DESCRIPTIVE ANALYSIS OF IMPLEMENTATION OF CONTINUOUS PROGRESS SYSTEM IN BASIC TYPEWRITING COURSE AT BLOOMFIELD HILLS LAHSER HIGH SCHOOL

An Independent Study

MICHIGAN STATE UNIVERSITY

Betty J. Leavitt

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An Independent Study

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by

Betty J. Leavitt

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CHAPTER I

DESCRIPTION OF THE SITUATION

Equal educational opportunities for all citizens has been a goal of American education. According to statistics gathered by UNESCO, the United States leads all other countries in the world with eighty-one per cent of all seventeen year-olds enrolled in full-time education. Almost seventy per cent of the children who start school at the age of six actually graduate with a high school diploma.[1] However, although statistics may show that more young people in America than the youth of any other nation in the world are enrolled in a school, the statistics do not necessarily indicate that our educational system provides opportunities for all citizens to receive equal education.

The definition of an educated man is a philosophical question, the answer to which has been avoided by educators by a vague definition of educational goals. The goal of American education is generally defined in educational texts as a process of changing the behavior of an individual so as to enable that individual to become a participating member

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[1]Morgan, Robert M. and David S. Bushnell, "Designing An Organic Curriculum" (Washington, D. C.: Bureau of Research, United States Office of Education, 1967), p. 1 (Mimeographed)

of a society. A change in behavior is demonstrated through the attainment of skills, knowledge, and/or attitudes. The answer to the question of whether the educational system in the United States provides equal opportunities for all citizens to receive the same education is dependent on the definition of "participating" and whether or not each individual actually has the opportunity to attain the skills necessary to allow him to become a participating member of our society.

What an individual contributes to a society and what he takes from society is his individual decision as long as he keeps his behavior within the reasonable limits of the acceptable norms of the society. The skills and knowledge necessary for an individual to make this basic decision and to fulfill his objectives become the responsibility of the educational system. To what extent does the present United States' system of educating our youth meet these needs? What, then, are these skills and who determines these to be the skills?

In 1966 a committee composed of citizens, educators, and other professional people was established to determine whether or not the educational system in the Bloomfield Hills Public School District, Bloomfield Hills, Michigan, was meeting the needs of the youth in the community. The findings and recommendations of this committee resulted in the

construction and installation of a Continuous Progress Curriculum (Kindergarten - Twelth Grade). Two distinctive features of the design of the Continuous Progress Curriculum are: (1) the educational goals are defined in the explicit terminology of performance objectives and (2) the instrution provides for individual differences of the students.

The major task in the development of the Continuous Progress Curriculum to meet the design involved the identification of educational goals and the description of desired outcomes in the language of performance objectives. Although educational goals remain a philosophical question among educators, a study group composed of teachers and administrators of the Bloomfield Hills Public School District explored the issue and concluded that the primary objective of the local school system should be to develop life-long learners. The rate at which our society changes and the many implications of the constant change dictates that individuals living in today's society must be prepared to meet an unknown future. The skills necessary for being a life-long learner were identified and categorized by the study group to be (1) the skills of inquiry and (2) the skills of communication. The goals, therefore, of the Continuous Progress Curriculum in Bloomfield Hills are to develop the skills of inquiry and communication.

The skills of inquiry and communication cannot be developed in and of themselves. Therefore, in the Continuous Progress Curriculum, content or subject matter common to the traditional school is used as the vehicle. The second phase of the curriculum development called for the identification of tasks within each course in each discipline that were two-fold in nature. First of all, the tasks should contribute to the development and the fortification of inquiry and communication skills and, secondly, the tasks should contribute to the development of competencies which are a part of a course or a discipline in the traditional curriculum. The primary difference in the content of the Continuous Progress Curriculum and that of the traditional curriculum is that emphasis is placed on skill development rather than the content per se.

Educational psychologists have conducted many experimental studies which support theories of learning relative to the variables influencing an individual's capacity to learn. For the most part, however, educators have given only lip service to efficient manipulation of these variables although one must readily admit that compensating for all the learning variables on a one-to-one basis in the classroom would result in an impossible task for the classroom teacher. In a Continuous Progress Curriculum, provision is made to accept each child as an individual, determine his present level of

development, and help him progress as far as he can toward his optimum potential. The instructional program is individualized so that each child is provided with appropriate materials to allow him to begin at the point of his development and continue from that point at his own rate. This strategy compensates for many of the individual, task, and environmental variables facing the learner in the learning experience.

CHAPTER II

THE PROBLEM

The teacher in a Continuous Progress classroom must possess specific skills to implement performance objective based instruction and to individualize the classroom. These skills include:

1. Reading and interpreting performance objectives for desired outcomes.
2. Selecting materials which are matched to (1) the desired outcome prescribed by the performance objective and (2) the abilities of the learner.
3. Using methods which capitalize on the capacity of the individual learner to learn.
4. Prescribing activities which will develop proficiencies and correct learner deficiencies.
5. Evaluating student performance.
6. Analyzing evaluations for deficiencies of the learner.
7. Prescribing remedial instruction.
8. Developing interest and motivation for the learner.
9. Maintaining progress records.
10. Organizing classroom activities and procedures to allow for individualized instruction.
11. Providing for student interaction groups in an individualized setting.
12. Reporting student progress.

Although many of these skills are not different from those used in a traditional classroom, the procedures for carrying out the activities are unique to the Continuous Progress classroom. The techniques for individualizing instruction and using performance objectives are not now taught in college classrooms nor are they extensively used by teachers throughout the country. Therefore, a teacher coming into a system using performance objectives in an individualized instructional program must be given extensive inservice training and individual help in adopting to the system and in implementing the system in the classroom. If a teacher is to become the writer of performance objectives and the designer of instructional materials, there are competencies other than those required in the classroom that need to be acquired in another type of training program.

The purpose of this study is to prepare a manual in which information is given to aid a business teacher in using the performance objectives and instructional materials designed for the Basic Typewriting Course at Bloomfield Hills Lahser High School. The objectives and accompanying materials have been developed previously, tested in the classroom, and twice revised on the results of classroom use as well as improvements in the curricular design. The objectives and materials, therefore, constitute a complete course in basic

typewriting requiring only a manual for training new personnel in the implementation of the system in the classroom.

In this study, no attempt will be made to:

1. Provide a background of the philosophy or rationale of the system.

2. Instruct in the process of writing performance objectives.

3. Instruct in the preparation of individualized materials to the specifications of the performance objectives.

4. Evaluate the design of the system and/or the performance objectives and accompanying materials for the Basic Typewriting course.

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

CHAPTER III

DESCRIPTIVE ANALYSIS OF CONTINUOUS PROGRESS SYSTEM IN BASIC TYPEWRITING CLASSROOM

The BASIC TYPEWRITING INSTRUCTIONAL MANUAL will consist of the performance objectives for the basic typewriting course, an index of accompanying instructional materials, and an interpretation of their use as tools for individualizing classroom instruction. The items to be included are technical in the sense that some of the terminology is unique to the Continuous Progress System just as an operator's manual is unique to the equipment for which it is written. Therefore, the initial introduction to the course must include a definition of the technical terminology necessary to the classroom teacher. The first chapter of the manual will be concerned primarily with the definition of a performance objective, the hierarchy of performance objectives for the basic typewriting course, and the actual objectives for the course. This information is basic to the introduction of the evaluation system, instructional procedures, reporting system, and the utilization of instructional materials. This chapter of the Independent Study will summarize the contents of the BASIC TYPEWRITING INSTRUCTIONAL MANUAL. The design of the Continuous Progress Curriculum, the performance objectives for Basic Typewriting, and the indexing of

instructional materials to the performance objectives are not public domain materials and, therefore, will not be included in the Independent Study in their entirety.

A. PERFORMANCE OBJECTIVES

Performance objectives are innovative in the schools across the nation even though objectives have always existed in education. Regardless of the term used to refer to the objectives, such as philosophies or goals, objectives do exist for the school system, for the individual school within the system, for the department, for the classroom, and perhaps even for the teacher.

Definition. A performance objective is more explicit than these traditional-type objectives. A performance objective is defined as:

> ...an unambiguous statement which prescribes:
>
> A TASK----that activity in which the student is to be involved in order to achieve educational objectives
>
> CONDITIONS OF PERFORMANCE----a description of information, materials, and procedures the student will use in the activity which is necessary to attain objectives
>
> CRITERIA----a definition for determining if the student has achieved the defined objectives--it may state the accuracy, quality, or quantity necessary for acceptable performance

> THE LEARNER----reference is made in the performance objective to the individual who is to perform the task as specified in the objective. A term used to describe the student is the learner.[2]

Given below is an example of a performance objective which may be analyzed for the components as described in the definition.

> Given a dictionary for reference and a list of ten words (a), the learner (b) will demonstrate procedures necessary to divide the words into syllables (c) with 100% accuracy.(d)

An analysis of the components as contained in the objective given above is as follows:

(a)-----the CONDITIONS

(b)-----the LEARNER

(c)-----the TASK

(d)-----the CRITERIA

Task. The task, that which the learner is to do, is an activity which is used to develop skills and knowledges relevant to the overall objectives of the curriculum or the course. The task is determined by going through the process of Task Analysis which involves a thorough analysis of the usual activities of a course in relationship to the needs of

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[2]Boston, Robert E. "Criteria for the Writing of Performance Objectives" (Bloomfield Hills Public Schools, Bloomfield Hills, Michigan), p. 2. (An unpublished programmed learner for instructional designers)

today's youth. The performance objective is the tool used by an instructional designer to communicate. If a performance objective were thought of as a formula, prescription, or recipe, the product or outcome of the objective may be called behavior. The term "desired behavior" can be described as that which a learner is able to do after the task that he could not do before the task. This behavior should be consistent with the general educational goals.

The task described in the performance objective must be stated in terms of observable and measurable behavior. This observable and measurable behavior is overt as opposed to covert behavior. For example, words such as construct, order, or describe are examples of overt behavior whereas words such as understand, appreciate, or know are covert. With a slight stretch of the imagination, a change in the behavior of an individual described as understand, appreciate, or know can be noted over a period of time as the learner probably exhibits an overt behavior which demonstrates his understanding, appreciation, or knowledge; but, this behavior must be described in the performance objective in quantitative terms.

Criteria. A performance objective states the exact criteria for measuring the success of the learner when he has performed the task. Words used to express criteria must

be explicit so as to leave no doubt in the reader's mind nor any room for individual interpretation. Units of measure related to time, quantity, or accuracy are measurable units which can be used to describe criteria. For example, in measuring the typist ability, words per minute or net words per minute are used to express time, accuracy, and quantity. If a student is given objective-type questions, quantity and accuracy are appropriate units of measure.

The minimum level of performance acceptable for successful completion of a task is a decision that must be made by the local school. National standards are not appropriate because of regional differences in ability of students and requirements of a community. Therefore, those requirements appropriate to the abilities of the students and the requirements of the community are used to establish minimum criteria in that particular school.

Conditions. Conditions of performance, the third component of a performance objective, names the materials, equipment, and directions given to the learner during the evaluation of his performance. The "givens" may include:

1. Items of reference, information, and supplies.
2. Directions for performing the task.
3. Special procedures to be followed in performing the task.

The conditions under which a task is performed governs the complexity of the task. For example: The following are conditions of a task requiring the student to hyphenate words given to him in a list.

1. Given ten words with the syllables indicated, the rules for word division, and the directions to hyphenate the words,

2. Given ten words with syllables indicated and directions to hyphenate the words,

3. Given ten words and directions to hyphenate the words,

The tasks as given above are ordered with the most complex stated last. In the first example, the learner is given a list of words already divided into syllables and the rules for word division, which is a less complex task than the second example in which no rules are given. The third example requires the most skill because not only does the learner have to syllabicate the words but he must hyphenate them without the aid of the rules.

B. HIERARCHY OF PERFORMANCE OBJECTIVES

The process of writing performance objectives and identifying all of the skills or tasks as simple as learning to syllabicate words to skills and tasks as complex as learning to typewrite results in a mass of objectives not conducive as instructional tools unless they can be

organized into a system. The objectives in the Continuous Progress Curriculum are arranged in a hierarchy. Each objective in the hierarchy has a purpose in relationship to the total hierarchy. Of the five types of objectives in the hierarchy in the design, only three are used by the classroom teacher. Each of these three objectives describes who is to perform a task, what task is to be performed, the conditions under which the task will be performed, and the criteria for evaluating the performance.

Terminal Performance Objective. The first type of objective in the hierarchy with which the classroom teacher is concerned is the Terminal Performance Objective. This objective specifies the end results the learner is expected to attain in each subject area. Furthermore, a terminal performance objective may become an interim performance objective in the total sequence. In other words, learning goes on forever and is terminal only in relation to a given skill at a given point in time.

If, for example, an objective were written to describe the terminal performance of a student in a basic typewriting course, it may be written in reference to the skills relevant to the touch-typing method. This terminal performance objective is interim to terminal performance objectives at the second level of typewriting.

Interim Performance Objective. In order for the learner to perform the task as described in a terminal performance objective, he must pass through a series of interim steps which are called Interim Performance Objectives. This sequence of objectives may be illustrated by the following example of a terminal performance objective and the interim performance objectives to the terminal.

TPO 2.0 Given a typewriter, necessary supplies, and data for performing a task requiring (1) a personal note on a postal card; (2) a personal business letter and envelope; and (3) a one-page left-bound report with two or more footnotes and two or more tabulated columns with headings, at his level of instruction, the learner will demonstrate the typewriting of the tasks as directed and as the problems relate/translate to principles/procedures for manipulating data into a specific form with 80% accuracy or greater as determined by a rating on the Evaluation Specifications Form.

IPO Given a typewriter, necessary supplies, specific directions and data for performing a task requiring the manipulation of data into a specific format, at his level of instruction, the learner will:

2.1 name the specific components to be included in the typewritten copy with 100% accuracy.

2.2 describe the contents of each of the components named in IPO 2.1 with 100% accuracy.

2.3 describe the relationship between the components and contents of the same to be included in the typewritten copy with 100% accuracy.

2.4 state rule(s) for constructing the typewritten forms as they relate/ translate to vertical and horizontal placement of the components, placement styles, punctuation styles, and procedures for manipulating data into a specific format with 90% accuracy or greater.

2.5 demonstrate procedures for manipulating data into a specific format based on given data and rules for vertical and horizontal placement of the components, placement styles, punctuation styles with 90% accuracy or greater as determined by a rating on the Evaluations Specifications Form.

Interim performance objectives are always sequential in nature; that is, there is a systematic order in which the interim steps are arranged. The number of steps in the sequence, however, may vary with the task.

Course Objective. Interim performance objectives may be clustered together to form units of study. To shorten the learning units (for motivational reasons) and to provide reasonable units on which to give progress reports, the hierarchy of objectives includes a third type. This type is known as a Course Objective.

The skills involved in learning to typewrite cannot be developed in and of themselves. The learner must type "something" in the process of learning the keyboard and learning how to manipulate the operational components on the typewriter. Therefore, when interim performance objectives

are clustered together to form course objectives, specific content is translated into the objectives. Given below is Course Objective 5.0 for Basic Typewriting concerning personal business letters. This course objective is a translation of the interim performance objectives for Terminal Performance Objective 2.0 (see pages 16 and 17).

C/O 5.0 Given a typewriter, necessary supplies, and specific content for a personal business letter and/or a problem situation requiring composition of a personal business letter at his level of instruction, the learner will demonstrate procedures to type a personal business letter based on given data as it relates/translates to principles/procedures for arranging and typing personal business letters with 90% accuracy or greater as determined by a rating on the Evaluation Specifications Form.

IPO Given a typewriter, necessary supplies, and specific content for a personal business letter and/or a problem situation requiring composition of a personal business letter, at his level of instruction, the learner will:

5.1 name the heading, opening, body, and closing as the components of a personal business letter with 100% accuracy.

5.2 describe the contents of each of the components named in IPO 5.1 with 100% accuracy.

5.3 describe the relationship between the given data and the components of a personal business letter with 100% accuracy.

5.4 state rule(s) for placement, style, and punctuation of components based on word count, punctuation styles, and letter styles with 100% accuracy.

5.5 demonstrate procedures for typing the letter based on given data as it relates/translates to rules for vertical and horizontal placement, letter styles, and punctuation styles with 90% accuracy or greater as determined by rating on Evaluation Specifications Form.

Course objectives may be sequential in nature--that is, more than one course objective is required to complete the interim steps to a terminal performance objective and the course objectives leading to the completion of the interim performance objectives must be presented in a specific order. This hierarchy of objectives may be diagrammed as follows:

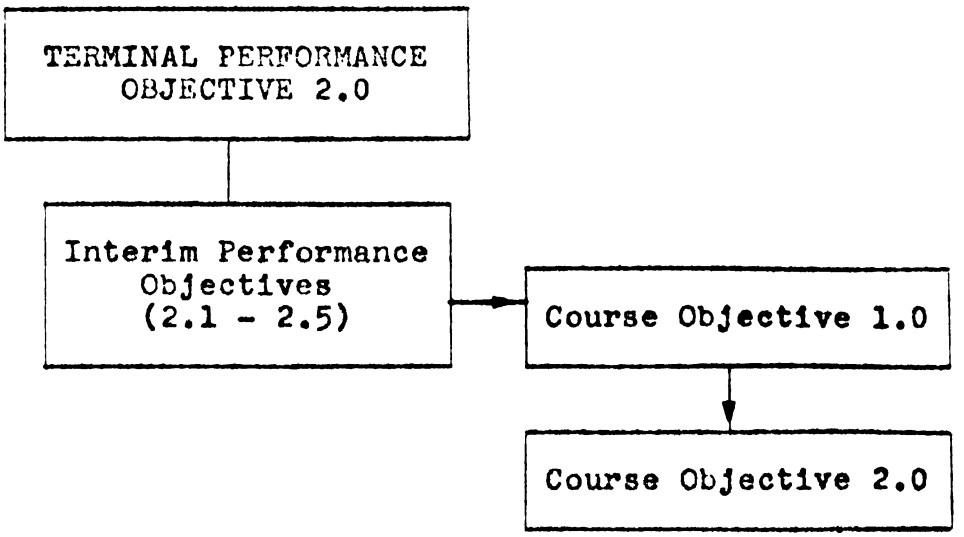
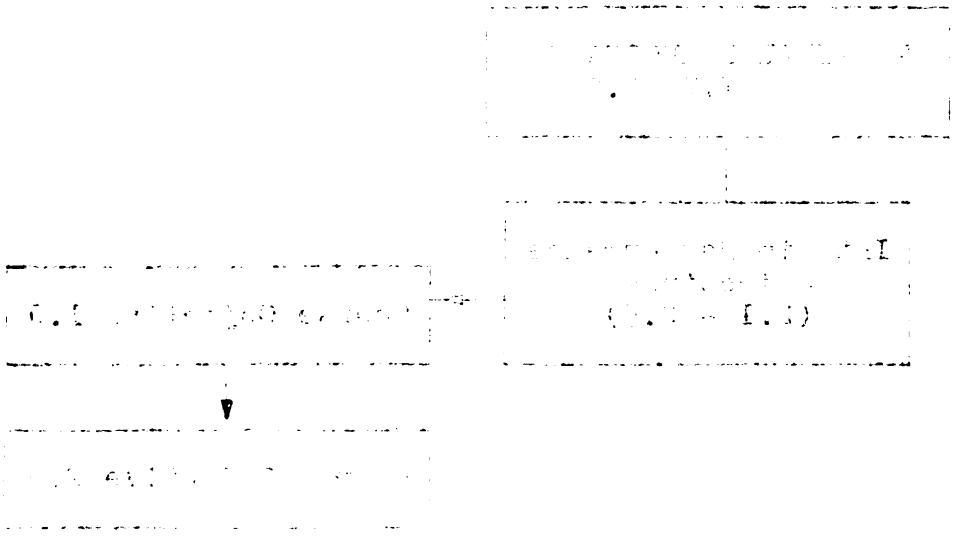


Diagram 1: Hierarchy of Performance Objectives when Course Objectives are sequential.



Course objectives may not be sequential in nature--that is, some of the course objectives require no order in their presentation. This sequence may be diagrammed as follows:

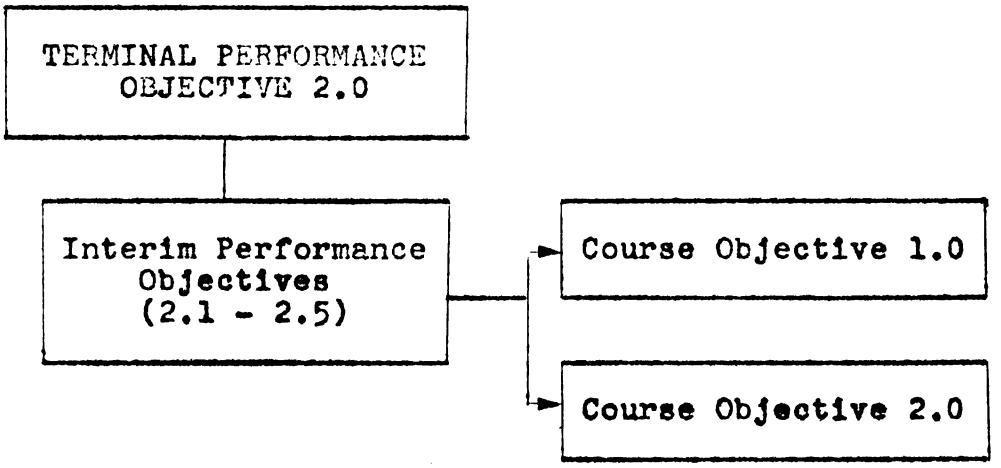


Diagram 2: Hierarchy of Performance Objectives when Course Objectives are not sequential.

A course objective may be the subdivision of the interim performance objectives of two or more terminal performance objectives. A combination of the skills described in the interim performance objectives for each of the terminal performance objectives involved enable the learner to perform the task described in the course objective. This sequence of course objectives is shown in Diagram 3 at the top of the next page.

Discipline Objectives. A fourth type of objective in the hierarchy of performance objectives is known as a

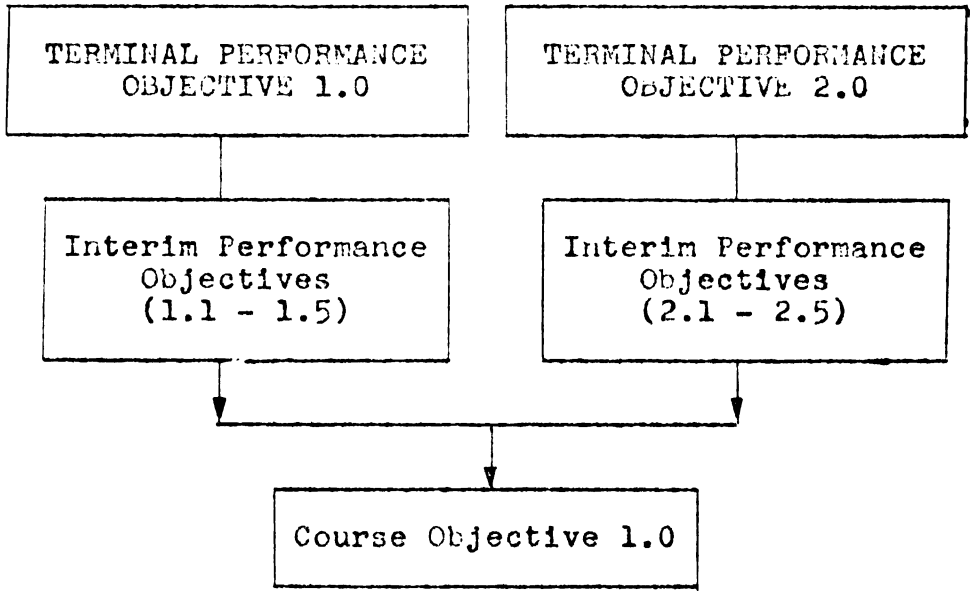


Diagram 3: Hierarchy of Performance Objectives when a Course Objective is a subdivision of Interim Performance Objectives of two or more Terminal Performance Objectives.

Discipline Objective. This type of objective defines the over-all content or skills of a given discipline and also reflects a cognitive learning process used in the design of instructional materials. It is not necessary that a classroom teacher be familiar with this type of objective except to know that terminal performance objectives are categorized under the discipline objectives. The skills in Business Education are defined by discipline objectives as: (1) principles and procedures related to the manipulation of data and (2) principles and procedures related to .... (specific skills or concepts to be developed in a course).

System Objective. The fifth type of objective which has an umbrella effect over all other objectives is the System Objective. All disciplines and all courses within a discipline seek to develop and fortify the skills of inquiry and the skills of communication--the skills of learning how to learn.

Diagram 4 illustrates the total hierarchy of objectives for the Basic Typewriting course including the sequential order of the course objectives. A brief outline of the content of each of the course objectives is given below:

C/O 1.0 Techniques of Touch Typewriting. The content includes the operation of the manipulative parts of the typewriter by touch, control of alphabetic and numeric keys, backspace key, carriage release lever, carriage return lever, cylinder knobs, shift keys, space bar, tabulator, margin sets, tab clear and set keys, line-space regulator, cylinder, paper release lever, paper bail, ratchet release, carriage return lever or key, margin release, ribbon position indicator, and variable line spacer.

C/O 2.0 Use of the Typewriter as a Tool. The contents includes the manipulation of the typewriter to perform tasks requiring the use of the operational components listed in C/O 1.0. The specific types of tasks include: typing of straight copy, listening for the bell, typing outside the margin, inserting and removing paper, backspacing, drawing vertical and horizontal lines, typing on different ribbon positions, aligning and typing on lines, measuring on the typewriter, and tabulating.

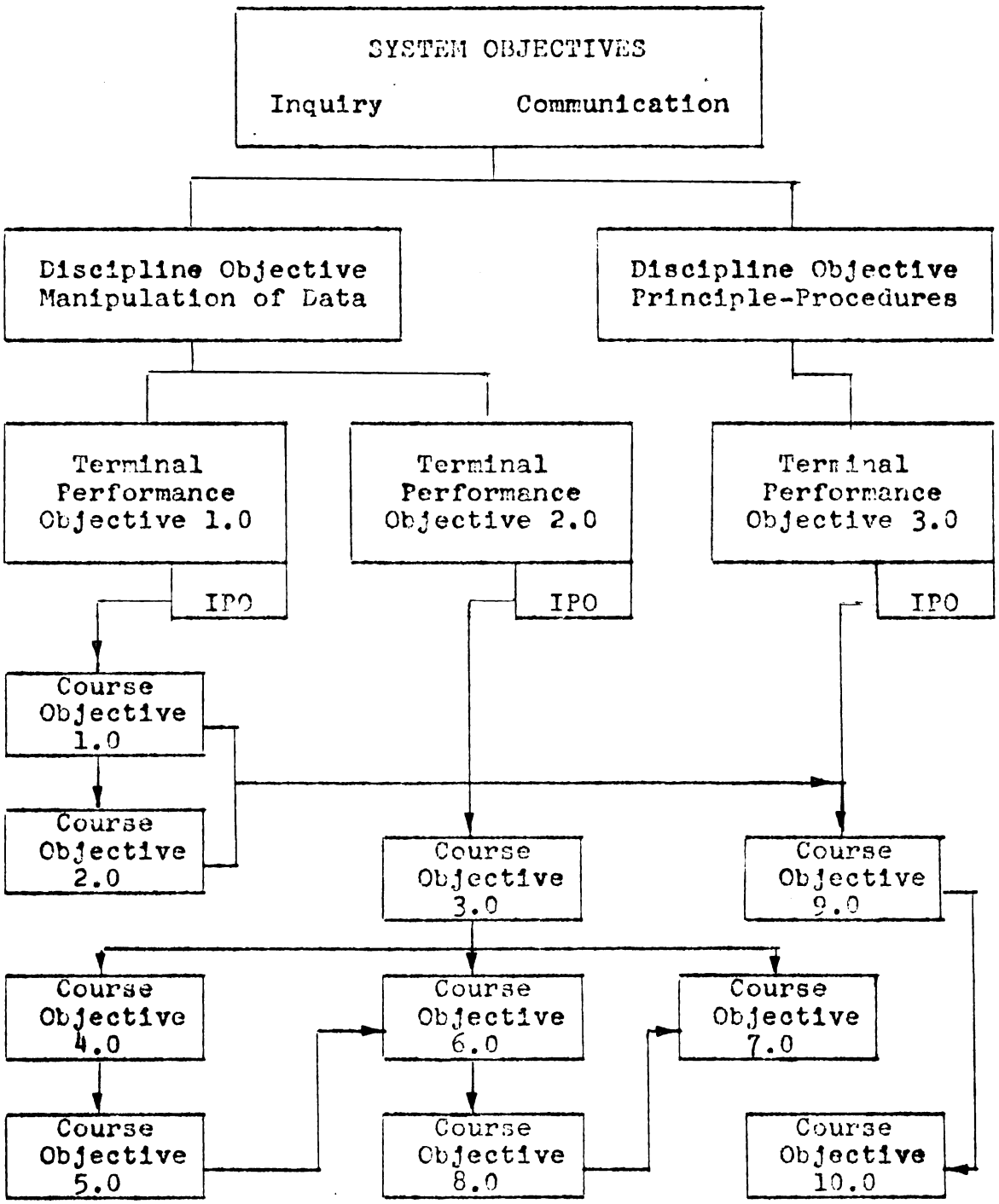


Diagram 4: Hierarchy of Performance Objectives for the Basic Typewriting Course.

C/O 3.0 Centering. The content includes vertical and horizontal centering on all sizes of paper, locating the center of a given area, and centering in reading position. Instruction is given in both the backspace and mathematical methods of centering.

C/O 4.0 Personal Notes. The content includes the typewriting of personal notes in both block and modified block styles with mixed and open punctuation. Notes may be composed at the typewriter or all information will be given. Envelopes are also included in this objective.

C/O 5.0 Personal Business Letters. The contents of this objective include the composition and typing of business letters in blocked and modified block styles with mixed and open punctuation.

C/O 6.0 Outlines and Reports. The simple outlines and reports included in this objective stress form and location of title, body, subdivision headings and/or numbers.

C/O 7.0 Tabulated Reports. The contents of this course objective concentrates on the form and location of titles, subtitles, columnar headings, and placement of columns.

C/O 8.0 Manuscripts. The learner becomes involved in the specifications of typing long manuscripts with footnotes, title pages, and bibliographies.

C/O 9.0 Copy Mechanics. This objective is developed throughout Course Objectives 1.0 - 8.0. The student is involed in word division, number expression, capitalization, proofreading, punctuation, and special characters.

C/O 10.0 Speed. This objective is also developed throughout the total course. The student is involved in the traditional practice of building speed and accuracy on straight copy.

C. EVALUATION

In the Continuous Progress Curriculum a student is evaluated at the beginning of each unit of study and at the end of the learning experience. Also, a student may possibly be evaluated at an interim step in the learning process. The performance objectives for that unit of study in essence become the test items in that they describe in detail the conditions of the testing situation, the content of the test (the type of task the learner is to perform) and the criteria for measuring the success of the learner.

Pretest. Learners bring many experiences and knowledges with them to the typewriting class. Some of these experiences may include a short course in typewriting, self-instruction, or perhaps only a strong academic background. Therefore, to capitalize on previous experiences and to make the new learning experiences relevant to the learner's needs, a pretest developed from the contents of a course objective is administered. The test items on the pretest reflect the skills and content of the Interim Performance Objectives as well as the Course Objective. A pretest must be a detailed test to include prerequisite and requisite skills defined by the performance objectives so that an accurate analysis may be made of the skills the learner brings into the learning

experience. In this way, instructional activities may be selected on an individual basis to develop student proficiences in areas analyzed as below the minimum prescribed by the performance objectives. A student may pretest out of a particular course objective because of adequate previous experiences.

Interim Performance Objective Test. The learning process is a sequential process. Therefore, to insure that the learner arrives at the course objective level or the terminal performance objective level with appropriate skills to enable him to perform with at least minimum success, a test may be given at any one of the interim steps. For example, an objective test on the components of a personal business letter may be desirable before a student begins composing personal business letters. Many of the tests of student progress with each of the interim steps may be made with a self-check form of evaluation.

Course Objective Post Test. After the learner completes the instructional materials prescribed for a given course objective, he is ready for the post test. This test and the evaluation of the test will be identical to the task, conditions, and criteria described by the course objective. According to the nature of the task, the test may be an objective-type test, an application test, or perhaps

an oral test. A student who performs at the minimum level or above is given an appropriate letter grade and is allowed to continue to the next course objective. A student who does not meet the minimum requirements is provided with a plan for remedial work to correct his deficiencies.

Terminal Performance Objective Post Tests. Upon the student's completion of all course objectives leading to a terminal performance objective, he is given a post test which is a composite of all of all the interim steps leading to a terminal performance objective. This post test grade carries the weight of one course objective grade and is used to determine the average grade for the quality of work done on all objectives.

Test Bank. A test exists in a bank for each objective for which an evaluation is necessary. Because a student must meet the minimum requirement for each objective, the test bank consists of several forms of the same test. Each time that a student takes a test he is given a different form of the same test or portions of a test required to measure his performance. No test is placed in circulation among students although the results of each test are discussed with the student. He may not take the test form from the classroom nor can he take his copy of the test from the room after it has been evaluated.

Grades. Students are given grades only on post test evaluations. The activities within the learning experiences prescribed for each student are treated as learning experiences; the activities, however, are carefully checked for errors and the results discussed with the student. The Criterion Evaluation Form that accompanies each post test in the Basic Typewriting course describes in detail the grading scale and the criterion on which the evaluation is based. The minimum performance described in the performance objectives are equivalent to a letter grade of C in most cases. In instances where the level of proficiency is high (i.e. 97%), the minimum performance may be equivalent to a letter grade of A or B.

D. REPORTING SYSTEM

Reports of the student's progress in a course are made in terms of his success in completing course objectives and terminal performance objectives. The report is based on the following types of information:

1) Number of objectives expected to be completed
2) Number of objectives completed
3) Quality of work on objectives completed

The continuous progress schools are on a quarter system so that the information is reported officially to the parents

every ten weeks. In addition, five-week progress forms are sent to parents of students who are not performing at the expected rate.

Number of Objectives Expected to be Completed. Each student is given a time line for the course objectives for which he is responsible. The time line is established in terms of the learner's skills relative to the course objective and his ability to perform the tasks required by the course objective. A minimum time line is established for each course objective in the Basic Typewriting course for the course was originally established for the minimum level student who may enroll in the course. The minimum time line is not suggested for all students; an individualized time line needs to be established at a time in the course when the teacher and the student can evaluate together the student's capabilities. Such a time line can usually be established within the first four weeks of the course. From that time to the completion of the course, the student is expected to maintain his individual time line. The time line can, of course, be altered due to circumstances unforeseen at the time the original time line was established.

Number of Objectives Completed. The actual number of objectives which a student finishes during a marking period is the number reported on the grade card. A student may

start an objective in one marking period but not complete that objective until the next marking period. However, no grade is given for the objective until it is actually completed.

Quality of Work on Objectives Completed. The grade reported for the objectives is the grade received on the evaluation. The grade is not altered to compensate for early completion of the objective, good behavior, or quality of work done on learning activities. The letter grade reported each marking period consists of the letter grades received on only those objectives completed during that quarter.

Final Grades. Final grades are given and credit is issued only upon the completion of all objectives designed for a course. In the Basic Typewriting course, credit is given for the completion of ten objectives. The letter grade is an average of all grades received on course objectives in addition to the grades received on terminal performance objective post tests. One unit of credit is given for the completion of the Basic Typewriting course.

Lack of Effort. At times a student fails to perform as expected due to lack of effort on his part. Regardless of the grades received on objectives which he may have completed during the quarter, a letter grade of E may be given to

[illegible]

indicated to the parents that the student is not performing as expected. A letter grade of E for a quarter grade will not be averaged into the final grade upon completion of the course.

E. RECORD SYSTEM

Progress Chart. A loose-leaf binder consisting of a progress chart for each student becomes the teacher's record book. A progress chart (Illustration 1) enables the teacher to record the date on which a student begins Basic Typewriting, the date on which each course objective is started and completed, and the letter grade of the student's performance on the course objective. Information such as time lines, quarter grades, terminal performance objective grades and final grades are also recorded on the form. The student is supplied with a duplicate progress chart on which he also records his progress.

Activity Sheet. A record of a student's progress in performing the individual activities within a course objective are maintained on a separate form called an Activity Sheet (Illustration 2). The student is responsible for maintaining this form in a special file folder. The work completed by the student and the activity chart are checked at regular intervals by the teacher.

LAHSER HIGH SCHOOL

PROGRESS CHART - BASIC TYPEWRITING

Name_____
Hour_____
Grade_____

Course Objective No.	Description	Max. Time Line	Your Time Line	Date Started	Post Test Date/GRADE	C/O Grade
1	Operational Techniques	5	____	___/___	___/___	____
2	Skill Development	4	____	___/___	___/___(a) ___/___(b)	____
3	Centering	3	____	___/___	___/___(a) ___/___(b)	
4	Personal Notes	5	____	___/___	___/___(a) ___/___(b) ___/___(c)	____
5	Personal Business Letters	4	____	___/___	___/___(a) ___/___(b)	
6	Reports-Outlines	4	____	___/___	___/___	____
7	Tabulated Reports	3	____	___/___	___/___	____
8	Manuscripts	6	____	___/___	___/___	____
9	Copy Mechanics					
a	Word Division.....				___/___	
b	Number Expression.....				___/___	
c	Capitalization.....				___/___	
d	Proofreader's Marks.....				___/___	
e	Correction of Errors.....				___/___	
f	Punctuation.....				___/___	
g	Special Characters.....				___/___	____

Final Grade ____

Marking Period 1	2	3	4	
				Objectives Expected to be Completed
				Objectives Completed
				Quality of Work

Illustration 1: Progress Chart used by teacher and student for recording post test dates, grades, and averages and Course Objective time lines, grades, and averages.

ACTIVITY SHEET

Name_____

Course Objective 5
Group I

Hour_____

Inst. Day	Programmed Activities	Other (Specify)
1 / Date	__Introduction to Packet 5 __Step 1, page 4 __Step 2, page 4 __Step 3, page 5	__Warm-up*_____ __Timings*_____ __Other_____
2 /	__Step 4, page 5 __Step 5, page 5 __Self-Check, page 5	__Warm-up*_____ __Timings*_____ __Other_____
3 /	__Post Test 5a, page 5 __Step 1, page 6	__Warm-up*_____ __Timings*_____ __Other_____
4 /	__Introduction to Learning Design III, pages 6-7 __Step 1, page 7	__Warm-up*_____ __Timings*_____ __Other_____
5 /	__Step 2, page 7 __Step 3, page 8 __Step 4, page 8	__Warm-up*_____ __Timings*_____ __Other_____
6	__Post Test 5b, page 8	__Warm-up*

*Give number of paragraph and page

Illustration 2: Activity Sheet prepared daily by student to indicate daily progress toward completion of objective.

Profile Sheet. A third type of form is maintained by the teacher for each student in the classroom. A profile sheet contains an evaluation of the student's learning habits, personal characteristics, and social relationships which are pertinent to the control of the learning situation. The information contained on this form (Illustration 3) is cumulative; therefore, it indicates a pattern of maturation and consequent changes in learning habits. The use of this form will be discussed in detail later in the description of instructional materials and instructional procedures.

A file folder is maintained for each student who enters a class in the business curriculum. Upon completion of a course, the profile sheet and the progress chart are filed in this folder for reference when the student enters another business class. In addition to these records, the counseling office maintains a complete file of test scores and the standard counseling records.

F. ADMINISTRATIVE PROCEDURES

The establishment of an individualized classroom can be extremely confusing and frustrating unless the procedures and materials have been properly organized. Some administrative procedures are unique to a teaching assignment in a Continuous Progress Curriculum and/or to Basic Typewriting.

STUDENT PROFILE

Name_____
Grade_____ Year_____
Teacher_____

Grade Level	10			11			12		
Rating	1 = Below			2 = Average			3 = Above		
	1	2	3	1	2	3	1	2	3
COMMUNICATION SKILLS									
Oral									
02.0									
03.0									
04.0									
05.0									
Writing									
W1.0									
W1.30									
W1.31									
W1.32									
Research Location									
RL3.0									
RL4.0, 4.5									
RL7.0									
RL8.0									
RL9.0									
Listening Skills									
LS1.0									
LS2.0									
LS4.0									
Reading									
R1.13									
R1.14									
R2.0, 3.0									
R4.0, 5.0									
R8.0, 9.0									
10.0, 11.0, 12.0, 13.0, 14.0									
R17.0									
R18.0									
R20.0									

Illustration 3a: Student Profile Form used by teachers for rating student's communication skills.

Code

COMMUNICATION SKILLS

Oral	
02.0	Informal discussion
03.0	Formal discussion (seminar)
04.0	Extemporaneous speech
05.0	Expository speech
Writing	
W1.0	700 word essay
W1.30	Theme
W1.31	Outline
W1.32	Outline and report
Research Location	
RL3.0	Thesaurus
RL4.0, 4.5	Card Catalog
RL7.0	Reader's Guide
RL8.0	Reference Tools
RL9.0	Reference Tools - Current topics
Listening Skills	
LS1.0	Courtesy
LS2.0	Follow directions
LS4.0	Main and subordinate ideas (Notes)
Reading Skills	
R1.13	Figures of Speech
R1.14	Word Origin
R1.0, 3.0	Main and subordinate ideas
R4.0, 5.0	Summarizing and drawing conclusions
R8.0, 9.0 10.0, 11.0, 12.0, 13.0, 14.0	Perceiving relationships
R17.0	Author's purpose
R18.0	Plot structure
R20.0	Propaganda

Illustration 3b: Code identifying communication skills as contained on the Student Profile Form.

STUDENT PROFILE (Continued) Name_____

Grade Level	10			11			12		
	1=Seldom			2=Frequently			3=Usually		
Rating	1	2	3	1	2	3	1	2	3
*MATURITY FACTORS									
1 Comes to class	_	_	_	_	_	_	_	_	_
2 Completes work	_	_	_	_	_	_	_	_	_
3 Works beyond basic requirements	_	_	_	_	_	_	_	_	_
4 Responsibility	_	_	_	_	_	_	_	_	_
5 Attention and interest	_	_	_	_	_	_	_	_	_
Maturity (Total of above rating)	____			____			____		

Maturity Total		Degree of Individualization
1 - 5	A	Individualization under direct teacher supervision
6 - 10	B	Performs approximately one-half of his tasks with teacher supervision and one-half independently
11 - 15	C	Individualization with a minimum of teacher supervision

*Code: 1 Comes to class with the necessary materials.
2 Completes curriculum work at his instructional level and rate.
3 Indicates a desire to do individual work beyond basic requirements.
4 Indicates responsibility in carrying out his role as a student.
5 Demonstrate adequate attention and interest span.

Illustration 3c: Student Profile Form used by teachers for rating student's maturity.

This portion of the BASIC TYPEWRITING INSTRUCTIONAL MANUAL describes the details of these procedures and gives suggestions which relate primarily to the individualized, multimedia classroom.

Attendance. The Continuous Progress Curriculum adapts easily to flexibility in the scheduling of students. As a result, attendance records may become time-consuming and inadequate if they, too, are not flexible. A card system such as the one in Illustration 4 has flexibility to allow for changes in student schedules. The exact days of the semester are given on the card along with data pertinent to the student's scheduled hours in the typing classroom. A student's absence is noted by a diagonal line through the date of his absence and his return to the classroom is noted by a second diagonal line through the absence date.

Student File. An individual file folder for activity charts and completed work for each student is kept within the typing room and are easily accessible to both the teacher and the student. The student removes his file folder from the file each day upon entering the classroom and returns it to the proper position at the close of the class period. The student may keep all student packets, progress charts, and completed activities in the file. The teacher checks the contents of each file at regular

Date Enrolled __/__/__ Name _____
Date Completed __/__/__ Hour _____

	M	T	W	TH	F
September		2	33	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
October	29	30	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
November	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
December	2	3	4	5	6
	8	9	10	11	12
	15	16	17	18	19
January	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23

Illustration 4: A 6" x 4" index card used for keeping Attendance Records.

intervals and removes completed assignments after they have been checked for errors and corrected by the student when necessary.

Teacher-Student File. An individual file folder is maintained by the teacher for each student. It contains progress charts, test forms, and profile sheets; therefore, this file is locked and is accessible to only teachers.

Test Bank. A file with the evaluation instruments for each of the objectives is maintained within the typing room. Tests are pulled from this file by the teacher when they are needed and refiled after the test has been completed. Students do not have access to this file.

Student Packets. Student packets are kept within the room although they are not accessible to the students. Packets are issued to the student only when he is ready for a specific course objective and only after a decision has been made that the student will work from the packet rather than some other instructional method.

Supplementary Materials. All supplementary materials and equipment are kept within the room and accessible to students. Students are instructed on the use and care of the materials and equipment are are responsible for their use and care. Directions for operating equipment and procedures for checking out materials and equipment are

contained in either student packets or on separate hand-out sheets.

Equipment Maintenance. To aid the teacher and service personnel in the repair and maintenance of the equipment in the typing classroom, a file of cards containing information about each piece of equipment is kept in the typing room. If a typewriter or other equipment is in need of repair, the information is recorded on the appropriate card (Illustration 5) and is placed behind the "repair" guide in the file. Upon repair of the equipment, the card is returned to the proper position in the file.

G. INSTRUCTIONAL PROCEDURES

The first few days of teaching in a Continuous Progress classroom are not much different than the first few days of teaching in a traditional classroom. Time is spent in establishing classroom rules and procedures, introducing the students to the course, and getting to know the students. In the individualized classroom, getting to know the students is the key to the success of the course. There are several things that a teacher must do to prepare for the individualization of instruction.

Preliminary Grouping. Initially, the students entering a basic typewriting course can be grouped into

(Date of Purchase)

(Serial Number of Machine)

(Number of Machine)

Repair Date

Problem

Illustration 5: Typewriter Maintenance Card

three groups: (1) those who have had formal instruction in typewriting, (2) those who have some skill on the typewriter but have had no formal instruction, and (3) those who have no skill on the typewriter. A questionnaire given (Illustration 6) in the class on the first day of school will help to identify the three groups. The information obtained from the questionnaire may be used to arrange the seating of the students so that the teacher may begin with instructional activities.

Pretesting. A pretest is administered to those students who indicated on the questionnaire that they had some skill on the typewriter. Analysis of the pretest should result in placement of the students in course objectives commensurate with their skills.

Student File. The student begins keeping daily record of his activities immediately after entering the classroom. He should become acquainted with the file procedures and adhere to them daily.

H. INSTRUCTIONAL GROUPS

After the initial analysis of students' abilities, the students should be placed in instructional groups. These groups can be designated by their location within the room. Basically, the students will fall into three new

BASIC TYPEWRITING

QUESTIONNAIRE

Name_____
Hour_____
Grade_____

Directions: Place a checkmark on the appropriate blank.

___ Yes ___ No 1. Have you taken a class in typewriting before enrolling in this class? If your answer is "yes",

a. Where did you take this class?
__East Hills Junior High School
__Lahser High School
__Summer School (Where?)_____
__Other (Specify)_____

b. How long were you enrolled in the class?
__One Semester
__One Year
__Other (Specify)_____

c. When did you take this class?
__Fall, 1967
__Spring, 1968
__Fall, 1968
__Spring, 1969
__Summer, 19__

___ Yes ___ No 2. Do you know how to type even though you have not had a class in typewriting?

___ Yes ___ No 3. Do you have a typewriter at home that you can use to type school assignments?

If yes, is your typewriter __Manual?
__Electric?

Illustration 6: Questionnaire given to students enrolled in Basic Typewriting to help determine student placement.

groups: Group I, Group II, and Group III. Profile sheets (Illustration 3) and pretest results help to determine the placement of students into groups.

Group I. The students who have the maturation and the ability to proceed independently in their learning activities are placed in Group I. If the student's profile sheet indicates a C Rating in Maturation and Above Average Rating in Communication Skills, the student can generally be placed in Group I.

Group II. This group consists of average students who need more guidance and are not quite as strong academically as those students in Group I. The majority of the students in this group are able to progress independently if given the opportunity and if placed under controls such as being required to hand work to the teacher at shorter time intervals than students in Group I. Group II students generally receive a B Rating in Maturation and Average Ratings in Communication Skills on the profile sheet.

Group III. Students in Group III require constant teacher supervision and are probably not able to work in a totally independent atmosphere; however, their instruction can be individualized on a one-to-one basis. These students usually receive an A Rating in Maturation and have Below Average Ratings in Communication Skills on the profile sheet.

Group III may also include students who are able to achieve at a high level but who tend to "goof off" in the classroom unless placed under strict guidance. Group III students benefit most from demonstrations and teacher contact.

Contract Students. The Continuous Progress Curriculum is designed for flexibility in the scheduling of students and for individualization of instruction in the classroom. Consequently, all students do not start all classes on Day 1 of the school year nor do they all come to the classroom for typewriting instruction during a regularly scheduled typing class. These students are usually Above Average in Communication Skills and must receive at least C Ratings in Maturation on the profile sheet. Upon recommendation of the student's counselor and after approval of the teacher, the student may be issued a student contract for independent study. After completion of the contract form by the student and after obtaining the signatures of his parents and the administrator, the student may begin his instruction. There is no minimum number of hours that a student must spend in the classroom to receive this instruction although there must be a definite amount of time set aside for contact with the teacher. These details are included in the contract. A student contract may be discharged either by completion of the course or my mutual decision of the teacher and the student.

I. INDIVIDUALIZED INSTRUCTION

Total group instruction or small group instruction adds structure to an individualized classroom. The learning activities which take into consideration the individual differences in students are not, in all instances, aided by the grouping of students; however, in many situations more than one student has the same type of problem and requires the same type of instruction. These and other activities can be and should be performed as a group. Generally, forty per cent of the class time is spent in group interaction or group work-instruction while sixty per cent of the time is spent in individualized instruction. The time lines for course objectives are based on sixty per cent of class time.

Group Instruction. Group instruction at the very beginning of the class period encourages students to prepare and begin working sooner than if the students are allowed to start independent of teacher direction. Therefore, group-conducted warm-up drills or special technique improvement drills are advisable. Timed writings are most easily given as a group and are given at least once a week. A competitive and motivational atmosphere results in this type of situation even through the student competes primarily with himself and his past record.

The timing of the instructional program may be such that two or more students need to listen to a specific tape or receive instruction on a specific concept on a given day. When the students are required to exchange work stations to allow group instruction, grouping is more easily handled.

Individualized Instruction. Individualization of instruction takes place in several different ways, depending upon the group to which reference is made. For example, Group I is most easily individualized through the student packet approach. Individual student packets are prepared for each course objective in the Basic Typewriting course. A student packet serves as an assignment sheet, supplementary instructional material, self-checking device, and programmer of instruction. Basically, the student may obtain all the information necessary for completion of each course objective from a specific packet and the suggested references without the aid of the teacher. The student needs the help of the teacher when he has difficulty with a concept or his typewriter and when an evaluation of his performance is necessary.

Individualization of instruction for Group II is a modified version of the approach taken with Group I. Instead of allowing the student to pace himself through the packet and perform all of the self-checks on his own, the teacher assists the student by discussing his progress and checking

his work with him personally each day. Teacher demonstration is often substituted for self-instructional materials used by Group I.

Individualization of Group III is guided daily by the teacher. The student packet may be used as a reference, but each step that the student is to take is outlined by the teacher at the beginning of each instructional period and is completed by the student and checked by the teacher during the same period. Teacher demonstration and individual help is more common in this group than in the other two groups.

J. STUDENT KNOWLEDGE OF OBJECTIVE

The performance objective is written as a tool for the teacher and is treated as such. The student is given a description of the objective in student language either in the student packet, on an assignment sheet, or verbally by the teacher. Before a student begins a course objective, he is made aware of the nature of the task he is to perform, how he is to perform, and with what degree of success he is to perform. The relationship between the instructional materials and the interim steps to the course objective is also described for the student. The student needs to know at all times where he stands in relationship to the successful completion of a course objective.

K. TESTING PROCEDURE

At the time when a student has completed all of the assigned learning activities for a course objective or a terminal performance objective and has indicated to the teacher that he is ready for the post test, the test may be administered. Not until all of the assignments have been completed can a student ask to be evaluated on a post test. On the day before the student is ready for the post test he fills out a Requisition Form (Illustration 7), asking for the test for which he is ready. The teacher then pulls the appropriate test form and gives the test to the student at the beginning of the next class period. The test is evaluated as soon as possible and the results made known to the student. His continued progress is dependent upon the results of the post test as he may not continue to the next objective until he has successfully completed the work on the current objective.

An Evaluation Specifications Form accompanies each performance objective which describes a task in which the learner must demonstrate technique in operating the typewriter or skill in manipulating data into a specific form such as a letter, manuscript, or outline. The Evaluation Specifications Form describes in detail the criteria on

REQUISITION FORM

Name_____

Class Hour_____ Date_____

Test Date_____

Post Test_____
(Give Post Test Number)

Teacher Comments:

Illustration 7: Form used by a student to requisition a post test at the time work is completed on a Course Objective.

which the task will be evaluated and includes a point system for calculating the letter grade. The Evaluation Specifications Form for Post Test 5b for Course Objective 5 will be described in more detail later.

L. REMEDIAL WORK

A student who does not successfully complete the work of a particular course objective as determined by the post test must be assigned appropriate remedial work to correct the deficiencies in his skill. Upon completion of the necessary work, the learner again requisitions another form of the test for the objective. After successfully completing the test, the learner may continue to the next course objective.

A variety of supplementary books in addition to the basic classroom text are used for remedial assignments. Sometimes an explanation of the type of error and one additional exercise is all that is required to enable the student to meet the minimum performance objective requirements. Therefore, remedial exercises are keyed to each of the performance objectives for the Basic Typewriting course.

M. INSTRUCTIONAL MATERIALS

A multi-media approach is utilized to individualize classroom instruction. Multi-media simply means that as

many methods of presenting information are made available as possible so as to capitalize on a student's abilities. For example, some students are poor readers so they have less difficulty in learning from diagrams, tapes, or transparencies than from books unless the books are written at the students instructional level. The materials available for the Basic Typewriting course are varied and include a basic text, a learning guide, listening tapes, transparencies, student packets, and teacher demonstration equipment and materials. The instructional materials available for use are indexed to each of the interim performance objectives encompassed by each course objective.

N. COURSE OBJECTIVE FIVE

Course Objective Five--Personal Business Letters, an explanation of the types of instructional materials available for instructional use in Course Objective Five and an index of these materials to the interim performance objectives included within the course objective will serve to illustrate the relationship between the roles of performance objectives and instructional materials in a Continuous Progress Curriculum. Course Objective Five and the interim performance objectives are given on pages 18 and 19. A detailed description of the media and an index of the media to the interim

performance objectives are included in the remaining pages in this chapter.

Basic Text. The basic text presently used in the Basic Typewriting course is the Ninth Edition of 20th Century Typewriting by South-Western Publishing Company. Each student is responsible for his own text.

"Learning Guide to Basic Typewriting Skills". This unpublished reference manual has been specifically designed to supplement information available in text books. The manual is supplied to each student enrolled in Basic Typewriting. One of the chapters contained in this reference, for example, describes and illustrates the components of a personal business letter as well as letter styles and styles of punctuation.

Instructional Tapes. International Business Machines Executory Equipment is available for instructional use in Basic Typewriting. The dictation-transcription units combined with accessories provide individual listening stations or may be assembled for group instruction. The following tapes are included in the instructional materials unit for Course Objective Five:

> Tape and Guide Bt 51: Lecture tape and accompanying guide describes the heading, opening, body, and closing as components of a personal business letter.
>
> Tape and Guide Bt 52: Lecture tapes describes horizontal and vertical placement of personal business

styles of punctuation, and letter styles appropriate to a personal business letter.

Tape Bt 53: Dictation of two personal business letters: (1) in modified block style with mixed punctuation and (2) blocked style with open punctuation. These letters correspond to the letters provided on pages 46 and 47 in the "Learning Guide to Basic Typewriting Skills." The student will type from dictation while following the examples in the manual. The tape stresses the vertical and horizontal placement of the letters.

Blank tapes and a microphone are available for the production of additional lessons.

Transparencies. The teacher may find use of transparencies desirable in the instructional activities related to personal business letters. An overhead projector and screen are available for group instruction as well as the following transparencies.

Bt 51: Diagram of the components of a personal business letter.

Bt 52: Description of the contents of the heading, opening, body, and closing of a personal business letter.

Bt 53: Illustration of Block Style.

Bt 54: Illustration of Open Punctuation

Bt 55: Letter Placement Chart

Bt 56: Illustration of Modified Block Style

Bt 57: Illustration of Mixed Punctuation

Student Packet: A student packet is available for use in Course Objective Five. This packet will enable a

student to perform all of the tasks described by the Interim Performance Objectives included in Course Objective Five. The contents of this packet include:

1) Statement of the Course Objective

2) Information about the contents and procedures for typing a personal business letter

3) Step-by-step instruction which includes reference to:

   a) reference materials
   b) instructional tapes
   c) application problems
   d) self-checking evaluations

4) Information concerning the two post tests.

Index to Instructional Materials. The learning activities which will prepare the learner to perform the tasks as described in the performance objectives are contained in the Student Packet or they may be selected from the Index of Instructional Materials (Illustrations 8a and 8b). Selection of instructional materials for each of the interim steps included in the Course Objective is imperative. Illustrations 9, 10, and 11 contain suggested methods, materials, and time lines for Instructional Group I, II, or III.

Evaluation. Two evaluations are given on Course Objective Five. The first evaluation is an objective-type test given after the completion of Interim Performance Objective 5.4. A sample form of Post Test 5a is shown in

INSTRUCTIONAL MATERIALS INDEX

Course Objective 5 — Personal Business Letters

C/O 5.0 Given typewriter, necessary supplies, and specific content for a personal business letter and/or a problem situation requiring composition of a personal business letter at his level of instruction, the learner will demonstrate procedures to type a personal business letter based on given data as it relates/translates to principles/procedures for arranging and typing personal business letters with 90% accuracy or greater as determined by a rating on the Evaluation Specifications Form.

IPO	Task	Basic Text	Instructional Tapes	Learning Guide	Student Packet	Other
5.1			Tape & Guide No. Bt 51	No. 24	Steps 1-2 Pp. 3-4	Transparency Bt 51
5.2			"	"	"	Transparency Bt 52
5.3			"	"	"	"
5.4			Tape & Guide No. Bt 52	No. 23 No. 24 No. 25	Steps 3-4 Pp. 3-4	Transparency Bt 53 Bt 54 Bt 55 Bt 56 Bt 57

Illustration 8a: Index of available Instructional Materials to Interim Performance Objectives included in Course Objective 5 -- Personal Business Letters.

Instructional Materials Index (Continued)
Course Objective 5 -- Personal Business Letters

IPO	Task*	Basic Text	Instructional Tapes	Learning Guide	Student Packet	Other
5.5	(Given Data)					
	(1) (2)	Pb 1, p. 85	Tape & Guide No. Bt 53	No. 23	Step 3 P. 5	Lab Sheet - File 5
	(3) (4)	Pb 2, p. 85		No. 24		
	(1) (2)	Pb 1, p. 87		No. 25	Step 4 P. 5	
	(3) (4)	Pb 1, p. 89				
	(3) (4)	Pb 2, p. 91			Step 1 P. 6	
	(5)	Pb 3, p. 85				
	(6)	Pb 1, p. 223				
	(7)	Pb 2, p. 223				
	(Composition)	Pb 7, p. 116	Tape & Guide No. Bt 54		Steps 1-4 Pp. 7-8	Appliation Letter Inquiry Letter Adjustment Letter Acknowledgement Letter

*Type of Letter
(1) Modified Block
(2) Mixed Punctuation
(3) Block Style
(4) Open Punctuation
(5) Postal Card
(6) Letter of Application
(7) Data Sheet

Illustration 8b: Index of available Instructional Materials to Interim Performance Objectives included in Course Objective 5 -- Personal Business Letters.

INSTRUCTIONAL UNITS - GROUP I

Course Objective 5
Suggested Methods - Materials - Time Lines

IPO	Activity	Inst. Day
5.1-5.5	Student Packet Introduction (pp. 3-4) Steps 1-3 (pp. 4-5)	1
5.1-5.5	Student Packet Steps 4-5 (p. 5) Self-Check (p. 5)	2
5.1-5.5	Student Packet Post Test 5a Introduction--Learning Design II (p. 6) Step 1 (p. 6)	3-4
5.5	Student Packet Introduction--Learning Design III (p. 6) Step 1 (p. 7)	5-6
5.5	Student Packet Steps 2-4 (pp. 7-8)	7
5.5	Post Test 5b	8

Illustration 9: Suggested Lesson Plan to aid Teacher in Programming Group I Students through Course Objective 5.

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

Illustration 2: [illegible]
[illegible] Group I [illegible] 3.

INSTRUCTIONAL UNITS - GROUP II

Course Objective 5
Suggested Methods - Materials - Time Lines

IPO	Activity	Inst. Day
5.1-5.4	Tape and Guide Bt 51 Student Packet Introduction (pp. 3-4) Steps 1-2 (pp. 4-5)	1
5.1-5.5	Student Packet Steps 3-4 (p. 5)	2
5.1-5.5	Student Packet Step 5 (p. 5) Self-Check (p. 5)	3-4
5.1-5.4	Post Test 5a Student Packet Introduction--Learning Design II (p. 6) Step 1 (p. 6)	5-6
5.5	Student Packet Introduction--Learning Design III (p. 6) Step 1 (pp. 6-7)	7-8
5.5	Student Packet Steps 2-4 (pp. 7-8)	9-10
5.5	Post Test 5b	11

Illustration 10: Suggested Lesson Plan to aid Teacher in Programming Group II Students through Course Objective 5.

INSTRUCTIONAL UNITS - GROUP III

Course Objective 5
Suggested Methods - Materials - Time Lines

IPO	Activity	Inst. Day
5.1-5.4	Lecture with use of Transparencies Bt 51, 52, 53, 54, and 55. Tape and Guide Bt 53 Homework Assignment: Read Learning Guides No. 23, 24, and 25.	1
5.1-5.5	Lecture with use of Transparencies Bt 56, 57. Application Problem: Pb 1, p. 85	2
5.5	Application Problems: Pb 2, p. 85 Pb 1, p. 87	3
5.5	Application Problems: Pb 1, p. 89 78-D, Pb 1, p. 124	4
5.1-5.5	Review and Drill	5
5.5	Learning Guides No. 6 and 18 Application Problems: Pb 2, p. 91 (Postal Card) Pb 3, p. 85	6
5.5	Application Problem: Pb 1, p. 223 (Letter of Application)	7
5.5	Application Problem: Pb 2, p. 223 (Data Sheet)	8
5.1-5.4	Post Test 5a Tape Bt 53	9

(Continued)

Instructional Units - Group III (continued)

IPO	Activity	Inst. Day
5.1-5.4	Review and Drill	10
5.5	Application Problem: Pb 7, p. 116	11
5.5	Original Composition of Letter of Inquiry	12
5.5	Original Composition of Adjustment Letter	13
5.5	Review and Drill	14
5.5	Original Composition of Letter of Application (Rough Draft only)	15
5.5	Final Draft of Letter of Application	16
5.5	Original Composition of Data Sheet	17
5.1-5.4	Review and Drill	18
5.5	Post Test 5b	19

Illustration 11: Suggested Lesson Plan to aid Teacher in Programming Group III Students through Course Objective 5.

Illustration 12. The learner must complete this post test with 100% accuracy. Post Test 5b is an evaluation of the student's performance after Interim Performance Objective 5.5. Evaluation of Post Test 5b is made by the teacher on the Evaluation Specifications Form which is given in Illustration 13. A sample of Post Test 5b is given in Illustration 14.

Supplementary Materials. The materials indexed to the objectives as shown in Illustration 8a and 8b may not meet the needs of all learners. Therefore, copies of the following supplementary texts are available for classroom use:

Rowe, John L., Alan C. Lloyd, and Fred S. Winger, Gregg Typing I, McGraw-Hill Book Company, New York, 1967.

Reigner, Charles G., Rowe Typing, Sixth Edition, The H. M. Rowe Company, Chicago, 1967.

Wanous, S. J., Personal and Professional Typing, Third Edition, The South-Western Publishing Company, Cincinnati, 1967.

The contents of these supplementary texts which apply to each of the Interim Performance Objectives are indexed and shown in Illustration 15.

PERSONAL BUSINESS LETTERS
OBJECTIVE 5a POST TEST
BASIC TYPEWRITING

NAME_____

DIRECTIONS: Answer each of the following questions by typing the information asked for by each individual question.

1. Name the four basic parts of a personal business letter in the order in which each appears in the letter.

   a)_____

   b)_____

   c)_____

   d)_____

2. Name the location of each of the following items that would appear in a personal business letter by typing the letter of the basic part (as given in Question 1) on the line provided.

   ___ 1. Dear Mr. Thomas
   ___ 2. Sincerely yours
   ___ 3. We will be most happy to describe the details...
   ___ 4. Mr. Therman Thomas
   ___ 5. (Your Typewritten Name)
   ___ 6. Current date
   ___ 7. Your address
   ___ 8. Mr. Thomas' address
   ___ 9. (Your Signature)
   ___10. Enclosure

3. Name the style of letter or style of punctuation used in each of the following examples.

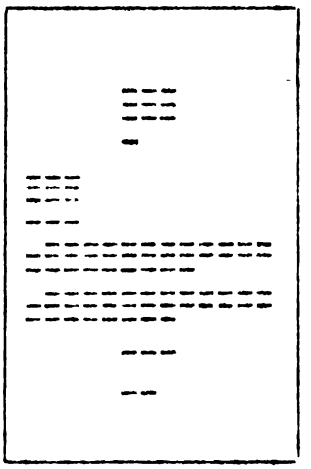
   _____ a) Sincerely yours,
   (punctuation)
   _____ b) Dear Mr. Thomas
   (punctuation)
   _____ c) Dear Mr. Thomas:
   (punctuation)
   _____ d) Sincerely yours (at left margin)
   (letter style)
   _____ e) Sincerely yours
   (punctuation)

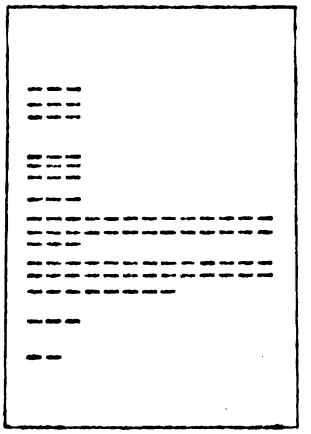
Post Test 5a (Continued)

_____ f) We will be most happy to
(letter style) describe in detail....

_____ g) ----------
(letter style)

_____ h)





4. What space line would you use with a letter with:

___ 150 words in the body?

___ 84 words in the body?

___ 220 words in the body?

5. How many inches do you leave in the top margin of a personal business letter on a full sheet of paper?_____

Illustration 12: Sample test form for evaluation of student progress upon completion of Interim Performance Objective 5.4.

EVALUATION SPECIFICATIONS FORM

Course Objective 5b
Personal Business Letters

Name_____
Test Date___/___/____

Your Score_____

98+	= A	100
97	= A-	
96-94	= B -	___
93-90	= C	

Evaluation of your performance on Post Test 5b for Course Objective 5 will be based on the criterion and points outlined below. There are a total of 100 possible points--you need 90 points to meet minimum requirements.

RETURN ADDRESS:
- -2 if top margin is too wide or too narrow
- -2 if return address does not include street address, city, state, and zip code
- -2 if city is on same line with state and not followed by a comma
- -2 if city is not on same line as state and is followed by a comma
- -2 if date does not follow return address on next line
- -5 if return address is not in correct horizontal position

INSIDE ADDRESS:
- -2 if spacing between return address and inside address is too wide or too narrow
- -2 if title and name of addressee is not included on Line 1
- -2 if inside address does not include street address, city, state, and zip code
- -2 if city is on same line with state and not followed by a comma
- -2 if city is not on the same line with state and followed by a comma
- -2 if inside address does not contain three lines
- -2 if inside address is not in correct horizontal position

SALUTATION:
- -2 if salutation is not preceded and followed by a double space
- -2 if salutation is not followed by punctuation appropriate with letter style as directed
- -5 if salutation is not followed by punctuation consistent with style used in remainder of the letter

BODY:
- -2 if paragraphs are not indicated as directed or by double space
- -5 if paragraphing style is inconsistent with letter style

(Continued)

EVALUATION SPECIFICATIONS FORM (Continued)

Course Objective 5b -- Personal Business Letters

BODY:
-5 if right margin and left margins are not equal
___-2 for each error in word division
___-2 for each error in sentence structure (composition)

COMPLIMENTARY CLOSE:
-2 if not located a double space below body of letter
-5 if not located in horizontal position consistent with letter style
-5 if not followed by punctuation mark consistent with letter style
-2 if typewritten signature is not located on the fourth line below complimentary close
-2 if typewritten signature does not include title of woman (when appropriate)
-2 if enclosure notation is not included (when appropriate)

ERRORS:
___-2 for each typographical error not corrected (if correctable)
___-3 for each typographical error not correctable
___-2 for each poorly corrected error
___-11 for each strikeover

OTHER ERRORS: (Please Specify)

___Total

Illustration 13: Form used by teacher for: (1) evaluating Post Test 5b; (2) reporting test results to students; and (3) selecting remedial work if necessary.

PERSONAL BUSINESS LETTERS
OBJECTIVE 5b POST TEST
BASIC TYPEWRITING

DO NOT WRITE ON THIS PAPER

DIRECTIONS: The following personal business letter is to be typed in the modified block form with indexted paragraphs. Use mixed punctuation and your own name and address. There are less than 100 words in the body of the letter.

Mr. William W. Donnelly, Manager, Miramar Hotel & Bungalows, Wilshire Boulevard and Ocean Avenue, Santa Monica, California 78009.

Dear Mr. Donnelly (P) Since the Miramar has been recommended to me as a delightful "home away from home," I should like to stay there for the part of my vacation that will be spent in Santa Monica. (P) Will you, therefore, please reserve for me a single bedroom with adjoining sitting room for June 30 through July 5. I prefer accommodations with an ocean view. (P) When you confirm my reservation, I shall appreciate it if you will enclose any brochures you may have that include information on "where to go," "what to do," and "what to see" in the Southern California area. (P) Sincerely

DIRECTIONS: Compose a letter asking for a catalogue for items of your choice. If you do not know the mailing address of a company, make up an address. The body of the letter must consist of two paragraphs. Prepare an envelope.

Illustration 14: Sample test form for evaluating student progress upon completion of Interim Performance Objective 5.4.

SUPPLEMENTARY TEXTS

Instructional Materials Index
Course Objective 5 -- Personal Business Letters

IPO	Text 1*	Text 2**	Text 3***
5.1 to 5.4		Pb 1, pp. 84-85	
5.5 (Given Data)			
	Job 9D, p. 76	Pb 1, p. 85	Applic. Exercises
	9E, p. 77	2, p. 88	7, p. 75
	9F, p. 77	1, p. 91	8, p. 77
		2, p. 92	9, p. 77
		3, p. 92	10, p. 77
		1, p. 93	12, p. 79
		2, p. 94	14, p. 81
		3, p. 94	15, p. 81
		1, p. 95	16, p. 81
	(Composition)		
	Job 9G, p. 78		
	9H, p. 78		

*Rowe, John L., Allan C. Lloyd, and Fred S. Winger, Gregg Typing I, McGraw-Hill Book Company, New York, 1967.

**Reigner, Charles G., Rowe Typing, Sixth Edition, The H. M. Rowe Company, Chicago, 1967.

***Wanous, S. J., Personal and Professional Typing, Third Edition, The South-Western Publishing Company, Cincinnati, 1967.

Illustration 15: Index of Supplementary Texts to Interim Performance Objectives included in Course Objective 5, Personal Business Letters.

CHAPTER IV

SUMMARY

A Continuous Progress Curriculum implemented in Basic Typewriting at Bloomfield Hills Lahser High School provides equal opportunities for all students to progress to their optimum potential. The curricular design makes provision to accept each child as an individual, determine his present level of development, and help him to progress as far as he can in a given period of time. The terminal performance objectives for the course describe the desired outcomes to be achieved by each child and the instructional program is so individualized that each child is provided with appropriate materials to allow him to begin at the point of his development and continue from that point at his own rate. This strategy compensates for many of the individual, task, and environmental variables facing the learner in the learning experience.

The teacher in a Continuous Progress classroom becomes an instructional technologists who must possess specific skills and knowledges to implement performance objective based instruction and to individualize the classroom. The purpose of this study was to develop a BASIC TYPEWRITING INSTRUCTIONAL MANUAL which would acquaint the business teacher with the

specific skills and knowledges pertinent to the classroom teacher. These skills and knowledges include:

1. Reading and interpreting performance objectives for desired outcomes.

2. Selecting materials which are matched to (1) the desired outcome prescribed by a performance objective and (2) the abilities of the learner.

3. Using methods which capitalize on the capacity of the individual learner to learn.

4. Prescribing activities which will develop proficiencies and correct learner deficiencies.

5. Evaluating student performance.

6. Analyzing evaluations for deficiencies of the learner.

7. Prescribing remedial instruction.

8. Developing interest and motivation for the learner.

9. Maintaining progress records.

10. Organizing classroom activities and procedures to allow for individualized instruction.

11. Providing for student interaction groups in an individualized setting.

12. Reporting student progress.

In this study, no attempt was made to:

1. Provide a background of the philosophy or rationale for the system.

2. Instruct in the process of writing performance objectives to the system's design.

3. Instruct in the preparation of individualized instructional materials.

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

10. [illegible]

11. [illegible]

12. [illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. Evaluate the design of the system and/or the performance objectives and accompanying materials for Basic Typewriting.

Recommendations. Classroom experience with the design, performance objectives, and instructional materials for Basic Typewriting and observation of student progress and success indicates that the Continuous Progress Curriculum, as applied in Basic Typewriting, does compensate for individual differences among students and consequently has a favorable effect on achievement and learner attitudes toward learning. Performance objectives and the accompanying materials for Basic Typewriting, however, are of little value as instructional tools unless properly implemented in the classroom. Therefore, the BASIC TYPEWRITING INSTRUCTIONAL MANUAL is recommended as a supplement to the inservice training of the classroom teacher in business education. The manual could be used specifically to:

1. Provide a new teacher of Basic Typewriting with a reference manual for use of performance objectives as an instructional tool.

2. Provide guidelines for implementing an individualized instruction in the classroom.

3. Provide Business Education Department with guidelines which add consistency to the instructional program in Basic Typewriting.

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Unpublished Materials

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Morgan, Robert M. and David S. Bushnell. "Designing An Organic Curriculum." Washington, D. C.: Bureau of Research, United States Office of Education, 1967.

OTHER SOURCES

Curricular Design for Continuous Progress System by Robert E. Boston, Assistant Superintendent--Curriculum and Coordinator, Education for the Seventies, Bloomfield Hills Public Schools, Bloomfield Hills, Michigan.