

FOCUS	READING ASSIGNMENTS	WRITING ASSIGNMENTS
<p>Sept. 7 - 13</p> <p>Writing Professional Emails</p>	<p>In D2L:</p> <ul style="list-style-type: none"> • Assignment #2: Professional Email • Past Student Email Examples • OWL resources on Conciseness (<i>I'm repeating myself on purpose, as this is one of the fastest ways to mature your writing skills and supports chapter 6 content.</i>) <p>In Textbooks:</p> <ul style="list-style-type: none"> • Gurak and Lannon, chpt. 18, "Email" • Review chapter 6 "Writing with a Readable Style" because it's so important. 	<ol style="list-style-type: none"> 1. Writing Workshop #1: Respond to at least one peer's revised Rhetorical Analysis Memo and draft Complaint Letter no later than midnight Wednesday, Sept. 9. Worth up to 5 points. 2. Writing Workshop #2: Draft Assignment #2 (MSU email) and post to your workshop no later than Sunday, Sept. 13 at midnight.

FOR THIS WEEK, please:

FIRST, visit [Writing Workshop #1](#) and provide a peer helpful revision suggestions for their **R.A. MEMO and Complaint Letter (Assignment #1)**. Remember, I will evaluate based on depth of comments; references to the text; practical and precise suggestions. Also, when you post responses to peers in Writing Workshops, think rhetorically: start with something positive; then, use emphatic devices (bold, italics, all caps, color, etc.) as well as bullets and short paragraphs (3-4 sentences max) to boost readability. It's all about the **YOU PERSPECTIVE**.

SECOND, read **Chapter 18** in Gurak and Lannon. Please read "actively," that is take notes, reread important sections, use the highlighting function in Revel (or an old fashion highlighter if you have the hard copy). **Then, read Assignment Sheet #2 as well as the past student examples** (Content-->Class Documents & Resources-->Past Student Examples)—again, meant to inspire, not to borrow from.

THIRD, spend time [brainstorming](#), [drafting](#) and [polishing](#) a professional email to share with peers in your Writing Workshop. We write emails often, perhaps a dozen each day. But are yours effective? Are tone and language choices appropriate? Because rhetorical thinking is essential in shaping an effective email, time spent crafting your message may be considerable despite their typically short length.

FOURTH, consider helpful design elements to boost readability:

- Would supporting (i.e. relevant, explanatory) **visuals** be helpful and/or expected by readers to support written content? Or will they be distracting and/or overwhelming?
- Could bold or color help **emphasize key words or phrases**?
- What other simple design features could help **inspire your audience to read**?
- Can you think of incentive (both written and visual) to **inspire action** from readers?
- What **relevant support** (including recent news articles and/or academic studies) would be helpful to include?

NEXT, as part of your own revision process, review chapter 18 as well as the reading notes below.

THEN, polish your language before sharing your document. I recommend printing your document and reading it aloud to catch errors.

FINALLY, upload your Word or PDF document to [Writing Workshop #2](#) with any specific questions you have about effectiveness, readability/usability and writing style.

***NOTE:** When you write memos, emails and letters (and other primarily text-based documents), please use a 12-point serif font like Times New Roman (though sans-serif fonts work well for headings and titles); if you prefer a sans-serif font like Arial, 11.5 is often best.*

READING CONSIDERATIONS

Gurak and Lannon, Chapters 18 “Email”

- “Unlike paper documents, with email you have little control over the final audience” (352). How so? What are the implications of this and how you do account for them?
- Note standard email organization (353). Practicing convention is important to maintain credibility and professionalism. Poorly organized emails will quickly undermine your credibility and might mean your message will not be read (or taken seriously).
- “. . . do not forward a particularly sensitive email without permission, edit a forwarded email, or send enormous attachments” (353). Why? Think about examples of repercussions for doing any of the above.
- In general, how do the rules of netiquette described in this chapter apply to different places you have worked? To different discourse communities to which you belong?
- Focus on best practices and strategies for professional email, especially guidelines on how to write a subject line (which are similar to MEMO subject lines and document titles).