

Instructor 5

GBA 389-

Name _____ Sec. _____ Date _____

Persuasive Memo/Letter Evaluation

<u>Actual Pts.</u>	<u>Possible Pts.</u>	
	14	Content (Persuasive appeals, features and benefits)
	8	Audience Adaptation (You-viewpoint, language level)
	10	Organization (AIDA)
	6	Format (Letter or memo, standard elements)
	6	Design (White space, bullets, font size and style)
	6	Correctness (Grammar, spelling, usage, mechanics)
_____	<u>50</u>	Total

Code _____

Name _____

Reply to a Claim Letter Grade Sheet (*Adjustment Grant*)
(Margo's Creations — Formal Gown)

FORMAT (16)			
1. Letterhead	2. Date Correct for Format Block Modified Block	3. Inside Address Caps No Punctuation	
4. Salutation matches Inside Address	5. Subject Line	6. Spacing	7. Signature Block correct for Format Block Modified Block
BODY (54)			
First Paragraph			
8. Grant Request		9. No Negatives	
Middle Paragraph(s)			
10. Explain what happened in a positive way (<i>don't blame employees</i>)			
11. Apologize			
12. How this will be avoided on future designs			
13. How return will be handled			
Last Paragraph			
14. 10% discount credited to account (<i>here or middle paragraphs</i>)			
15. Positive or Neutral; Resale		16. No negatives	
GENERAL THINGS (30)			
17. Each paragraph starts with a different word			
18. Spelling			
19. Grammar			
20. One page			
21. Miscellaneous			

Code _____

Name _____

Bad-news Email Grade Sheet (*Adjustment Refusal*)
(Pickens House)

FORMAT (14)			
1. Date	2. From	3. To	
4. Subject Line	5. Salutation	6. Spacing	7. Signature Block
BODY (56)			
First Paragraph			
8. Buffer—on subject but neutral as to decision		9. No Negatives	
Middle Paragraph(s)—thorough explanation and decision			
10. What the contract states for rooms charges			
11. What the restrictions are to get the conference contract special room rates			
12. Why the restrictions exist—how protects customer and resort			
13. Decision; tactful—will not make reader angry or embarrassed			
Last Paragraph			
14. Positive or Neutral <i>(want organization to return)</i>		15. No negatives	
GENERAL THINGS (30)			
16. Do not invite further correspondence about this matter			
17. Each paragraph starts with a different word			
18. Spelling			
19. Grammar			
20. One page			
21. Miscellaneous			

NOTE: Immediate 25 points off if decision comes before buffer and/or explanation

Names and Codes: _____

Sales Letter Grade Sheet
(Disney World College Student Package)

FORMAT (28)			
1. Letterhead (4) a. At least one picture	2. Date on Letter (4)	3. At least two pictures (<i>besides one in letterhead</i>) (5 ea)	
4. Salutation (2) a. General or b. Specific	5. Audience (2) a. Female b. Male	6. One page (4)	7. Closing and Students' names (2)
BODY (54)			
First Paragraph			
8. Get Attention—emotional involvement		9. Keep emphasis on reader, not writer	
Middle Paragraph(s)—Develop Interest and Desire			
10. Emotional Appeal—Readers can see themselves involved in the vacation			
11. Necessary details—Mixture of rational and emotional appeal (<i>keep emphasis on reader not writer</i>)			
a. Location	f. Flight		
b. Tickets to parks	g. Shuttle to hotel		
c. Length (<i>4 days & 3 nights</i>)	h. Meals included		
d. Dates (<i>May 12-15, May 16-19, May 21-24</i>)	i. Lodging (<i>3 categories/6 hotels</i>)		
e. Cost (<i>varies by hotel—give some specifics</i>)			
12. Font style and size variation for emphasis and keep attention			
Last Paragraph			
13. Desired Action a. What must reader do b. Deadline c. Contact Info (<i>who, phone #, email, etc.</i>)		14. Strong push for action—incorporate reader benefit	
GENERAL THINGS (18)			
15. Your travel agency Website			
16. Disney World Website			
17. Each paragraph starts with a different word			
18. Spelling			
19. Grammar			
20. Miscellaneous			

x 2 = 50

EVALUATION: - Content = 25 points Appearance & format = 5 points
Spelling, grammar, & punctuation = 20 points

CONTENT: OBJECTIVES FOR THE DIRECT INQUIRY LETTER

The following scales represent major points to be observed when writing the direct inquiry letter. The extreme left of the scale represents complete conformance with the objective; the extreme right, nonconformance.

- | | | | | | |
|----|---|---|---|---|---|
| 1. | 5 | 4 | 3 | 2 | 1 |
| | Gets letter underway quickly | | | Slow, plodding | |
| | 5 | 4 | 3 | 2 | 1 |
| | Covers basic questions: | | | Vague, no questions or poor management of them | |
| | a. minimum number | | | | |
| | b. arranged in appropriate order | | | | |
| 3. | 5 | 4 | 3 | 2 | 1 |
| | Exercises care about the form and wording of questions | | | Closed or leading question | |
| | If using a series of questions, tabulates them | | | Series of questions run together | |
| | Varies sentence length of questions | | | Sing-song or scrambled questions | |
| 4. | 5 | 4 | 3 | 2 | 1 |
| | Expresses gratitude in first person future tense | | | No gratitude or in the wrong person or tense | |
| 5. | 5 | 4 | 3 | 2 | 1 |
| | Coherent summary with positive reference to reader's action | | | No summary or negative reference to reader's action | |

x 2 = 50

Instructor 1

EVALUATION: Content = 25 points, Appearance & format = 5 points
Spelling, grammar, & punctuation = 20 points.

CONTENT: OBJECTIVES FOR THE PERSUASIVE REQUEST *And applicable letter*

The following scales represent major points to be observed when writing the direct inquiry letter. The extreme left of the scale represents complete conformance with the objective; the extreme right, nonconformance.

1.	5	4	3	2	1
	Begins with an attention getting point that is related & of interest to the receiver			Begins with a statement that may be of little interest to the receiver	
2.	5	4	3	2	1
	Presents details before making the request			Presents no reasons	
3.	5	4	3	2	1
	Presents the invitation & advantages of acceptance			Extends invitation before reasons	
4.	5	4	3	2	1
	Provides useful details			Fails to give specific details	
5.	5	4	3	2	1
	Seeks specific action			No specific action requested	