**Lesson Plan: Writing Professional Emails**

**Spring 2017**

**Overview:** This course lesson will take place completely online. Students will learn how to communicate effectively by email, taking into account the purpose and audiences of their message, and the tone they want to convey.

**Objective:** Students will:

* Construct professional emails, taking into account the purpose and audience of their email, and the message they want to convey
* Articulate and employ general email etiquette
* Demonstrate that they understand the difference between effective and ineffective emails

**Instructional Materials Needed:**

* Computer
* Access to Voice Thread
* Internet access
* YouTube Video [“Writing Emails for (University Students)”](https://www.youtube.com/watch?v=WIp4eOuV848)  **(15 min 4 sec)**
* Readings:[RE:Your Recent Email to your Professor](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay), [“How to Set Up an Email Signature for College Students”](http://www.uloop.com/news/view.php/192969/How-To-Set-Up-An-Email-Signature-For-College-Students) , [Effective Email Communication](http://writingcenter.unc.edu/handouts/effective-e-mail-communication/) **(1 hour)**
* [Writing Professional Emails Feedback Survey](https://docs.google.com/forms/u/0/d/1l6njzTpJ_m2n6ZcALAHq2RS40HrD5TroSSqXKB4pf00/edit) **(5 min)**

**How This Is Related:** In the ENGL393: Policies and Procedures section, technical communication is very important in this course. Students will be in the process of completing their Final Project Primary Research Rationale, which includes composing two sets of primary research questions in which students will eventually send to an individual of high authority. It is important for students to know how to write for specific audiences and how to compose a professional email to individuals in professional settings such as employers, teachers, teaching assistants, etc. This course lesson will reiterate the importance of effective technical communication through two discussion board exercises, and a survey to assess their knowledge.

**Overall Time Estimate: Approximately 2 hours**

**Resource materials and Video:** First, students will review the resource materials and video pertaining to email etiquette.

**Voice Thread:** Second,students will view their assigned picture of a poorly written email and explain 2-3 things that should be improved or is done well in the email. **(2-3 min)**

Link to Voice Thread provided here: <http://voicethread.com/share/8855186/>

**Discussion Board Post #2 (15 min):** Students will respond to the following questions andcompose one email in which they will try to arrange a meeting with their gatekeeper, primary, secondary, or tertiary audiences. Students will comment on at least 1 student’s post on what they did well and what they could improve on in their composed email. They may label this discussion as Part 1 (responding to the question) and Part 2 (composing the email).

Questions to consider:

* Based on your own knowledge, what did you know about writing professional emails? What would you still like to know? Cite at least 2 sources from the information provided and explain what you found most interesting about writing professional emails.

**How Students will be assessed:** First, students will view a video and readings related to writing professional emails. Second, they will gain hands on experience by examining different examples of poorly written emails and will respond to a Voice Thread assessing the strengths/weaknesses of the email, and then compose their own email to their intended audiences. This class activity is a way for students to test their knowledge and practice. Lastly, students will complete a quick survey to provide their feedback on the lesson on writing professional emails.

**Reflection:** In this lesson plan, I wanted to incorporate the strategies from Bloom’s Taxonomy in order to organize objectives that help to clarify objectives for myself and students. It’s important for students to have set learning goals so that they may have a purpose in their work along with understanding. I would also like to focus on Barr and Tagg’s strategy in “From Teaching to Learning: A New Paradigm for Undergraduate Education.” In using Barr and Tagg’s strategy, I can produce learning with every student by providing them with a variety of resources to improve their learning such as videos, Voice Threads, and practice composing emails to their intended audiences for their final project.