* *“hiya!!!* *”*: (re)Introduce the concept of formal/informal written register. Cover writing a professional email and how to ask a good question (give details, be specific, etc). Deal with informality and ‘journalistic’ phrasing in academic reports. When and how to use “I” or “we” etc. In scientific writing nobody cares about your opinion — they care about your argments. Task 1: write a letter applying for a job. Task 2: Write 2 summaries of a paper (building on “chop chop”) for 2 different audiences (i.e. deliberately repeat the same task in different contexts as practice).

**Third tutorial writing task**

title: “**Hiya!!!**”

subtitle: “Writing professional emails”

description: This task continues the theme of thinking about your reader by considering how to write emails that give a good impression.

week: 28

categories: [Writing]

reading-time: rough estimate in minutes

lead-image



Photo by [Cookie the Pom](https://unsplash.com/@cookiethepom?utm_content=creditCopyText&utm_medium=referral&utm_source=unsplash) on [Unsplash](https://unsplash.com/photos/brown-and-white-long-coated-small-dog-wearing-eyeglasses-on-black-laptop-computer-gySMaocSdqs?utm_content=creditCopyText&utm_medium=referral&utm_source=unsplash)

video explainer (mp4 video or similar, explains the whole task, can be just a screen cap)

Love it or hate it, email is the most common form of professional communication. Your lecturers receive a lot of emails. We are generally pretty good at replying quickly and efficiently but there’s one sort of email that stops us. It goes something like this: Hiya, can you tell me when the coursework deadline is? It seems a reasonable request: the sender wants to know the deadline and I am someone who might have that information. So, what is wrong? First, as a way to get my attention, ‘hiya’ is the written equivalent of shouting ‘oi, you’ down the corridor. If you don’t know someone well, it is safest to use their title and last name. ‘Hello Professor Andrade’ is nice, and ‘Hello Jackie’ is fine too if we have already met. The second problem is that the writer doesn’t give me the information I need to answer their question. Each of your lecturers teaches several modules, to students at different stages. If I want to answer the question, I need to reply to ask which module and which coursework you mean, and that generates even more email. There is something else I don’t know, which is has the writer already looked on the main psychology DLE page where all the deadlines are posted? If they have looked and the information is not there, then that is a problem that I need to address right away. If they haven’t looked then I’m wondering why they want me to look for them instead of doing it themselves – are they too anxious or struggling with technology perhaps? This exercise gives you some feedback on the impression you are creating. Do this and you’ll get the answer you want and the recipient will get the impression that you are clear, concise and professional.

Exercise:

Your task is to email some members of staff to ask for information or advice. Copy the follow questions into a text document and write your email ‘answers’ where indicated, then upload. We have written the first email for you.

**Question 1**. You are feeling confused about a study that Dr Jon Rhodes discussed in his PSYC426 lecture last week. Ask him if he can help you.

**Answer**

Hello Dr Rhodes,

I am a stage 1 student taking PSYC426. I have read the recommended reading for last week’s lecture, but I still have some questions about the study you presented. Would it be possible to come and talk to you about it, or could you suggest some other papers I could read please?

Jo Student

**Feedback**: this email tells Dr Rhodes who you are, what the problem is, and how much effort you have put into trying to solve it yourself. He suggests that you sign up for an office hour appointment so you can talk through the parts you are finding confusing.

**Q2**. **You are a stage 1 student in Dr Sophie Homer’s tutorial group. You had arranged a meeting with her but now you have a job interview at the same time. Write an email to ask her if you can rearrange your meeting.**

**A**. [write your email here]

**Q3**. **You feel you are getting behind on your work and it is making you anxious. Write an email to your tutor to ask them for help.**

**A.** [write your email here]

**Feedback:** Developing good study habits is important for good mental health. Your tutor can help you improve your habits and decide what to prioritise. They may signpost you to other support, for example the University’s student hub, which provides a wide range of academic and mental health support <https://www.plymouth.ac.uk/services/student-hub>.

**Q4**. You are considering taking the Study Abroad option in your second year, but you are not sure whether it is the right option for you. Write an email to ask your tutor if you can meet to discuss.

**A. [write your answer here]**

**Feedback.** Include signposting to study abroad information.

**Extension – website treasure hunt**

Can you find important information about your programme and the university? Copy the following into a text document and upload it with the URL ‘answers’. We have done the first one for you.

1. Information about careers  
   [<https://www.plymouth.ac.uk/services/careers>]
2. How to book a wellbeing meeting with student services [write the URL here]
3. Psychology coursework deadlines [write the URL here]
4. Psychology staff office hours [write the URL here]
5. The reading list for PSYC426 [write the URL here]