

GUIDELINES FOR DEVELOPING A COURSE BASED ON *THE GREGG* *REFERENCE MANUAL*

The following guidelines will show you how to create several different courses based on *The Gregg Reference Manual (GRM)* and one of the two sets of worksheets that accompany the manual—the *Basic Worksheets* or the *Comprehensive Worksheets*.

COURSE OBJECTIVES

All of these courses are designed to achieve these objectives:

- Sensitize students to the most common mistakes in style, grammar, and usage, and show them how to avoid making these mistakes in the future.
- Introduce students to (1) the evolving changes in style, grammar, and usage and (2) the on-the-job standards and practices that they will be expected to meet.
- Show students several ways to locate answers quickly in *GRM*, and provide them with much-needed practice in applying the appropriate rules correctly.
- Develop students' editing skills so that they can spot errors on their own and correct them with the help of *GRM*.
- Strengthen students' writing skills if time permits, and enhance the quality of the written documents they produce in class and on the job.

TWO SETS OF WORKSHEETS TO CHOOSE FROM

Basic Worksheets

This set of worksheets provides carefully sequenced exercises that focus entirely on Sections 1–11 (the sections that deal with punctuation, capitalization, number style, abbreviations, plurals and possessives, spelling, compound words, word division, grammar, and usage). The *Basic Worksheets* focus entirely on the “basic” rules in Sections 1–11—that is, those rules that have been highlighted by means of a red panel over the appropriate rule numbers. In this way students can ignore those rules that deal with fine points of style, and they can concentrate just on those rules that will help them overcome the most common errors in style, grammar, and usage.

Comprehensive Worksheets

This set of worksheets provides exercises that cover all 18 sections in the manual. These exercises cover a

much wider range of rules in Sections 1–11. Moreover, they provide “problem” letters, memos, and other business documents that will help students develop their formatting skills.

Features of the Worksheets. Both sets of worksheets have been designed to build three critical skills:

- They will sensitize students to the common problems they are likely to encounter in any written material they have to deal with.
- These worksheets will direct students to the appropriate rules in *GRM* so that later on, when they encounter similar problems in their own work, they will know where to look for answers.
- These worksheets will sharpen students' editing skills so that they can apply the rules correctly under many different circumstances.

Both sets of worksheets begin with a diagnostic survey of each student's editing skills. At the end of the program, students will encounter a parallel survey that will show how much their editing skills have improved. In most of the intervening worksheets, rule numbers are provided alongside the answer blanks so that students can quickly locate the answers they need to complete each set of exercises. Interspersed within this sequence of worksheets are editing exercises and editing surveys that will help your students integrate all the things they learned up to that point.

Important Note: If you are using the worksheets for the first time, be sure to familiarize yourself with the material on pages B-2 to B-7 for the *Basic Worksheets* and the corresponding material on pages C-2 to C-7 for the *Comprehensive Worksheets*. This material will give you an overview of how the worksheets are organized along with specific suggestions on how to use them effectively.

WHICH SET OF WORKSHEETS IS RIGHT FOR YOUR STUDENTS?

Basic Worksheets

Choose these worksheets if your students do not already possess a solid foundation in language skills. These worksheets allow students to concentrate on mastering the basic rules so that they can avoid making the kinds of errors that most commonly appear in business writing.

Comprehensive Worksheets

Choose these worksheets if you want to (1) familiarize your students with a wider range of rules involving style, grammar, and usage and (2) teach your students how to format a variety of business documents. The editing exercises that involve these business documents enable your students to apply their newly gained skills in a realistic context.

ALTERNATIVE CURRICULUM PLANS

The following charts suggest how you can structure a *basic course* (one that uses the *Basic Worksheets* and runs for 10 or 15 weeks) and a *comprehensive course* (one that uses the *Comprehensive Worksheets* and runs for 15 weeks). Because courses vary in length from

one institution to another, you will want to adjust these suggested plans to fit the number of weeks that you actually have to work with.

These charts list only the material to be covered in the manual and a set of the worksheets. You should feel free to select as much or as little material as your schedule allows or as your students need. Moreover, you should adjust the workload suggested for each week, depending on the ability level of your students.

Important Note: If time permits, you should supplement the use of worksheet exercises by assigning writing exercises. This additional component not only will enhance the value of the course but will strengthen your students' writing and editing skills at the same time.

Suggestions for appropriate writing assignments are provided on pages A-6–A-8.

BASIC COURSE—10 WEEKS

Week	Assignment
1	Introduction. Introduce the course. Refer to pages xiv–xvi, “How to Look Things Up.” Administer diagnostic survey (Worksheet 1).
2	Section 1. Punctuation: Major Marks. Worksheets 2–4.
3	Section 2. Punctuation: Other Marks. Worksheet 5.
4	Sections 3–4. Capitalization and Numbers. Worksheets 6–7. Use Editing Survey A (Worksheet 8) as a review.
5	Sections 5–6. Abbreviations, Plurals, and Possessives. Worksheets 9–11.
6	Sections 7–9. Spelling, Compound Words, and Word Division. Worksheets 12–15. Use Editing Survey B (Worksheet 16) as a review.
7 and 8	Section 10. Grammar. Worksheets 17–19.
9 and 10	Section 11. Usage. Worksheets 20–21. Use Editing Survey C (Worksheet 22) as a review. Use either Worksheet 23 or 24 as a final exam and the other for reinforcement or as a second chance.

BASIC COURSE—15 WEEKS

Week	Assignment
1	Introduction. Introduce the course. Refer to pages xiv–xvi, “How to Look Things Up.” Administer diagnostic survey (Worksheet 1).
2 and 3	Section 1. Punctuation: Major Marks. Worksheets 2–4.
4	Section 2. Punctuation: Other Marks. Worksheet 5.
5	Section 3. Capitalization. Worksheet 6.
6	Section 4. Numbers. Worksheet 7. Use Editing Survey A (Worksheet 8) as a review.
7	Section 5. Abbreviations. Worksheet 9.
8	Section 6. Plurals and Possessives. Worksheets 10–11.
9	Section 7. Spelling. Worksheets 12–13.
10	Section 8. Compound Words. Worksheet 14.
11	Section 9. Word Division. Worksheet 15. Use Editing Survey B (Worksheet 16) as a review.
12 and 13	Section 10. Grammar. Worksheets 17–19.
14 and 15	Section 11. Usage. Worksheets 20–21. Use Editing Survey C (Worksheet 22) as a review. Use either Worksheet 23 or 24 as a final exam and the other for reinforcement or as a second chance.

COMPREHENSIVE COURSE—15 WEEKS

Week	Assignment
1	Introduction. Introduce the course. Refer to pages xiv–xvi, “How to Look Things Up.” Administer diagnostic survey (Worksheet 1).
2 and 3	Section 1. Punctuation: Major Marks. Worksheets 2–5.
4	Section 2. Punctuation: Other Marks. Worksheet 6. Use Editing Survey A (Worksheet 7) as a review.
5 and 6	Sections 3–5. Capitalization, Numbers, and Abbreviations. Worksheets 8–12. Use Editing Survey B (Worksheet 13) as a review.
7	Sections 6–7. Plurals and Possessives; Spelling. Worksheets 14–17.
8	Sections 8–9. Compound Words; Word Division. Worksheets 18–19. Use Editing Survey C (Worksheet 20) as a review.
9 and 10	Section 10. Grammar. Worksheets 21–22. Collaborative writing: Have students compose quiz questions based on Section 10.
11	Section 11. Usage. Worksheets 23–24. Use Editing Survey D (Worksheet 25) as a review.
12	Section 13. Editing and Proofreading; Letters, Memos, and E-Mail. Worksheets 26–27.
13	Section 13 (continued). Writing: Use this week to work on the writing assignments for Section 13. Allow students to participate in peer editing. Encourage revising. Editing Practice A (Worksheet 29).
14	Sections 14–15. Reports and Manuscripts; Notes and Bibliographies. Editing Practice B (Worksheet 30).
15	Sections 16–18. Tables; Other Business Documents; Appendixes. Writing: résumé or collaborative writing. Editing Practice C (Worksheet 31). Review using Worksheet 28, Looking Things Up. Use this time for students to revise writing assignments. Editing Practice D (Worksheet 32).

Two-Term Program. If you have the luxury of two terms in which to teach the program, you can distribute the course work a number of ways. Here are two options:

- a. Spend the first term working through *GRM* and completing the worksheets. Spend the second term composing business or academic documents that incorporate the lessons from the first term.
- b. Integrate composition assignments as you cover each section and assign the corresponding worksheets. In this way you can still follow the suggested schedules but spend more time on each section. Add an extra week to each unit and reserve two weeks for portfolio review, peer editing, and revision sessions.

In either case, do not base a student’s final grade only on midterm and final exams that make use of the worksheets. Consider each student’s writing portfolio as well.

GENERAL METHODOLOGY FOR BASIC AND COMPREHENSIVE COURSES

Whether you teach a basic or a comprehensive course, use a variety of approaches tailored to the learning styles and ability levels of your students. Consider using any of the following techniques as time permits.

Warm-Up Writing Exercises. Before formally introducing a new series of rules, ask students to write some

sentences based on one of those rules and be prepared to read them aloud. This type of exercise is likely to compel students to read the rules more thoughtfully and apply them more carefully, once they know they will have to read their sentences aloud. Students will probably make mistakes in their sentences, but these mistakes create wonderful teaching opportunities.

At the start of each class period, choose a new rule for the warm-up exercise. If your class runs for several hours, consider using a warm-up exercise each time you return from a break. These exercises are most beneficial when completed on a regular basis.

Sectional Outline of Topics. When introducing a new section, have students first review the list of topics on the opening pages.

Indicate which rules you consider particularly important and plan to stress.

Glossary of Grammatical Terms. Before assigning new rules, remind students to consult this glossary in Appendix D (pages 636–645) if they are unfamiliar with the grammatical terminology used throughout the course.

PowerPoint Slides and Transparency Masters. Pages D-1 to D-11 in this resource manual provide detailed suggestions for using these graphic materials to introduce new rules and concepts. To accommodate different learning styles, have students read examples provided by these materials and invite class discussion.

Group Presentations. After you have presented a new set of rules, divide students into small groups and assign two rules to each group. Allow time for each group to prepare a brief explanation of the rules and to write new sample sentences on the board. Putting these examples on the board provides an opportunity to reinforce grammatical concepts and invites class discussion.

Student Journals. Have students maintain journals in which they record sample sentences taken from current reading assignments, group activities, and their own individual work. Have the students label these sample sentences by rule number.

Especially noteworthy sentences should be read aloud in class and written down in everyone's notebook. While *GRM* itself provides excellent examples, most students require this additional practice to master the concepts thoroughly.

News Articles. To promote class discussion, encourage students to bring news articles to class that display three of the rules previously discussed.

Using the Worksheets. You can use the worksheets as homework, but you will also find it quite effective to allow class time for students to work on some of the exercise items. This kind of group activity under your guidance decreases the tendency of students to guess rather than look up the rules.

- a. At the outset, explain how the worksheets are organized (see pages B-2 to B-5 for the *Basic Worksheets* and C-2 to C-3 for the *Comprehensive Worksheets*), and review the appropriate proofreaders' marks that may have to be used in the various exercises. (See Transparencies 12-3 to 12-8 on pages D-27 to D-32.)
- b. On occasion assign parts of certain exercises as a class activity (using an overhead projector if possible), or allow students to work in small groups to complete this assignment.
- c. When students have completed all the exercises on a particular worksheet, you can review the answers with the whole class (displaying the correct answers by means of PowerPoint slides or overhead transparencies created from the keys in this resource manual).
- d. You may prefer to collect the completed worksheets and correct them yourself. In that case, consider using the following method:
 - Circle incorrect responses, but *don't make the corrections yourself*.
 - Return the worksheets and tell students that they must return the corrected worksheets for full credit.
 - If particular students are having special difficulty with the material, you might reserve 15 minutes at the end of each class period for

tutoring or else set up tutoring time outside of class. Helping these students work through their incorrect answers gives them a better understanding of the underlying concepts.

Assigning Homework. If your class meets for three or more one-hour sessions a week, you may want to give one assignment for each night. If your class meets once or twice each week for longer sessions, you may want to give two or more assignments each night. The homework could involve the following types of activities:

- a. Ask students to complete the worksheet exercises that were not finished in class.
- b. Ask students to revise erroneous sentences from the warm-up exercise.
- c. Ask students to write more sample sentences based on your assessment of problem areas.
- d. If you have access to a computer lab, reserve lab time for students to work on posted material.
- e. Ask students to write a paragraph on a topic you assign. Students should be asked to identify five rules that apply to the sentences in their paragraph.

INTRODUCING THE GREGG REFERENCE MANUAL

1. Briefly explain the importance of reference manuals and handbooks. Explain how the ability to use these resources effectively can have a significant effect on one's ultimate success on the job. If time permits, ask the students which resources they have used in the past, and encourage a brief discussion of their successes and failures.
2. Introduce students to the contents and the format of *The Gregg Reference Manual*. Encourage them to think of *GRM* as a search engine for writers.
 - a. Turn to pages vi–vii (“Contents”), and point out the titles of the 18 sections and the 3 major parts.
 - b. Turn to pages viii–xi (“Preface”), and call specific attention to the availability of an “Ask the Author” feature on the *Gregg* Web site. Note that the URL appears on the bottom of the back cover.
 - c. Turn to pages xiv–xvi (“How to Look Things Up”), and let students know that you will soon return to those pages.
 - d. Review the Section 1 list of topics (pages 2–3), and note that each section begins with a comparable list. Point out the structure of numbered headings and subheadings.
 - e. Ask students to flip through the manual quickly to get a concrete sense of all that it contains.
 - f. Point out the location of the page number, which can sometimes be more helpful than a rule number when trying to locate certain information. Explain that on left-hand pages the boldface paragraph number beneath the page

- number refers to the first new paragraph at the *top* of that page (rather than to a continuation of a paragraph carried over from the previous page). Explain that on right-hand pages the boldface paragraph number beneath the page number refers to a new paragraph that begins (but may not end) at the *bottom* of that page. If students are not familiar with the paragraph symbol (§ or §§), explain how it is used in the singular and the plural.
- g. Encourage or require students to keep a notebook specifically for this course, in which they can record notes on new things they have learned.
3. Acquaint students with the five suggested methods for retrieving information from *GRM*.
 - a. Look at pages xiv–xvi together, and use Transparencies H-1 to H-6 to facilitate the discussion.
 - b. In discussing the use of the *printed index*, have the students turn to pages 646–688 and point out the difference in font between rule numbers and page numbers.
 - c. In discussing the use of the *electronic index*, note that it contains many more entries than the printed index. Indicate where it can be located on the *Gregg* Web site <<http://www.gregg.com>>, and note that for fast access it can be downloaded on each student's computer.
 - d. In discussing the *fast-skim approach*, point out the two locations for skimming: the “Quick Guide to Key Topics” on the inside cover and the outline of topics at the beginning of each section. Also note how the marginal tabs can be used to find a particular section in the manual.
 - e. In discussing the “*play the numbers*” strategy, point out the value of quickly memorizing the name of the topic that each section number refers to.
 - f. In discussing the need to *look up specific words and phrases*, point out that the electronic index is a far better source than the printed index because it contains so many more entries.
 - g. Point out the extensive use of cross-references throughout the manual and in the index. Explain the two types of cross-references:
 - If the cross-reference begins with “See also,” it means that another rule will provide additional information to help the student understand the rule or example at hand, but it is not essential to take this extra step.
 - If the cross-reference begins with “See,” it means there is another rule containing vital information that the student ought to consult.

ADMINISTERING THE DIAGNOSTIC SURVEY

Administer the diagnostic survey to determine students' strengths and weaknesses. (Use Worksheet 1 in either set of worksheets.) Allow the students to refer to *GRM* if they wish.

1. The diagnostic survey in the *Basic Worksheets* contains 100 items. Because these items are grouped sequentially by section number, it is relatively easy to determine in which areas each student is particularly weak. The chart on page B-6 indicates the correlation between the errors a student has made and the particular worksheets that will help to overcome those errors.
2. The diagnostic survey in the *Comprehensive Worksheets* contains 175 items, which are similarly sequenced by section number. The chart on page C-6 indicates the correlation between the errors a student has made and the corrective worksheets. Because the diagnostic survey in the *Comprehensive Worksheets* is much longer and more challenging than the one in the *Basic Worksheets*, it may require more than one class period to complete.
3. Before asking students to complete the diagnostic survey, alleviate some of their fears by explaining that the scores on this survey will not count toward their grade but will simply be used to determine which areas the course should highlight.
4. Point out the chart of proofreaders' marks that appears both on the inside back cover and on pages 358–359. Focus only on those marks that students will need to use when they complete the diagnostic survey: inserting or deleting punctuation marks (periods, question marks, exclamation points, commas, semicolons, and colons); changing a capital letter to a lowercase letter or vice versa; correcting spelling or changing wording; and indicating how an item should be italicized or underlined.
5. Score each student's performance on the diagnostic survey simply to establish a baseline against which to measure the student's performance on a final survey (which is constructed in exactly parallel fashion). For the *Basic* diagnostic survey, which contains 100 items, simply subtract 1 point for each incorrect answer from a total of 100. For the *Comprehensive* diagnostic survey, which contains 175 items, deduct $\frac{1}{2}$ point for each incorrect answer from a total of 100.
6. Before you assign a score to each student's survey, you may want to have these surveys checked for errors in class. In that case, you could have students check their own work, but you ought to consider letting students check one another's work, since that will give them helpful proofreading and editing practice and let them see that everyone in the class has weaknesses to overcome.

7. To display the correct answers, create PowerPoint slides or overhead transparencies from the keys for these diagnostic surveys. (See pages B-12 to B-15 for the key to the *Basic Worksheets* survey and pages C-12 to C-18 for the key to the *Comprehensive Worksheets* survey.) After the checking of answers is finished, have the surveys returned to their owners. Allow a few minutes for students to consider how well they did, and encourage them to write in their notebooks any answers that surprised them or any new concepts they learned. If students raise immediate questions about certain answers, try to respond briefly but resist the temptation to use this situation as an occasion for providing basic instruction. Collect these surveys at the end of the class, assign a numerical score to each, and retain this information as a basis for tracking each student's progress throughout the course.

DESIGNING A SELF-PACED COURSE

1. After you evaluate each student's performance on the diagnostic survey, you may discover that the students' abilities vary so widely that it may make sense for you to provide them with different assignments and let them work at their own pace.
2. If you decide to teach a *self-paced course*, hold individual conferences with each student after you have analyzed that student's strengths and weaknesses.
3. In the course of each individual conference, establish which worksheets the student needs to complete during the course. Turn to the first page in the student's copy of the Worksheets, which presents the table of contents. On that page, circle the number of each worksheet that you are asking each student to complete. Direct the student to initial and date each of the assigned worksheets after he or she completes and scores it.
4. Make a copy of the answer keys available (as indicated on pages B-12 to B-85 for the *Basic Worksheets* and C-12 to C-110 for the *Comprehensive Worksheets* of this resource manual).
5. Let students know that they will be tested on the material to encourage them to take their mastery of the material seriously. You can use portions of the editing surveys as exams.

TEACHING A TRADITIONAL COURSE

1. Even if you decide to teach the course in a traditional manner and have all students complete the same schedule of assignments, try to make time for an individual conference with each student so that you can discuss that student's particular strengths and weaknesses.
2. These conferences will help you gauge the length of time and amount of work you need to devote to each section in the manual and the related worksheets.

3. If your students as a whole did not perform well on the diagnostic survey, you may find it desirable to have the students work in small groups to complete many of the worksheets.
4. Consult the charts on pages A-2 to A-3 for suggested teaching plans, depending on whether you will be teaching a 10-week basic course, a 15-week basic course, or a 15-week comprehensive course.

SUPPLEMENTAL WRITING ASSIGNMENTS

Sections 1–11

The writing assignments described below do not constitute an exhaustive list of projects. They are intended merely to suggest the kinds of assignments you might want to make as you cover the rules in Sections 1–11.

The actual assignments are likely to take different forms, depending on the focus of the course you plan to teach. However, in any writing that students are asked to do, they should be required to incorporate sentences that reflect five rules currently under discussion. (They should also be asked to identify the rule numbers in the margins.)

Paragraphs and Essays. You might initially ask students to write a brief paragraph on any topic that interests them or on one that you assign. Then as you present more rules, have students create a second and then a third paragraph on the same theme. In each new paragraph, students should once again be asked to incorporate (and identify) sentences that reflect five new rules currently under discussion.

Then ask students to expand the paragraphs into a three-page essay, adding an introduction and a conclusion. You will probably need to discuss the characteristics of a good essay.

At each stage of the developmental process, have students review one another's work. In the process of finding errors in someone else's writing, students develop the editing skills that will help them spot the errors in their own work and become better writers.

Here are some specific topics that could provide the basis for these assignments. They can be linked to any of the first eleven sections in the manual.

- **Hobbies.** Ask students to write a paragraph describing a favorite hobby or one they'd like to try. When the first paragraph has been reviewed and adequately revised, ask students to create another paragraph in which they discuss a different leisure-time activity. After the second paragraph has been successfully revised, have students write a third paragraph about a hobby they would not like to try or have tried unsuccessfully. Then ask students to convert these three paragraphs into a coherent three-page essay. **Note:** This assignment could be linked to the punctuation rules in Sections 1 and 2.

- **Travel.** Ask students to write a paragraph describing a place they have already visited and very much enjoyed. When the first paragraph has been reviewed and revised, ask students to create another paragraph in which they discuss a place they would very much like to visit. Then have students write a third paragraph about a trip they took that did not turn out the way they hoped. Finally, ask students to develop these three paragraphs into a three-page essay. **Note:** This assignment could be linked to the capitalization rules in Section 3.
- **Families.** Assign an essay in which students describe their families. Have them start by drawing a family tree showing aunts, uncles, and cousins as well as parents, siblings, and grandparents. From the family tree, students should create a number of paragraphs that can then be expanded to an essay. **Note:** If this assignment is given in conjunction with Section 6, ask students to use possessives when describing various family relationships.
- **Work experience.** Ask students to develop an essay describing jobs they've had and liked, jobs they didn't like, and jobs they hope to have.
- **Academic experience.** Ask students to develop an essay that describes courses they've already taken and that indicates how these courses relate to their long-range goals.
As a separate assignment, ask students to list the objectives of the courses they are currently taking, following guidelines contained in ¶1081. This project will give students practice in constructing lists with parallel structure.
- **Gender bias.** On the basis of ¶¶1050–1053, ask students to write a brief essay in which they advise new students about the need to avoid gender-biased language in their writing. The essay should provide concrete examples of the kinds of things to avoid.
- Have students create sentences or paragraphs that deliberately misspell a number of words that are listed in ¶720. Then have students exchange this material so that they can each correct the mistakes they find.
- Have students create sentences that contain dangling constructions that produce a comic or absurd meaning. (See ¶¶1082–1085.) When these materials are exchanged, students will have to rewrite these sentences to overcome the problems they find.
- Have students create sentences or paragraphs that are heavily salted with abbreviations found throughout Section 5. When these materials are exchanged, students will have to rewrite the sentences or paragraphs, decoding these abbreviations in the process.
- Provide a photo or painting that displays lots of activity or detail. Invite students to describe the scene using only passive forms. When these materials are exchanged, students should be asked to (1) change passive verbs to active forms as appropriate and (2) justify the passive constructions they decide not to change.

Sections 12–18

These sections in the *Gregg* manual deal primarily with the formatting of a wide variety of business documents. If you plan to ask your students to demonstrate their ability to execute these formats correctly, you can enrich these assignments by asking them at the same time to create documents that are personally meaningful.

Writing Letters. Ask students to draft letters on a variety of topics. Have them exchange their drafts so that they can get comments and suggestions from a classmate. Then ask students to revise their letters as necessary so that the final version would be good enough to be mailed. In some cases, you may want to suggest that a letter actually should be mailed. Then, if the letter elicits a response—especially a response that delivers the result the writer was hoping to achieve—the writer will know that he or she has been very successful.

Depending on the content of your course, you could have students write (1) a thank-you letter for the excellent service they received, (2) a letter that simply requests some information, or (3) a letter to the editor of a newspaper or a magazine on a topic of current interest. Letting students base the content of these letters on their personal experience is the best way to engage their interest in these letter-writing assignments.

For teaching purposes, however, you may want every student to write a letter based on the same

Creating Problems That Need to Be Corrected.

The following suggestions call for the students themselves to write paragraphs and sentences with deliberate errors embedded in them. Some of the assignments (for example, creating sentences with dangling constructions) could be more fun if carried out by small groups of students working together. In other cases, students might get more out of an assignment if they had to deal with it on their own.

- On the basis of ¶719, have students create sentences or paragraphs that deliberately misuse words that look alike or sound alike. Then have students exchange this material so that they can each correct the mistakes they find.

topic. Here is one possible scenario for students to consider:

- You have just purchased \$200 worth of books at the college bookstore for the new school term. Your math textbook was supposed to come with a companion workbook. However, when you opened the shrink-wrap, the workbook was not there. You returned to the bookstore to ask for a new one. You were treated rudely by the salesperson, who told you there was nothing he could do. In fact, he implied that you probably had misplaced the workbook. When you asked to speak to the bookstore manager, the salesperson said you would have to come back. You have left three messages for the manager, but she has not called you back. *Your assignment:* Write an effective complaint letter to the manager that gets you the results you want.

As an additional aspect of these letter-writing assignments, you may want to ask students to design a personal letterhead (on the basis of the guidelines in ¶¶1310–1311), which they will then use for the letters they write as individuals. If you plan to create assignments in which the students write letters as the employees of a fictitious organization, you could ask them to design a letterhead for that situation as well. You could also ask that an appropriate envelope be prepared for each letter they write.

Writing Memos and E-Mail Messages. Some of the suggestions offered for letter-writing exercises could also be assigned as memos or e-mail messages. Or students could be asked to take a letter they previously wrote and rewrite it as a memo or an e-mail message. That would require students to consider what will be different and what will be the same.

One possible suggestion for a memo or an e-mail message would require students to draft a message to incoming first-year students, explaining how to survive their first week of college.

Writing Reports. Although you could ask students to write a new report for your course, it might be equally effective to ask them to bring in a brief report they had written for another class and revise it on the basis of everything previously covered in your course.

Preparing a Résumé. If time permits, have each student prepare a current résumé. This assignment will require many revisions but will create a valuable addition to each student's portfolio.

Preparing Other Business Documents. If it meets the objectives of your course, ask students to prepare—on a collaborative basis—various documents based on the models in Section 17. Different groups could prepare different documents that could then be critiqued by the class as a whole.