*English Instructional Plan – Professional Writing in the Workplace*

**Primary Strand: 10.6, 11.6, 12.6 Writing**

**Integrated Strand/s: 10.1, 10.2, 11.1, 11.2 Communication and Multimodal Literacy**

**Essential Understanding:**

* Understand the features, purpose, and function of workplace writing

**Essential Knowledge, Skills, and Processes:**

* Identify and understand the components of a workplace writing.
* Evaluate the quality of a piece of workplace writing.
* Create a piece of workplace writing

**Primary SOL:10.6**

* Workplace writing

**Reinforced (Related Standard) SOL: 10.1, 10.2—11.1, 11.2**

* Delivering oral presentations and media literacy

**Academic Background/Language:**

* Workplace
* Professional
* E-mail
* Correspondence

## Materials

* Pens/pencils
* Paper
* Laptop/PC
* How to Write A Professional E-mail with Examples PDF
* Non-Example set of e-mails

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher displays a “mentor text” e-mail on the board and breaks down its components: recipients address, Cc and Bcc, Date and Time Stamp, Subject Line, Body, Attachments, and Signature
* Teacher highlights the use of formal language in the mentor text by explaining word choice.
* Teacher provides students with “How to Write a Professional E-mail” worksheet and walks through each of the steps with students.
* Students must annotate the examples and explain why the “example” e-mails were effective
* Teacher hands out “Non-Example Set” to students. Students must annotate, make corrections and explain the rationale behind their changes.
* Teacher plays the “How to Write an E-mail (No Really)” Ted Talk.
  + <https://www.youtube.com/watch?v=SBTojgEHl90>
* Students write 10 new things they learned during the TedTalk.
* Students must write an e-mail to their teacher answering one of the following prompts:
  + Interest in arranging an interview for a position as a (insert student’s choice of job).
  + Asking permission for a teacher to write a letter of recommendation.
  + E-mail inquiring about a program at a university
* The lesson may continue with a discussion of the use of additional online media professionally, including social media platforms like Twitter. This may include the viewing and development of online resumes/portfolios
* Additionally, students may be given examples of Twitter-based professional learning communities. A great place to start is #LANGCHAT (a hashtag for teachers of ELA) so students can view the difference between that sort of online community and less professional social media uses with which they may be more familiar.
* Students can then research professional learning applications for a career field in which they are interested and report back to the class or participate (depending on division acceptable use policies and community standards).

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: Teacher should be frequently checking for understanding by asking for students to share and participate during their e-mail mentor text discussion
* Formative: Teacher collects annotated and corrected examples/non-examples and reviews student reflections.
* Summative: Students send teacher the e-mail.

**Writing Connections:**

* Students can conduct a peer edit on one another’s e-mails to work on the revising process

**Extensions and Connections (for all students)**

* Teacher could introduce different types of e-mails for students to write.
* Teacher could ask students to send out authentic e-mails to either teachers, parents, or members of the community to add an authentic audience.

**Strategies for Differentiation**

* Teacher should be displaying the emails visually for students to see as they break down their mentor text e-mail.
* Teacher could provide print outs of the mentor text to ensure that students have easy visual access.
* Teacher could tailor the complexity of their mentor text e-mail to suit the needs of learners.
* Teacher could tailor the content and context of the e-mail to suit the interest and prior knowledge of their students.

**BAD EMAIL EXAMPLES**

Read the Guidelines for Professional emails. Then, for each bad email example below, list all of the things that make it a bad email and re-write the email according to the professional guidelines. Once you finish, choose a character from a story or book you’ve read in class this year and create an example of an unprofessional email from that character to another and a professional email on the same topic. EXAMPLE: An email from Pip from *Great Expectations* to Miss Havisham.

**Professional Email Guidelines:**

1. Include a one or two word topic in the subject line. It helps the reader know what the email is all about.

2. Always include a greeting (Dear) and a closing (Sincerely). Always!

3. Use business language, always spell check, reread and do not use abbreviations.

4. Use formatting just as you would a business letter.

5. Do not ever use ALL CAPS. ALL CAPS MEANS YOU ARE SCREAMING AT THE OTHER PERSON.

6. Jokes, witty remarks and sarcasm do not translate in email. This can get you into really, difficult situations.

7. Complaining and gossiping have no place in email.

8. Keep the communication short and concise.

9. The use of emoticons should only be used between really great friends.

10. Reread before hitting send.

11. If you can walk around the office and talk to someone, send the email later. Get up and talk to a colleague. Send an email when there is factual information they may need.

12. Never forward a forward a forward.

To: Bob Pope From: Gabrielle Mendes Subject: Job?

Hey Bob, We talked a couple weeks back at the chamber of commerce event. (I was the one looking for a summer internship and had a zit on my lip that could have passed for a cold soar. Lol. Whew. It was not. You’re probably like, “uh.. What?” Maybe that helps you recall, maybe not. Not completely important, I suppose. I’d really like to come work for you at your IT business. You seemed like a cool person to work for, I liked ur striped pants. I’m available to start working on Monday, but I am taking my driver’s test in June and have to study and go an hour and half away to take it at an easier place cause I’m not a great driver so I’ll miss a few days. I am also going to the beach with friends for a week in July. Oh, and my grandmother has bad gas (OMG IT’S TERRIBLE) and sometimes I have to take her to the doctor. I’ve attached my resume, it’s the bomb dot com. Let me know if you have a job opening for me. I can’t wait to play on some computers. If I don’t respond to your email, I’m always on FB, snapchat or insta! Peace out,

Gabrielle Mendes

From: Steve Thomas CC: Every single human Steve has ever emailed Subject: Fwd: Fwd: Fwd: Fwd: OMG funny pictures of hilariousness

OMG this is the best email I’ve seen all day. Hope you it. -Steve

From: Eva Gonzales To: Tiffani Johnson Subject: …

Did you see what Bratney is wearing today? She looks stupid. I mean, that color lipstick? She’s probably trying to get Juan’s attention. And did you hear her sucking up to the boss. I can’t stand it. Like, we all work hard. AM I RIGHT?

From: Tricia Marcus To: Allison Brown Subject: Today’s Meeting Hey Allison!

I am looking forward to seeing you today for our meeting. I’ve attached the materials needed for our discussion. Let me know if you have any questions.

Regards,

Tricia Marcus

Marketer Extraordinaire

hotpartychick@triciamarketing.com (555) 545-5656

“Be so good they can’t ignore you.” – Steve Martin

To: Bryan Thomas From: Alex King Subject: Presentation Dear Mr. Thompson:

Can you send me the presentation from last week? I really enjoyed it!

Sincerely,

Alex

To: Employer From: Ty Stringer Subject: I need jobz

der Employer,

I wud like 2 apply 4 da job in customer service. I saw ur job on FB. I got my resume and added it to da email. I wud appreci8 ur response. -TS