental section's in-class written assignments were the same as those used in the control section. As in the control section, the experimental sections worked with nine scenarios: three neutral-news, three positive-news, and three negative-news. The prewritten letters contained such errors as spelling, tone, grammar, mechanics, syntax, etc.

The students were given a scenario, along with the corresponding prewritten letter. After the students located the errors in the letter, they were asked to edit and revise the letter using the business writing principles covered in lecture and in the text.

Control Group In-Class Writing  
Assignment (Appendix F)

The control section instrument has been used as a teaching tool at Oklahoma State University in GENAD 3113, Business Communication. The researcher reviewed several business communication textbooks in developing the nine assignments used throughout this study.

The control section scenarios were identical to those used in the experimental sections (prewritten letters were not provided to the control section)--three neutral-news, three positive-news, and three negative-news. The students in the control section were provided a scenario and then asked to write the appropriate letter form "scratch" using the principles covered in class and in the text.

#### Interrater Reliability and Grading Methods

##### Judge's Checklist (Appendix G)

The researcher consulted with instructors of business communication as well as reviewed business communication textbooks and checklists presently in use in developing the checklist used in this study.

Initially, the researcher compiled a list of twenty-five widely used grading criteria in the evaluation of business writing. This list included: lacks completeness, lacks conciseness, lacks consideration, lacks concreteness, lacks clarity, lacks courtesy, lacks correctness, lacks reader benefit, tone, spelling, grammar, poor syntax, punctuation, logical progression, lacks directness, contains negatives, lacks emphasis, passive voice, contains redundancy, lacks cohesion, lacks unity, lacks resale, poor word choice, and lacks an action close.

The 35-item list was then presented to the panel of

expert judges (Appendix H). The judges were asked to select the twelve most critical grading criteria of business writing. (some of the original items, such as lacks resale, were not included on the final 12-item list because the judges agreed that these items did not apply to the situation involved in the pretest-posttest scenario.) The twelve items included in the final list were: completeness, conciseness, clarity, courtesy, correctness, tone, cohesion, lacks direct opening, lacks request for a specific action in close, spelling, grammar, and punctuation.

After the judges concurred on the twelve items to be used in the final checklist, they were asked to determine the relative point values to be assigned to each of the twelve items. They assigned the point values independently.

The judges determined point values ranging from five for the most important criteria to three for the least important criteria. The final checklist (Appendix G) was then developed using the twelve items and point values established by the judges.

The researcher randomly selected ten letters from the total number of pretest-posttest letters (123) to be used by the judges in determining interrater reliability. The judges were asked to use the checklist in independently grading the letters.

Next, a test for interrater reliability was run on the results of the judges' letter scores. The Pearson  $r$  correlation was used in the reliability test. This test was run

to ensure that the judges were grading on the same level. The reliability test also helped ensure that the checklist was being used in a similar fashion by each of the three judges.

When reliability was found to be too low (below .60), revisions were made in the checklist and grading procedures. The judges discussed each of their grading methods, and discrepancies were found. After collaboration, the judges concurred that a point value of "four" for each of the twelve criteria would be used. Also, it was decided that where the more subjective criteria were involved (completeness, conciseness, clarity, courtesy, correctness, tone, cohesion, directness, and action), four points were deducted only one time regardless of the number of times that particular type error appeared in the letter. Where the more objective criteria were involved (spelling, grammar, and punctuation), four points were deducted each time that particular type error appeared in the letter.

Scoring in this fashion is not recommended for in-class use because it tends to slight the student valuable feedback in relation to repeated subjective-type errors. However, this method of scoring the pretest-posttest letters compensated for the great amount of subjectivity involved in the grading of writing.

Once the checklist had been improved, the judges once again independently graded ten randomly-selected pretest-posttest letters. A reliability test was performed on their

scores and again, reliability was found to be too low (below .60).

The panel met and once more discussed grading methods, and discrepancies were removed. The panel was then given ten randomly-selected pretest-posttest letters to grade. Interrater reliability was established using the Pearson  $r$  correlation. A coefficient of .9233 was established between judges one and two. A coefficient of .9381 was established between judges two and three and a coefficient of .9002 was established between judges one and three.

After the reliabilities were established, the judges each received a packet containing an equal number (82) of pretest-posttest letters. (The letters that had been used in establishing interrater reliability had been returned to the group of pretest-posttest letters prior to the randomization of the letters into the final three packets.) The researcher randomly assigned, using a table of random numbers, each of the pretest-posttest letters to one of the packets. Then each packet of letters was randomly assigned for grading to one of the three judges.

The pretest-posttest letters had been typed by students in two sections of advance typing classes at Oklahoma State University. This was done to remove any possible influence that handwriting may have had on the judges' grading of the letters. The researcher proofread approximately 85 percent of the typed letters, checking for accuracy in transcription from hand-written copy to typewritten copy. (Only 85



percent of the letters were proofread due to semester time constraints.)

Prior to the time the judges received the pretest-posttest letters, the researcher removed all dates, names, or other information that may have assisted the judges in determining the pretest-posttest standing of the letters.

Xerox copies of each of the letters were made for grading by the judges. The researcher retained the originals to serve as a check in accurately recording the pretest-posttest scores.

#### Sample Selection

This study was conducted at Oklahoma State University, Stillwater, Oklahoma. Students enrolled in GENAD 3113, Business communication, section one, two, and three served as subjects in this study.

Section two (7:30 a.m.) was randomly assigned as the control section. Sections one (9:30 a.m.) and three (2:00 p.m.) were randomly assigned as the experimental sections. This random assignment was determined by the toss of a coin. The digits one, two, and three were written in pairs (one-two, one-three, and two-three). The researcher (with a witness) stated that a toss of the coin resulting in heads would designate the digit not represented in the first pair as the control section. The first toss of the coin yielded tails. Therefore, the researcher had to toss the coin again, while moving to the second pair of digits for

consideration. The second toss of the coin yielded heads. Section two did not appear in the second pair of digits; therefore, section two was randomly assigned as the control section.

The number of subjects enrolled in the control section was 41. In order to have an equal number of subjects in each of the three sections, the subjects used in the two experimental sections were randomly selected from their intact classes using a table of random numbers.

Zero attrition occurred during this research, thereby strengthening the validity of this study.

#### Treatment of the Sections

All three sections met for 75-minute periods on Tuesdays and Thursdays during the 16-week 1985 spring semester. During the first week of class, the instructor introduced the course syllabus and classroom procedures to be used during the semester. Also, demographic data were collected from each student.

During the first class meeting of the second week, all students took the 75-item objective examination (pre-test) to measure their knowledge of business-writing concepts. The students were allowed the entire 75-minute class period to complete the examination. To help ensure that the students would apply themselves when taking this examination, they were told they would receive x-number of extra credit points for taking the examination: and those scoring 80 percent or

higher would receive x-additional points. (An exact number of points and additional points was not stated to avoid the possibility of some students not taking the examination seriously because they may have felt that the number of extra credit points available was not worth the effort.) The students were also assured that taking this test could not affect their grades negatively.

During the second class meeting of the second week, all students completed the bi-polar semantic differential attitude survey (ten-minute time limit) and wrote the pretest letter (45-minute time limit). Again, the students were told that these tasks could not negatively affect their grades.

During the next two weeks of classes, the researcher introduced the basic business writing principles to be used throughout the semester.

Beginning the fifth week of the semester, the researchers introduced neutral-news writing concepts to all students. This information was to prepare the students for their in-class writing assignments. During the next class meeting, the students in the control section received their assignments and were instructed to write a letter from "scratch" applying the business writing principles covered to date. Students in the experimental section received their scenarios and prewritten letters and were asked to edit and revise the letters using the business writing principles covered to date. All assignments were completed by all students in 45 minutes. The first 30 minutes of the

class period were spent instructing each section as to how to complete their in-class writing assignment.

The criteria used by the researcher in grading the assignments consisted of all of the principles covered to date. During the next class meeting, the researcher returned the graded assignments to the students and then reviewed the principles relating to those assignments. Also, a "well-written" letter was read to each of the sections to point out desirable writing techniques.

After completion of three such assignments by each of the three sections, a test letter (Appendix I) was administered. This test letter required all students in each of the three sections to write letters from "scratch" applying the business writing principles covered to date. This test letter was similar in content to the three letters the students had previously worked with in class--testing for understanding of neutral-news concepts.

The test letters were graded by the researcher and then returned to the students the following class meeting. Again, a "well-written" letter was read to each of the three sections to point out desirable writing techniques.

The aforementioned procedure continued throughout the semester until the students in all sections had completed nine written assignments and three test letters (the final test letter consisted of the posttest letter, Appendix B). The first group of three in-class written assignments dealt with neutral-news messages, as did the first test letter.

The second group of three in-class written assignments dealt with positive-news messages, as did the second test letter. The third group of three in-class written assignments dealt with negative-news messages, as did the final test letter (the posttest letter).

When the final test letter (posttest letter) was administered, the students also completed the bi-polar semantic differential attitude survey. (Both the control section and the experimental sections completed concepts I and II of the survey to provide consistency in testing.) Again, the forty-five and ten-minute time limits were imposed.

During the final class meeting, the students completed the 75-item objective examination as the posttest. Again, the 75-minute time limit was imposed.

The researcher used a total-point grading scale (as opposed to curving grades) to determine final course grades. By using a total-point grading scale, some students may not fully apply themselves during the final examination because, regardless of the score they obtain on the final examination, many times they are "locked into" a particular grade. To help reduce occurrence of this syndrome, the researcher told the students that anyone scoring 90 percent or higher on the final examination would be awarded the next highest letter grade above that which they had obtained prior to taking the final examination.

### Treatment of the Data

All data were recorded on Oklahoma State University scan sheets. For each student, the following information was entered on the scan sheets: (1) demographic information, (2) pretest and posttest objective examination scores, (3) pretest and posttest letter scores, and (4) pretest and posttest bi-polar semantic differential attitude responses.

The statistical procedure used in this study was repeated measures analysis of variance. This test measures the effects of a treatment over time. Repeated measures is most often used in studying learning, transfer of training, and practice effects (Sheskin, 1984). The major advantage of the repeated measures design is that it reduces subject variability, and thereby is very sensitive (has greater power) in detecting an experimental effect (Sheskin, 1984).

### Summary

Students enrolled in GENAD 3113, Business Communication at Oklahoma State University, during the 1985 spring semester comprised the sample for this research. All three sections involved in this study were taught by the researcher using identical lecture procedures.

Equivalent forms of the 75-item objective pretest-posttest examination were administered to the control and experimental sections to determine the students' knowledge about business writing principles. Reliability and validity were established for this instrument.

The bi-polar semantic differential attitude survey was also administered as a pretest-posttest evaluation to determine students' attitudes about the importance of studying business communication and their satisfaction with an edit/revision method of instruction. Reliability and validity were established for this instrument.

Students completed a pretest and a posttest letter which was used to determine their skill in applying the principles of business writing.

Demographic information was collected from each student. This information was used by the researcher to determine naturally occurring differences and similarities among groups.

Both control section and experimental section in-class written assignments were developed by the researcher. Each group completed nine in-class written assignments.

All data were recorded on Oklahoma State University scan sheets; and with the assistance of Gary Clure, statistician, State Department of Votech, Stillwater, Oklahoma, statistical analysis were completed.

The results are reported in Chapter IV.

## CHAPTER IV

### FINDINGS

#### Introduction

Chapter IV summarizes the findings of this study by presenting a statistical analysis of the data. Included are data showing differences and similarities in the students' achievement resulting from their exposure to the two teaching methods being compared.

The findings of this study were obtained from scores and data collected from 123 Oklahoma State University students who were enrolled in three section of GENAD 3113, Business Communication, during the 1985 spring semester.

The problem of this study was to determine the effectiveness of the edit/revision method of instruction in written business communication as compared to the effectiveness of the traditional method of instruction. Pretest and post-test scores in the areas of knowledge and application of business writing principles, skill in the application of business writing principles, level of importance attached to the need to study business communication, and satisfaction with the edit/revision method of instruction were collected and analyzed to determine the nature of any differences from the treatment.



Repeated measures analysis of variance was used in analyzing the data. The level of significance had to be .05 or less to show that a significant difference did occur in evaluating the various hypotheses.

Of the 123 subjects originally involved in this study, the entire sample of 123 completed the study.

### Analysis of the Data

To determine differences resulting between the groups as a result of the treatment, mean scores and standard deviations were calculated for all sections. Additional calculations provided the input for testing the four hypotheses.

#### Hypothesis I

Hypothesis I dealt with the test of knowledge about and application of business writing principles as measured by a 75-item objective examination. Hypothesis I stated there would be no significant difference in the posttest objective test scores between the sections receiving the edit/revision method of instruction and the section receiving the traditional method of instruction.

As illustrated in Table I, the pretest mean score on the 75-item objective examination for the control section was 28.83; for experimental section I, 28.59, and for experimental section II, 27.46. The amount of variability between the three sections is also presented. The control section had a standard deviation of 6.86, experimental

section I had a standard deviation of 5.83, and experimental section II had a standard deviation of 7.06.

Mean scores and standard deviations for the posttest scores on the 75-item objective examination are also presented in Table I. The posttest mean score for the control section was 40.05; for experimental section I, 40.24; and for experimental section II, 40.73. The posttest standard deviation is reported as 5.14 for the control section, 5.80 for experimental section I, and 6.93 for experimental section II.

TABLE I  
MEANS AND STANDARD DEVIATIONS OF THE  
75-ITEM OBJECTIVE EXAMINATION

	CONTROL (N=41)		EXPERIMENTAL I (N=41)		EXPERIMENTAL II (N=41)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
PRETEST	28.83	6.86	28.59	5.83	27.46	7.06
POSTTEST	40.05	5.14	40.24	5.80	40.73	6.93

Table I indicates that the variability between the sections is small. Also, as shown, the variability in each

of the three groups decreased over the 13-week study period.

Repeated measures analysis of variance was computed and, as illustrated in Table II, was compared to the F-test distribution table to determine the significance of the values.

TABLE II  
ANALYSIS OF VARIANCE ON 75-ITEM  
OBJECTIVE EXAMINATION  
REPEATED MEASURES

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARE	F RATIO
TREATMENT	2	5.95	2.98	.95 (NS)
WITHIN TREATMENT	120	7395.32	61.63	
TIME	1	8928.15	8928.15	495.52 (S)
TREATMENT x TIME	2	47.41	23.85	1.32 (NS)
WITHIN TIME	120	2162.15	18.02	

S=Significant at the .01 level  
NS=Not Significant

As shown on Table II, the F-test value on the 75-item objective examination was calculated to be .95. Hypothesis I, which dealt with the students' knowledge about and

application of business writing principles, was not rejected. Therefore, the treatment variable did not produce a significant difference between the control section's scores and the experimental sections' scores with regard to their knowledge about and application of business writing principles.

However, where time is concerned, as would be expected, a significant amount of change within the sections did occur. As Table II revealed, the F-ratio in the analysis of the impact of time on the sections did produce a statistically significant change. This change occurred between the administration of the pretest and the posttest as a result of the learning that took place during the 13-week period. This change was not a result of the experimental treatment.

### Hypothesis II

Hypothesis II dealt with the impact of the treatment of the students' skill in the application of business writing principles. Hypothesis II stated that there would be no significant difference in the posttest scores on the pretest-posttest letter given to the control section and the two experimental section. The scores for the pretest-posttest letter were determined by a panel of expert judges.

As indicated in Table III, the pretest letter means for the three sections fell within a narrow range. A pretest mean score for the control section was reported as 73.34 and a pretest mean for experimental section I was reported as

75.55. Experimental section II reported a pretest mean score of 71.41.

A posttest mean score of 73.59 was reported for the control section; experimental section I obtained a posttest mean score of 77.37; and experimental section II obtained a posttest mean score of 75.71.

As shown in Table III, the variability between the groups appeared to be fairly large. Experimental section I reported the smallest variability in the pretest: a standard deviation of 8.78. The control section indicated a pretest standard deviation of 9.46, while experimental section II reported the largest pretest standard deviation, which was 12.85.

TABLE III  
MEANS AND STANDARD DEVIATIONS FOR  
THE PRETEST-POSTTEST LETTER

	CONTROL (N=41)		EXPERIMENTAL I (N=41)		EXPERIMENTAL II (N=41)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
PRETEST	73.34	9.46	75.55	8.78	71.41	12.85
POSTTEST	73.95	11.10	77.37	7.13	75.71	9.81

The control section indicated the largest posttest standard deviation of 11.10. Experimental section II obtained a posttest standard deviation of 9.81, while a posttest standard deviation of 7.13 was obtained by experimental section I.

Table IV illustrates the repeated measures analysis of variance values. The information provided by the statistical test was used in determining the significance of any changes in relation to the scores on the pretest-posttest letter.

TABLE IV  
ANALYSIS OF VARIANCE ON THE  
PRETEST-POSTTEST LETTER  
REPEATED MEASURES

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARE	F RATIO
TREATMENT	2	447.37	223.69	1.91 (NS)
WITHIN TREATMENT	120	14030.83	116.92	
TIME	1	307.42	307.42	3.66 (NS)
TREATMENT x TIME	2	144.74	72.37	.86 (NS)
WITHIN TIME	120	10066.34	83.89	

NS = Not Significant

The F-ratio of 1.91 was too small to reject the null hypothesis. Therefore, the differences in the mean scores attained by the control section and the experimental sections cannot be attributed to the treatment of the respective sections received.

### Hypothesis III

Hypothesis III stated there would be no significant difference in the level of importance attached to the need of studying business writing between the sections receiving the edit/revision method of instruction and the section receiving the traditional method of instruction (hereafter referred to as concept I). The students' attitudes were measured using a bi-polar semantic differential attitude survey, administered as both a pretest and a posttest.

Pretest and posttest mean scores, as shown in Table V, show a positive change in students' attitudes about concept I. The largest positive change in attitude occurred in experimental section II.

The variability of the three sections was similar during the pretest measurement of their attitudes toward concept I. The control section had a pretest standard deviation of 4.92, followed by experimental section I's pretest variability of 4.87, and experimental section II's variability of 4.52.

The posttest measures of students' attitudes toward concept I produced a small increase in the standard deviation of the control section and experimental section I. The

standard deviation of experimental section II changed little from the pretest to the posttest measurement.

TABLE V  
MEANS AND STANDARD DEVIATIONS FOR THE  
BI-POLAR SEMANTIC DIFFERENTIAL  
ATTITUDE SURVEY  
CONCEPT I

	CONTROL (N=41)		EXPERIMENTAL I (N=41)		EXPERIMENTAL II (N=41)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
PRETEST	45.22	4.92	44.85	4.87	41.46	4.52
POSTTEST	47.22	5.53	45.54	5.21	45.24	4.44

An analysis of the scores was performed using repeated measures analysis of variance to determine if the students' attitudes toward the importance of studying business communication were statistically significant.

As indicated in Table VI, the repeated measures test did yield a significant F-ratio for the hypothesis. The change in students attitudes from the pretest to the posttest attitude in measurement was statistically significant at the .05 level.

Graph I illustrates the degree of attitude change pre-



sent in all three sections. Obviously, experimental section II experienced the largest positive change in attitude in relation to the importance of studying business communication.

TABLE VI  
ANALYSIS OF VARIANCE ON THE BI-POLAR SEMANTIC  
DIFFERENTIAL ATTITUDE SURVEY - CONCEPT I  
REPEATED MEASURES

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARE	F RATIO
TREATMENT	2	345.85	172.93	5.11 (*S)
WITHIN TREATMENT	120	4050.17	33.82	
TIME	1	285.47	285.47	19.32 (*S)
TREATMENT x TIME	2	99.08	49.54	3.35 (S)
WITHIN TIME	120	1772.954	14.77	

\*S = Significant at the .05 level

S = Significant at the .01 level

To test for the degree of significance in relation to the amount of change in attitudes, Tukey's Unconfounded Post-Hoc Comparisons Test was performed. The sections' pretest and posttest mean scores used in this analysis were taken from Table V.

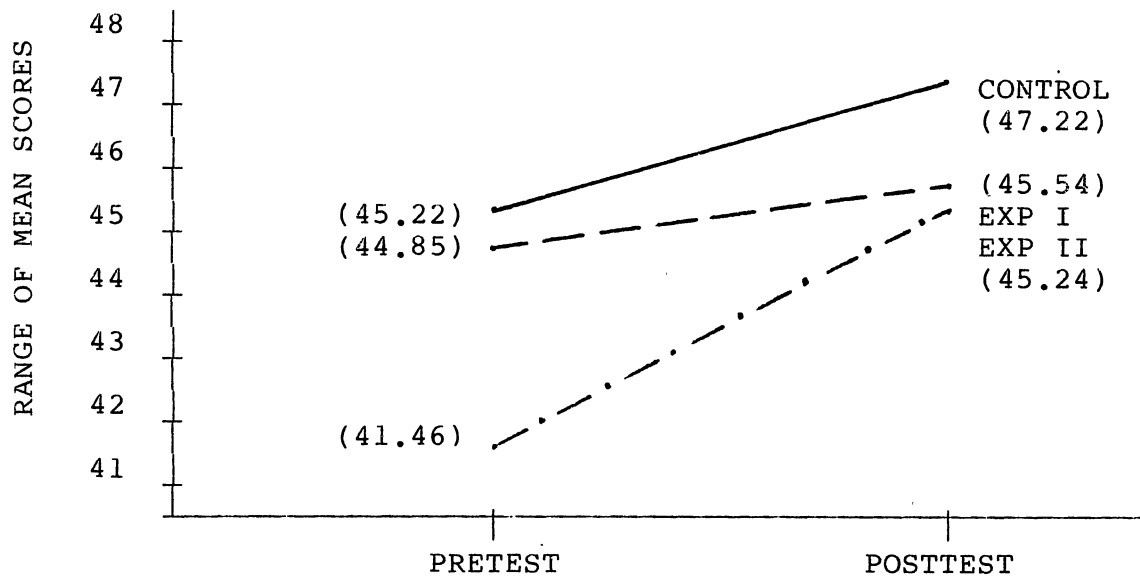


Figure 1. Pretest and Posttest Means, Concept I

The results of this post-hoc test revealed a significant pretest pairwise difference between the control section and experimental section II and also a significant pretest pairwise difference between the two experimental sections. For the differences in the scores to be statistically significant in the post-hoc test, a value greater than 2.53 was required for significance at the .05 level and a value greater than 2.83 was required for significance at the .01 level.

The pretest pairwise difference score for the control section and experimental section I was 0.37, which was not significant. The pretest pairwise difference score for the control section and experimental section II was 3.76, which was significant at the .01 level. The pretest pairwise difference score between the two experimental sections was 3.39

which was also significant at the .01 level.

These results indicate that at the time of the bi-polar semantic differential attitude survey -concept I pretest, the control section was significantly different only from experimental section II and that the two experimental sections were significantly different from each other.

The posttest pairwise difference scores for the control section and experimental section I was 1.68, which was not significant. The same score for the control section and experimental section II was 1.98, which was not significant. The posttest pairwise difference score for the two experimental sections also yielded a non-significant value of 0.30.

These results of the posttest pairwise difference scores revealed that change did occur over the 13-week period between the pretest-posttest administration of the bi-polar semantic differential attitude survey -concept I, but the change between the three sections was not significant.

Tukey's Unconfounded Post-Hoc Comparisons Test was also performed on the difference scores within each of the three sections. Again values greater than 2.35 and 2.83, respectively, were required to show significant differences within sections at the .05 and .01 levels.

The Tukey Test results for the control section yielded an insignificant value of 2.0. Experimental section I attained a .69 Tukey score which, too, was not significant. However, experimental section II's Tukey score of 3.78 was significant at the .01 level.

The results of the Tukey Test administered to determine the statistical significance of the degree of change within sections showed that from pretest to the posttest, both the control section and experimental section I did not significantly change in attitude toward concept I. However, experimental section II did experience a significant change in attitude toward concept I.

#### Hypothesis IV

Hypothesis IV stated that there would be no significant difference in the level of satisfaction with instructional methodology between sections receiving the edit/revision method of instruction and the section receiving the traditional method of instruction (hereafter referred to as concept II).

A fairly wide range in the pretest means on concept II was found between the three sections. The control section attained a pretest mean score of 73.00. A pretest mean score of 70.44 was reported by experimental section I, followed by a score of 69.37 reported by experimental section II.

Table VII shows a decrease in the mean scores reported by the control section during the posttest measurement of concept II. Experimental section I maintained a fairly steady mean score.

The variability between the three sections during the pretest measurement of concept II was also fairly wide. Even though the control section was not exposed to the edit/

revision method of instruction, they responded to concept II to ensure consistency among sections.

TABLE VII  
MEANS AND STANDARD DEVIATIONS FOR THE  
BI-POLAR SEMANTIC DIFFERENTIAL  
ATTITUDE SURVEY  
CONCEPT II

	CONTROL (N=41)		EXPERIMENTAL I (N=41)		EXPERIMENTAL II (N=41)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
PRETEST	73.00	8.45	70.44	5.02	69.37	7.30
POSTTEST	71.59	7.79	70.41	7.70	70.05	7.10

The control section had a pretest standard deviation of 8.45, followed by a reported standard deviation of 5.02 for experimental section I. The standard deviation for experimental section II was 7.30.

Repeated measures analysis of variance was performed on these scores. Table VIII shows the results of this test.

The results of the repeated measures analysis of variance were compared to an F-ratio table to determine the statistical significance of the treatment. None of the values shown in Table VIII was significant at the .05 level. Therefore, the edit/revision method of instruction in

business communication did not produce a significant change in students' attitudes toward that method of instruction. Null Hypothesis IV was not rejected.

TABLE VIII  
ANALYSIS OF VARIANCE ON THE BI-POLAR SEMANTIC  
DIFFERENTIAL ATTITUDE SURVEY - CONCEPT II  
REPEATED MEASURES

SOURCE	DEGREES OF FREEDOM	SUM OF SQUARES	MEAN SQUARE	F RATIO
TREATMENT	2	292.01	146.00	1.85 (NS)
WITHIN TREATMENT	120	9488.51	79.07	
TIME	1	3.91	3.91	.14 (NS)
TREATMENT x TIME	2	46.69	23.35	.84 (NS)
WITHIN TIME	120	3324.90	27.71	

NS = Not Significant

#### Summary

The major findings of this study include the following:

- (1) There was no significant difference in the knowledge about and the application of business writing principles between the control section and the experimental

sections as measured by the 75-item objective examination.

(2) There was no significant difference in the improvement of the application of business writing principles between the control section and the experimental sections as tested by the pretest-posttest letter.

(3) There was a significant difference in the changes in students' attitudes toward the importance of studying business communication between experimental section II and experimental section I and the control section as measured by the bi-polar semantic differential attitude survey - concept I.

(4) There was no significant difference in changes in students' attitudes toward the use of the edit/revision method of instruction between the control section and the two experimental sections as measured by the bi-polar semantic differential attitude survey - concept II.

(5) Overall, improvement within all three sections on the 75-item objective examination was found. In addition, each section experienced an increase in scores on the pretest-posttest letter. However, none of these increases in scores were statistically significant.

(6) The researcher collected "length of grading time" scores for both methods of in-class assignments. The researcher found that the average grading time required to grade traditional in-class writing assignments was approximately 5.59 minutes per letter. The average grading time required to grade the edit/revision in-class writing

assignments was approximately 3.46 minutes per letter. This reflects a difference of a possible 2.13 minutes per letter of grading time saved by the use of the edit/revision in-class writing assignments.



## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Chapter V provides a summary of the purpose of the experiment, a description of the sample, the findings of the study, the conclusions of the study, implications of the study, and recommendations for further research.

#### Purpose of the Study

The purpose of this study was to compare the effectiveness of the traditional method of instruction in business communication with that of the edit/revision method of instruction. Differences between three sections of collegiate-level business communication students were measured through the use of three instruments: (1) a 75-item objective examination, (2) a pretest-posttest letter, and (3) a bi-polar semantic differential attitude survey.

The edit/revision method of instruction was used in the two experimental sections while the traditional method of instruction was used in the control section. All of the writing assignments were completed by the subjects in class under conditions as similar to one another as possible.

### Description of the Sample

Students enrolled in GENAD 3113, Business Communication, at Oklahoma State University during the 1985 spring semester served as the subjects in this study. A total of 123 subjects (41 subjects in each of the three groups) comprised the population.

The information collected from each student on the demographic information sheets was used to describe the sample. This information is provided to assist the reader in becoming more familiar with the demographic characteristics of the subjects involved in this research.

The sample consisted of an almost equal distribution of females to males (49 percent females and 51 percent males). Forty-two percent of the females were enrolled in the 9:00 a.m. experimental section and 40 percent of the males were enrolled in the 2:00 p.m. experimental section.

Fifty-seven of the subjects were classified as seniors. Forty percent of those seniors were enrolled in the 9:00 a.m. experimental section.

Forty-seven percent of the subjects were enrolled in the College of Business, followed by 20 percent enrolled in engineering. Of the subjects enrolled in the College of Business, 18 percent of those were majoring in business administration or secretarial administration. Both the 7:30 a.m. control section and the 9:00 a.m. experimental section contained 36 percent of the business majors and the 7:30 a.m. control class also contained 46 percent of the

engineering students.

Sixty-six percent of the subjects involved in this study enrolled in GENAD 3113 because it was a requirement for the completion of their degree programs; the largest percentage attended the 2:00 p.m. experimental section. The 33 percent of the students taking GENAD 3113 as an elective attended the 9:00 a.m. experimental section.

Seventy percent of the subjects indicated that they had taken two English or writing-related courses since the beginning of their college careers. Thirty-five percent of these students were enrolled in the 2:00 p.m. experimental section.

Approximately 21 percent of the students indicated that they had read some type of newspaper seven times per week. Fifty-four percent of these students attended the 7:30 a.m. control section.

From January 1984 to January 1985, 48 percent of the subjects stated that they had read (for pleasure) one to five books. Thirty-five percent of those subjects responding as such attended the 9:00 a.m. experimental section.

Seventy-five percent of the subjects indicated that they had not started reading the testbook for GENAD 31132 as of the beginning of the semester. This implied that for the most part, the subjects had no learning in the area of business writing principles prior to taking the pretests.

The 2:00 p.m. experimental section contained 85 percent of the subjects who indicated that they had not yet started

reading the textbook. Forty-two percent of the subjects indicating that they had started reading the textbook attended the 7:30 a.m. control section.

#### Findings of the Study

The results of this study regarding the effectiveness of the edit/revision method of instruction in student mastery of the principles of business writing were found to be non-significant as a whole.

A significant difference between the groups did occur in relation to Hypothesis III which pertained to the importance of the need to study business communication. The other three hypotheses (knowledge about the application of business writing principles, skill in the application of business writing principles, and the level of satisfaction with the edit/revision method of instruction) resulted in no significant difference between sections.

Repeated measures analysis of variance was performed on all data. Where the significant difference was found in relation to Hypothesis III, Tukey's Unconfounded Post-Hoc Comparison Test was used (on the advice of statistician Gary Clure, State Department of Vo Tech, Stillwater, Oklahoma) to determine the strength of the amount of change.

The following statistical outcomes, both significant and non-significant, were found:

(1) Both the traditional method of instruction and the edit/revision method of instruction resulted in a

statistically significant amount of learning over time within all three section. No significant difference occurred in the amount of learning achieved by the three sections between these sections.

The statistically significant amount of learning within each of the three sections is possible due to learning over time. Each of the two methods of instruction are equally effective in helping students acquire knowledge about business writing principles.

(2) Students in all three sections improved in their skill of applying business writing principles in writing letters. However, none of these improvements were significant within the sections. Neither was the amount of improvement between the three sections significant.

Again, each of the two methods of instruction are equally effective in helping students acquire skill in applying business writing principles in writing letters.

(3) Attitudes changed in a positive direction within all three sections from the pretest to the posttest administration of the bi-polar semantic differential attitude survey pertaining to the importance of the need to study business communication.

Each of the two methods of instruction are equally effective in moving attitudes in a positive direction in relation to students' attitudes toward the importance of studying business communication.

(4) Attitudes changed in a positive direction between

the three sections with a statistically significant change between experimental section II and the control section and experimental section I.

This statistically significant change indicates that the edit/revision method of instruction may be more effective in improving students' attitudes toward the importance of studying business communication than is the traditional method of instruction (2:00 p.m. classes).

(5) A decrease in students' attitudes occurred from the pretest administration to the posttest administration of the bi-polar semantic differential attitude survey pertaining to students' satisfaction with the edit/revision method of instruction in both the control section and experimental section I. An increase in attitude toward students' satisfaction with the edit/revision method of instruction was found within experimental section II. None of these changes were statistically significant.

(6) Variability within all three sections decreased over time from the pretest administration of the 75-item objective examination to the posttest administration of the same exam.

This could indicate that both methods of instruction are equally effective in reducing classroom heterogeneity in relation to the administration of multiple choice examinations.

(7) Variability within the control section increased over time from the pretest to the posttest administration of

the letter instrument. Variability within the two experimental sections decreased over the same time period.

This could indicate that the edit/revision method could be more effective in increasing homogeneity within classrooms in relation to the application of business writing principles in letter writing.

(8) Variability within the control section and experimental section I increased from the pretest to the posttest administration of the bi-polar semantic differential attitude survey concept I (the importance of the need to study business communication). Variability within experimental section II decreased over the same time.

This could indicate that the edit/revision method of instruction is more effective than the traditional method of instruction in relation to students' attitudes toward the importance of the need to study business communication (2:00 p.m. classes).

(9) Variability within the control section and experimental section II decreased from the pretest to the posttest administration of the bi-polar semantic differential attitude survey -concept II (students' satisfaction with the edit/revision method of instruction). Variability within experimental section I increased over the same time.

No logical explanation can be determined here.

Summarizing the findings, use of the edit/revision method of instruction did indicate that in a class meeting at 2:00 p.m., students' attitudes toward the importance of

studying business communication did significantly increase as indicated by the rejection of Hypothesis III. Therefore, the edit/revision method of instruction was more effective than the traditional method of instruction in improving some students' attitudes toward the importance of studying business communication.

#### Conclusions of the Study

(1) Both the traditional method of instruction and the edit/revision method of instruction, used for the same length of time, result in similar achievement in the learning of business writing principles as indicated in the analysis of the data relating to Hypothesis I.

(2) Both the traditional and the edit/revision methods of instruction, used for the same length of time, are equally effective in teaching students how to apply business writing principles in letter writing as indicated in the analysis of the data relating to Hypothesis II.

(3) The time of day that the edit/revision method of instruction is used may have an impact on the attitudes of students toward the importance of studying business communication as indicated in the analysis of the data relating to Hypothesis III.

(4) Both the traditional and edit/revision methods of instruction, used for the same length of time, tend to create increased homogeneity within classes in relation to students' performance of multiple-choice examinations. This is



evidenced by the analysis of the data in relation to Hypothesis I.

(5) The edit/revision method of instruction is more effective in providing homogeneity within groups than is the traditional method of instruction in relation to actual skill in writing business letters. This is evidenced by the analysis of the data in relation to Hypothesis II.

(6) The edit/revision method of instruction is at least as satisfying to students as is the traditional method of instruction as indicated by the analysis of the data in relation to Hypothesis IV.

(7) The edit/revision method of instruction is more effective at providing homogeneity within classes than is the traditional method of instruction in relation to students' attitudes regarding the importance of studying business communication as indicated by the analysis of the data in relation to Hypothesis III.

(8) The edit/revision method of instruction is at least as effective in producing homogeneity within classes as is the traditional method of instruction in relation to students' satisfaction with a particular method of instruction as indicated by the analysis of the data in relation to Hypothesis IV.

(9) The edit/revision method of instruction provides for faster grading of in-class assignments than does the traditional method of instruction as indicated by the analysis of the data in relation to the "length of grading time"

required for each type of assignment.

Summarizing these conclusions, use of the traditional method of instruction and the edit/revision method of instruction did result in (1) at least equal amounts of learner acquisition of knowledge about business writing principles, (2) at least equal amounts of ability to apply the business writing principles in letter writing, and (3) at least equal amounts of student satisfaction with their respective methods of instruction. Also, the edit/revision in-class written assignment is more efficient in relation to grading time than is the traditional in-class written assignment.

Therefore, use of the edit/revision method of instruction and the traditional method of instruction are equally effective in teaching principles of business writing, in the application of these principles, and in providing learner satisfaction with teaching methodologies.

#### Implications of the Study

The results of this study provide the following implications:

(1) Since the edit/revision method of instruction and the traditional method of instruction are equally effective in teaching students business writing principles, instructors can incorporate this type teaching method into their classes. By doing this, variety in teaching styles may help to maintain student interest in the course.

(2) Since the edit/revision method of instruction and the traditional method of instruction are equally effective in teaching students how to apply business writing principles in letter writing, for variety instructors can use edit/revision method of instruction.

(3) Since the edit/revision method of instruction is more effective in improving some students' attitudes toward the importance in the need to study business communication than is the traditional method of instruction, instructors may want to use the edit/revision method of instruction to improve student attitudes.

(4) Since the edit/revision method of instruction is more efficient than the traditional method of instruction in relation to grading time, instructors may want to use this method of instruction in order to increase the number of in-class writing assignments per semester. The edit/revision method of instruction allows for increased numbers of assignments, while possibly decreasing grading time.

#### Recommendations for Further Research

The recommendations are:

(1) The experimental in-class writing assignments used throughout this study contained multiple error types. This study should be replicated limiting the number of error types to one type per assignment. Limiting the error types in this fashion could reduce confusion during editing and revising of the prewritten letters.

(2) No formal instruction on editing and revising was made available to the experimental groups. Therefore, the students dealing with the edit/revision method of instruction were editing and revising the prewritten assignments based on their own ideas about what is involved in the editing and revising process. This study should be replicated providing all students with formal instruction on the "how to's" of editing and revising.

(3) This experimental study should be replicated to see if like results would be obtained from different samples of students.

(4) Additional research in the area of students opinions toward the edit/revision method of instruction should be conducted to determine what motivates students to learn to write.

(5) Additional edit/revision exercises should be developed and tested to determine the effectiveness of edit/revision type assignments on students' abilities to learn the application of business writing principles.

(6) This study should be replicated by placing a greater emphasis on the amount of time saved in grading when using the edit/revision method of instruction.

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APPENDIXES

APPENDIX A

75-ITEM OBJECTIVE EXAMINATION

## BUSINESS COMMUNICATION

DO NOT MARK ON THIS TEST. MARK ALL ANSWERS ON THE ANSWER SHEET. Darken the letter of the answer which corresponds to your choice.

1. Which of the following statements pertaining to the "you" attitude is incorrect?
  - A. It can be used in all business writing and speech.
  - B. It is by its very nature rather insincere.
  - C. It is one of the most important aspects of business communication.
  - D. It does not exclude self-consideration or company policy.
  - E. It is not achieved by the use of the word "you."
  
2. Which of the following statements concerning the "you" attitude is incorrect?
  - A. The writer should exhibit empathy.
  - B. "You" attitude is a state of mind.
  - C. "You" attitude uses more first-person pronouns than second-person pronouns.
  - D. "You" attitude emphasizes reader's benefit.
  - E. "You" attitude involves thinking of the reader first.
  
3. Which of the following statements concerning "you" attitude is the best choice?
  - A. Your order will arrive on April 12.
  - B. We shipped your three oak tables April 7.
  - C. You should receive your tables Friday morning.
  - D. I want to thank you for your order of three oak tables.
  - E. Your oak tables will arrive April 12.
  
4. Which of the following statements concerning the "you" attitude is the worst choice?
  - A. Your order was shipped today.
  - B. We shipped your Judding crosscut saw today.
  - C. You will receive your order shortly.
  - D. We received your order for a Judding saw and shipped it today.
  - E. You should receive your order within the next few days.

5. Which of the following statements concerning "you" attitude is the best choice?
- A. Our company is pleased to announce the opening of our new store.
  - B. We are happy to announce that the Wanka Store is now expanding.
  - C. You can now shop at our new Wanka Store.
  - D. Thanks to your patronage, the Wanka Company is opening a new store.
  - E. For your convenience, a new Wanka Store is opening on North Street.
6. Which of the following statements concerning the "you" attitude is the worst choice?
- A. Thank you for your order of May 18.
  - B. We at the Buug Company take pride in filling orders promptly.
  - C. The Buug Company thanks you for your order.
  - D. We will ship your order on May 22.
  - E. We have received your order of May 18.
7. Which of the following is not a method of adapting business letters?
- A. Typing the reader's name in on form letters.
  - B. Referring to the reader's occupation or profession.
  - C. Using a vocabulary appropriate to the reader's education.
  - D. Referring to common experiences.
  - E. Using the language of the reader's profession.
8. Which of the following statements best illustrates the principle of adaptation?
- A. Your merchandise was shipped today.
  - B. Your three oak tables were shipped today.
  - C. We have shipped your merchandise today.
  - D. The Panhandle Furniture Company has shipped your order today.
  - E. Your order was shipped today.
9. Which of the following is the best choice to be sent to a mailing list of parents?
- A. When your children finally go to sleep at night...
  - B. Your child will enjoy our new...
  - C. We know your son will spend many hours...
  - D. We offer this special so the entire family can enjoy...
  - E. Your daughter will get years of pleasure from this...

10. Which of the following is the best choice to be sent to a mailing list of recent college graduates?
- A. Your college degree allows you...
  - B. After four years of study...
  - C. Now that you're working in the profession...
  - D. You will find the business world...
  - E. You represent the quality our public education produces...
11. Which of the following is the best choice to be sent to a mailing list of office managers?
- A. Your secretary will enjoy the ease of operation...
  - B. Our company offers the finest service available...
  - C. Your office staff will appreciate the durability...
  - D. Your employees know the quality of our products...
  - E. Your workers will be able to quickly locate files...
12. Which statement would be the best is a letter sent to recent high school graduates?
- A. Your parents must be proud of your...
  - B. Your fond memories of high school...
  - C. After four years of high school...
  - D. Your diploma enables you to...
  - E. The other children in your family must be...
13. Which of the following statements describes an advantage of the indirect arrangement?
- A. It is often more diplomatic.
  - B. It is usually more readable.
  - C. It is often more concise.
  - D. It is usually the best choice of arrangement unless there is a definite reason to use the direct order.
  - E. It usually uses a more adapted vocabulary.
14. Which of the following is not a description of the direct-approach arrangement?
- A. It is likely to be more concise than the indirect approach.
  - B. It can be too abrupt for some kinds of messages.
  - C. It should ordinarily be chosen unless there is a definite reason for choosing the indirect.
  - D. It makes the communication harder to read.
  - E. It is usually used in good-news messages.

15. Which of the following statements is best for the last part of a letter that is supposed to serve as an action close?
- A. If you want to put his plan into effect...
  - B. Put this plan into effect immediately...
  - C. Will you come into my office within the next week and let me know how this plan is working out for you?
  - D. We hope that this plan will not cause any problem for you.
  - E. We hope that you don't disapprove of this plan.
16. Pick the best arrangement from the first paragraph of a good-news message.
- A. The information you requested is on its way to you; we are sure you will find it useful.
  - B. Although it is against our policy, we are making an exception in your case and sending you the information you requested.
  - C. We have received your request for information about our accounting procedures.
  - D. Thank you for your letter requesting information about our accounting procedures.
  - E. We are glad to know that you are interested.
17. Which of the following expressions is most appropriate in the beginning paragraph of a solicited sales message?
- A. We have received your inquiry about the Wanka Company.
  - B. Thank you for inquiring about the Wanka Company.
  - C. Yes, Wanka products are available in your area.
  - D. We are writing to give you the information you requested.
  - E. You will like Wanka products, even if they do not meet all of the criteria you listed in your inquiry.
18. Which of the following statements about an action close is incorrect?
- A. Specifically state the requested action.
  - B. If appropriate, stress reader benefits.
  - C. Do not mention a deadline unless in terms of reader benefits.
  - D. Make the requested action easy for the reader.
  - E. It is usually used in a persuasive message.

19. Which of the following statements concerning clarity is incorrect?
- A. Although meaning is in the mind, many words have generally accepted meanings.
  - B. Minor differences in perception as to meaning of words can cause major errors in communication.
  - C. Words intended only to convey information will not have an emotional effect upon the reader.
  - D. Words have differing shades of meaning, and often their meaning depends upon their context, as well as upon the reader.
  - E. It involves connotative and denotative meanings of words.
20. Which of the following statements concerning an implied decision is correct?
- A. It can be completely clear.
  - B. It should not be used because it can be misunderstood.
  - C. It should always be used.
  - D. It emphasizes the refusal.
  - E. It usually is used in a good-news message.
21. Which of the following statements concerning clarity is the best choice?
- A. Please send us a supply of leaflets for distribution to employees.
  - B. There is a new office building beyond the city dump which is very beautiful.
  - C. Drive by our store when shopping in the area.
  - D. We sell at retail in Chicago only.
  - E. The word processing unit was shown us by a salesman on sale for \$5,200.
22. Which of the following statements concerning clarity is the best choice?
- A. I read about the embezzlers who were found in today's Wall Street Journal.
  - B. Before you order, your stock records should be consulted.
  - C. Our local warehouse will handle your needs.
  - D. On the bottom shelf of the bookcase, I finally found the files I had been searching for.
  - E. The friendly office manager told you what you were doing wrong with a smile.



23. Which of the following statements concerning clarity is the best choice?
- A. Come by my office in the morning.
  - B. Before you order your inventory records should be checked.
  - C. She yearned to have her old job back while in Chicago.
  - D. We sell at wholesale only in New Orleans.
  - E. A copy of the letter is enclosed under separate cover.
24. Which of the following statements concerning clarity is the best choice?
- A. The woman at the computer smoking a cigarette is breaking office rules.
  - B. Working without a coffee break, I completed the telephone calls before noon.
  - C. The salesman filled the order of the dead man in a hurry.
  - D. Setting on my typewriter, I finally found my glasses.
  - E. The executive was arrested soon after the funds had been embezzled by the police.
25. A thought receives the most emphasis when presented:
- A. as a phrase.
  - B. as a dependent clause in a complex sentence.
  - C. as an independent clause in a complex sentence.
  - D. in an implied decision.
  - E. as an independent clause that comprises the entire sentence.
26. A thought receives the most emphasis when it is:
- A. the first sentence in a paragraph.
  - B. a one-sentence paragraph at the beginning of the message.
  - C. a one-sentence paragraph near the middle of the message.
  - D. the last sentence of a paragraph.
  - E. a one-sentence paragraph at the end of the message.

27. Which of the following sentences is best for the ending paragraph of a letter that refuses a request?
- A. We hope this meets with your approval.
  - B. Best wishes for a happy and prosperous year.
  - C. We are sorry that this occurred.
  - D. Don't hesitate to call on us again.
  - E. When we can be of service again, be sure to let us know.
28. In order to apply the principles of emphasis and subordination in refusal letters:
- A. put the refusal in the first paragraph.
  - B. put the refusal in the last paragraph.
  - C. state the refusal in vivid language.
  - D. repeat the refusal in several different ways so that it will be understood.
  - E. put the refusal in the middle of a paragraph.
29. Which of the following statements concerning emphasis is correct?
- A. Emphasis is accomplished best by using the passive voice.
  - B. Emphasis is not influenced by active or passive voice.
  - C. The organization or arrangement of a sentence affects the emphasis ideas receive.
  - D. The buffer serves to emphasize the main idea of the letter.
  - E. The buffer is an example of emphasizing information.
30. Which one of the following statements about conciseness is correct?
- A. "Brevity" and "conciseness" are synonymous.
  - B. Brevity is more important than conciseness.
  - C. A seven-page letter is neither brief nor concise.
  - D. A one-page report can be concise; a thousand-page report can also be concise.
  - E. Conciseness is more important in memorandums than in letters.
31. Which of the following does not pertain to conciseness?
- A. Omit unnecessary details.
  - B. Avoid descriptive adjectives.
  - C. Condense unimportant ideas.
  - D. Eliminate unnecessary words.
  - E. Avoid redundant phrases.

32. Which of the following statements is least concise?
- A. Thank you for your letter of December 3 concerning the price of copy paper.
  - B. Please call us when you need help.
  - C. The decision was the consensus of opinion of our staff.
  - D. Your order for 17 luggage racks was processed April 16.
  - E. Your shipment had been delayed and will not be delivered until May 8.
33. Which of the following statements is most concise?
- A. We will expect your reply sometime in the early part of the coming month.
  - B. First and foremost, we want you to know we are always at your service.
  - C. The basic fundamentals of the policy will be determined by the Board.
  - D. Great expense and inconvenience resulted from an avoidable and serious error.
  - E. When we referred back to our files, we found that we had made an error.
34. Which of the following statements is most concise?
- A. It is absolutely necessary to print all the information of the form.
  - B. Industry and management demand that efficient communication leaves nothing undone.
  - C. For the period of a month, we have not received any orders from our Chicago office.
  - D. In the near future, the Jefferson store will have a sale on computers.
  - E. In the event that the levee breaks, the Board meeting will be postponed.
35. Which of the following statements is most concise?
- A. The investigation revealed the true facts.
  - B. After five years of service, it was just and right that he received the promotion.
  - C. Full and complete details will be sent next month.
  - D. Each and every aspect of the situation must be considered before a decision is made.
  - E. You may charge up to \$800 worth of merchandise at any of our Samson's five locations.

36. Which of the following statements is the most positive?
- A. We look forward to a long and pleasant business relationship.
  - B. We hope that you will continue to do business with us.
  - C. We hope that this unfortunate circumstance will not cause you to mistrust us.
  - D. We trust that you will not stop doing business with us.
  - E. We trust that this will not affect our business relationship.
37. Which of the following statements is the best choice for use within a disappointing message?
- A. It's against company policy.
  - B. We are sorry that we cannot do as you request.
  - C. You surely understand our position.
  - D. We sell only to wholesale dealers.
  - E. We are surprised at your request.
38. Which of the following statements is not an accurate description of a buffer?
- A. It is used in messages that convey unfavorable information.
  - B. It is usually the first paragraph, but it can consist of more than one paragraph.
  - C. It says neither "yes" nor "no."
  - D. It is pleasant and relevant.
  - E. It should imply the negative message.
39. Which of the following is best to include in the closing paragraph of a bad-news message?
- A. A reference to the refusal.
  - B. An apology for the refusal.
  - C. An idea that takes the emphasis away from the refusal or bad news.
  - D. Further explanation of the reason for the refusal.
  - E. A buffer
40. Which of the following should be used in refusal letters?
- A. You should understand...
  - B. It's against company policy...
  - C. We cannot afford to...
  - D. We must turn down...
  - E. A buffer in the opening paragraph.

41. Which of the following sentences is the best choice for the last paragraph of an application letter?
- A. Please let me know when you have an opening for a person with my qualifications.
  - B. If you have an opening for someone with my qualification, will you please telephone me at 675-8935?
  - C. I expect to hear from you by November 15, as I am sure my qualifications are what you are looking for.
  - D. Please write me to arrange a time for further discussion of my qualifications.
  - E. Telephone me at 675-8935 before November 15.
42. Which of the following is incorrect concerning concreteness?
- A. Concreteness contributes to the completeness and conciseness of a message.
  - B. Concreteness utilizes word pictures.
  - C. Concreteness can weaken clarity of a statement.
  - D. Concreteness makes use of specific words.
  - E. Concreteness makes use of sharp, vivid words.
43. Which of the following is most concrete?
- A. An extremely fast typist.
  - B. A good report.
  - C. A very thrilling, historic novel.
  - D. A very good sales letter.
  - E. A seven-page report.
44. Which of the following is most abstract?
- A. A normative study.
  - B. A feasibility study.
  - C. A year-end financial statement.
  - D. A research report.
  - E. A binary report.
45. Which of the following is most abstract?
- A. Security guard
  - B. Administrative office assistant
  - C. Executive secretary
  - D. Computer programmer
  - E. Payroll clerk

46. Which of the following terms is most abstract?
- A. Literary work
  - B. Short story
  - C. Fiction
  - D. "The black Cat"
  - E. A novel
47. Which of the following descriptions is most concrete?
- A. Intelligent
  - B. Understanding
  - C. College-educated
  - D. Tall
  - E. Terrible
48. Which of the following statements is not an exact description of the necessity for correct language usage?
- A. Incorrect language usage is distracting.
  - B. Incorrect language usage is usually unclear.
  - C. Incorrect language usage may be unclear, although it is not necessarily so.
  - D. Incorrect language usage may weaken the reader's confidence in the message or in the sender of the message.
  - E. Incorrect language usage may lead to misunderstanding.
49. Which of the following statements concerning correctness is incorrect?
- A. An incomplete message violates the principle of correctness.
  - B. A poorly typewritten message violates the principle of correctness.
  - C. Misspelled words in a message violate the principle of correctness.
  - D. Incorrect punctuation violates the principles of correctness.
  - E. An inconcise statement violates the principle of correctness.

50. Which of the following statements concerning correctness is incorrect?
- A. Some grammatical errors are permissible in the informal writing style.
  - B. The terms "formal" and "informal" are relative.
  - C. Formal writing should not be unnatural or pretentious.
  - D. Strictly formal writing will include no contractions.
  - E. Most business messages are written in the informal style.
51. Which of the following statements is most descriptive of the wise use of slang in business writing?
- A. Slang should never be used.
  - B. The use of slang can be dangerous and unwise, regardless of the degree of formality of the writing.
  - C. Slang should be used often in order to give an impression of informality.
  - D. Slang is the most likely of all expressions to be widely understood.
  - E. Slang is usually used in memorandums.
52. Which of the following statements violates the principle of correctness?
- A. A business letter or a report communicates through appearance.
  - B. Non-verbal communication, as well as written or spoken words, is sometimes misinterpreted.
  - C. "With our compliments" means to use less gracious language, that whatever is offered is free.
  - D. You can't judge a book by its cover.
  - E. Our emotions are often affected adversely by physical or mental feeling.
53. Which of the following statements does not violate the principle of correctness?
- A. This method has not been in effect for sometime.
  - B. The Personal Policy Committee will meet next Tuesday at 2 p.m.
  - C. Communication systems that conform to morale principles increase employee productivity.
  - D. Employees are not permitted to accept gifts from suppliers
  - E. Free advice is said to be worth as much as it costs.

54. Which of the statements concerning coherence is correct?
- A. It is best achieved by a logical arrangement of ideas.
  - B. It is best achieved by many transitional words and phrases, such as "on the other hand" and "nevertheless."
  - C. It is best achieved by summary statements.
  - D. It is best achieved by a subject line.
  - E. It is best achieved by an implied decision.
55. Which of the following statements concerning unity is correct?
- A. It is best achieved by choosing each word carefully.
  - B. It is best achieved by using concrete statements.
  - C. It is best achieved by removing needless words.
  - D. It is best achieved by using the active voice.
  - E. It is best achieved by avoiding stereotyped expressions.
56. Which of the following statements concerning unity is correct?
- A. It can be achieved by writing the way you talk.
  - B. It can be achieved by using the "you" attitude.
  - C. It can be achieved by conveying only one main idea in each sentence.
  - D. It can be achieved by keeping your sentences short.
  - E. It can be achieved by recalling reader benefits.
57. Which of the following pair of sentences does not illustrate coherence and unity?
- A. The Links company has a popular credit plan. Furthermore, we give you a choice of credit terms to make payments easier.
  - B. Our Gentilly store will be open until 10 p.m. on Saturday. Similarly, our Gretna stores will be open for your shopping convenience.
  - C. The Pittsburgh Manufacturing Company uses ordinary credit procedures. These procedures enable our retailers to buy the goods they need now and pay for them later.
  - D. I want you to come to my office to see me in the morning. I do not understand your complaint.
  - E. The Lange Company takes pride in satisfying its customers. Our customers are important to us.



58. Which of the following sentences least illustrates coherence and unity?
- A. After we receive your order, we will ship you your merchandise and send you a bill.
  - B. In response to your complaint, our New York representative will be in to see you May 12.
  - C. In preparing the report, the executive used primary as well as secondary data.
  - D. After the meeting, the Board of Directors discussed the new policy over lunch.
  - E. One of the primary responsibilities of the stock clerk is to maintain an accurate inventory.
59. Which of the following is not an element of persuasion?
- A. Desire
  - B. Interest
  - C. Attention
  - D. Promotion
  - E. Action
60. Which of the following is not an emotion to appeal to in a persuasive message?
- A. Health
  - B. Charity
  - C. Fear
  - D. Social approval
  - E. Anger
61. Which of the following is not a method of logical reasoning?
- A. Inductive
  - B. Syllogism
  - C. Denotative
  - D. Analogy
  - E. Deductive
62. The first part of a persuasive message should involve:
- A. the use of a buffer.
  - B. interest arousal.
  - C. good news.
  - D. reasons for taking desired action.
  - E. an attention-getting device.

63. Which of the following statements concerning persuasion is incorrect?
- A. Persuasion involves telling the truth, the whole truth, and nothing but the truth.
  - B. Persuasion is used to convince the reader that the desired action will be for her/his own benefit.
  - C. Persuasion is used to coax the reader to do what you want her/him to do.
  - D. Persuasion makes use of specific language and vivid description.
  - E. Persuasion avoids phrasing or exaggeration that would cause disbelief.
64. Which of the following statements is most descriptive of the passive voice, as compared to the active voice?
- A. It is more direct.
  - B. It is more forceful.
  - C. It is more concise.
  - D. It gives emphasis to the receiver of the action.
  - E. It allows the reader to visualize the ideas.
65. Which of the following statements is written in the active voice.
- A. The book was sent to me about a month ago.
  - B. The company should change its employment practices.
  - C. More color should be included in the final design.
  - D. The office was redecorated last year.
  - E. Payment was approved by Mr. Kane.
66. Which of the following statements is written in the passive voice?
- A. If you will call me tomorrow, I will write the report.
  - B. When planning the schedule, the secretary forgot about the meeting on Tuesday.
  - C. If you will call my supervisor tomorrow, I will be given the opportunity to write the report.
  - D. The district representative was late for the meeting.
  - E. The new office girl typed the minutes of the meeting incorrectly.
67. The purpose of the active voice is:
- A. to minimize bad news in a negative message.
  - B. to persuade the reader in a persuasive message.
  - C. to appear nonbiased in an informal report.
  - D. best achieved with the impersonal tone.
  - E. to accentuate the positive.

68. Which of the following sentences is written in the active voice?
- A. Before we can fill your order, we will need to know the quantity desired.
  - B. The secretary will be given a certificate of merit at the conference.
  - C. Harriet Jones was recommended for a promotion after six months of service.
  - D. Several requests have been received for copies of the program.
  - E. The check was not enclosed with your order.
69. Which of the following sentences is written in the passive voice?
- A. The committee could not meet at its scheduled time.
  - B. Mr. Jones has cancelled his lecture tour.
  - C. The water cooler will be repaired before the employees return from vacation.
  - D. The company shipped the wrong color of letterhead.
  - E. The Board rejected the Committee's recommendation.
70. Which of the following statements is most descriptive of the impersonal tone, as compared to the personal tone?
- A. It is often more objective.
  - B. It is more conversational.
  - C. It is more directly related to the reader and the writer.
  - D. It is more informal.
  - E. It is often used in memorandums.
71. Which of the following statements is not a description of the personal tone?
- A. It is appropriate for almost all letters and memorandums.
  - B. It may include "you's" but not "I's."
  - C. Even though the word "I" is appropriate and acceptable, the writer can use so many "I's" that the message appears not to exemplify the "you" attitude.
  - D. When the writing style is informal, usually the personal tone is appropriate.
  - E. It is usually used in business letters.

72. An advantage of using the impersonal tone in formal reports is that:
- A. It makes the writing more concise.
  - B. It keeps the report from being biased.
  - C. It seems more objective and nonbiased.
  - D. It places emphasis upon the writer.
  - E. It sounds more natural.
73. Which of the following is an advantage of the use of the impersonal tone?
- A. It is more interesting.
  - B. It is easier to read.
  - C. It is more vivid and forceful.
  - D. It is more natural and conversational.
  - E. It is more likely to place emphasis where emphasis is due.
74. Which of the following statements concerning tone is the best choice?
- A. We were sorry to receive your letter in which you claim your lawn mower is unsatisfactory.
  - B. You must realize that if we give away our merchandise you will have to pay more for what you buy.
  - C. I am surprised that you say that our merchandise has not given good service.
  - D. Even our limited budget will permit full payment of your expenses.
  - E. Your memo indicated that you are ignorant of policies in our credit department.
75. Which of the following statements concerning tone is the best choice
- A. Your patio will be completed as soon as the temperature rises above freezing.
  - B. I was sorry to hear that you have been fired.
  - C. You have neglected to reply to my letter of January 13.
  - D. It will be impossible to open an account for you without credit references.
  - E. If you can manage to pay your account within ten days, we will allow you a 10 percent discount.

Some of these questions came from Communication for Business and the Professions by Marla Treece. Boston: Allyn and Bacon, Inc., 1978.

APPENDIX B

PRETEST-POSTTEST LETTER

## DO NOT WRITE ON THIS PAGE

You have received a bill for \$217.62 from the EXATO GAS COMPANY. The envelope and bill were correctly addressed to you--no errors. The problem is you do not even have a credit account with this company, yet you receive this bill.

Write a letter to: Mr. John Richie, Credit Manager  
276 Slowe Street  
Dallas, TX 55645

Explain your situation and ask for an appropriate solution.

APPENDIX C

BI-POLAR SEMANTIC DIFFERENTIAL  
ATTITUDE SURVEY

## BI-POLAR SEMANTIC DIFFERENTIAL ATTITUDE SURVEY

The purpose of this questionnaire is to measure your feelings about the importance of studying business communication and business writing techniques.

On the next two pages are two scales with numbered lines and words by each line. The words at the ends of the scales are opposite in meaning. Please rate the concept listed at the top of each page according to the way you feel about it.

HERE IS HOW YOU ARE TO USE THESE SCALES:

If you feel that the concept at the top of the page is very closely related to one or the other ends of the scale, you should place your mark in one of the following ways:

$$\text{FAIR} \frac{*}{3} : \frac{\quad}{2} : \frac{\quad}{1} : \frac{\quad}{0} : \frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} \text{UNFAIR}$$

OR

$$\text{FAIR} \frac{\quad}{3} : \frac{\quad}{2} : \frac{\quad}{1} : \frac{\quad}{0} : \frac{\quad}{1} : \frac{\quad}{2} : \frac{*}{3} \text{UNFAIR}$$

If you feel that the concept is related to one or the other ends of the scale (but not extremely), you should place your mark in one of the following ways:

$$\text{STRONG} \frac{\quad}{3} : \frac{*}{2} : \frac{\quad}{1} : \frac{\quad}{0} : \frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} \text{WEAK}$$

OR

$$\text{STRONG} \frac{\quad}{3} : \frac{\quad}{2} : \frac{\quad}{1} : \frac{\quad}{0} : \frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} \text{WEAK}$$

If the concept seems slightly related to one side as opposed to the other side (but is not really neutral), then you should place your mark in one of the following ways:

$$\text{ACTIVE} \frac{\quad}{3} : \frac{\quad}{2} : \frac{*}{1} : \frac{\quad}{0} : \frac{\quad}{1} : \frac{\quad}{2} : \frac{\quad}{3} \text{PASSIVE}$$

OR

$$\text{ACTIVE} \frac{\quad}{3} : \frac{\quad}{2} : \frac{\quad}{1} : \frac{\quad}{0} : \frac{*}{1} : \frac{\quad}{2} : \frac{\quad}{3} \text{PASSIVE}$$



If you consider the concept to be neutral on the scale, both sides of the scale are equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your mark in the middle space as follows:

SAFE  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{*}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  DANGEROUS

IMPORTANT:: (1) Place your marks in the middle of the spaces, not on the boundaries:

THIS

NOT THIS

SAFE  $\frac{\quad}{3}$  :  $\frac{*}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  DANGEROUS

- (2) Be sure you mark every scale for every concept.
- (3) Never put more than one mark on a single scale.

NAME \_\_\_\_\_  
 GENAD 3113. \_\_\_\_\_

ID # \_\_\_\_\_  
 SEMESTER \_\_\_\_\_

CONCEPT I

THE STUDY OF BUSINESS COMMUNICATION AND EFFECTIVE WRITING  
 IS:

COMMONPLACE	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	UNIQUE
DIFFICULT	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	EASY
GOOD	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	BAD
HAPHAZARD	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	SYSTEMATIC
HAZY	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	CLEAR
INTERESTING	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	DULL
MEANINGFUL	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	MEANINGLESS
NECESSARY	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	UNNECESSARY
PLEASANT	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	UNPLEASANT
SIMPLE	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	COMPLEX
UNINFORMATIVE	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	INFORMATIVE
UNREWARDING	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	REWARDING
UNSCHOLARLY	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	SCHOLARLY
VAGUE	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	PRECISE
WORTHLESS	$\frac{\quad}{3}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{0}$	:	$\frac{\quad}{1}$	:	$\frac{\quad}{2}$	:	$\frac{\quad}{3}$	VALUABLE

NAME \_\_\_\_\_  
 GENAD 3113. \_\_\_\_\_

ID # \_\_\_\_\_  
 SEMESTER \_\_\_\_\_

CONCEPT II

THE USE OF EDIT/REVISION METHODS IN GENAD 3113 IS:

EASY  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  DIFFICULT

SHORT  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  LONG

GOOD  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  BAD

MEANINGFUL  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  MEANINGLESS

PROFITABLE  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  NONPROFITABLE

ROUTINE  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  VARIED

HARMFUL  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  HELPFUL

UNPLEASANT  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  PLEASANT

INTERESTING  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  DULL

AVAILABLE  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  NOT AVAILABLE

COMPLICATED  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  SIMPLE

CONTINUE  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  DISCONTINUE

SYSTEMATIC  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  HAPHAZARD

UNREALISTIC  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  REALISTIC

REWARDING  $\frac{\quad}{3}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{0}$  :  $\frac{\quad}{1}$  :  $\frac{\quad}{2}$  :  $\frac{\quad}{3}$  UNREWARDING

APPENDIX D

DEMOGRAPHIC INFORMATION SHEET

NAME \_\_\_\_\_ ID# \_\_\_\_\_

GENAD 3113 \_\_\_\_\_ SEMESTER \_\_\_\_\_

SEX \_\_\_\_\_ CLASSIFICATION \_\_\_\_\_ OVERALL GPA \_\_\_\_\_

COLLEGE \_\_\_\_\_ MAJOR \_\_\_\_\_

REASON FOR TAKING GENAD 3113 \_\_\_\_\_

NUMBER OF SEMESTERS OF HIGH SCHOOL ENGLISH \_\_\_\_\_

HIGH SCHOOL ENGLISH GPA \_\_\_\_\_ COLLEGE ENGLISH GPA \_\_\_\_\_

NUMBER OF ENGLISH / WRITING-RELATED COURSES \_\_\_\_\_

IN THE PAST 12 MONTHS, HOW MANY BOOKS HAVE YOU READ FOR PLEASURE? \_\_\_\_\_

IN THE PAST 12 MONTHS, HOW MANY MAGAZINES HAVE YOU READ FOR PLEASURE? \_\_\_\_\_

HOW MANY TIMES PER WEEK DO YOU READ NEWSPAPERS? \_\_\_\_\_

HAVE YOU STARTED READING THE TEXTBOOK FOR THIS COURSE YET? \_\_\_\_\_

APPENDIX E

EXPERIMENTAL GROUP IN-CLASS

WRITING ASSIGNMENT

## MEMORANDUM

You are the manager of the First Savings and Loan. You have noticed that the tellers you now employ are constantly busy. As a result, long customer lines form usually during the early morning hours (9:30 a.m. to 10:30 a.m.) and during lunch. You close your bank to the public at 4:00 p.m. to enable your employees to complete their bookwork without interruption.

Due to frequent customer complaints about the long lines, you suggest that the bank hire an additional part-time teller to work daily from 9:00 a.m. to 1:30 p.m. You can obtain such a person from the local college placement office.

You have discussed this situation with your fellow employees and they seem to agree to your suggestion.

Bonnie Bankteller has phoned Terry Tightwad and Terry has asked Bonnie to prepare a memo supporting the request. Terry will have to obtain permission from the home office to add a new employee. Bonnie's memo will aid Terry in persuading the home office to grant permission for an additional hire.

On the following pages is a memo written to Terry Tightwad in regard to the above situation.

Please use the lines provided to make the following edits and revisions:

- P - Punctuation - periods, commas, capitalization, semi-colons, etc.
- G - Grammar - parallel structure, verb tense, syntax, etc.
- M - Mechanics - tone, details, unnecessary information, "you" viewpoint, conciseness, accuracy, etc.
- S - Spelling

Read, edit, and revise the memo in the following format:

For each sentence in the memo you will find a corresponding line where you can make your corrections. Circle the letter corresponding to the error(s) you have located in each sentence. Then, correct the errors on the lines provided. If there are no errors, write NO ERRORS on the proper line.

If you wish to omit a sentence, simply write OMIT on the proper line. If you wish to combine sentences, write COMBINE 1 WITH 2 on line one and make the necessary changes. If you wish to split a sentence, write SPLIT-1 and make the necessary changes.

NAME \_\_\_\_\_

ID # \_\_\_\_\_

TO : Terry Tightwad  
FROM : Bonnie Bankteller  
DATE : February 21, 1985  
SUBJECT : A PROBLEM EXISTS DUE TO CUSTOMER LINES SO WE NEED  
TO DO SOMETHING ABOUT THIS SITUATION

P G M S \_\_\_\_\_

We really do need to hire a couple of tellers so we can avoid complaining customers.

P G M S \_\_\_\_\_

They must be hired for a minimum of 20 hours per weak so we, as competant bank-tellers, will have it a little easier around here.

P G M S \_\_\_\_\_

It is obvious that additional tellers are a must based on the following facts:

P G M S \_\_\_\_\_

A - The 4 tellers we employe at the present time can in no way keep up with the extremely heavy traffic flow between the heavy business hours.

P G M S \_\_\_\_\_

B - Customers are constently griping about how uneffi- cent we are where customer's relations are concerned.

P G M S \_\_\_\_\_



NAME \_\_\_\_\_

ID # \_\_\_\_\_

C - A couple of more tellers dudring these hours will most definitely allow us to take better care of some customer's.

P G M S \_\_\_\_\_

D - I sincerly feel that the hiring of a couple of more tellers would most certainly benefit our situation.

P G M S \_\_\_\_\_

Give me your answer soon so we can get started on conducting the routine of interviewing these candidates whom are qualified to take on such a job as releif tellers.

P G M S \_\_\_\_\_

P.S. I have already gone to the trouble of discussing this matter with the other tellers and they say A-O-K and go on with it. So you don't need to talk to anyone else about it.

P G M S \_\_\_\_\_

I'm sure you'll agree that this is a must and we do need to hire these tellers to help out around here. So again, let my know your agreement ASAP.

P G M S \_\_\_\_\_

APPENDIX F

CONTROL GROUP IN-CLASS WRITING ASSIGNMENT

## MEMORANDUM

You are the manager of the first Savings and Loan. You have noticed that the tellers you now employ are constantly busy. As a result, long customer lines form usually during the early morning hours (9:30 a.m. to 10:30 a.m.) and during lunch. You close your bank to the public at 4:00 p.m. to enable your employees to complete their bookwork without interruption.

Due to frequent customer complaints about the long lines, you suggest that the bank hire an additional part-time teller to work daily from 9:00 a.m. to 1:30 p.m. You can obtain such a person from the local college placement office.

You have discussed this situation with your fellow employees and they seem to agree to your suggestion.

You are to write a memo to Terry Tightwad supporting your request. Terry will have to obtain permission from the home office to add a new employee. Your memo will aid Terry in persuading the home office to grant permission for an additional hire.

APPENDIX G

JUDGES' CHECKLIST

## JUDGES' CHECKLIST

JUDGE'S NUMBER \_\_\_\_\_

(HAMMER 1 JELLEY 2 QUIBLE 3)

ITEM ID NUMBER _____	FINAL SCORE _____
_____ COMPLETENESS	_____ COHESION
_____ CONCISENESS	_____ LACKS DIRECT OPENING
_____ CLARITY	_____ LACKS SPECIFIC ACTION IN CLOSE
_____ COURTESY	_____ SPELLING
_____ CORRECTNESS	_____ GRAMMAR
_____ TONE	_____ PUNCTUATION

You have received a bill for \$217.62 from the EXATO GASOLINE COMPANY. The envelope and bill were correctly addressed to you--no errors. The problem is you do not even have a credit account with this company, yet you receive this bill.

Write a letter to: Mr. John Richie, Credit Manager  
276 Slowe Street  
Dallas, TX 55645

Explain your situation and ask for an appropriate solution.

APPENDIX H

PANEL OF JUDGES

## PANEL OF JUDGES

Dr. Jane Hammer  
204 College of Business  
Oklahoma State University  
Stillwater, OK 74078

Dr. Herbert Jelley  
217 College of Business  
Oklahoma State University  
Stillwater, OK 74078

Dr. Zane Quible  
332 College of Business  
Oklahoma State University  
Stillwater, OK 74078

APPENDIX I

TEST LETTER



## TEST LETTER I

PLEASE DO NOT WRITE ON THIS PAGE, THANKS.

You are the manager of a marketing firm (assume firm's name). You are preparing to send letters of inquiry to the general public to gain information concerning their attitudes toward a new product.

You need to instruct your staff as to how to write letters of inquiry.

You are to write a memo to your staff. This memo should instruct your staff on both deductive and inductive letters of inquiry formats and requirements.

BUDGET YOUR TIME

APPENDIX J

LETTERS GRANTING PERMISSION FOR USE  
OF COPYRIGHTED MATERIAL



INDIANA, PENNSYLVANIA 15705

Administrative Services and Business Education Department • Room 9, McElhane Hall • (412) 357-3003

September 10, 1984

Ms. Debbie Renshaw  
207 CBA  
Oklahoma State University  
Stillwater, OK 74078

Dear Ms. Renshaw

You have my permission to use the pretest-posttest which I developed, and used for my dissertation, in completing your doctoral work.

I look forward to seeing the results of your research. From my experience, I know there is certainly a need for more research in the area.

If there is anything else I can do for you, please let me know.

Sincerely

A handwritten signature in cursive script that reads "William Wohlgamuth".

William Wohlgamuth  
Assistant Professor



MEMPHIS STATE UNIVERSITY  
THE FOGELMAN COLLEGE OF BUSINESS AND ECONOMICS  
Memphis, Tennessee 38152

*Office Administration Department*

December 7, 1984

Ms. Debbie Renshaw  
Room 207  
College of Business Administration  
Oklahoma State University  
Stillwater, OK 74078

Dear Ms. Renshaw:

You have my permission to use questions from the Teacher's Handbook, Communication for Business and the Professions, in your doctoral research.

You may use material from the First, Second, or Third Edition. The Third Edition will be released early in 1986.

Will you please send me an abstract of your dissertation when it is completed? In addition, will you let me know the author and title of the previous dissertation to which you referred? I now remember giving permission to this person, but I don't remember the writer's name. I want to order the dissertation for our library.

Best wishes to you as you proceed. Let me know if I can help in any other way.

Sincerely,

Malra Treece, Ph.D.  
Professor

Leading Educational Publishers since 1868

Allyn and Bacon, Inc.

7 Wells Avenue, Newton, MA 02159  
617/964-5530



December 6, 1984

Debbie Renshaw  
Room 207  
College of Business Administration  
Oklahoma State University  
Stillwater, Oklahoma 74078

Dear Ms. Renshaw:

Allyn and Bacon is pleased to grant permission, per your recent request, to include material from the Teacher's Handbook for COMMUNICATION FOR BUSINESS AND THE PROFESSIONS, Second Edition, by Malra Treece, in your doctoral dissertation for Oklahoma State University.

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Sincerely,

A handwritten signature in cursive script that reads "Roberta A. Lew".

Roberta A. Lew  
Permissions Supervisor

RAI/mam

November 16, 1984

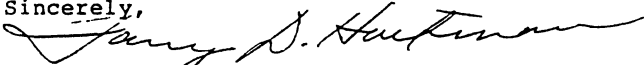
Ms. Debbie Renshaw  
207 College of Business  
College of Business Administration  
Oklahoma State University  
Stillwater, OK 74078

Dear Ms. Debbie Renshaw:

Please use the polarized and evaluation scales designed to measure attitude and opinion in your dissertation. You should be certain that your scales correlate to Osgood, Succi and Tannenbaum's coordinates.

Good luck on your study. Please give my regards to Drs. Jelley, Ownby and Bale.

Sincerely,



Larry D. Hartman  
Manager, Software Engineering and  
Documentation

/lh

APPENDIX K  
ITEMS REMOVED FROM BI-POLAR SEMANTIC  
DIFFERENTIAL ATTITUDE SURVEY  
AND COEFFICIENTS

\*ITEMS REMOVED FROM CONCEPT ONE AND  
CORRELATION FOR TOTAL SCORE  
FOR 15 ITEMS

THE STUDY OF BUSINESS COMMUNICATION AND EFFECTIVE WRITING  
IS:

	<u>1st</u>	<u>2nd</u>
COMMONPLACE - UNIQUE	0.259	0.117
*DIFFICULT - EASY	0.042	
GOOD - BAD	0.344	0.510
HAPHAZARD - SYSTEMATIC	0.399	0.515
HAZY - CLEAR	0.295	0.507
INTERESTING - DULL	0.536	0.595
MEANINGFUL - MEANINGLESS	0.484	0.560
NECESSARY - UNNECESSARY	0.360	0.457
PLEASANT - UNPLEASANT	0.266	0.464
*SIMPLE - COMPLEX	0.191	
*UNINFORMATIVE - INFORMATIVE	-0.356	
*UNREWARDING - REWARDING	-0.242	
*UNSCHOLARLY - SCHOLARLY	-0.023	
*VAGUE - PRECISE	-0.267	
*WORTHLESS - VALUABLE	-0.366	



\*ITEMS REMOVED FROM CONCEPT TWO AND  
CORRELATION FOR TOTAL SCORE  
FOR 15 ITEMS

THE USE OF EDIT / REVISION METHODS IN GENAD 3113 IS:

	<u>1st</u>	<u>2nd</u>
EASY - DIFFICULT	0.256	0.221
SHORT - LONG	0.232	0.157
GOOD - BAD	0.456	0.539
MEANINGFUL - MEANINGLESS	0.569	0.641
PROFITABLE - NONPROFITABLE	0.540	0.628
*ROUTINE - VARIED	0.064	
HARMFUL - HELPFUL	0.522	0.653
UNPLEASANT - PLEASANT	0.373	0.465
INTERESTING - DULL	0.447	0.502
AVAILABLE - NOT AVAILABLE	0.449	0.429
COMPLICATED - SIMPLE	0.313	0.200
CONTINUE - DISCONTINUE	0.428	0.455
SYSTEMATIC - HAPHAZARD	0.369	0.481
UNREALISTIC - REALISTIC	0.519	0.626
REWARDING - UNREWARDING	0.550	0.591

2

VITA

DEBRA ANN RENSHAW

Candidate for the Degree of  
Doctor of Education

Thesis: AN EXPERIMENTAL STUDY TO COMPARE THE EFFECTIVENESS  
OF TWO METHODS OF INSTRUCTION IN WRITTEN BUSINESS  
COMMUNICATION AT THE COLLEGIATE LEVEL

Major Field: Business Education

Biographical:

Personal Data: Born in Oakland, California, April  
21, 1954, the daughter of Merle E. and Jacqueline  
M. Renshaw.

Education: Graduated from Glen Rock Junior-Senior High  
School, Glen Rock, New Jersey in June, 1972.  
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logy in 1977 and the Master of Science degree in  
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Professional Experience: Teaching Assistant, Business  
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1983 to Spring-1985; Guest Lecturer, Business  
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