**Your Own Scenario**

Write a short description explaining the situation.

|  |
| --- |
|  |

**Planning**

**Plan a Responsive or Initiative letter to your contact, explaining the Bank’s decision or action.**

**Determine whether the situation requires a Responsive or Initiative document. Then use the appropriate Dialogue with the Reader Worksheet here to show your planning. (Simply delete the one that you do not use.)**

**Responsive Dialogue Worksheet**

|  |  |
| --- | --- |
| **1. Focus My Thoughts** | |
| **Purpose**  (Why am I writing?) | To respond to the reader’s original request |
| **Reader**  **Relevant facts about reader related to content** | [Examples: very busy; appreciates brevity; familiar with technical terms and acronyms] |
| **Reader’s Original Request** |  |
| **2. Plan the Document** | |
| **Reader’s Questions** | **My Answers** |
| **What is this about?** | (Responsive reminder statement: This sentence reminds the reader of the original request.)  [Examples: You asked me to... or As we discussed… ] |
| **Reader’s Main Question: What is your response [to my original request]?** | (**Main Message**: This sentence responds to the reader’s original request.) |
| **Reader’s Next Questions: (Fill in questions arising from main message.)** | **My Answers** |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| **Closing**  **Follow-up action required? Need other closing?** | [Follow-up action or other closing] |

**Initiative Dialogue Worksheet**

|  |  |
| --- | --- |
| **1. Focus My Thoughts** | |
| **Purpose**  (Why am I writing?) | To [recommend, request, inform, or other verb]… |
| **Reader**  **Relevant facts about reader related to content** | [Examples: very busy; appreciates brevity; familiar with technical terms and acronyms] |
| **2. Plan the Document** | |
| **Reader’s Main Question:**  **What is this about? (What are you recommending, requesting, or informing me of?)** | (Note: You may need to include some brief context before the main message.)  (**Main Message:** This sentence summarizes what you are recommending, requesting, or informing the reader of; it should reflect the purpose, but not necessarily in the same words.) |
| **Reader’s Next Questions: (Fill in questions arising from main message.)** | **My Answers** |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| **Closing**  **Follow-up action required? Need any other closing?** | [Follow-up action or other closing] |

**Drafting**

**Now draft the Responsive or Initiative letter. When you have finished your draft, read through it for mechanics and style, and revise your work.**

**Revising**

**Now that you have drafted your letter, be sure to use the Document Review Sheet from Module 4 to help you do a final review.**

## *Structure, Reader Focus, and Mechanics*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Comments** | **How could I improve?** |
| **Good organization** |  |  |  |
| The purpose is clearly stated. |  |  |  |
| The main message is stated up front, close to the beginning of the document. |  |  |  |
| Similar information is grouped and labeled. |  |  |  |
| The text has an established and evident hierarchy of organization. |  |  |  |
| The text has one idea per paragraph. |  |  |  |
| **Reader focus** |  |  |  |
| The document anticipates questions the reader might ask. |  |  |  |
| The reader’s questions are answered in a logical sequence. |  |  |  |
| The document sets up and fulfills expectations for the reader. |  |  |  |
| **Mechanics** |  |  |  |
| Spelling, grammar, and punctuation are consistent and appropriate. |  |  |  |
| The document uses visual techniques to support the logic of the text. |  |  |  |

## *Style and Tone*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Example** | **How could I rephrase?** |
| The document is concise with no redundancy. |  |  |  |
| The document uses verbs (rather than nouns) to express actions. |  |  |  |
| The document uses mostly active-voice verbs. |  |  |  |
| The document uses an appropriate and consistent tone. |  |  |  |