Active Classroom Guide for Writing with Clarity

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WRITING WITH CLARITY
Module Overview

This module focuses on providing students with writing strategies to help them become a stronger, more confident writer, so they are prepared to tackle the writing challenges they will face in college and in their careers. The goals of this module include enabling the student to:

1. Learn the importance of knowing the purpose of a document before writing it.
2. Understand how to tailor the style and tone of writing to a particular audience.
3. Discover a new process to use when presented with a writing assignment.
4. Consider how to develop habits to become a more effective writer.
5. Learn about the kind of writing found in college and how to avoid plagiarism.
6. Look at the different types of writing found in students' careers and learn some basic skills for writing business documents.

First Module Section: Students examine the importance of knowing their audience, appropriately using tone and formal language to communicate, including an activity that has students explore how purpose and audience affect the writing of a document.

Second Module Section: Students learn the process of writing, and apply this knowledge in an activity that practices this process.

Third Module Section: Students explore the expectations of college and career writing, including how to avoid plagiarizing, concluding with an activity that reinforces proper e-mail etiquette.

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Writing with Clarity, Section 1

In this section, students examine the importance of knowing their audience, appropriately using tone and formal language to communicate, including an activity that has students explore how purpose and audience affects the writing of a document.

LESSON OVERVIEW

SECTION 1: WRITING FOR A REASON AND A READER		
Learning Outcomes	1. Learn the importance of knowing the purpose of your document before you begin writing. 2. Understand how to tailor the style and tone of your writing to your audience.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: Purpose: Why Are You Writing?
		  • Lecture/Activity
		  • Discussion
		  • LO 2: Audience: Who Are You Writing For?
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Audience and Purpose Assessment-The Last Think You Read
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–10 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 8–9 in the textbook—Audience and Purpose Assessment-The Last Thing You Read
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pp. 1–11 • PowerPoint slides 1–17 • Detailed class notes for activity	

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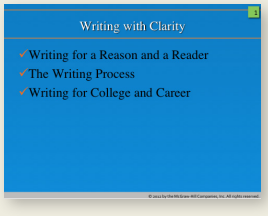
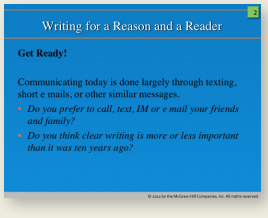
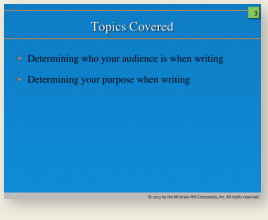
Writing with Clarity, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 1–3 *Slide 1, Module Overview*  *Slide 2, Get Ready!*  *Slide 3, Topics Covered*  	**Lesson Notes** *Ask students to **reflect:*** Communicating today is done largely through texting, short emails, or other similar messages. • Do you prefer to call, text, IM or email your friends and family? • Do you think clear writing is more or less important than it was 10 years ago? **Explain:** Effective writing is necessary for job retention and promotion within many organizations. ***Elaborate** that becoming a stronger writer will help you face challenges both as a college student and in your career.* **Section Overview:** Introduce **topics covered** in this class session: • Determine who your audience is when writing • Determine your purpose in writing	**TRY IT** Put the following quote on the board "*The beautiful part of writing is that you do not have to get it right the first time—unlike, say brain surgery.*" Robert Cormier Tip: Ask students if they communicate mostly through text, email, or writing. **TRY IT** Give students some examples of writing that you do on a daily basis.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: PURPOSE: WHY ARE YOU WRITING? (15 MIN.)

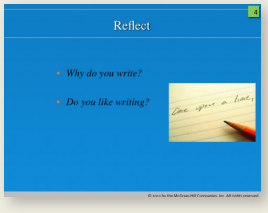
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

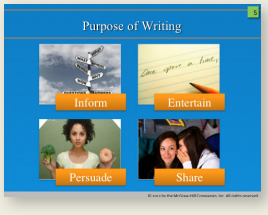
Resources

PowerPoint slides 4–8

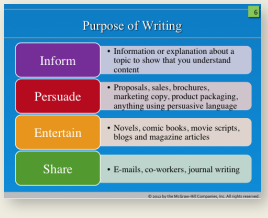
Slide 4, Reflect



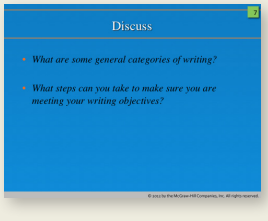
Slide 5, Writing Purpose



Slide 6, Purpose of Writing



Slide 7, Discuss



Lesson Notes

Introduction: Many students only write because they have to and do not enjoy it. This module will explain the challenges in writing and help students face them.

Build on Background: *Ask students informal survey questions:*

- *Why do you write?*
- *Do you like writing?*

Connect: Writing is an important part of your academic career. Discovering your purpose will make you a more effective writer.

Elaborate: Determining an objective for your writing should be the first step. Take a few minutes to consider the purpose.

Define: Purpose: The reason you are writing a document

***Explain** that every document has a purpose specific to its situation.*

There are general categories to help you **identify your purpose in your writing:**

- **Inform:** Provides information or explanation about a topic to show that you understand it.
- **Persuade:** Proposals, sales brochures, marketing copy, product packages all use persuasive language to convince someone of something.
- **Entertain:** Include novels, comic books, movie scripts, blogs, and magazine articles.
- **Share:** Includes e-mails to coworkers, or journal about something disappointing

***Explain** to your students that once they have identified their main purpose, they should consider explaining the objectives.*

Explaining the objectives will help the writer decide if they are the right audience for the document, and also help guide how they read it.

Stating the purpose clearly can also help the writer stay focused as writing continues.

GOT TIME?

Give students some examples from your life—how you as an instructor need to write to communicate with students and plan each class.

TRY IT

Encourage students to take notes and refer to their textbook.

TRY IT

Encourage students to participate and give specific examples of each type of writing, for example, magazines they read, novels they read, etc.

TRY IT

Have students open their textbook and read an objective from their textbook. Objectives are very important to the reader and the writer.

TRY IT

If time permits, have students share as a whole class their answers to discussion questions.

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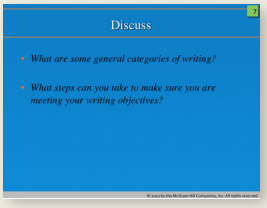
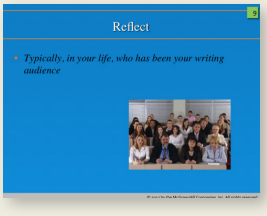
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 1: PURPOSE: WHY ARE YOU WRITING? (15 MIN.)		
Slide 8, Key Points  	**Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone near by: • *What are some general categories of writing?* • *What steps can you take to make sure you are meeting your writing objectives?* *Have students **share answers** with the class.* **Conclusion:** Share these **key points** with the class: • When writing it is important to identify your purpose, determine and meet your objectives.	**TRY IT** If time permits, have students share other key points that they might have taken away from this lesson.
LO 2: AUDIENCE: WHO ARE YOU WRITING FOR? (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint 9
Slide 9, Reflect
 
 	
	Introduction: Knowing who you are writing for, or your audience, is another important component in effective writing.	Tip: Discuss different types of audiences with your students.

	Build on Background: *Ask students an informal survey question:* Typically, in your life, who has been your writing audience? How did you change your writing depending on the audience?	Tip: Have students brainstorm follow-up questions. Some ideas: 1. What type of feedback have you received from your writing audience? 2. How has this feedback helped you to improve your writing skills? 3. How has your writing style changed and/or improved?
	Connect: The more you know about your audience, the more effectively you will be able to achieve your document's purpose.	
	Explain: It is important to consider what your audience knows before writing. When thinking about your audience, here are a few things to consider: • Their level of familiarity with you (the author). • Their amount of knowledge or experience with the information or circumstances. • The way the document will be distributed (e.g., online, posted on a wall, sent in the mail). • Culture (formal or informal; could be professional culture or national culture). • Job duties (making decisions, following instructions, etc.).	**TRY IT** Refer to PowerPoint slide 11 and elaborate on each characteristic of the audience. You can also have students give examples.

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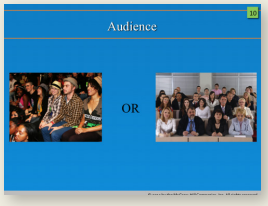
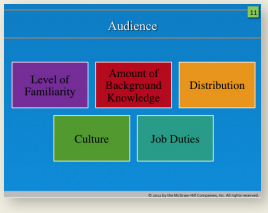
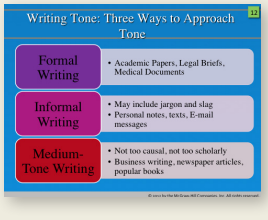
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 2: AUDIENCE: WHO ARE YOU WRITING FOR? (15 MIN.)		
Slide 10, Audience  	**Elaborate:** Just like when writing with a purpose, the more specific you can be in outlining what your audience knows, and what you know about your audience, the more effective your writing will be. **Identify** that another important aspect of writing is choosing the correct style for your purpose. **Describe** that you can make many decisions about how to write your document: • Length • Format • Style • General tone of the language	**TRY IT** Encourage students to take notes and follow along in their textbook.
Slide 11, Audience  	**Elaborate** that there are three ways to approach writing tone: • ***Formal Writing:*** Academic papers, legal briefs, and medical documents • ***Informal Writing:*** Writing that is close to ordinary speech and may include jargon and slang. Used in personal notes, text, or some e-mail messages and in business documents only when you know your audience very well. • ***Medium-Tone Writing:*** Language that falls between formal and informal-tone writing—not too casual and not too scholarly. Most writing for college classes, most business writing, many magazine and newspaper articles, popular books, and some textbooks will use a medium tone.	**TRY IT** Use PowerPoint slide 12 and have students give examples of these types of writing. **TRY IT** Consider asking your students to provide examples of commonly used slang and jargon. Ask students to write these examples on the whiteboard. Discuss why some of the examples they provided are inappropriate language to be used in the formal writing process.
Slide 12, Writing Tone  	***Explain*** *the concept of "Standard English."* English is spoken all around the world, but may sound different in the United States, England, or Australia. **Elaborate** that ***Standard English*** is the universally accepted, more formal way to speak and write English. It is used in business and educational settings. Standard English is very important and lets people all over communicate and connect with each other. **Explain** that the sooner your students master Standard English, the more opportunities they will have to communicate and connect with others.	**GOT TIME?** Have students brainstorm different countries that speak English. How does the language differ from American English? What specific words are different from standard American English? How might this influence the universal concept of *standard English?*

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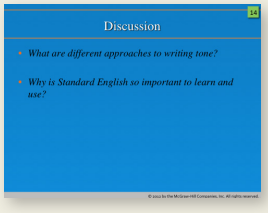
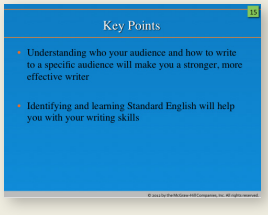
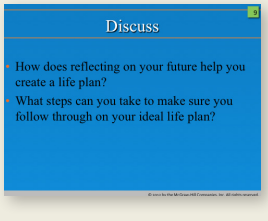
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 2: AUDIENCE: WHO ARE YOU WRITING FOR? (15 MIN.)		
Slide 13, Standard English *Slide 14, Discussion*  *Slide 15, Key Points*  	**Discussion** **Small group:** Give students a brief moment to share answers to the following discussion question with someone nearby: • What are different approaches to writing tone? • Why is Standard English so important to learn and use? Provide an opportunity for students to share responses with the class. ***Conclusion:*** *Share these* ***key points:*** • Understanding who your audience is and how to write to a specific audience will make you a stronger, more effective writer. • Identifying and learning Standard English will help you with your writing skills.	**TRY IT** If time permits, have students share the answers to their discussion questions. Tip: Consider writing main points on the whiteboard to engage your visual learners. List the key points about the importance of knowing your audience.

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
 	
Resources
PowerPoint
Slide 9, Discuss
 
 	
	LO 1: Discussion
	Discuss: As students to think about their answers to these questions, then discuss with a neighbor:
	• How does reflecting on your future help you create a life plan?
	• What steps can you take to make sure you follow through on your ideal life plan?
	Come back together as a ***whole class*** *and call on students to answer the discussion questions*
	Key Points: *Share these important key points:*
	• Having a clear ideal life plan will help you reach the future you desire.
		Tip: Try to not get too involved discussing goals here. Use this discussion as a good transition into the next section.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

AUDIENCE AND PURPOSE ASSESSMENT: THE LAST THING YOU READ (25 MIN.)

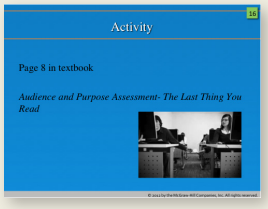
Resources

Textbook, pages 8–9

Detailed Activity Notes

PowerPoint slide 16

Slide 16, Activity



Activity

Introduction: Students will look at two different documents to analyze for purpose and audience.

Use the Detailed Activity Notes to conduct this activity. Prepare students to locate pages 8–9, and continue with directions from the instructor guide.

Activity Wrap-Up

After the activity, ask students the following questions:

- How did your identification of the purpose of the document vary from your partner's?
- What portions of the text influenced your partner's answers?
- How did your identification of the audience vary from your partner's?

GOT TIME?

Additional Resources/Activities:

1. Communicating in Standard English

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

GOT TIME?

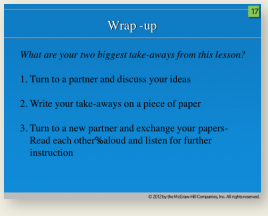
If time permits, have students share the answers to their activity questions.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

PowerPoint

Slide 17, Wrap-Up



Lesson Wrap-Up

Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.

Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.

TRY IT

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 1: Detailed Activity Notes

AUDIENCE AND PURPOSE ASSESSMENT—THE LAST THING YOU READ

This activity teaches students how purpose and audience can affect their writing.

Preparation: You will need to preselect a document for your students to read for this activity.

Classroom Management: This activity should be completed individually with students sharing their responses with a classmate, and then they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will have the opportunity to examine how purpose and audience affect their writing. • You **will disperse** a preselected document for them to read. • **Tell** your students that they will make marginal notes where they identify elements of purpose and intended audience. • **Explain** that once they complete the reading, they will respond to the following questions about the document in their textbook: 1. What is the purpose of the document? How do you know? (indicate portions of the text that help to support your identification of the purpose) 2. What makes the document effective or ineffective at achieving this purpose? 3. Who is the audience for the document? How do you know this? (Indicate portions of the text that help to support your identification of the audience.) 4. What do you know about this audience? 5. What can you learn from how the writer addressed purpose and audience?	• Students should have the preselected document in their possession. • Students should be reading the document and making marginal notes as they read. • Students should be responding to these questions in their textbook.
• After everyone has responded to the above questions, **ask** your students to partner with a classmate. • In their pairs, **tell** your students to take turns sharing their responses to each question.	• Students should be partnering with a classmate. • Students should be sharing their responses with their classmates. • Students should be identifying questions they responded to differently than their partner, as well as discussing how they came up with their answers.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Tell** your students to identify the questions they responded to differently than their partner, as well as discuss how they came up with their answers. • Once everyone has finished discussing with their partners, **refer** to the discussion questions on page 10 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1. **Ask** your students the following discussion questions: ***How did your identification of the purpose of the document vary from your partner's?*** ***What portions of the text influenced your partner's answers?*** ***How did your identification of the audience vary from your partner's?*** ***What portion of the text influenced your partner's answers?*** ***Were you and your partner able to agree on the purpose and the intended audience? Why or why not?***	• Students should be rejoining their classmates for a discussion.

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Section 1 Additional Activity: Writing for a Reason and a Reader

COMMUNICATING IN STANDARD ENGLISH

This activity provides students with an opportunity to gain more confidence and familiarity in using Standard English when communicating.

Classroom Management: This activity should be completed individually with students receiving feedback from their partner. Once everyone is finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that mastering Standard English is essential to providing themselves with more opportunities to communicate and connect with others. • Additionally, feeling comfortable and confident using Standard English will be pivotal during their interviewing process.	
• **Refer** your students to Cassandra's story on page 7 of their textbook. • **Remind** your students that Cassandra struggled to find long-term, professional employment because she used too much slang and the incorrect pronunciation of words in her interviews. • **Emphasize** that interviews are an employer's first impression of who they are and what they represent. By failing to use professional Standard English, they will miss out on valuable career openings.	• Students should be reviewing Cassandra's story on page 7 of their textbook. • Students should be following along to the activity directions.
• In order to improve their Standard English, **explain** that it is important to establish what is nonstandard or too informal in how they communicate. • **Ask** your students to select a moment that occurred today—it may be a trivial or a central event. • Using their notebooks, **tell** your students to recall this occurrence as if they were explaining it to a friend or classmate.	• Students should be selecting a moment from their day to write about. • Students should be writing about this moment as if they were explaining it to a friend.
• **Reinforce** to your students to be true to themselves and how they would typically communicate. • Once everyone has finished recalling their event, **ask** your students to partner with a classmate. • **Explain** that they will exchange writings with their partner. • **Elaborate** that on their partner's page, they will circle all nonstandard English words or phrases (informal words/phrases—including poor grammar and all slang).	• Students should be partnering with a classmate. • Students should be exchanging their writing with their partner. • Students can refer to example to see how to circle nonstandard English words or phrases, and then circle any poor grammar or use of slang in their partner's writing. • Students should be returning their partner's writing to them.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• After all of the pairs have circled all informal words and phrases in their partner's writing, **tell** your students to return it to their partner. • Now **explain** that they will each read their own writing out loud to their partner—pronouncing words as they would normally. • As they listen to their partner, they will list all of the words that they mispronounce (nonstandard English) in their notebooks. • Once their partner finishes reading and they have written any mispronounced words, **tell** your students to share the words they wrote with their partner by explaining why they recorded those words and then offering the correct pronunciation of them.	• Students should be reading their own writing out loud to their partner. • Students who are listening to their partner read, should be writing any mispronounced words in their notebooks. • Students should be providing their partner feedback of the words they heard mispronounced, as well as offering them advice on the correct pronunciation.
• **Clarify** that at this point your students have received their writing with indicators of words and phrases that are not in Standard English, as well as feedback as to how to correctly pronounce certain words. • Equipped with this information, **tell** your students to rewrite their original recollection of their event in proper Standard English.	• Students should be rewriting their moment in proper Standard English. • Students should be reading their new writing of their moment out loud to their partner.
• After everyone has finished writing, with their partner, they will again take turns reading out loud. • **Remind** your students to practice the correct pronunciation of all words. • Then **explain** to your class that you would like them to reflect on what they have learned about their level of professional communication in this exercise by reconvening as a class to discuss the following questions: ***What did you learn about how you typically communicate?*** ***Were you surprised with what your partner circled as nonstandard English?*** ***What are your weaknesses with communication?*** ***What differences did you notice between the first writing sample and your revised version?*** ***What can you do to practice speaking and writing in Standard English?*** ***In addition to interviews, how can using Standard English help you to succeed?***	• Students should be rejoining their classmates for a discussion.

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Writing with Clarity, Section 2

In this section, students learn the process of writing and apply this knowledge in an activity that practices the writing process.

LESSON OVERVIEW

SECTION 2: THE WRITING PROCESS		
Learning Outcomes	3. Discover a new process you can use when presented with a writing assignment. 4. Consider how to develop habits that can make you a more effective writer.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 3: Writing as a Process (Not Performance)
		  • Lecture/Activity
		  • Discussion
		  • LO 4: Developing Good Writing Habits
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Quick Practice on the Writing Process
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 16–20, lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 18–19 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 11–20 • PowerPoint slides 18–33 • Detailed Class Activity Notes	

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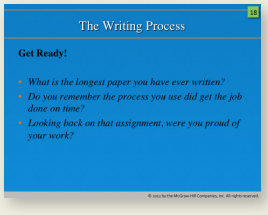
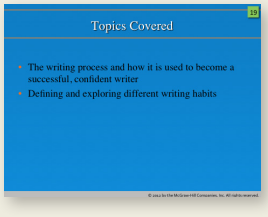
Writing with Clarity, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready • Reflection • Section Overview **Resources** PowerPoint slides 18–19 *Slide 18, Get Ready!*  *Slide 19, Topics Covered*  	**Lecture Notes** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to **reflect** on the following:* What is the longest paper you have ever written? • Do you remember the process you used to get the job done on time? • Looking back on that assignment, were you proud of your work? **Explain** that writing can be challenging, but with practice and a few techniques, it can become easier. **Section Overview:** Introduce **topics covered** in this class session: • The writing process and how it is used to become a successful, confident writer • Defining and exploring different writing habits	**TRY IT** Have students reflect back on writing assignments they may have completed in other colleges or in high school.
LO 3: WRITING AS A PROCESS (NOT A PERFORMANCE) (10 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: Writing can be difficult and intimidating to some people. Looking at it as a process can help.
	
	Build on Background: *Conduct an informal survey by asking students the following:*
	• Raise your hand if you like writing.
	• Raise your hand if you dislike writing.
	• Why do you think you dislike writing?
		TRY IT
		Encourage students to be truthful and sincere. You may have to break the ice with your answer. You may wish to share your input with them

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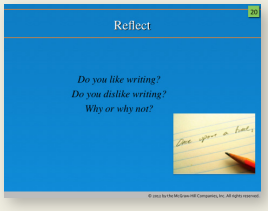
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: WRITING AS A PROCESS (NOT A PERFORMANCE) (10 MIN.)

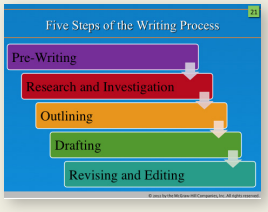
Resources

PowerPoint slides 20–28

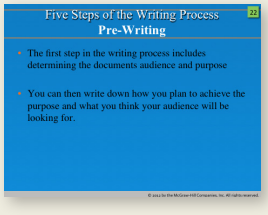
Slide 20, Reflect



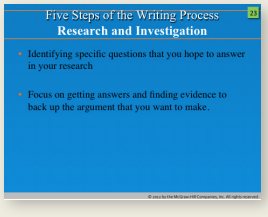
Slide 21, Writing Process



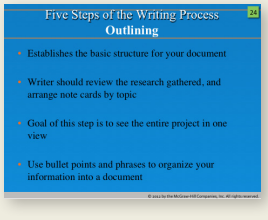
Slide 22, Pre-Writing



Slide 23, Research



Slide 24, Outlining



Connect: Writing can be difficult and intimidating for some people. Looking at it as a process can help alleviate some of those feelings.

Explain *that a process is a repeatable step used to complete a task such as writing a document. The more you write, the more comfortable you will get with the steps in the process.*

Describe the five steps in the writing process:

- Pre-Writing
- Research and Investigation
- Outlining
- Drafting
- Revising and Editing

Each of those five steps is essential to the writing process.

Elaborate on each one of the steps:

Pre-Writing

- The first step in the writing process includes determining the document's audience and purpose.
- You can then write down how you plan to achieve the purpose and what you think your audience will be looking for.

Research and Investigation

- Identifying specific questions that you hope to answer in your research.
- Focus on getting answers and finding evidence to back up the argument that you want to make.

Outlining

- Establishes the basic structure for your document.
- Writer should review the research gathered, and arrange note cards by topic.
- Goal of this step is to see the entire project in one view.
- Use bullet points and phrases to organize your information into a document.

TRY IT

Show the PowerPoint slide and ask your students to read the five steps of the writing process. Or you could write the five steps on the whiteboard for your students to take notes.

TRY IT

Encourage your students to take notes on the five steps of the writing process.

TRY IT

While explaining the five steps, have students give examples of when they have completed any one of the steps and what it was like.

GOT TIME?

Outlining can be very important. There are many different tools in MS Word and ready-made templates to help you start an outline. Mind maps and graphic organizers are a great resource for outlining as well.

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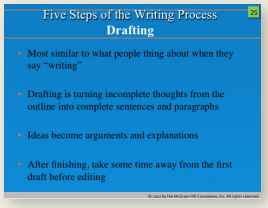
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: WRITING AS A PROCESS (NOT A PERFORMANCE) (10 MIN.)

Slide 25, Drafting



Drafting

- Most similar to what people think about when they say "writing."
- Drafting is turning incomplete thoughts from the outline into complete sentences and paragraphs.
- Ideas become arguments and explanations.
- After finishing, take some time away from the first draft before editing.

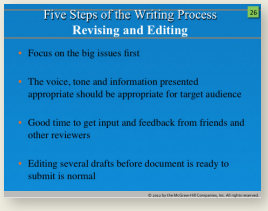
TRY IT

Drafting can be messy and scattered. That's ok. You may have many different versions when drafting.

TRY IT

Revising is very important and should be done by at least two different sets of eyes.

Slide 26, Revising and Editing



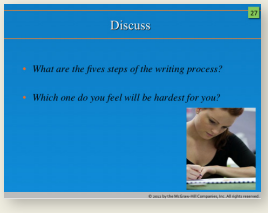
Revising and Editing

- Focus on the big issues first.
- The voice, tone, and information presented should be appropriate for the target audience.
- Good time to get input and feedback from friends and other reviewers.
- Editing several drafts before document is ready to submit is normal.

GET CONNECTED

Encourage your students to seek editing assistance from their instructors, learning resource center staff, tutors, or fellow classmates.

Slide 27, Discuss



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are the fives steps of the writing process?
- Which one do you feel will be the most difficult for you?

Come back together as a ***whole class*** *and call on students to share their goals.*

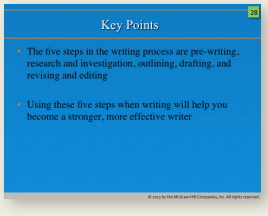
GOT TIME?

Practice the Five-Step Process in your classroom. Over a period of a few class sessions, begin a writing assignment, completing each step with the class.

TRY IT

If time permits, have students share the answers to their discussion questions.

Slide 28, Key Points



Conclusion: *Share the key points to implementing these concepts:*

- The five steps in the writing process are pre-writing, research and investigation, outlining, drafting, and revising and editing
- Using these five steps when writing will help you become a stronger, more-effective writer

TRY IT

If time permits, have students share the key points that they may have taken away from this lesson.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO4: DEVELOPING GOOD WRITING HABITS (10 MIN.)

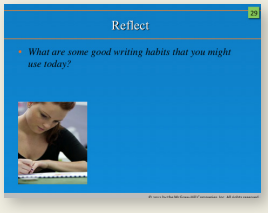
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

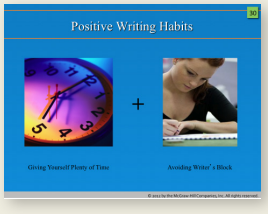
Resources

PowerPoint slides 29–33

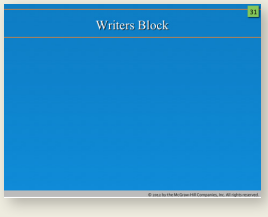
Slide 29, Reflect



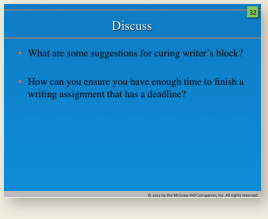
Slide 30, Habits



Slide 31, Writer's Block



Slide 32, Discuss



Lesson Notes

Introduction: To become a good writer, you need to develop better writing habits.

Build on Background: *Ask students an informal survey:*

What are some good writing habits that you might use today?

Connect: Developing good writing habits is another step you can take to become a strong writer.

Discuss *good writing habits:*

Giving yourself enough time to finish a writing assignment is a good habit to adopt.

Many students put it off until they feel the pressure of a deadline. This makes writing extremely stressful.

Explain *that the five-step writing process is a good way to help you avoid the stress of last-minute writing. Create a deadline for yourself you so you have enough time to finish.*

Illustrate that another problem with writing is some students may suffer from writer's block.

Use the ***PowerPoint blank slide*** *to represent writer's block and discuss these ideas:*

Explain *that writer's block can happen when students sit down to write but just stare at a blank page.*

The first part of the writing process, the **pre-writing** process, is designed to eliminate that problem.

Identify that another reason students may get writer's block is perfectionism. Writers cannot get stuck on each sentence. Make a note to yourself about what you are trying to say, and come back to it later.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion questions with someone nearby:*

- What are some suggestions for curing writer's block?
- How can you ensure you have enough time to finish a writing assignment that has a deadline?

Come back together as a **whole class** and call on students to share their reflections.

TRY IT

If students are having trouble answering, give examples of good writing habits you may adapt, including getting rid of all distractions when writing.

TRY IT

Explain that writing may take longer for some than for others. It's not a race; you just need to make sure you have enough time to get through your assignment.

TRY IT

Writer's block happens to everyone, even famous screen writers and novelists. Prewriting is a great way to get past writer's block.

TRY IT

Drafting and editing is where you can worry about each sentence and be more precise with your words.

TRY IT

If time permits, share out loud the answers for the discussion questions. If there is not enough time, have students mix up groups and share their answers.

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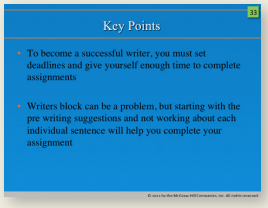
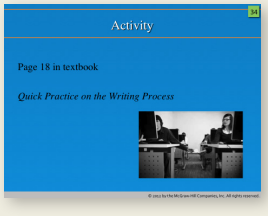
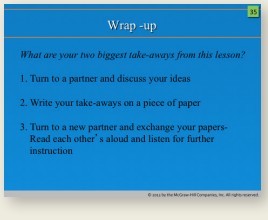
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO4: DEVELOPING GOOD WRITING HABITS (10 MIN.)		
Slide 33, Key Points  	**Conclusion:** *Share the key points to implementing these concepts:* • To become a successful writer, you must set deadlines and give yourself enough time to complete assignments. • Writer's block can be a problem, but starting with the pre-writing suggestions and not working about each individual sentence will help you complete your assignment.	
STUDENT ACTIVITY: QUICK PRACTICE ON THE WRITING PROCESS (25 MIN.)		
Resources Textbook, page 18 **Detailed Activity Notes** PowerPoint *Slide 34, Activity*  	**Introduction:** This activity allows students to integrate the five steps of the writing process into a modified research paper. **Build on Background:** Now that students are familiar with the five steps of the writing process, they will be able to try the whole process out in a modified writing assignment. **Use the Detailed Activity Notes to conduct this activity.** **Activity Wrap-Up** *After the activity, ask students the following questions:* • How did it feel to complete the writing process? • What steps had you completed for the first time? • What steps did you already use in your writing process? • How do you think this process will benefit your writing on a real assignment?	**GOT TIME?** Additional Resources/Activities: 1. Online Researching **ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 35, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their* ***two biggest takeaways*** *from this lesson.* *Direct students to* ***write*** *these on a piece of paper, turn to a partner, and switch papers. Invite students to* ***read aloud*** *the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 2: Detailed Activity Notes

QUICK PRACTICE ON THE WRITING PROCESS

This activity has students practice the five steps of the writing process.

Preparation: You will need to determine the writing topic so students have a direction to complete the writing process.

Classroom Management: This activity should be completed individually with students receiving feedback from a partner and recording the information in their textbook. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will be practicing the five steps of the writing process. • **Give** your students their writing topic, which will focus and guide them through the completion of the five steps. • **Tell** them that they will follow the steps presented in their textbook on pages 18–19. • **Encourage** your students to take a few minutes to evaluate their topic before beginning the steps, as well as to ask any questions as they work through the steps.	• Students should be evaluating their writing topic, and then students should be completing the first four steps.
• Once your students have completed the fourth step, **ask** them to partner with a classmate.	• Students should be partnering with a classmate.
• In their pairs, **explain** that they will share the section they drafted with their partner, and their partner will respond to the following questions with specific feedback: 1. Does the order that the information is presented in the paragraphs make sense? Why or why not? 2. Do the paragraphs present a logical argument? Why or why not? 3. What are the writer's strengths in these two paragraphs? 4. What are some suggestions for improvement in these two paragraphs?	• Students should be providing their partner with feedback pertaining to their answers to each of these questions. • Students may write their answers before sharing them with their partner.
• **Remind** your students to be respectful and open when delivering and receiving feedback from their partner.	• Students should be demonstrating respect and open-mindedness.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• After everyone has received feedback from their partner on their section of writing, **tell** your class that they will take a few minutes to incorporate some of their partner's feedback to revise their two paragraph draft. • **Refer** to the discussion questions on page 20 of the lesson notes in the Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***How did it feel to complete the writing process?*** ***What steps had you completed for the first time?*** ***What steps did you already use in your writing process?*** ***How do you think this process will benefit your writing on a real assignment?***	• Students should be revising their two-paragraph draft based on their partner's feedback. Students should be rejoining their classmates for a discussion.

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Section 2 Additional Activity: The Writing Process

ONLINE RESEARCHING

Web Research Activity

This activity teaches students how to be more effective researchers online.

Preparation: This activity requires that students have access to computers with Internet connectivity.

Classroom Management: This activity should be completed individually with students recording information in their textbook. Once everyone is finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that research is a vital step in the writing process; however, it can be frustrating and time consuming if they have not practiced the strategies of an effective researcher. • It may sound odd to practice researching, but in order to improve their skills in any area, they must always practice. • Therefore, before they receive their first major research essay, **explain** that they will have the opportunity to practice some important steps.	• Students should be following along with the activity directions.
• **Ask** your students to select one topic pertaining to their major that they would like to research online. • **Reinforce** that they may use the examples as a guide throughout this process. • Once everyone has a topic, **tell** your students to identify three questions they would like to answer from the research they find online. • From these three questions, **tell** your students to create two possible subtopics they could research. • Using either one of their three questions, or one of their two subtopics, tell your students to rewrite their topic, so it is more focused and specific. • **Emphasize** that the more focused their topic is, the more time they will save finding relevant and helpful research.	• Students should be selecting a topic to research online pertaining to their major, and they may use the examples for assistance in each of the steps of this activity. • Students should be identifying three questions they would like to answer with the research they find online. • Students should be creating three subtopics from their main topic. • Students should be rewriting their topic using one of their three questions or one of their two subtopics.
• However, if they are still not convinced, **tell** them they will test this theory. • **Ask** your students to log into a computer and open an Internet browser. • They may use any search engine they feel comfortable navigating (Google, Yahoo, Bing, etc . . .).	• Students should be logging into a computer and opening an Internet browser. • Students should be at the website of any main search engine. • Students should be typing in their original topic and then pressing the search button.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• In the search field, **tell** them to type in their original topic, and then click on the search button. • **Tell** your students to list how many results their search retrieved. • **Tell** your students to spend a few minutes scrolling through the results. • **Ask** your students to consider these questions: ***How many results are exact matches to what you wanted to find?*** ***How helpful are these results?***	• Students should be listing how many results their search retrieved. • Students should be reviewing the results. • Students should be responding to these questions in their head.
• Now, **tell** your students to perform a new search. • In the search field, they will type in their revised, focused topic, and then click on the search button. • **Tell** your students to list how many results their search retrieved. • **Tell** your student to spend a few minutes scrolling through the results. • **Ask** your students to consider these questions: ***How many results are exact matches to what you wanted to find?*** ***How helpful are these results?***	• Students should be typing in their revised, focused topic into the search field and then pressing the search button. • Students should be listing the number of results their search retrieved. • Students should be reviewing the results. • Students should be responding to these questions in their head.
• **Ask** your students to respond to the following question in their notebooks: • If this topic were for an actual research paper, which version would save you more time in the research process?	• Students should be responding to this question in their notebooks.
• After everyone has experienced the difference between researching unfocused versus focused topics, **ask** your students to rejoin their classmates to discuss this exercise: ***What did you learn in this activity that will save you time researching?*** ***What other tools have you used to perform more focused research?*** ***How will creating questions assist you in the direction of your research paper?*** ***How will creating subtopics assist you in the research process?***	• Students should be rejoining their class for a discussion.

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Writing with Clarity, Section 3

In this lesson, students explore the expectations of college and career writing, including how to avoid plagiarizing, concluding with an activity that reinforces proper e-mail etiquette

LESSON OVERVIEW

SECTION 3: WRITING FOR COLLEGE AND CAREER		
Learning Outcomes	5. Learn about the kind of writing you will find in college and how to avoid plagiarism. 6. Look at the different types of writing you will find in your career, and learn some basic skills for writing business documents.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 5: College Writing
		  • Lecture/Activity
		  • Discussion
		  • LO 6: Career Writing
		  • Lecture/Activity
		  • Discussion
		• Student Activity: An E-mail to a Supervisor or to an Instructor
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 26–32 for lecture/discussion notes.
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 28–29 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 20–30 • PowerPoint slides 36–55 • Detailed Class Activity Notes	

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Writing with Clarity, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

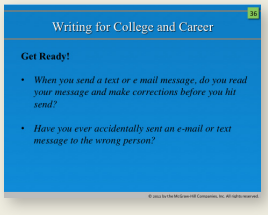
Outline

- Get Ready
  - Reflection
- Section Overview

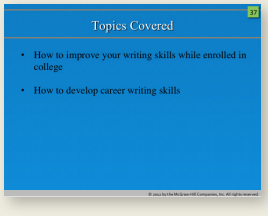
Resources

PowerPoint slides 36–37

Slide 36, Get Ready!



Slide 37, Topics Covered



Lesson Notes

Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:

*Call on volunteers to **share** their reflections.*

When you send a text or e-mail message, do you read your message and make corrections before you hit Send?

Have you ever accidentally sent an e-mail or text message to the wrong person?

Elaborate that no matter what career path is chosen, the content in this module will be very helpful when communicating in college and your career.

Section Overview: Introduce **topics covered** in this class session:

- How to improve your writing skills while enrolled in college
- How to develop career writing skills

TRY IT

Encourage your students to follow along with the lecture in their textbook or to take notes.

TRY IT

Give an example of how sending a text message or an e-mail can be very harmful careerwise and personally.

LO 5: COLLEGE WRITING (10 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Lesson Notes

Introduction: College is a great time to develop and practice your writing skills in many forms.

Build on Background: *Ask students to reflect:*

Have you ever written a paper for school and had it returned with a lot of edits and red marks?

Explain how it's just part of the writing process.

Connect: College is a great place to practice your writing. Getting feedback from instructors and peer editors is one of the advantages of practicing your writing in college.

The most common document that they will be writing in college is a research paper.

TRY IT

Explain to students that sometimes seeing a lot of red marks can be discouraging, but editing and revising is a learning process and will help you become a better writer.

TRY IT

Have students give examples of any research papers they may have written and how they completed that task.

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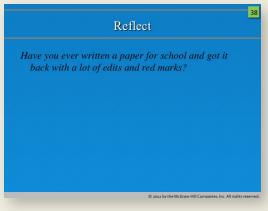
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: COLLEGE WRITING (10 MIN.)

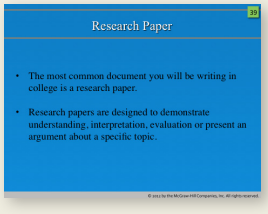
Resources

PowerPoint slides 38–45

Slide 38, Reflect

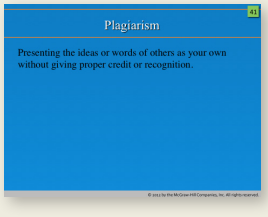


Slide 39, Research Paper

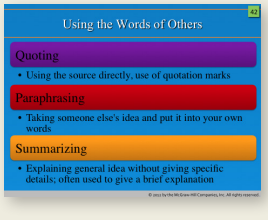


Slide 40, Plagiarism

Slide 41, Plagiarism



Slide 42, Using the Words of Others



Research papers:

- Designed to demonstrate understanding, interpretation, evaluation, or present an argument about a specific topic.

Explain the importance of avoiding plagiarism when writing research papers.

Plagiarism is presenting the ideas or words of others as your own without giving proper credit or recognition.

Clarify that it is important to give credit to others for any original ideas when you build on them. Not giving someone credit for his or her ideas is literary theft.

Plagiarism:

- It is unethical and illegal.
- It is theft to steal the idea of someone and not give him credit for it just so you can take a shortcut.

***Ask** students:*

Why do you think some students would plagiarize?

***Encourage** students to share their answers.*

***Explain** that students may plagiarize due to ignorance. Some students may not know the rules related to crediting their sources.*

***Elaborate** that most students know they are doing it, and try to get away with it.*

Consequences, depending on the instructor, can be failure on the paper, failure in the course, or even dismissal from college.

Illustrate the three options when using the words of others.

Option 1: Quoting—Using the source directly, which you show by using quotation marks. When you do this, you must identify who wrote or spoke what you are quoting.

Option 2: Paraphrasing—Taking someone else's idea and putting it into your own words.

Option 3: Summarizing—Explaining a general idea without giving specific details; often used for a brief explanation about a long passage, article, or book used in research.

Clarify. When writing a paper, you will have to choose a citation style before beginning. Decide how you will track your resources and information you take from them.

TRY IT

Ask students to reflect on plagiarism. What is it? Why is it so bad? What are different ways you can plagiarize?

GOT TIME?

Ask students how they would feel if someone stole their words, without asking.

Tip: Tell a story of someone plagiarizing and what the outcome was.

TRY IT

Provide an example of each to help students understand.

TRY IT

Talk about how instructors and professors can use online tools to enter text and see if it has been plagiarized.

GOT TIME?

If time permits, have students share out loud their responses. If there isn't enough time, have students share in different pairs or triads.

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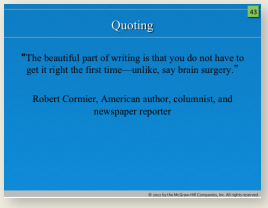
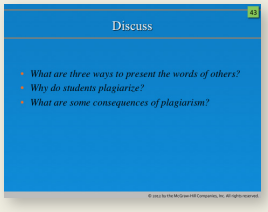
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: COLLEGE WRITING (10 MIN.)

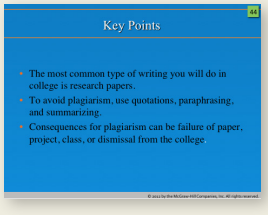
Slide 43, Quoting



Slide 44, Discuss



Slide 45, Key Points



Explain that there are many different types of citations styles, so make sure you ask your students which style their instructors prefer.

Clarify. If you are unsure how to cite something, your instructor or librarian should be able to answer most questions.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are three ways to present the words of others?
- Why do students plagiarize?
- What are some consequences of plagiarism?

Come back together as a **whole class** and call on students to share their goals.

Conclusion: *Share the key points to implementing these concepts.*

- The most common type of writing you will do in college is research papers.
- To avoid plagiarism, use quotations, paraphrasing, and summarizing.
- Consequences for plagiarism can be failure of paper, project, class, or dismissal from the college.

TRY IT

If time permits, have students share out loud any other key points they may have taken away from this lesson.

LO 6: CAREER WRITING (10 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 46–53

Lesson Notes

Introduction: Career writing is extremely important in today's job market and employees are often responsible for writing many different types of documents.

Background: *Ask students to answer an informal survey:*

- Has anyone had a job where you have had to write different professional documents such as e-mails, memos, or reports?

Allow students to share answers.

Connect: You may not have had a job like this yet, but you will throughout your career. You will have to write many different documents in many different forms. Developing your writing skills will help you stand out in your career.

TRY IT

Give an example of all the different writing documents instructors and professors have to prepare.

Tip: Encourage your students to follow along with the lecture in their textbook or to take notes.

Reports are very common in business and are written to summarize meetings. and projects

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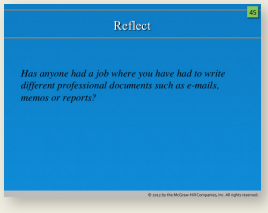
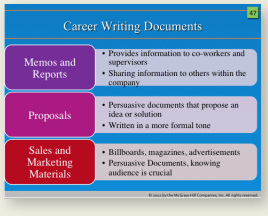
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: CAREER WRITING (10 MIN.)

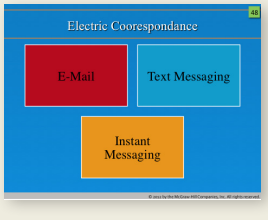
Slide 46, Reflect



Slide 47, Career Writing Documents



Slide 48, Electronic Correspondence



Discuss the three basic documents you may need to write during your career:

1. **Memos and Reports**
   - Provide information to your boss, coworkers, or customers.
   - Memos include notes about a future meeting, brief update on a projects status, or a recap of the notes from a recent meeting.
   - Reports are used to share information as well. May include sales reports, incident reports, financial reports, or patient reports.
2. **Proposals**
   - Persuasive documents that propose an idea or solution.
   - Audience can be your boss, co-workers, potential client, or another organization.
   - Written in a more formal tone to show respect.
3. **Sales and Marketing Materials**
   - May include billboards, Internet content, magazines, newspaper advertisements, printed brochures.
   - Meant to be persuasive documents.
   - Try to persuade the reader to buy a product or service.
   - Understanding your audience is crucial with sales and marketing materials.

Explain *that the most common and frequently used form of communication in the world is electronic correspondence.*

Electronic correspondence

- E-mail
- Text messaging
- Instant messaging
- Blogging through social media channels like Facebook, Twitter, and LinkedIn

Because this is such a frequent and important mode of communication, you must pay attention to how you communicate electronically in a professional setting.

Identify the four things you can start doing to make your e-mail more effective and professional:

Proposals can have a variety of different readers. When writing a proposal, make sure you are clear on who your audience is.

TRY IT

Sales and marketing materials can be fun and entertaining to write. Think about all the ads and commercials you see everyday.

TRY IT

Ask students to reflect and think about how many electronic correspondence they send a day. Think about e-mails, text, and Facebook messages.

Tip: Subject lines are often empty. Use them to your advantage and they can save you time.

TRY IT

Creating white space on the document and using these guideposts can make for easy e-mail reading.

Tip: Professional e-mails should be short and to the point. Don't add a lot of extra, unnecessary information.

Tip: When writing professional e-mails, you have to be very careful with your reply, reply to all and forward. Remember what was in the body of the e-mail before you send.

TRY IT

Not understanding someone's humor in an e-mail can cause a sensitive situation. It's best to just stay away from humor when writing e-mails.

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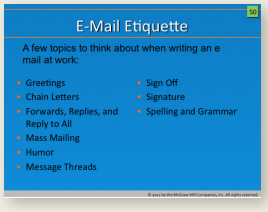
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

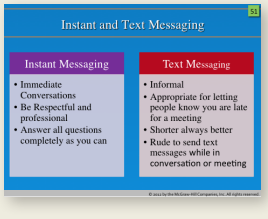
LO 6: CAREER WRITING (10 MIN.)

Slide 49, Professional E-Mail

Slide 50, E-Mail Etiquette



Slide 51, Instant and Text Messaging



1. **Put your subject line to work.**
   - Use the subject line to give a brief summary of what they can expect from it.
   - *Example:* Instead of "Need File" try "Need notes from marketing meeting."
2. **Create guideposts: headers, lines, and bullets.**
   - Simple formatting techniques can make it easier for readers to find key information.
   - Headers, bold, italics, or capitals, lists, and bullets.
   - Spaces between paragraphs can make long e-mails easier to read.
3. **Keep it short and to the point.**
   - Shorter is better.
   - After you write the e-mail, see if you can say things more simply.
   - Keep e-mail focused, limit to a single topic.
4. **Use simple e-mail etiquette.**
   - *Greetings*—can change depending on whether you know the recipient or not.
   - *Chain letters*—inappropriate to send to co-workers or business contacts.
   - *Forwards, replies, and reply to all*—Before you reply to any e-mail, think for a moment.
   - Are you sharing confidential information without the senders' approval?
   - Are you cluttering unnecessary inboxes with junk.

Pay attention to your recipients' list and be thoughtful about what you forward.

- *Mass Mailing*—Use the BCC field when sending an e-mail to a long list of recipients.
- *Humor*—Can be easily misunderstood via text in an e-mail. Be careful when using humor.
- *Message Threads*—The thread of your e-mail shows conversations happening in a series of e-mails.
- *Sign Off*—Use Sincerely, Thank you, Thanks, or Best. Some people just put their name.
- *Signature*—Include your name, title and company name, phone numbers, address, and e-mail address.
- *Spelling and Grammar*—Use the program's spell-check feature and then proofread again.

TRY IT

Make sure your signature line is professional and does not include any inappropriate quotes or comments.

TRY IT

Always double- and triple-check your grammar and spelling

TRY IT

Ask students if they know what instant messaging is and if anyone uses it.

TRY IT

Have students reflect on texting and what they think is appropriate and what they think is inappropriate in the professional world.

GOT TIME?

If time permits, have students share out loud their answers to the discussion questions, or in different pairs or triads.

GOT TIME?

If time permits, have students share other key points they may have taken away from this lesson.

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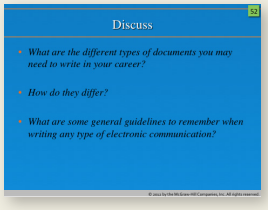
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: CAREER WRITING (10 MIN.)

Slide 52, Discussion



Explain *etiquette with instant messaging and text messaging.*

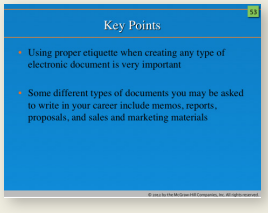
Instant Messaging

- Ongoing, immediate written conversations.
- Check grammar and spelling.
- Be respectful and professional.
- Answer all questions as completely as you can.

Text Messaging

- Informal—like Instant Messaging.
- Appropriate for letting people know you are late for a meeting.
- Shorter is always better.
- Rude to pull out your phone and send text messages while in a meeting or conversation with someone else.

Slide 53, Key Points



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are the different types of documents you may need to write in your career?
- How do they differ?
- What are some general guidelines to remember when writing any type of electronic communication?

Come back together as a ***whole class*** *and call on students to share their goals.*

Conclusion: *Share the* ***key points*** *to implementing these concepts.*

- Using proper etiquette when creating any type of electronic document is very important.
- Some different types of documents you may be asked to write in your career include memos, reports, proposals, and sales and marketing materials.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

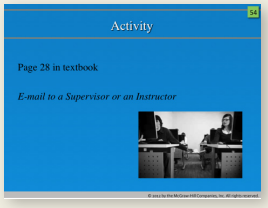
STUDENT ACTIVITY: AN E-MAIL TO A SUPERVISOR OR TO AN INSTRUCTOR (25 MIN.)

Resources

Textbook, page 28

PowerPoint

Slide 54, Activity



Introduction: This activity allows students to use the skills they have learned in this module to write a practice e-mail to their boss or instructor.

Build on Background: Use the different tips, rules, and techniques for electronic communication you have learned in this module to write an e-mail to your instructor or your boss.

Use the Detailed Activity Notes to conduct this activity.

Activity Wrap-Up

After the activity, ask students the following questions:

- What areas of e-mail etiquette did you already use prior to this activity?
- What areas of e-mail etiquette could you work on improving?
- Why is demonstrating proper e-mail to an instructor important?
- How can using appropriate e-mail etiquette benefit you in your career?

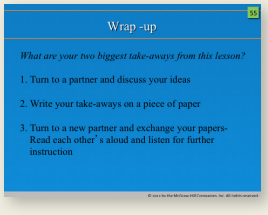
ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 55, Wrap-Up



Lesson Wrap-Up

*Have the class come together as a whole group. Ask students to share with a partner their **two biggest takeaways** from this lesson.*

*Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 3: Detailed Activity Notes

AN E-MAIL TO A SUPERVISOR OR TO AN INSTRUCTOR

This activity provides students with an opportunity to apply the concepts of proper e-mail etiquette in a practice e-mail to a boss or an instructor.

Classroom Management: This activity should be completed individually with students receiving feedback from their partner, and recording the information in their textbook. Once everyone has finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they are going to apply the new concepts they just learned about proper e-mail etiquette by drafting an e-mail message to their boss or instructor. • **Tell** them that they may write an e-mail to their real boss or instructor about a real situation, or they may draft an e-mail to a boss they hope to have in a future career, about a situation they would expect to encounter in their job.	• Students should be determining the recipient of their e-mail.
• **Refer** your students to page 28 in their textbook. • **Explain** that they will first identify three skills they have learned in this module that they will use in their e-mail. • Then they will identify three specific components of e-mail etiquette they will use in their e-mail. • Once they have completed those two steps, **tell** them that they are ready to write their e-mail in the space provided in their textbook.	• Students should be following along on page 28 of their textbook. • Students should be identifying three skills that they will apply when writing their e-mail. • Students should be identifying three components of e-mail etiquette they will use in their e-mail. • Students should be writing their e-mail to their boss or instructor in the space provided in their textbook.
• After your students have completed their e-mail, **ask** them to partner with a classmate. • In their pairs, **explain** that their partner will read their e-mail and respond with the following feedback: 1. Did the student include the identified e-mail etiquette? If not, what was omitted? 2. What additional components of e-mail etiquette could the student include to improve the overall message and tone of the e-mail? 3. Identify specific areas of etiquette success in the e-mail. 4. Overall, what is your general response to the e-mail based on the communication skills you have learned in this module?	• Students should be partnering with a classmate. • With their partner, students should be reading each other's e-mail and responding to these questions with feedback for their partner.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** your students to be respectful and open to receiving constructive feedback. • After everyone has received feedback on their e-mail, **refer** to the discussion questions on page 32 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3. **Ask** your students the following discussion questions: ***What areas of e-mail etiquette did you already use prior to this activity?*** ***What areas of e-mail etiquette could you work on improving?*** ***Why is demonstrating proper e-mail to an instructor important?*** ***How can using appropriate e-mail etiquette benefit you in your career?***	• Students should be sharing their feedback with their partner. • Students should be rejoining their class for a discussion.

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Section 3 Additional Activity: Writing for College and Career

MLA CITATIONS

This activity provides students with an introduction into using proper MLA citations when documenting sources in a research paper.

Classroom Management: This activity should be completed in pairs with the partners recording information in their notebooks. Once all of the pairs have finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Reiterate** to your class that the most common document they will write as a college student is a research paper. • In a research essay, they present more than just what they know personally; they build upon the research and investigation of experts. • **Explain** that since they will be incorporating the ideas of others, it is important to give others credit for their original ideas; otherwise, they will be committing plagiarism. • In order to avoid plagiarism, they must reference any quotes, paraphrases, or summaries they select to include in their research paper. • In addition to footnotes and endnotes they learned in this section, for any research essay they write in an English-based class, they can cite their research by using the Modern Language Association (MLA) documentation style. • **Explain** that the MLA guidelines require them to add in-text citations after each sentence of quote, paraphrase, or summary of research, as well as attach an additional page at the end of their research essay called a works cited page, listing all of the research they incorporated into their paper. • **Emphasize** that there are numerous documentation styles for different types of research: books, websites, films, magazines, newspapers, etc. However, they will never need to memorize all of them. • **Tell** your students that for this activity, they will practice only one MLA format. • To assist them with this exercise, **ask** your students to partner with a classmate. • **Explain** that the two of them will complete the following steps together: • The MLA format style they will follow for this activity will be for an online article with an author and date stated.	• Students should be closely following along with the activity directions. • Students should ask for clarification at any point throughout this explanation. • Students should be partnering with a classmate to complete this activity. • Students should be reviewing the example in the activity.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• For the MLA in-text citations, after every quote, paraphrase, or summary, they will include parentheses before the period. Since the format is for an online article with an author, the parentheses will contain this information: the author's last name. • **Refer** your students to the example in the activity.	• Students should be reviewing the example in the activity.
• **Remind** your students that they will repeat this format at the end of every quote, paraphrase, or summary. • Now, in addition to the MLA in-text citations, they will also create a works cited, which functions as the last page of their essay.	• Students should be reading the article selection in this activity with their partner.
• **Tell** your students that they will follow the same format for an online article with an author and date. • **Refer** your students to the example in the activity. • With these MLA guidelines and examples, **tell** your students that they should be ready to try to create their own in-text citations and an entry for a works cited page with their partner.	• Students should be identifying this information with their partner in their notebooks. • Students should be creating an in-text citation for the given quote in their textbook.
• With their partner, they will read the provided selection of an online article with an author and date stated. • With their partner, they will identify the following items from this online article selection: 1. Name of the website 2. Article title 3. Name of the author 4. Date it was published 5. Name of the publisher 6. Today's date	• Students should be selecting a sentence from the article to paraphrase and then provide the correct in-text citation.
• **Explain** to your class that with their partner, they will use this information to create an in-text citation and a works cited entry in their textbook.	• Students should be creating the works cited entry for this article.
• Then **tell** your students that with their partner, they will select a sentence from this article to *paraphrase* and include the proper MLA in-text citation for it. • **Tell** your students that they are ready to create the works cited entry for this article.	• Students should ask for their citations to be reviewed to ensure proper execution.
• Using the MLA guidelines and the information they recorded above, they write their entry with their partner. • You **should review** their citations for accuracy. • Once all of the pairs have completed the entry, they will reconvene as a class to discuss the following questions: ***Have any of you written a research paper using MLA citations?*** ***Why is referencing the origin of your research important?*** ***Why are in-text citations important to include in the body of your essay?***	• Students should be rejoining their class for a discussion.

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Class Discussion

This discussion has students examine the importance of having a purpose and audience in writing and why writing processes improve writing skills, as well as consider the types of documents they will be producing in their careers.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class the following questions: ***Before reading this module, have you ever taken time to consider the purpose and audience of a document you were writing?*** ***If so, how did that impact the effectiveness of your document? If not, how do you think using this technique might help your writing in the future?*** ***Do you have a writing process already, or do you just sit down at the keyboard and start writing?*** ***If you have a process, what is effective about it? If you don't, what benefits do you think you could gain, or what problems do you think you could avoid, by applying the writing process discussed in Section II?*** ***What types of documents do you think you will need to write in your chosen career field?*** ***What do you know about these kinds of documents? What can you do to become more familiar with them, and better prepared to write them when you begin your career?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.

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