A COMPARATIVE STUDY OF ACHIEVEMENT IN

COLLEGE-LEVEL WRITTEN BUSINESS

COMMUNICATION USING LECTURE

AND COOPERATIVE LEARNING

TEACHING METHODS

By

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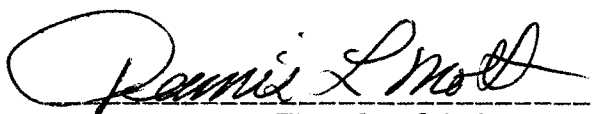Central State University
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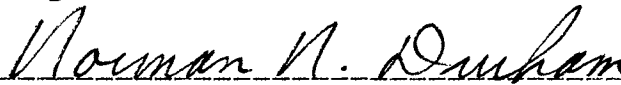the Degree of
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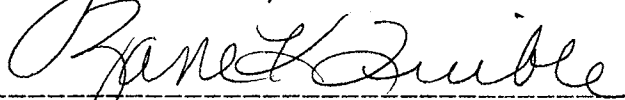
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CHAPTER I

INTRODUCTION

Traditionally, students in written business communication classes are taught primarily by the teacher-lecture method. Students are responsible for both learning the information and for asking appropriate questions. Individual students work to accomplish goals unrelated to other class members' goals and at their own speed, ignoring progress of others.

With the lecture method, students have the freedom to inject creativity and imagination into their own learning and demonstration processes; freedom to gather, organize, make decisions, and process information according to the way they incorporate attitudes, perceptions, judgment, and to utilize their unique approach to learning (Johnson and Johnson, 1987). When the traditional teacher-lecture method is used for teaching written communication, students are usually in control of the situation regarding time on task and performance on assigned activities. Each student's personal motivation and interest in the subject can be revealed in the outcome of achievement (Gordon and Coscarelli, 1986).

In contrast, a second teaching method is the random assignment of students in written communication classes to cooperative learning groups of four or five students. The philosophical aspect of group instruction is based on interaction among members of the group for determining meaning of the subject matter. Through group study, interaction, and cooperative efforts, individual students can master the subject matter. Working as a cooperative learning group to accomplish group achievement of assigned written communication activities, students share and combine their perceptions, creativity, and knowledge to produce satisfactory written communications. Ideally, members of cooperative learning groups learn the assigned material and assist in the learning of the assigned material by other members of the group. Therefore, each person within a group will help determine the successful outcome of his/her group.

## Need for the Study

Competency in the area of communications is acknowledged by business educators and professionals. Business communication skills are regarded by educators and professionals as not only important, but also as a requirement for success in the business world. Quible, Johnson, and Mott (1988), Gerald Goldhaber (1986), and Jack Hulbert (1979) found that business executives regard quality communication ability as necessary for

managerial success and advancement in the business world.
They also rank college communication courses as essential
background for all persons entering a business profession.

William Roberts (1985, p. 2) suggested that
"institutions of learning, especially those engaged in
educating people for business professions, should exhaust
their creativity in discovering methods which will better
assist students in perfecting their communication skills."
Emphasizing Roberts' suggestion, Suchan (1984) added that
teachers need to experiment with different classroom
organizational structures to develop a more effective
philosophy of classroom management. Young (1979, p. 61)
wrote that: "Instructors of the written communication
course should continually search for improved techniques
and methods of teaching and should use class time to
conduct research in an effort to improve further their
individual method of teaching."

The findings from this study will provide teachers
with information for selecting the appropriate teaching
method for written business communication.

## Statement of the Problem

The problem of this study was to compare the
effectiveness of primary lecture and cooperative learning
teaching methods for collegiate written business
communication classes. Specifically, the study was to
determine the effect of two methods of teaching collegiate

level written business communication. Students'
achievement scores were used to determine if a difference
existed.

## Purpose of the Study

The purpose of the study was to support a continuing
search to implement teaching methods and techniques in
collegiate level written business communication classes
that would assure optimum levels of achievement by students
in written business communication.

## Hypotheses Tested

In order to achieve the purpose of this study, the
following null hypotheses were tested at the .05 level of
significance:

Ho1:  There is no significant difference between the
pretest and posttest mean scores on the 75-item objective
multiple-choice examination of the control group.

Ho2:  There is no significant difference between the
pretest and posttest mean scores on the 75-item objective
multiple-choice examination of the experimental group.

Ho3:  There is no significant difference in the
posttest mean scores on the 75-item objective multiple-
choice examination of the experimental and control groups.

Ho4:  There is no significant difference in the
pretest-posttest mean improvement scores on the 75-item

objective multiple-choice examination of the experimental and control groups.

## Research Questions Tested

In addition to hypotheses tested, the following research questions were tested using the t-test. A .01 level was used on all of the research questions to control for Type I Error. The research questions were not stated as hypotheses because the instructor-developed examinations were not validated.

Research Question No. 1: Is there a significant difference between the mean scores on instructor-developed Examination No. 1 of the students in the control class versus the students in the experimental class?

Research Question No. 2: Is there a significant difference between the mean scores on instructor-developed Examination No. 2 of the students in the control class versus the students in the experimental class?

Research Question No. 3: Is there a significant difference between the mean scores on the instructor-developed Final Examination of the students in the control class versus the students in the experimental class?

## Variables

The dependent variable in the study was student achievement in a college-level written business communication course. The independent variable was method

of learning with the following two levels:   lecture and
cooperative learning.

## Limitations of the Study

The following are the limitations of this study:

(1)   The study was limited to two sections of Written
Communication classes at Oklahoma State University assigned
to the researcher by the Head of the Administrative
Services Department.   Both sections met on Monday,
Wednesday, and Friday during the Fall, 1988 semester.   Once
it was decided to use Written Communication, the researcher
had no control over the section numbers or scheduling of
classes.

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

(3)   To ensure uniformity of instruction, the
researcher attempted to provide each section with identical
information.   However, the students' interpretation of the
information remains a limitation.

(4)   The possibility exists that the time of day may
have created a positive or negative effect on students'
attitude and achievement.

### Delimitations of the Study

This study is delimited by the following:

(1)  This study was delimited to students at Oklahoma State Unviersity, Stillwater, Oklahoma, enrolled in two sections of GENAD 3113, Written Communication, taught by the researcher, during the Fall semester of 1988-1989 academic year.

(2)  This study was delimited to two teaching methods: teacher lecture method in a control class with students working individually and independently of one another and cooperative learning with students working in permanent small groups of five members each.

### Assumptions

The conduct and the results of this study were based on the following assumptions:

(1)  Students had completed the prerequisite English courses prior to enrolling in written communication.

(2)  The 75-item objective multiple-choice examination was a reliable and valid predictor of students' level of achievement in a written communication course.

(3)  The research design selected for this study was appropriate for experimental isolation of the teaching procedures and methods being tested.

(4)  The statistical test selected for the analyses had sufficient power to discriminate.

Definition of Terms

Communication - "The exchange of thoughts, messages, or the like, as by speech, signals, or writing" (The American Heritage Dictionary of the English Language, 1978, p. 269).

Cooperative learning method - Students are randomly assigned to groups of four or five students in which assignments are completed cooperatively with input from each member of the group.

Experimental study - A means for settling disputes regarding educational practice; a way of establishing a cumulative tradition in which improvements are introduced without danger of discard of old wisdom in favor of inferior novelties (Campbell and Stanley, 1969).

GENAD 3113 Written communication - Refers specifically to the course GENAD 3113 offered at Oklahoma State University. The catalog description is as follows: "Analysis of business communication problems in terms of generally accepted communication principles. Practice in written messages; specifically, special goodwill letters, neutral and good-news, disappointing, persuasive and employment messages" (Oklahoma State University, 1988-89).

Group interaction - Two or more persons assembled to act with each other (The American Heritage Dictionary of the English Language, 1978).

Lecture - "An exposition of a given subject delivered before an audience or class for the purpose of instruction;

discourse" (The American Heritage Dictionary of the English Language, 1978, p. 745).

Pretest-Posttest — A 75-item multiple choice examination which tests a student's knowledge about and ability in applying business letter writing principles, developed and standardized by Dr. William Wohlgamuth.

Primary lecture teaching method — "the orderly treatment of a particular subject in a speech for purposes of instruction" (Ford, 1968, p. 116).

Quasi-Experimental Study — An experimental study except that a lack of full control exists over the scheduling of experimental stimuli, which makes a true experiment possible (Campbell and Stanley, 1969).

Written communication — all forms of conveying written messages.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A literature review was conducted to find and assess
previous research findings related to the topic of this
study.   In addition to customary library research, a
computer search using the Educational Research Information
Center (ERIC) was completed.   The Compact Disk-Read Only
Memory (CD-ROM) was used to conduct a search for pertinent
dissertation abstracts related to this study.

The available literature was extensive and Chapter II
includes the most relative information.

Teaching and Learning in Higher Education

A current "crisis in American higher education" is of
utmost concern to educators.   "Change and reform" are key
words in searching for solutions to criticism of higher
education.

Sloan (1985) identified proposals for change and
reform in American education:   (1) emphasis on quality
teaching equal to that of research, (2) attention given to
the total personality development of the student and to the
learning environment, as well as to books and academic

skills, (3) consideration given by the university to the social and moral uses of knowledge, and (4) creation of new kinds of institutions and curricular programs to respond to different kinds of students and public needs, which would reestablish and extend the diversity of higher education.

Wilshire (1987), Rossides (1987), Kozma (1985), Conrad (1985), and Beard (1972), agreed that teaching and learning in higher education has received much attention in recent years.

An area of interest and emphasis was the student as an autonomous lifelong learner, whereby college teachers became facilitators of learning rather than simply transmitters of information (Boud, 1981). Boud emphasized that teachers will not only be facilitators with expertise in various fields of interest, but also they should stand for certain values and standards of excellence and do so in a way which is open to challenge and critical examination.

Thielens (1977) found that students did not associate their learning with any of their teachers. They only recognized that any learning was brought about by their own efforts. However, Thielens also found that students' learning was a direct result of teacher-motivation and assignments.

"The goal of teaching and learning is to make each learner as independent as possible. This includes helping the learner recognize the need for learning, for making a commitment to learn, and for mapping out a process whereby

that learning is acquired. Even though teaching can facilitate learning, it can never ensure it" (Dressel and Marcus, 1982, p. 202).

"Student autonomy" and "learner controlled perspective" are situations in which the learner has a greater chance of success. The learner must first understand the nature of what is expected. The learner then recognizes personal capabilities and coordinates learning resources with the demands of the task. Considerable differences can be expected in the learning strategies that students develop even for similarly defined tasks (Sherman, 1985). "In general, when learners see themselves as instrumental in achieving outcomes, they tend to gain higher levels of achievement" (Sherman, 1985, p. 94).

McKeachie (1960) stated that students learn through motivation. Students may be motivated to learn because of parental encouragement. A desire to be liked may be a motivating factor for learning. However, McKeachie considered grades and teacher feedback as the most important motivating factors for students.

"Any one part of teaching...is but a small part of the forces that affect a student's learning. Before that fact, teachers must be necessarily humble. But, humility should not stop one from recognizing that teaching does matter and that developing teaching skills is a good way of furthering learning" (Eble, 1976, p. 8).

Sherman (1985) said that although effective learning in higher education is a complex phenomenon, it is possible to describe the processes students employ while learning and that learning can be influenced by institutionally controlled variables. Instructional practices are ordinarily within the scope of academic freedom; therefore, institutionally controlled variables are limited only by the instructor's expertise and interest. Faculty judgments of teaching methods are extremely important; however, the effectiveness of a method depends upon the competence and enthusiasm of the teacher (McKeachie, 1960).

McKeachie added that another factor in student learning is not the amount of teaching done by the teacher, but how material is presented. Students are more likely to learn if material is presented in an organized and logical manner. "Planned instruction has the purpose of helping each person to develop as fully as possible, in his own individual directions" (Gagne and Briggs, 1974, p. 4). Gagne and Briggs stated that it is not surprising that one kind of plan for instruction may seem as good as another and that it may be difficult to demonstrate differences between the effects of such plans because human beings are highly adaptable in their learning.

Eble (1976) stated that any one way of teaching that would excel all others is inconceivable. Dressel and Marcus (1982) added that there is no one model for good teaching. Good teaching must be adapted for each

particular subject and evaluated on the basis of learning that resulted. "...in the long run, it is what the learner does rather than what the teacher does that really counts in teaching" (Dressel and Marcus, 1982, p. xix).

"The nature of teaching and education at the university level is in providing students with a body of knowledge to enhance previous learning for preparation for a career. The university encourages critical assessment of facts and values, the ability to think and reason, and grasp underlying principles" (Mountford's study cited in Beard, 1972, p. 15).

Kamm (1962) concluded when he stated that it is beyond the capacity of humankind to be familiar with all of today's knowledge, but general education gives promise of playing a part for individuals to achieve some measure of meaning in the abundance of knowledge.

Written Business Communication

Historical Development

It is claimed that Ancient Greek letter writers had word patterns for various letter parts including salutations and closings; that Professor Buoncompagno developed the "modern" five-part letter form in the year 1231; that several form books on "Letters for All Occasions" were available in England before the 1880s; and that written communication gained importance when the U.S. Constitution authorized Congress to "establish post offices

and post roads" (Boyd and Inman, 1976). By 1920, some
colleges and universities were offering courses in business
writing, and professors were writing books appropriate for
these courses.

A need for application letters and other job-getting
efforts followed the stock market crash of 1929. Letters
were written with reference to particular situations using
stereotyped phrasing (Boyd and Inman, 1976).

Correspondence slowed significantly following the
depression of the early 1930s. However, Boyd and Inman
(1976) reported that for the 1929-30 school year, 150
colleges and universities were each offering one or more
courses in business correspondence.

"It was not until the introduction of scientific
management and the humanistic attitude in the 1940s that
friendlier tones and a 'you' attitude developed" (Young,
1979, p. 15). Business communication has developed through
the years to a broad-based course with less emphasis on
grammar and mechanics and greater emphasis on communication
theory and opportunities for experiences and application to
business situations (Boyd and Inman, 1976).

Need for Business Communication Skills

A large number of writers and business executives have
expressed a need for effective business communication
skills. Jack Hulbert (1979) agreed with many others that a
manager's success depends largely upon the ability to

communicate. Hulbert stated that a manager's duties are more mental than physical; therefore, the ability to communicate knowledge, ideas, and proposals to subordinates, peers, and superiors is crucial for success. He added that top executives spend 90 percent of their working day--reading, writing, speaking, and listening. Yet, education doesn't provide equal emphasis on these skills.

When executives with firms such as General Electric, Westinghouse, Southern Pacific, Marshall Field's, the New York Life Insurance Company, Montgomery Ward, Spiegel's and Sears Roebuck discovered that many of their employees could not write well, they started training and correspondence control programs. These executives realized that correspondence was very expensive, but vital to the smooth operation of their firms. The training programs demonstrated the economy and efficiency resulting from improved correspondence. The firms, however, instead of providing in-house training actually prefer to hire employees who are already trained in writing skills.

With the advancement of technology in the area of communications, educators need to be careful regarding course content and conscious of priorities in teaching business communication skills. Quible, Johnson, and Mott (1988), Satterwhite (1986), and Hart (1983) agreed that the need for effective communication skills by workers is increasing due to emerging technology. Sanders (1987) and

Hill (1988) pointed out that because of the increasing technological society, colleges and universities are providing specialized knowledge to entry-level professional work force.

Rapidly changing technology is increasing the need for college courses in written business communication. For instance, the increased use of desktop publishing reemphasizes the importance of communication skills in business (Figgins, 1988). Figgins (1988) further stated that the implication is for business communication to expand and strengthen its role in the academy. Aldus Corporation's analysts estimated that the market for desktop publishing computers will grow from $300 million in 1986 to $5 billion in 1990. As American businesses and organizations adopt desktop publishing, the number and variety of business communications will expand. Communicators familiar with the principles and skills of business communications will be needed. Satterwhite (1986) provided a summary for the need for business communication skills: It doesn't matter whether a message is instantly transmitted thousands of miles or delivered by pony express; it needs to provide the receiver with clear and accurate information, which the sender intends to convey without allowing for a fraction of misunderstanding.

Instruction and Organization

of Written Business Communication

Instruction and organization of written business communication may not be the only factors for providing a successful environment for students, but they probably are the most important. In writing about the significance of the business communication classroom's organizational environment, Suchan (1984) stated that building an environment of trust will promote high productivity and improve morale. He emphasized that decentralizing the classroom is the crucial step in creating an environment where students can develop the trust and peer bonds that will help motivate them to think and write more effectively.

Decentralizing the classroom can be achieved by the teacher acting as a writing manager rather than as a writing teacher, creating quality control circles, and assigning complex, open-ended cases. Acting as a writing manager, the teacher provides a conducive environment for writing tasks; explanations of why some communications are effective, and feedback on the students' work. Instructors should spend less time thinking about types of letters and reports students should master and more time experimenting with different classroom organizational structures and developing a more effective philosophy of classroom management (Suchan, 1984).

In the process of teaching effective written business communication, some guidelines need to be provided. Andera (1984, p. 12) said that writing letters requires a plan if valuable time is not to be lost in the process. He suggested a five-step technique for writing effective business letters: "(1) Define the problem and audience, (2) create a simple outline for the letter, (3) brainstorm ideas for each paragraph, (4) place ideas in order, and (5) dictate or write the letter." Arn Tibbetts (1984, pp. 18-21) provided ten principles for writing effective business letters: "(1) Sharpen the point of your message, (2) ...define your role as writer and project the right image, (3) consider the viewpoint of your reader(s), (4) decide how you want to influence your reader, (5) anticipate (and answer) any questions your reader may have, (6) design your message form for both situation and context, (7) keep it simple...but not, of course, simple minded, (8) break your work--and your writing--into manageable chunks, (9) use simple, familiar words, and (10) think action--then write who does what." In addition to these techniques, "an analysis of American Collegiate Business Communication textbooks revealed the principles of business writing to include: unity, clearness, correctness, completeness, conciseness, concreteness, coherence, emphasis, consideration, courtesy, character, personalization, tone, and 'you' attitude" (Sobolik's study cited in Wohlgamuth, 1981, p. 9).

Both undergraduate business students and college
graduates beginning employment have their most difficulty
in writing in the areas of conciseness, clarity, making
message accomplish purpose, spelling, sentence and
paragraph construction, and organization (Allred and Clark,
1978). Allred and Clark (1978) discovered that although
faculty had noted in questionnaires that students had
difficulty with organization, punctuation, spelling, and
other areas, only half of them were reinforcing the need
for better writing by deducting from student grades for
these types of errors. Warner (1979) revealed that many
students replied on a survey questionnaire that while their
high school composition course included some grammar, "it
was never counted" (Warner, 1979, p. 21). It is no wonder
that students are not motivated to learn grammar if it is
not perceived as important (Warner, 1979). "When faculty
reinforce the importance of effective communication, the
teachings of the business communication course become even
more crucial and realistic for students" (Allred & Clark,
1978, p. 35).

Business communication courses should be designed to
emphasize comprehensive and practical communication that
students will find relevant to meet the needs of today and
tomorrow (White, 1979). Business communication courses are
becoming more realistic and relevant because of the
increasing availability and use of computers.

Status and Future

of Written Business Communication

Scot Ober and Alan P. Wunsch (1983) conducted a survey to determine the status of business communication instruction in postsecondary institutions in the United States. The purpose of the survey was to enable institutions to compare their business communication curriculum with those of other institutions nationwide.

Three-fourths of the 342 responses received offered business communication courses in the school of business administration. Very few (5.6 percent) of the institutions offered business communication courses in the school of education and only 14.7 percent offered business communication in the liberal arts school. In approximately two-thirds of the institutions, business communication was required for business majors.

The survey by Ober and Wunsch (1983) revealed further that approximately 80 percent of two-year colleges and 70 percent of four-year colleges averaged fewer than 30 students per class. It can be correctly assumed that the smaller the class size, the more letters were required. Of the institutions surveyed; 8 percent provided for letters to be written in class, 43 percent assigned letter-writing to be done mostly out of class, and 49 percent were divided between in class and out of class letter writing assignments. Business letters and writing principles received the heaviest subject matter emphasis. Oral

communication received little emphasis in the course.
Four-year institutions have devoted more emphasis to report
writing than have two-year institutions.

Periodic surveys like that of Ober and Wunsch (1983)
will provide institutions with needed information of shifts
and trends in the profession. Shifts in society bring
about changes in the curricula at colleges and
universities.

A recent major shift is from an industrial to an
information society. This shift has caused higher
enrollments in collegiate writing courses. Some
universities have been unable to meet the demand for
business communication (Gieselman, 1985). It is claimed
that one reason for high enrollments in writing classes is
the findings of the 1983 Carnegie Foundation for the
Advancement of Teaching. Gieselman (1985, p. 3) quoted
from these findings that: "writing is the most important
and neglected skill in school."

While computers have received a fair share of
attention, Gieselman (1985) provided a list of what he
believed to be the emphasis in college-level writing: (1)
problem-solving and planned writing, (2) a focus on the
audience, (3) the search for heuristics (problem-solving
techniques), (4) writing as a recursive process, (5) the
cognitive processes in writing, (6) revision and revision
strategies, (7) seminars and workshops for additional
training of writing teachers, (8) word processing and other

technological advances, (9) writing in all subjects, and (10) research regarding the effects of one on the other in reading/writing and speech/writing.

Business students must possess communication skills to function in sophisticated high technology offices (Wohlgamuth, 1984). To help meet this demand, Wohlgamuth (1984) stated that seminars have been offered during the past few years to provide faculty with curriculum and teaching models for improving future graduates' basic communication skills in writing, speaking, listening abilities, and interpersonal communication. Wohlgamuth added that the basic business communication skills will continue to be important in the automated office--but with slight variations.

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Teaching Strategies in the More

Traditional Primary Lecture

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"A lecture is the orderly treatment of a particular subject in a speech for purposes of instruction" (Ford, 1968, p. 116). Two types of lectures used by instructors include: (1) the "set lecture," which can be used over and over again--it does not allow for any interruptions during delivery, and (2) the "teaching lecture," which does allow for interruptions and modifications as it is presented--it can never be repeated in exactly the same way (Ford, 1968).

Kenneth Eble's (1972) study of seventy colleges and universities revealed that teaching continues to be a

matter of a single professor talking to fairly large numbers of students. Probably because of years of attending lectures during their own education, most faculty members have in their minds that lecture is synonymous with teaching.

Broadwell (1980) stated that the lecture, in its simplest form, is merely telling somebody something. As a teaching device, the lecture is undoubtedly the most economical method by which a single individual can present in the context of a personalized and continuous argument a general framework for understanding the fundamentals of a particular subject, emphasizing the key concepts and involving the audience in reflective thought which moves in time with the ongoing performance (McLeish, 1968).

The lecture method of instruction is the single most commonly used teaching method in the world and by far the oldest existing method; however, if improperly used, it is one of the least effective methods (Broadwell, 1980).

McLeish (1968, p. 2) provided what Paulsen stated are the three main purposes or objectives of the lecture: (1) through the medium of a living personality, to provide a survey of a field of knowledge; (2) to relate this knowledge to the primary aims of human life, and (3) to arouse an active interest on the part of the listener, leading to an independent study of the subject.

McLeish (1968) commented that if these objectives are taken seriously, then it is unlikely that many teachers,

meeting at a set hour on particular days, would actually achieve them. McLeish further stated that these objectives may imply that lecturing is an art, which requires special study and training. If this is the case, according to McLeish, few people are really capable of lecturing at all and no one should attempt to use the method over any length of time as an all-purpose vehicle. To McLeish, the objectives imply that the lecture method should be evaluated to determine whether some other teaching method could usefully be employed.

Seven essential steps in the use of the lecture method of instruction were provided by Broadwell (1980): student analysis, lesson planning, formation of the lesson guide, preparation for presenting the lecture, presentation of the lecture, testing, and follow-up. The presentation of the lecture is the most visible part of the lecture teaching method, but lesson planning is the key to successful instruction.

A primary lecture method is ideal for the individualistic learning structure in which each person works at his or her own speed, ignoring the progress of others. Workers in the individualistic structure seek an outcome that is personally beneficial, and they believe that the goal achievement of others is irrelevant (Johnson and Johnson, 1987).

Johnson and Johnson (1987) were critical that, traditionally, in the United States instruction has been

teacher-lecture and seatwork done by students individualistically. This method has viewed students' attempts to interact with each other as disruptive of the system.

Kozma (1978) stated that the lecture method of teaching is essentially a one-way verbal communication in which the students do not interact with the teacher to alter, refine, or pace the message.

## Teaching Strategies in Cooperative Learning

Terminology has been a problem when discussing cooperative learning or groups. Larry K. Michaelsen (personal communication, March 8, 1988) stated that many people interpret the term "group" to mean an entire class. Michaelsen said that when discussing groups in educational situations, reference to groups must be with the use of the term "cooperative learning." Approximately 28 different labels or terms are used in the literature when referring to groups and cooperative learning. Some of these popular terms that have been used interchangeably include group process, leadership teams, circles of learning, collaborative learning, interdependence, committee involvement, collective learning, peer support groups, and de-lecturing.

Facilitating Cooperative Learning

Varner, Pearson, Sinclair, Wilkinson, and Irwin (1981)
and Morehead and Waters (1985-1986) provided several
suggestions for preparing students to function in
cooperative learning settings. They suggested that the
large group or class be divided into small cooperative
learning groups. Students within each cooperative learning
group should be assigned specific tasks to prevent one
member of the group from dominating. Specific tasks to be
assigned include: time keeper, task keeper, facilitator,
and reporter. The time keeper's duty is to advise the
group if someone is dominating the discussion and is
responsible for informing the group when the session must
end. The task keeper is in charge of keeping the group on
the subject. The facilitator is assigned to guide the
discussion and pull in members who may not be
participating. The reporter's job is to keep track of the
discussion and be prepared at all times to report decisions
of the cooperative learning group to the class or leader.

In order for cooperative learning groups to function
efficiently, some ground rules are needed. Ground rules
may include: one speaker at a time, no putdowns, respect
for other opinions, and appropriate behavior. Some
flexibility must exist so that members are allowed to
change groups as goals and objectives dictate (Varner, et
al, 1981).

As much may be gained from learning how to work in cooperative learning as is learned from the information or concept of an assignment (Morehead and Waters, 1985-1986). Morehead and Waters stressed that learning to work together for a common end, learning to share information, and learning to disagree in a positive manner are important objectives when working in cooperative learning.

Jackson and Prosser (1985), Jaques (1984), Bruffee (1983), and Varner, et al (1981), suggested that students be taught a unit on cooperative learning to aid them in understanding the role of small groups in organizations and the process of decision making in groups. These authors agreed that cooperative learning for decision making should be part of business communication classes since it helps to improve decisions. They also agreed that no amount of understanding of group behavior is sufficient for successful participation in cooperative learning unless each person has the capacity to communicate effectively. The students need an understanding of the basics of group dynamics and the problem-solving process. To initiate students to cooperative learning, the authors recommended that on the first day of class, the instructor explain cooperative learning procedures. Prior to group assignments, the members need to be told the purpose of the group and the goals to be reached.

Cooperative learning training is most effective when it is programmed; that is, when the goals of the experience

are clearly spelled out in operational, behavioral terms
and when the means for achieving these goals are similarly
concrete and specific. Cooperative learning must be
structured so that with a common goal, joint products are
emphasized rather than individual products. Students
should be given the responsibility for the success of the
entire small group, togetherness should be encouraged, and
provided mutual authority over each other and ensured of
some experiences of success (Egan, 1973; Jackson and
Prosser, 1985; and Johnson, Johnson, Holubec, and Roy,
1984).

## Need and Rationale for Cooperative Learning

Michaelsen, Watson, and Shrader (1984-1985, p. 23),
reported: "Based on data from a variety of settings,
achievement scores increase nearly eight tenths of a
standard deviation when cooperative learning is employed.
In other words, the average student in a cooperative
learning situation will out perform approximately 79
percent of the students from conventional classes."

People have to learn how to interact with one another.
Little is done in schools to teach this kind of
interaction. In schools we have parallel learning. An
enormous amount of time is spent "next" to, instead of with
others. Traditional teacher-dominated practices are
obsolete and must be abandoned in favor of something like
"group inquiry." Individuals working alone and pooling

their ideas are called "nominal groups." This is a
variation of group problem solving that is more effective
than individuals alone (Egan, 1973; Kraft, 1985; and
Varner, et al, 1981). "Studies have found that groups are
more effective than individuals in solving problems that
require either the pooling of information or the
application of concepts that have been mastered in the
abstract" (Michaelsen, 1983, p. 17).

The time has come to implement teaching methods that
will prepare students for their future lives. An
environment must be provided where students will learn as
much as they can (Johnson, et al, 1984).

Johnson, et al (1984) related that a distinct
difference exists between traditional group (entire class)
learning and cooperative learning. In cooperative learning
situations, students are assigned to small groups and
instructed to learn the assigned material and to make sure
that the other members of the group learn the assigned
material. Individual accountability can be checked
randomly by selecting a paper from each group to grade. A
positive interdependence exists among students' goal
attainments; students perceive they can reach their
learning goals if and only if the other students in the
learning group reach their goals.

Cooperative learning, when structured as described
will encourage interaction which is useful in developing
cognitive and analytical skills. Research indicates that

experiences in a cooperative learning group have a positive effect on attitudes toward the subject area, the instructional experience, and a motivation to learn more about the subject. Cooperative learning promotes the use of critical thinking skills and reasoning strategies more than do individual learning strategies (Jackson and Prosser, 1985, Johnson, et al, 1983, and Egan, 1973).

College graduates have said that they did not get enough background to deal with group dynamics or the politics of organization (Varner, et al 1981). Jackson and Prosser (1985), Johnson, et al, (1984), and Varner, et al (1981) admitted that college business communication courses should assist students to learn how small groups make decisions, learn how to facilitate small group discussions, and how to interact effectively with others, as these are prime requisites in the world of work.

Evangelauf (1988) reported a study by Lyman Porter and Lawrence McKibbin which revealed that executives believe that students should possess better interpersonal skills. The study found that the belief that business executives are harsh critics of business schools is not true except in the area of people skills.

William H. Roberts (1985) related that studies by both Fruehling and Church indicated that interpersonal approaches to certain issues assist students in developing written and oral communication skills. In addition, interpersonal approaches help students develop their

abilities to make quality decisions within groups--
attributes which are essential for those who seek middle-
and top-management positions. Roberts also quoted from
Rowell's study that students, working in groups in problem-
solving situations, recognized the importance of working
cooperatively in order to achieve group goals. The study
suggested that students definitely receive maximum benefit
from group efforts in writing.

## Assessment Techniques

Jackson and Prosser (1985) suggested that study
questions be provided to the groups as they progress with
assignments. The students need to be advised that similar
questions would appear on the final examination. Class
participation should be included as a part of each
individual's final grade. On day one, the students are
told that participation would be judged on the lecturer's
impression of each individual's effort in dealing with the
problems as well as regular and punctual attendance and the
appearance of preparation.

A supplement to the leader's observations and tests
for grading purposes could be diaries that are kept daily
by individual students. Jaques (1984) suggested that a
"diary booklet" be provided for each student to record
(each class period): (1) What ideas, concepts, principles,
and information were learned; (2) What was learned about
their own ability to discuss, agree, and express ideas, as

well as their own contribution to the group process; and
(3) How they saw the group as a whole.

## Cooperative Learning Problems

Some problems that may be encountered with cooperative
learning situations are presented by Jackson and Prosser
(1985): the domination by one or two individuals within a
group with the consequence that the other students in the
group do not participate, poor preparation of some of the
students, and the level of small group discussion skills
possessed by the students. However, it is important to
point out that these problems are not solely of cooperative
learning teaching; they just may not be as obvious as when
a lecturer lectures.

## Summary

Through properly designed and supervised cooperative
learning activities, the classroom can become a laboratory
in which students can learn both to define and solve
problems and develop interpersonal skills. Cooperative
learning benefits students in that they are actively
involved in the learning process, they receive immediate
feedback, they have access to individual help as they work
through concerns as a group, they can share special skills
with others, and they have opportunities to work on
difficult and challenging problems. Other benefits are
that friendships and social support are gained and students

develop interpersonal and group skills (Stephan and Moore,
1988; Michaelsen, 1983; and Michaelsen and Obenshain,
1983).

## Evaluation of Learning

Assessment of actual learning acquired during a period
of time necessarily demands that the knowledge possessed at
the beginning needs to be known. Pretesting is one way to
determine what is known in a given area before any instruc-
tion or change takes place.

Keeton (Chickering, 1981) stated that good teachers
are aware that they need to know the level of knowledge
students possess at the beginning of their course work so
that they can design the course according to the needs of
the students. Teachers are then able to assess the amount
of learning at the end of the course.

Payne (1974) suggested that data from tests is helpful
in evaluating the effectiveness of various instructional
methods. Payne stated that: "A teacher might compare the
results of a new device or program to...outcomes obtained
in control groups." MacKenzie (1970) stressed that what is
taught and how it is taught are interdependent; that
changes in the method of teaching will bring about
different levels of performance.

Kozma (1978) stated that evaluation is more than
grading tests. Evaluation may include the process of
collecting data for decision-making (Cooley and Lohnes,

1976). When used appropriately, evaluation becomes an indispensable aspect of the instructional process (Hoover, 1980).

Kozma (1978) identified three categories of evaluation: diagnostic, formative, and summative. Diagnostic evaluation is performed preceding instruction to determine the level of knowledge possessed by the students. Formative evaluation is obtained during a course to determine if the students are progressing satisfactorily. Finally, summative evaluation provides data on the final outcome of change that has occurred. "The main kind of decision for which the evidence of a summative evaluation is useful is whether a new course is better than one it has replaced and, therefore, should be adopted for continued use" (Gagne and Briggs, 1974).

Dubin (1969) asked "Does the final examination (summative evaluation) in a course measure the learning of a student? Does the final examination (summative evaluation) in a course measure the teaching methods of the teacher?" Dubin mentioned that sometimes, but rarely, the knowledge level of students is measured at the beginning of a course and compared with the knowledge level at the end of the course. He suggested that what is being measured by the outcomes of different college teaching methods needs to be considered. If a significant difference is found between two teaching methods then, says Dubin, we can assume that the evaluation instrument measured accurately

the learning that took place. However, if no significant difference is found, it is common to question whether the evaluation instrument really measured what it was supposed to measure.

Hoover (1980), Kozma (1978), Beard (1972), and McKeachie (1960) agreed that objective multiple choice test items are superior to either true/false, matching, or short-answer test items. Objective multiple-choice examinations are more satisfying than any other kind of test. They are quick to administer and are easily marked because students need only to select the correct answer from a number of choices. Because these tests take less time, many questions may be included, insuring that all the objectives of the course have been adequately covered.

Dubin (1969) concluded that we should not question whether an examination was imperfect but that additional tests may be necessary to discover differences in the learning that may have taken place using different teaching methods. There seems to be agreement that pretests and posttests are valuable, but the kind of tests that will be designed to measure the learning that has occurred is important.

# CHAPTER III

## METHODS AND PROCEDURES

### Design of the Study

Fifty-four students enrolled in two sections of
GENAD 3113, Written Communication, at Oklahoma State
University in the 1988 Fall semester served as subjects for
this study. Nineteen students were enrolled in a class
designated as the control class. The experimental class
consisted of 35 students. Academic attrition reduced the
experimental class to 32 students and the control class to
16. Instruction for the two sections was provided by the
same instructor who was also the primary researcher. Each
class met 3 times per week for 16 weeks. The classes were
on a 50-minute time schedule for a total of two and one-
half hours per week.

Both classes received identical syllabi and course
schedules (Appendix A). Students in the cooperative
learning groups were provided a two-page directive handout
(Appendix B) regarding group work. In addition to the
handout, each student in the cooperative learning groups
was requested to fill in a "Diary Sheet" (Appendix C)
following the completion of each unit of study. Task
position sheets (Appendix D) were provided students in

cooperative learning groups. Students in cooperative learning groups rotated task positions with each unit of study. Selection of the respective control and experimental class was determined through a randomization process.

## Pretest-Posttest

The pretest-posttest consisted of 75 multiple choice questions. According to Gay (1981), the pretest-posttest design is an experimental design which provides control for threats to internal validity such as the participants' history, maturation, testing, and regression.

The control section was taught by the primary teacher-lecture method with students working and completing assignments independently of other students.

The experimental section included the teacher-lecture method, but assigned tasks were completed by randomly-selected small-group interaction. For this research the small-group procedure is referred to as the cooperative learning method.

## Small-Group Selection in Cooperative Method

Random assignment of students to small groups was accomplished by writing students' names on cards, which were shuffled and pulled, one by one, until each student had been assigned.

Instructional Formatting and Design

Utilizing the textbook and information provided by the
instructor, students wrote letters for in-class writing
assignments. Students in the control class completed
assignments individually. Students in the cooperative
learning class worked cooperatively within small groups of
four to five students. Each student prepared and submitted
the various letter assignments. However in the cooperative
learning class, only one letter from each group was graded.
Each student within the respective small groups was
responsible for the accuracy and correctness of all the
group members' letters. When disagreement occurred, it was
imperative that a concensus be reached relative to how the
letters should be written and submitted. To facilitate
this process the groups were instructed to meet and review
each other's writing to design a process which would result
in correctly written letters. Detailed directions
regarding the groups' design process were intentionally
withheld to avoid stymieing individual creativity.

Pretest-Posttest Instrument (Appendix E)

Knowledge of letter-writing principles was measured
through the use of a 75-item multiple-choice objective
pretest-posttest examination developed by Dr. William
Wohlgamuth (1981). Wohlgamuth established a reliability
coefficient of .73 by the use of the Kuder-Richardson
formula 21. The test was used in an experimental research

study by Debra Ann Renshaw (1985). Renshaw retested the reliability of the 75-item objective examination, which was established at .65 by the use of the Cronback Coefficient Alpha method. Permission was obtained for the use of the test in this study from Mary Wohlgamuth Bromley, widow of Dr. William Wohlgamuth; Dr. Malra Treece, author of the Teacher's Handbook to Communication for Business and the Professions (from which Dr. Wohlgamuth obtained some of the objective questions in the pretest-posttest); and Mr. John D. Peters, Senior Editor, Allyn and Bacon, Inc. (Appendix H). The researcher agreed with the advice of professors in the Administrative Services Department at Oklahoma State University that the 75-item multiple-choice objective examination was effective in measuring knowledge of business writing concepts.

<p style="text-align: center;">Pilot Administration of the Pretest—<br>Posttest Instrument</p>

The 75-item multiple-choice objective examination used in this study was administered to 38 students in a Written Communication class by the researcher at the conclusion of the Spring 1988 semester to determine time-limitation. Following the administration of the test, it was determined that students could complete the examination within a 50-minute class period. The resulting mean score for the Spring 1988 Written Communciation class was 31.06. The mean score on the posttest without a pretest was in the

middle of the range of possible scores and indicated that a capping effect would not be a problem.

## Administration of the Pretest-Posttest

Oklahoma State University allows a one and one-half week period for enrollment at the beginning of the semester. Therefore, the 75-item multiple choice pretest was administered to both sections of GENAD 3113 on the second class period of the second week of the Fall 1988 semester to provide inclusion in the study those students who enrolled during the late enrollment period. The pretest measured students' knowledge of business-writing concepts. Assurance was given to the students that their grades would not be affected.

The 75-item multiple choice posttest was administered to both the experimental and control sections at the close of the 1988 Fall semester.

## Experimental and Control Classes'
## Demographic Information

At the beginning of the semester, students in both the control and experimental sections were requested to provide personal information on the "Personal Data for Instructor's Information " form, (Appendix F). Information from the "Personal Data for Instructor's Information" sheets revealed many similarities between the two groups.

Sixty-three percent or 20 of the 32 students in the
experimental class enrolled in the course because it was
required. Interestingly, 63 percent or 10 of the 16
students in the control class enrolled because it was
required. Seventy percent of the students in the control
section were between the ages of 20 and 23 and 78 percent
of the students in the experimental section were between
the ages of 20 and 23. Students in the control section
reported an overall grade point average of 2.84, while
students in the experimental section reported an overall
grade point average of 2.76. Business majors made up 62.5
percent of the students in the control section and 71.8
percent of the students in the experimental section were
business majors. Fifty percent of the students in the
control class were seniors and 37.5 percent were juniors
while 40.6 percent of the students in the experimental
class were seniors and 40.6 percent were juniors. A
variation of gender mix existed between the two classes:
31 percent male and 69 percent female in the control class
and 50 percent male and 50 percent female in the
experimental class.

## Statistical Analysis

Dr. Bill Warde, Professor of Statistics at Oklahoma
State University endorsed the experimental design of the
study. Dr. Warde recommended a two-way comparison so the
difference in size of the control and experimental classes

would not significantly affect the results of the study. Dr. Warde recommended a two-sample T-test for analyzing the data to test differences in achievement of students in the control and experimental classes.

Linton and Gallo (1975) stated that when using the T-test the research design is allowed unequal numbers of subjects. The T-test is used to determine a significant difference between two sample means, and it is particularly appropriate for small samples (Isaac and Michael, 1985).

Pretest and posttest objective examination scores for the experimental and control classes were entered on the General Purpose NCS Trans Optic Answer Sheets for processing at Oklahoma State University in the Bureau of Tests and Measurements. Statistical score analyses were completed on The System for Statistics (SYSTAT).

The results of the experiment are reported in Chapter IV.

### Course Requirement

In addition to the 75-item multiple choice pretest-posttest, three instructor-developed examinations were administered to students in the experimental and control classes. Two of the instructor-developed examinations were administered prior to the treatments. One of the three instructor-developed examinations was the final semester examination.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to determine whether
achievement in collegiate level written business
communication classes was greater when students were
taught using either the primary lecture method or the
cooperative learning method. A written business
communication control class was taught using the
traditional primary lecture method. A written business
communication experimental class was taught using the
cooperative learning method.

During the second week of the Fall 1988 semester at
Oklahoma State University, Stillwater, Oklahoma, 48
students in two classes of written business communication
were given a 75-item multiple choice objective examination
as a pretest to determine beginning knowledge of written
business communication. During the final week of the
semester, the same examination was administered as a
posttest to the same 48 students.

# Analysis of the Data

The pretest-posttest mean scores of the control and experimental classes were used to test the three hypotheses. A significance level of .05 was set for determining the rejection of the various null hypotheses. Mean scores provided by the pretest-posttest were analyzed with the use of the t-test for significance.

## Hypothesis 1

Hypothesis 1 stated that there is no significant difference between the pretest and posttest mean scores on the 75-item objective multiple-choice examination of the control group.

The dependent t-test was used to determine whether any significant difference existed between the pretest and posttest mean scores of the control class (SYSTAT, 1988). The statistical computation provided a t-score of 3.816 (df=15). The mean difference within the control class was 5.563 (sd=5.831), resulting in a probability of .002. Therefore, a significant difference was observed between the pretest and posttest for the control class using the dependent t-test.

## Hypothesis 2

Hypothesis 2 stated that there is no significant difference between the pretest and posttest mean scores on

the 75-item objective multiple-choice examination of the experimental group.

The dependent t-test was used to determine whether any significant difference existed between the pretest and posttest mean scores of the experimental class. The statistical computation provided a t-score of 2.537 (df=31). The mean difference within the experimental class was 4.969 (sd=11.079), resulting in a probability of .016. Therefore, a significant difference was observed between the pretest and posttest for the experimental class using the dependent t-test.

The results of the statistical computations for Hypothesis 1 and Hypothesis 2 are presented in Table I.

TABLE I

A DEPENDENT PAIRED DIFFERENCE T-TEST OF MEAN SCORES ON
75-ITEM MULTIPLE CHOICE PRETEST AND POSTTEST
EXAMINATIONS IN CONTROL AND EXPERIMENTAL
WRITTEN COMMUNICATION CLASSES

| Class | Mean Dif. | Std. Dev. | DF | T-Score | Probability |
|-------|-----------|-----------|-----|---------|-------------|
| Control | 5.563 | 5.813 | 15 | 3.816 | .002* |
| Experimental | 4.969 | 11.079 | 31 | 2.537 | .016* |

*Significant at .05 level.

Hypothesis 3

Hypothesis 3 stated that there is no significant difference in the posttest mean scores on the 75-item objective multiple-choice examination of the experimental and control groups.

An independent t-test was used to determine whether any significant difference existed between the posttest mean scores of the control and experimental classes. The results of this statistical computation are presented in Table II.

TABLE II

A T-TEST COMPARISON OF MEAN SCORES ON A 75-ITEM
MULTIPLE CHOICE POSTTEST EXAMINATION IN
CONTROL AND EXPERIMENTAL WRITTEN
COMMUNICATION CLASSES

| Class | N | Mean[a] | Standard Deviation | T-Score |
|-------|-----|---------|--------------------|---------|
| Control | 16 | 30.563 | 8.602 | 1.082* |
| Experimental | 32 | 33.219 | 7.716 | |

[a]Maximum possible = 75.

*Not significant at .05 level.

The treatment variables in both the control and experimental classes produced a positive difference in the posttest mean scores over the pretest mean scores. No significant difference existed between the posttest mean scores of the control and experimental classes. Due to the lack of a significant value the researcher failed to reject Hypothesis 3.

## Hypothesis 4

Hypothesis 4 stated that there is no significant difference in the pretest-posttest mean improvement scores on the 75-item objective multiple-choice examination of the experimental and control groups.

An independent t-test was used to determine whether any significant difference existed between the control and experimental classes' improvement scores. The improvement scores were a product of the students' pretest scores subtracted from their posttest scores. The results are summarized in Table III, Page 49.

TABLE III

A T-TEST COMPARISON OF MEAN IMPROVEMENT SCORES ON
A 75-ITEM MULTIPLE CHOICE PRETEST-POSTTEST
EXAMINATION IN CONTROL AND EXPERIMENTAL
WRITTEN COMMUNICATION CLASSES

| Group | N | Mean | Standard Deviation | T-Score |
|-------|---|------|--------------------|---------|
| Control | 16 | 5.563 | 5.831 | |
| | | | | .200* |
| Experimental | 32 | 4.969 | 11.079 | |

*Not significant at .05 level.

No significant difference existed between the mean improvement scores of the control and experimental classes at the .05 level. Due to the lack of a significant value the researcher failed to reject Hypothesis 4.

Research Question No. 1

Research Question No. 1 asked: Is there a significant difference between the mean scores on instructor-developed Examination No. 1 of the students in the control class versus the students in the experimental class?

The mean score on the instructor-developed Examination No. 1 of students in the control class was 81.56 (sd=13.58). The mean score on the instructor-developed Examination No. 1 of students in the experimental

class was 89.66 (sd=6.94). The results of the independent
t-test produced a t-score of 2.24 (df=19). The difference
between these two scores was not significant at the .01
level. A .01 level was used on all of the research
questions to control for Type I Error.

## Research Question No. 2

Research Question No. 2 asked: Is there a significant
difference between the mean scores on instructor-developed
Examination No. 2 of the students in the control class
versus the students in the experimental class?

The mean score on the instructor-developed
Examination No. 2 by students in the control class was
83.44 (sd=12.83). The mean score on the instructor-
developed Examination No. 2 by students in the experimental
class was 87.28 (sd=11.30). The results of the independent
t-test produced a t-score of 1.06 (df=46). The difference
between these two scores was not significant at the .01
level.

## Research Question No. 3

Research Question No. 3 asked: Is there a significant
difference between the mean scores on the instructor-
developed Final Examination of the students in the control
class versus the students in the experimental class?

The mean score on the instructor-developed Final
Examination by students in the control class was 103.69 out

of a possible 150. The mean score on the instructor-
developed Final Examination of students in the experimental
class was 103.84 out of a possible 150. One subject did
not take the instructor-developed final examination and
thus changed the degrees of freedom. The results of the
independent t-test produced a t-score of .037 (df=45). The
difference between these two scores was not significant at
the .01 level.

<u>Summary</u>

Overall, the students in both the control and
experimental classes had low scores on the 75-item multiple
choice pretest (between 15 and 40) and also relatively low
scores (between 18 and 51) on the posttest. The mean
scores were close to the middle of the scale without a
capping effect. The probability for improvement was
present for all students.

The experimental class began 3.25 points higher on the
pretest than the control class. The experimental class
continued to score slightly higher on all the examinations;
however, no statistically significant difference existed
between the classes on any examination.

Figure 1, Page 53, provides the raw mean scores for
the 75-item multiple choice pretest-posttest (total
possible points=75 each). Figure 2, Page 54, provides the
mean scores on instructor-developed Examination 1 (total
possible points=100), instructor-developed Examination 2

(total possible points=100), and instructor-developed Final Examination (total possible points=150). The graph in Figure 2, Page 54, reflects percentage scores, rather than total points, on the instructor-developed Final Examination.

## Cooperative Learning Groups' Diary Sheets

Careful reading of the diary sheets revealed interesting developments that occurred within the cooperative learning groups. A group process gradually unfolded as the units of letter-writing assignments were completed. Following Unit 1, students' comments were complimentary of one another. Students expressed feelings of cordiality within the groups. Students' responses on the diary sheets after Unit 2 indicated some difficulty in dealing with group members. Unit 3 diary sheets contained several complaints about working within the groups. A noticeable improvement was evident from comments on the Unit 4 diary sheets. The final diary sheets, which followed Unit 5 contained comments of praise for fellow group members and appreciation for the cooperative learning group' experience.
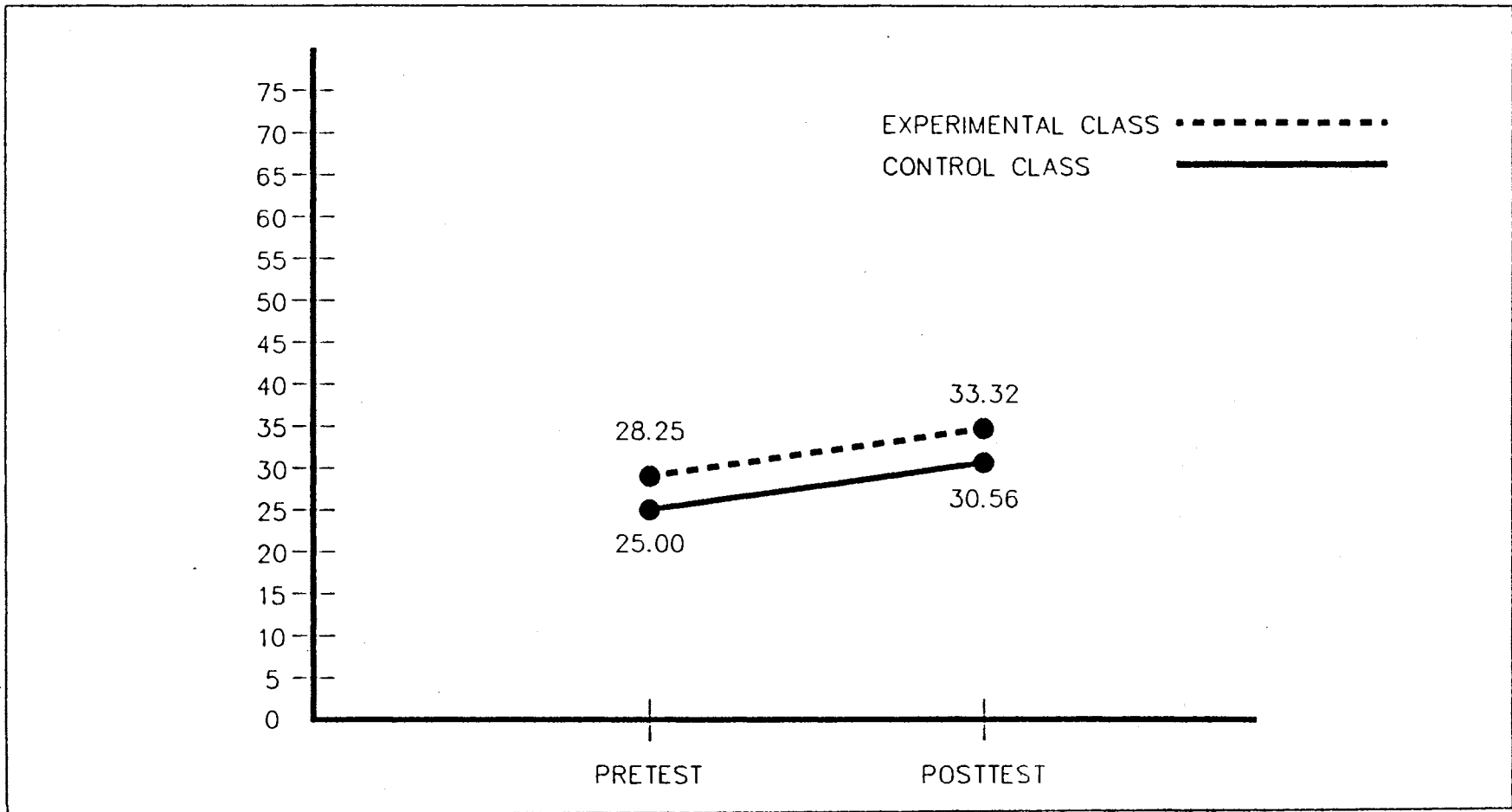
FIGURE 1. Comparison Of Pretest—Posttest Mean Scores On A 75—Item Multiple Choice Examination For Control And Experimental Classes
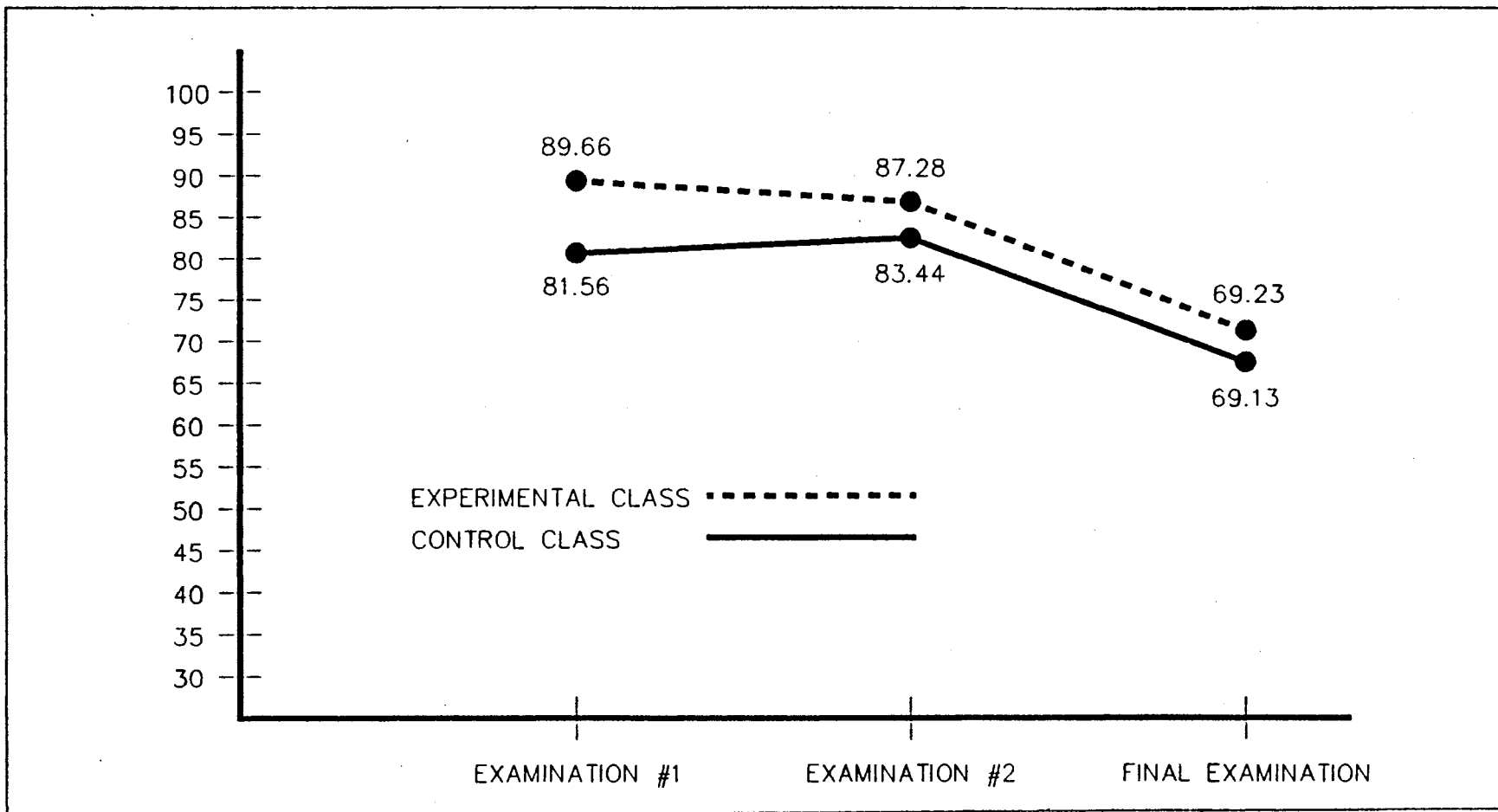
FIGURE 2. Comparison Of Scores For Control And Experimental Classes On Instructor— Developed Examinations

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS,

RECOMMENDATIONS AND

CONCLUDING THOUGHTS

Discussions with colleagues and instructors regarding the division of classes into small groups for instruction in college-level written business communication versus the traditional teacher-lecture method prompted the research for this study. Instructors must continually search for improved methods for teaching students. The results of this study will aid instructors in the search to implement teaching methods and techniques in collegiate level written business communciation classes to assure optimum levels of achievement by students.

## Summary

The purpose of this study was to compare two teaching methods (traditional lecture and cooperative learning group) in the instruction of college-level written business communication classes. A 75-item multiple choice pretest and posttest was used to determine achievement of students in two classes. The traditional primary lecture method was used for teaching the control class. A cooperative

learning group method was used for teaching the experimental class. Achievement scores on the pretest and posttest were analyzed to determine if students taught by one of the two methods  resulted in higher scores.

Hypotheses Tested

Hypothesis 1 stated that there is no significant difference between the pretest and posttest mean scores of the control group. A significant difference was observed between the pretest and posttest mean scores for the control group using the paired difference t-test. Hypothesis 1 was rejected at .05 level of significance.

Hypothesis 2 stated that there is no significant difference between the pretest and posttest mean scores of the experimental group. A significant difference was observed between the pretest and posttest mean scores for the experimental group using the paired difference t-test. Hypothesis 2 was rejected at .05 level of significance.

Hypothesis 3 stated that there is no significant difference in the posttest mean scores of the experimental and control groups. No significant difference existed between the mean scores of the control class and the experimental class at the .05 level of significance on an independent samples t-test. Therefore, the researcher failed to reject the null hypothesis. The results of the independent samples t-test are provided in Table II, Page 47.

Hypothesis 4 stated that there is no significant difference in the pretest-posttest mean improvement scores of the experimental and control groups. No significant difference existed between the mean improvement scores of the control class and the experimental class at the .05 level of significance on an independent samples t-test. Therefore, the researcher failed to reject the null hypothesis. The results of the t-test for comparison of mean improvement scores are provided in Table III, Page 49.

## Conclusions

Based on the findings of this study the achievement of students, as measured by a standardized 75-item multiple choice examination designed and validated by Wohlgamuth, is not significantly different for students taught by primary lecture method and those taught by cooperative learning method. Therefore, both the lecture method and the cooperative learning method are equally effective in teaching written business communication.

Students taught by the primary lecture method and the cooperative learning method did not significantly differ in knowledge and achievement as measured by three examinations developed and administered by the instructor-researcher. Therefore, instructional methodology makes no difference in the acquisition of knowledge and achievement.

## Implications

Appendix G provides individual students' pretest and posttest scores and the number of points progressed or regressed.

No significant difference in achievement occurred between students' scores taught by the traditional primary lecture method as compared to those taught by the cooperative learning group method in college-level written business communication. Each method resulted in equal improvement in achievement of written business communication as indicated by both posttest scores and improvement scores.

## Recommendations

Forty-eight university students enrolled in two different sections of Written Communication classes at Oklahoma State University, Stillwater, Oklahoma served as subjects for this study. The study was designed to measure difference in achievement of students taught by a primary lecture method and students taught by a cooperative learning method. Recommendations for further research are as follows:

1. The 75-item multiple choice examination be continuously used and updated to provide additional validity coefficients.

2. The test instrument used in this study measured knowledge about and ability in applying business

letter-writing principles. An instrument should be developed and validated for measuring more esoteric communication skills that students gain from instructional methods, such as the cooperative learning method.

3. Replication of this research design using the 75-item multiple choice examination plus an additional testing instrument to assess improvement in group interpersonal relationship skills should be completed.

4. Replication of this study in universities of various sizes should be conducted to study the enhanced group camaraderie, which appeared dominate in the cooperative learning group method.

5. An additional study should be developed that would disregard business letter writing skills focusing only on social skills and limit the measurement to interpersonal relationship skills.

6. Additional research should be conducted replicating the research design used in this study with a point incentive for students completing the pretest and posttest examinations to encourage maximum effort.

7. Additional research should be conducted with the same research design utilized in this study and including a greater number of classes and subjects.

8. Additional research should be conducted utilizing the same research design with classes scheduled during prime time hours.

## Concluding Thoughts

A significant difference existed between the pretest and posttest scores of students in both control and experimental classes, which indicated that both teaching methods were effective. No significant difference existed between the mean scores of the control and experimental classes on the posttest examination, which indicated that neither method was better than the other. Diary sheets collected from students in the cooperative learning groups indicated maturation in the area of interpersonal relationship skills. Indications are that students in both classes seemed to have attained content at approximately the same level. Students in the cooperative learning groups demonstrated enhanced interpersonal skills which, in the mind of the researcher, establishes a strong case for using this method in written business communciation classes.

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APPENDIXES

APPENDIX A

COURSE SYLLABUS AND TENTATIVE SCHEDULE

COURSE SYLLABUS

GENAD 3113 WRITTEN COMMUNICATION
Fall, 1988
Instructor: R. Carroll, B-107, 744-5115
Office Hours: Wednesday 8:30-10:30 a.m.
Friday 8:30-10:30 a.m.

Required Text:   Introduction to Business Communication, 2nd Ed.,
Quible, Johnson, Mott.

Course Content:  Emphasis in the course will be placed on the basic
principles of written communication.  Course content will
be divided into the following areas of emphasis:  (1)
Correspondence about employment, (2)  Reports, (3)
Grammar and punctuation, (4)  Personal business letters,
(5) Request letters, (6)  Good-news and Disappointing-
news letters, and (7) Persuasive letters.

Objectives and Requirements:

A.  Course Objectives:

1.  To acquaint students with the fundamentals of business writing.
2.  To review the essentials of grammar and punctuation mechanics.
3.  To acquaint students with the nature of inquiry, claim adjustment,
    credit and collection, employment, and personal business letters,
    as well as informal and formal reports.
4.  To help students improve the quality of their written business
    communication.
5.  To help students develop effective communication skills necessary
    to achieve success in the business world.

B.  Course Requirements:

1.  Attendance is mandatory.  Absences will result in a reduction of
    total points.  Perfect attendance = 40 pts.; 1 miss = 30 pts.;
    2 misses = 20 pts.; 3 misses = 10 pts.; more than 3 misses 0 pts.
2.  Completion of evaluation criteria as assigned by your instructor.
3.  Academic dishonesty will result in a failing grade for the course,
    plus a recommendation for dismissal from Oklahoma State University.

Assignments:

A.  Daily Work:  You are responsible for the text content on the date that
the chapter appears on your Schedule sheet.  Be prepared to answer
questions over the reading material.  Written assignments are due at
the beginning of the class period or when called for.  Complete
sentences, correct spelling and punctuation, and correct grammar are
expected on all assignments.

B.  In-class Writing:  One assignment will be graded in each of the five
    writing units (identified on the schedule as 4-A, 4-B, 4-C, 4-D; 5-A,
    5-B, 5-C, 5-D ... 8-A, 8-B, 8-C, and 8-D.  Each graded assignment is
    worth a maximum of 10 points, and you will receive 2 points for each
    of the remaining assignments you write in the unit.  Thus, for example,
    one of the four letters you write for Unit 4 will be randomly selected
    for grading; you will receive 2 points for each of the other three
    letters you write in Unit 4.

    If you have an unexcused absence the day your letter is to be graded,
    you will be permitted to make up one letter at the end of the semester.

C.  Out-of-class Assignments:  (1)  Data Sheet/Resume is worth 50 points,
    (2)  Letter of Application is worth 100 points, (3)  Preliminary Report
    parts are worth a total of 60 points, and (4)  the Formal Report is
    worth 140 points.

    Out-of-class assignments must be typed.
    Assignments will be due ON the day indicated on the schedule sheet.
    An assignment that is handed in at the next class period will receive
    one grade lower than it would have received.  For example, a "B" paper
    would receive a "C" if it was one class period late.  Assignments
    turned in more than one class period late will receive NO grade.

Tentative Grading Plan

A.  Resume and Letter of Application total value is 150 points.
B.  There will be two exams valued at 100 points each.
C.  The final exam will be valued at 150 points.
D.  Five units of in-class writing assignments will be
    valued at 80 points. (10 pts. each of 5 unit letters, 2 pts. each
    additional 15 unit letters.)
E.  Preliminary Report Parts total 60 points.
F.  Formal Report will be valued at 140 points.
G.  Oral presentation will be valued at 50 points.
H.  Attendance will be valued at 40 points.
I.  Class participation points will be given for correctly
    answered questions over reading assignments.  These points will
    be used if a grade point average is borderline to a higher letter
    grade.

As a general rule, the following grading scale will be used based
on a total points possible at the end of the semester:  A=90%, B=80%,
C=70%, and D=60%.

Tentative total of 870 points possible:

            870 - 783 = A
            782 - 696 = B
            695 - 609 = C
            608 - 522 = D
            521 -     = F

Tentative Schedule
GENAD 3113 - Fall, 1988

Mon.  Aug.  22 - Orientation and Preliminary activity (Resume) Chap. 9

Wed.  Aug.  24 - Syllabus, Outline, Seating Chart and Chapter 9

Fri.  Aug.  26 - RESUME DUE.  Chapter 10 Letters About Employment

Mon.  Aug.  29 - Chapter 11 Communicating Through Interviews

Wed.  Aug.  31 - Chapter 11 - continued

Fri.  Sept.  2 - LETTER OF APPLICATION DUE.  Chapt. 12 Informal Report

Mon.  Sept.  5 - Holiday - No Class

Wed.  Sept.  7 - Chap. 13 Preparing Formal Reports-Handout "Standards"

Fri.  Sept.  9 - Chap. 14 Preparing Formal Reports-Report Check List

Mon.  Sept. 12 - TOPIC TITLE DUE.  Chapter 19 Oral Communication and
                 Presentation Instruction Sheet

Wed.  Sept. 14 - ANNOT. BIBLIO. DUE. Chap. 19 and Oral Presentations

Fri.  Sept. 16 - OUTLINE DUE.  Appendix A, B, C, -Oral Presentations

Mon.  Sept. 19 - REPORT DUE.  Appendix D and Grammar Review handouts

Wed.  Sept. 21 - Grammar Review - Handouts

Fri.  Sept. 23 - Chap 1 The Importance of Comm. in Modern Organization

Mon.  Sept. 26 - Chap 2 Elements of Comm. in the Modern Organization

Wed.  Sept. 28 - Chap 3 Elements of Effective Written Communication

Fri.  Sept. 30 - Exam - Appendix ABCD and Chapters 1, 2, and 3

Mon.  Oct.   3 - C-Qualities

Wed.  Oct.   5 - C-Qualities

Fri.  Oct.   7 - Exam

Mon.  Oct.  10 - Fall Break - No Class

Wed.  Oct.  12 - Read Chap 4 Preparing to Write...and Review Questions

Fri.  Oct.  14 - In-class Writing Assignment (4-A).

Mon. Oct. 17 - In-class Writing Assignment (4-B)

Wed. Oct. 19 - In-class Writing Assignment (4-C)

Fri. Oct. 21 - In-class Writing Assignment (4-D)

Mon. Oct. 24 - Read Chap 5 Direct-Request Letters-Review Questions

Wed. Oct. 26 - In-class Writing Assignment (5-A)

Fri. Oct. 28 - In-class Writing Assignment (5-B)

Mon. Oct. 31 - In-class Writing Assignment (5-C)

Wed. Nov. 2 - In-class Writing Assignment (5-D)

Fri. Nov. 4 - Read Chap 6 Good-News Letters-Review Questions

Mon. Nov. 7 - In-class Writing Assignment (6-A)

Wed. Nov. 9 - In-class Writing Assignment (6-B)

Fri. Nov. 11 - In-class Writing Assignment (6-C)

Mon. Nov. 14 - In-class Writing Assignment (6-D)

Wed. Nov. 16 - Read Chap 7 Disappointing-News-Review Questions

Fri. Nov. 18 - In-class Writing Assignment (7-A)

Mon. Nov. 21 - In-class Writing Assignment (7-B)

Wed. Nov. 23 - In-class Writing Assignment (7-C)

Fri. Nov. 25 - Holiday - No Class

Mon. Nov. 28 - In-class Writing Assignment (7-D)

Wed. Nov. 30 - Read Chap 8 Persuasive Letters-Review Questions

Fri. Dec. 2 - In-class Writing Assignment (8-A)

Mon. Dec. 5 - In-class Writing Assignment (8-B)

Wed. Dec. 7 - In-class Writing Assignment (8-C)

Fri. Dec. 9 - In-class Writing Assignment (8-D)


FINAL EXAM - TO BE ANNOUNCED: _____

APPENDIX B

COOPERATIVE LEARNING GROUPS

DIRECTIVE HANDOUT

COOPERATIVE LEARNING GROUPS

GENAD 3113, Section 6 - Written Communication - 2:30-3:20 MWF - CLB Rm 121

Purpose:    To provide a cooperative learning situation wherein members of
            groups study the material and share ideas for writing letters in
            specific letter-writing assignments.

            This situation provides a setting similar to work situations in
            businesses and organizations in which employees and members must
            work together to accomplish goals.

Objective:  Students will combine ideas and interpretations of the writing
            assignments to produce agreed upon letters to meet criteria of the
            textbook and the instructor.

            The cooperative learning group situation will enhance letter
            writing skills and promote interpersonal/collaborative skills.

Students' names were written on 3"x5" index cards. The cards were shuffled and
then, one by one, five cards were pulled to assign five students to one of
seven cooperative learning groups. This procedure was repeated until all
students had been assigned to a group.

Instructions to Cooperative Learning Groups:

A.  Groups will work in circles formed by circling desks for face-to-face
    interaction.

B.  Students are permanent members of their group for the entire semester.

C.  Members of the group are to volunteer to accept one each of the following
    group tasks for the first unit on letter writing (each unit consists of
    composing four letters). Group members will rotate the tasks at the
    beginning of each new unit of writing. (Each task responsibility must be
    fulfilled for the group to function.)

    1.  Time Keeper:   Advises the group if someone is dominating the
                       discussion. Responsible for informing the group when it
                       is time to end the session.

    2.  Task Keeper:   In charge of keeping the group on the subject.

    3.  Facilitator:   Guides the discussion, pulls in members who may not be
                       participating, and encourages members' contributions.
                       Makes sure that everyone in the group understands the
                       assignment.

    4.  Reporter:      Keeps track of the discussion and is prepared at all
                       times to report decisions of the cooperative learning
                       group to the class or to the instructor.

5. <u>Researcher-Runner</u>: Gets needed materials for the group and communicates with the instructor for the group.

D. Ground rules:

1. One speaker at a time.
2. No put downs.
3. Respect for others' opinions.
4. Appropriate behavior.
5. Stay with your group.
6. Use quiet voices.
7. Take turns.
8. Use each others' names.

E. Each group has a group goal and must work collaboratively. Each letter will be written by each student, but they all must be identical. Only one letter will be graded and each student within the same group will receive the same grade. <u>You are in a sink-or-swim-together</u> learning situation. (This is similar to a business/organization; without cooperation, the whole concern may not do well.)

As a member of your group, you are responsible for learning the assigned material, for making sure that all other group members learn the assigned material, and for making sure that all other group members successfully complete the assignments, in that order.

F. Diaries will be provided for each student to fill in one page, front and back side, once for each unit (total of five units). Entries include:

1. You are to evaluate each person in your group, including yourself, on scale of 0 to 10. (0 is a very low rating and 10 is the highest rating.) Justify why you would assign this grade for the unit. Include in your decision: (1) consideration of this person's participation and involvement in assisting others to understand the material (2) this person's contribution of thoughts or ideas for writing the letters, and (3) any additional way that this person was helpful in your group successfully completing the assignments.
   Group Member:_____ Task assignment:_____
   0____ 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____
   Justification (for rating):
2. What ideas, concepts, principles, or information did you learn from this unit?
3. What was learned about your own ability to discuss, agree, and express ideas as well as your contribution to the group process?
4. How did you see the group as a whole?

G. If it is discovered that any one student is being carried by the group, that student will not receive a group grade, but will be given a failing grade.

APPENDIX C

COOPERATIVE LEARNING GROUPS

DIARY SHEET

GENAD 3113 - WRITTEN COMMUNICATION - SECTION 6

DATE:_____

DIARY OF: (Your Name) _____ UNIT NO. _____

Instructions to the student:

1. You are to evaluate each person in your group, including yourself, on a
   scale of 0 to 10. (0 is a very low rating and 10 is the highest rating.)
   Justify why you would assign this rating for the unit. Include in your
   decision:
   (a) consideration of this person's participation and involvement in
       assisting others to understand the material,
   (b) this person's contribution of thoughts or ideas for writing the
       letters, and
   (c) any additional way that this person was helpful in your group
       successfully completing the assignments.


Group Member:_____ Task assignment:_____
0_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____
Justification:


Group Member:_____ Task assignment:_____
0_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____
Justification:


Group Member:_____ Task assignment:_____
0_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____
Justification:


Group Member:_____ Task assignment:_____
0_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____
Justification:


Group Member:_____ Task assignment:_____
0_____ 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____
Justification:

2.  What ideas, concepts, principles, or information did you learn from this unit?

3.  What was learned about your own ability to discuss, agree, and express ideas as well as your contribution to the group process?

4.  How did you see the group as a whole?

APPENDIX D

COOPERATIVE LEARNING GROUPS

TASK POSITION SHEET

WRITTEN COMMUNICATION
GENAD 3113 - 2:30-3:20 - MWF - CLB 121

TASK ASSIGNMENTS

GROUP NO. _____

|  | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|
| 1. Time Keeper | | | |
| 2. Task Keeper | | | |
| 3. Facilitator | | | |
| 4. Reporter | | | |
| 5. Researcher-Runner | | | |

|  | Unit 7 | Unit 8 |
|---|---|---|
| 1. Time Keeper | | |
| 2. Task Keeper | | |
| 3. Facilitator | | |
| 4. Reporter | | |
| 5. Researcher-Runner | | |

APPENDIX E

75-ITEM OBJECTIVE EXAMINATION

PLEASE NOTE:

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not been filmed at the request of the author.
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in the author's university library.

These consist of pages:

86–102

## 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 <u>incorrect?</u>

   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 <u>incorrect?</u>

   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 <u>best</u> 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 <u>worst</u> 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 <u>best</u> 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 <u>best</u> 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 <u>best</u> in 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 enbables you to...
    E. The other children in your family must be...

13. Which of the following statements describes an <u>advantage</u> 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 <u>not</u> 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 by 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 <u>best</u> for the last part of a letter that is supposed to serve as an action close?

    A.  If you want to put this 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 <u>best</u> 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 <u>most</u> 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 <u>incorrect</u>?

    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 statemnts concerning clarity is the **best** choice?

   A. Come by my office in the morning.
   B. Before vou 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 seperate 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 has been delayed and will not be delivered until May 8.

33. Which of the following statements is <u>most</u> 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 <u>most</u> concise?

    A. It is absolutely necessary to print all the
       information on 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 <u>most</u> 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 <u>most</u> 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
       qualifications, will you please telephone me at
       675-8935?
    C. I expect to hear from you bv 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 <u>incorrect</u> 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 <u>most</u> 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 <u>most</u> 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 <u>most</u> abstract?

   A. Security guard
   B. Administrative office assistant
   C. Executive secretary
   D. Computer programmer
   E. Payroll clerk

46. Which of the following terms is <u>most</u> abstract?

   A. Literary work
   B. Short story
   C. Fiction
   D. "The Black Cat"
   E. A novel

47. Which of the following descriptions is <u>most</u> concrete?

   A. Intelligent
   B. Understanding
   C. College-educated
   D. Tall
   E. Terrible

48. Which of the following statements is <u>not</u> 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 <u>incorrect</u>?

   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 <u>incorrect</u>?

   A.   Some grammatical errors are permissable 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 <u>most</u> 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 <u>violates</u> 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 feelings.

53. Which of the following statements does <u>not</u> 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 following statements concerning coherence is <u>correct</u>?

   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 <u>correct</u>?

   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 <u>not</u> 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 <u>not</u> 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 <u>incorrect</u>?

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 <u>most</u> 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 tommorrow, 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 <u>most</u> 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 <u>not</u> 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 <u>advantage</u> 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 <u>advantage</u> 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
        tempurature 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 F

PERSONAL DATA FOR INSTRUCTOR'S

INFORMATION

PERSONAL DATA FOR INSTRUCTOR'S INFORMATION
GENAD 3113 - WRITTEN COMMUNICATION - FALL 1988


NAME_____


COLLEGE MAJOR_____


DEGREE SOUGHT_____


PRIMARY REASON FOR TAKING GENAD 3113 (Check one):

Required ___,    Elective ___,    Personal Improvement ___,


Advisor Recommended ___,    Other ___.




Optional:

CLASSIFICATION (Check one):  Soph. ___,  Jr. ___,  Sr. ___.

OVERALL GPA _____

AGE _____

APPENDIX G

PRETEST AND POSTTEST SCORES WITH

POSITIVE AND NEGATIVE CHANGES

## COMPARISON OF INDIVIDUAL PRETEST AND POSTTEST SCORES
## ON A 75-ITEM MULTIPLE CHOICE EXAMINATION BETWEEN
## CONTROL AND EXPERIMENTAL WRITTEN
## COMMUNICATION CLASSES

| CONTROL CLASS | | | | EXPERIMENTAL CLASS | | | |
|---|---|---|---|---|---|---|---|
| Sub-ject | Pre Score | Post Score | Change | Sub-ject | Pre Score | Post Score | Change |
| 1 | 27 | 34 | + 7 | 1 | 29 | 40 | +11 |
| 2 | 36 | 42 | + 6 | 2 | 22 | 28 | + 6 |
| 3 | 27 | 30 | + 3 | 3 | 40 | 36 | − 4 |
| 4 | 31 | 45 | +14 | 4 | 34 | 31 | − 3 |
| 5 | 19 | 20 | + 1 | 5 | 20 | 25 | + 5 |
| 6 | 15 | 25 | +10 | 6 | 30 | 32 | + 2 |
| 7 | 34 | 45 | +11 | 7 | 28 | 33 | + 5 |
| 8 | 20 | 32 | +12 | 8 | 24 | 33 | + 9 |
| 9 | 27 | 20 | − 7 | 9 | 31 | 39 | + 8 |
| 10 | 18 | 22 | + 4 | 10 | 22 | 18 | − 4 |
| 11 | 27 | 40 | +13 | 11 | 21 | 30 | + 9 |
| 12 | 23 | 25 | + 2 | 12 | 37 | 51 | +14 |
| 13 | 16 | 25 | + 9 | 13 | 20 | 34 | +14 |
| 14 | 25 | 23 | − 2 | 14 | 31 | 40 | + 9 |
| 15 | 28 | 33 | + 5 | 15 | 20 | 40 | +20 |
| 16 | 27 | 28 | + 1 | 16 | 17 | 19 | + 2 |
| | | | | 17 | 40 | 46 | + 6 |
| | | | | 18 | 23 | 40 | +17 |
| | | | | 19 | 37 | 36 | − 1 |
| | | | | 20 | 29 | 34 | + 5 |
| | | | | 21 | 16 | 30 | +14 |
| | | | | 22 | 22 | 25 | + 3 |
| | | | | 23 | 29 | 37 | + 8 |
| | | | | 24 | 30 | 27 | − 3 |
| | | | | 25 | 38 | 43 | + 5 |
| | | | | 26 | 29 | 23 | − 6 |
| | | | | 27 | 24 | 28 | + 4 |
| | | | | 28 | 40 | 42 | + 2 |
| | | | | 29 | 26 | 25 | − 1 |
| | | | | 30 | 39 | 30 | − 9 |
| | | | | 31 | 34 | 40 | + 6 |
| | | | | 32 | 22 | 28 | + 6 |

APPENDIX H

LETTERS GRANTING PERMISSION FOR USE

OF COPYRIGHTED MATERIAL

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

*Department of Management*                                            *(901) 454-2466*

July 27, 1988

Ms. Ruth Carroll
308 Iba Hall
Stillwater, OK 74078

Dear Ms. Carroll:

You have my permission to use questions from my teachers' handbooks for your doctoral study.  I wish you well.

My original letter to you was sent to Iba Hall, then forwarded on to what I suppose was your home address.  It came back to me marked "No such address."  Finally I remembered that Jeannene Ray is at your school.  I sent my letter to her and asked her to send it to you if she could determine your address.

Will you please send me a copy of the abstract of your dissertation?

Sincerely,

Malra Treece

1016 Glenwood Place
Mt. Pleasant, MI 48858
April 19, 1988


Mrs. Ruth Carroll
308 Iba Hall
Stillwater, OK 74078

Dear Ruth,

It gives me great pleasure to grant you permission to use the test that
was part of my late husband's research and doctoral disseration.  Bill
worked for many months writing and re-writing test questions to create a
valid and reliable instrument to measure students' writing ability.  His
untimely death prevented him from carrying his research further, and it is
a joy to think that your studies may advance the work he began.

If memory serves me correctly, some of the questions which Bill used in
his testing instrument were taken from a business communication textbook
he was using at the time authored by Marla Treece.  Perhaps you will also
need the permission of Ms. Treece if these questions are to be reproduced.

Best of luck in your studies.

Sincerely,

Mary Bromley

Mary Wohlgamuth Bromley

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## Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

July 29, 1988


Mr. John D. Peters, Senior Editor
Allyn and Bacon, Inc.
160 Gould Street
Needham Heights, MA 02194 2310

Dear Mr. Peters:

Several years ago, permission was granted to William Wohlgamuth to use
questions from your Teacher's Handbook to Communication for Business
and the Professions in his doctoral dissertation. Dr. Wohlgamuth
developed a valid measurement instrument using some of your objective
questions from the Teacher's Handbook in a Pretest-Posttest.

I am currently working toward my Ed.D. at Oklahoma State University
and am considering doing my dissertation in business communication. I
have found the validated instrument, prepared by Dr. Wohlgamuth, to
fit perfectly with my planned experimental study. I am, therefore,
requesting your permission to use some of the objective questions from
your Teacher's Handbook that were used in Dr. Wohlgamuth's Pretest-
Posttest.

Dr. Malra Treece, the author, has already given me permission to use
the materials and I would appreciate your permission also.

Enclosed is a stamped and self-addressed envelope for your reply.
Your cooperation in this research will be greatly appreciated. I look
forward to hearing from you soon.

Sincerely,

Ruth Carroll


Enclosure


Permission is granted, as requested above, for use in your unpublished
dissertation. If you should decide to publish your work in the future,
you will have to reapply for permission at that time.

Michele A. Sullivan
Permission Manager
August 3, 1988

CENTENNIAL
DECADE
1980 · 1990

VITA $\overset{2}{}$

Edna Ruth Carroll

Candidate for the Degree of

Doctor of Education

Thesis:  A COMPARATIVE STUDY OF ACHIEVEMENT IN COLLEGE-
         LEVEL WRITTEN BUSINESS COMMUNICATION USING LECTURE
         AND COOPERATIVE LEARNING TEACHING METHODS

Major Field:  Business Education

Biographical:

   Personal Data:  Born in Wanette, Oklahoma, April 30,
        1938, the daughter of George S. and Anna Garrette.

   Education:  Graduated from Capitol Hill High School,
        Oklahoma City, Oklahoma in May, 1957.  Received
        Bachelor of Science degree in Business Education
        in 1979 and Master of Science degree in Business
        Education in 1981 from Central State University.
        Completed requirements for Doctor of Education
        degree at Oklahoma State University in May, 1989.

   Professional Experience:  Teaching Assistant, Written
        Communication, Oklahoma State University, Spring
        1988 through Fall 1988; highschool business
        teacher, Edmond Memorial High School, 1982 to
        present; Adjunct Business Instructor, Central
        State University, Fall 1986 through Fall 1987;
        highschool business and cooperative education
        teacher, Putnam City West High School, Spring
        1981 through Spring 1982; substitute teacher
        Spring 1979 through Fall 1980; Executive
        Secretary, Continental-Emsco Company, Spring
        1961 through Spring 1969.

   Professional Organizations:  Delta Pi Epsilon,
        National Education Association, Oklahoma
        Education Association, National Business
        Education Association, Mountain-Plains Business
        Education Association, Oklahoma Business
        Education Association, Association for Business
        Communication.