

Advanced Writing Course for Chinese college students

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APLNG 493

Table of Content

1. Context

2. Seven steps of Syllabus Design and Lesson Planning

(1) Needs Assessment

(2) Setting Goals and Objectives

(3) Conceptualizing the Contents

(4) Selecting/developing Materials and Constructing Activities

(5) Organizing Contents and Activities

(6) Evaluation

(7) Consideration of Resources and Constraints

3. Course Schedule

4. Six Detailed Lesson Plans about Letter Writing

1. Context

This is an advanced writing course for Chinese college junior students who are in English Department. The course focuses on developing students' writing skills for diverse types of writing, so that they could overcome their writing challenges they will meet during their last year of undergraduate study and in different occasions after their graduation.

All senior English major students are required to take this course, and they are intermediate-advanced level English learners range in age from 21 years old to 23 years old. All students have taken English course since they were in junior high school. Prior to this course, they didn't have a specific writing course in their first two years of undergraduate study. Although they were taught certain writing skills in their comprehensive English course, the content was designed for dealing with the writing part in the TEM-4 examination. After the graduation, the goals of these students are vary. (See details in the part of Needs Assessment)

2. Seven steps of Syllabus Design and Lesson Planning

(1) Needs Assessment

I hope that what I am going to teach in this course will really help students with their English writing in the real world. So it is necessary and important to understand students' needs. To assess their needs, I would use the first class to communicate with students and also make them to fill out a questionnaire that I made based on their background and assumption about the their present situation. I will cover both objective and subjective needs in the questionnaire, and design questions about their English (writing) proficiency, their English writing experiences, their difficulties in English

writing, what and how they will use English in the future, and what their expectations are about the course and themselves after this course, etc.

1	<p>How would you rate your English writing as a whole, in terms of knowledge of formality of different types, vocabulary, and writing techniques?</p> <ul style="list-style-type: none"> ● Excellent ● Good ● Fair ● Poor
2	<p>How many points did you get on the written section of TEM-4?</p> <ul style="list-style-type: none"> ● 24-25 ● 20-23 ● 18-20 ● 15-18
3	<p>Which of the following terms in writing are you familiar with?</p> <ul style="list-style-type: none"> ● Wordiness ● Coherence ● Drafting ● Revising ● Collocations ● Citations ● Plagiarism ● Paraphrasing
4	<p>What did you write in English for? (assignments, papers, emails, journals,.....)</p>
5	<p>Have you written in English for business purpose?</p>
6	<p>What is your plan after graduation? (keep on studying/ find a job/ go aboard.....)</p>
7	<p>What do you expect to use English for after graduation? Do you think you will use English writing in your future?</p>

8	What do you expect to learn in this course? (writing techniques/writing for certain purposes)
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(2) Setting Goals and Objectives

After assessing students' needs, I start to set the goals and objectives of this course. According to the questionnaire and my own experience as a English major students before, it is clearly to know that English writing is important for English major students not just within their undergraduate study, but it also plays an crucial role in their future. Basically, the students can be classified into three categories based on their plan after graduation. Some of them hope to find a job right after the graduation, and for English major students, a foreign-invested company is always their preference since it requires the students' advanced English skill. Besides, some students prefer to go abroad for their further study and also it is a great opportunity to strengthen their English proficiency. Other students also choose to pursue their master degree about English study in China. From above information, we can see that students' will keep use English in their writing for academic or business purpose.

Therefore, the goal of this course is to present and practice students' writing skills for diverse types of writing. After this course, students will have a better idea of the format and basic content of both academic and practical writing topics so that they could cope with the tasks and challenges they will meet after the graduation.

There are a series of instructional objectives:

-By the end of this course, students will understand how to write a compare & contrast essay.

-By the end of this course, students will develop skills of writing an argumentative essay.

-By the end of this course, students are able to write a critique.

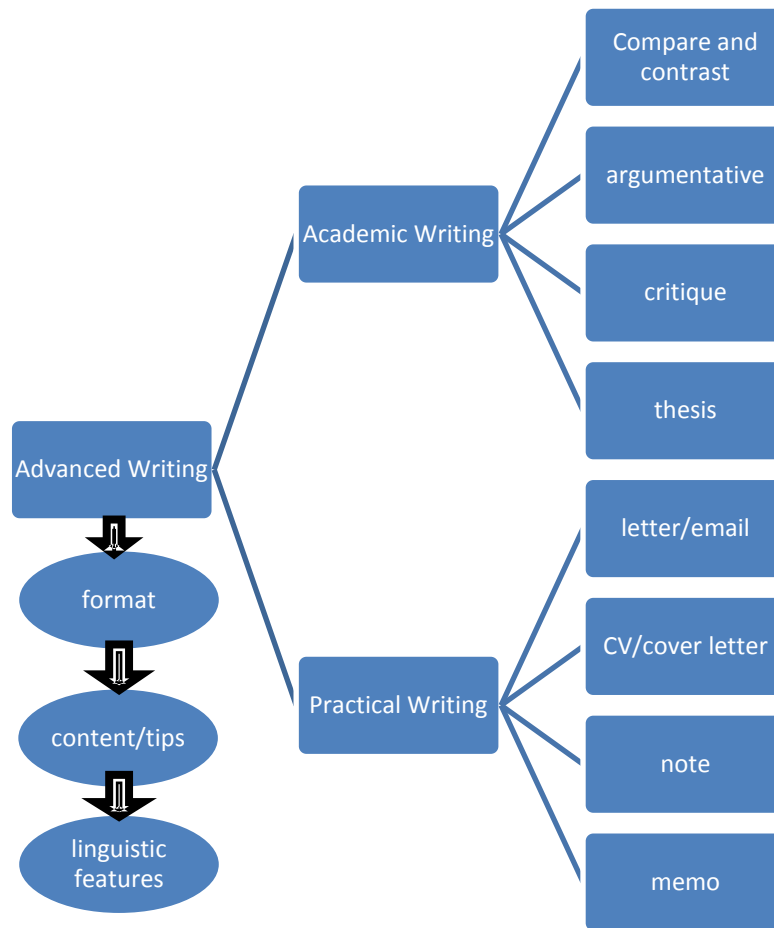
-By the end of this course, students will have a general idea of how to write their thesis.

-By the end of this course, students will be able to know the conventions about writing emails to professors and writing business letters.

-By the end of this course, students will understand how to write a CV and cover letter.

-By the end of this course, students will know how to write notes and memos.

(3) Conceptualizing the Contents



(4) Selecting/developing Materials and Constructing Activities

I use textbooks *Academic Writing-A Practical Guide for Students (2003)* and *Academic Writing for Graduate Students Essential Tasks and Skills-A Course for Nonnative Speakers (2004)* to assist some sections of my course, and I also use original materials and tasks. The resources of OWL websites and other websites are also applied for my instruction. I will use a variety of materials and tools such as films, videos, newspapers, etc. Group discussion is mostly constructed for the activities of this course, and I want to focus on not only the product, but also the process.

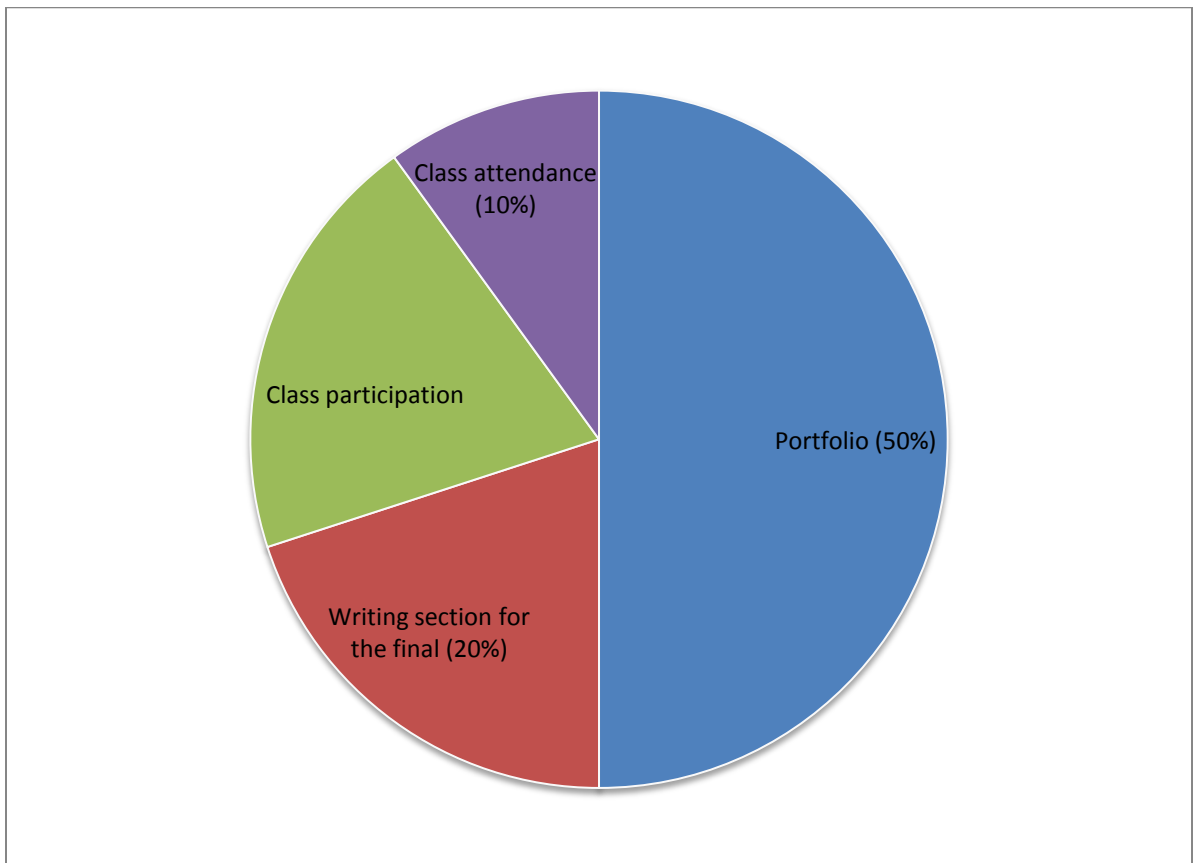
(5) Organizing Contents and Activities

I organize the contents as two major sections: academic writing and practical writing. For each section, I will introduce several topics. The activities will be assigned before or after the lecture part for the use of either orientation or enhancement.

(6) Evaluation

The evaluation of this course will include several aspects:

- Portfolio, which includes each assignment (with draft)
- Writing section of the final comprehensive English test
- Class participation
- Class attendance



(7) Consideration of Resources and Constraints

Since this course is held on campus, teachers will have access to computer with internet, overhead projector, blackboard, etc. It seems that there is no need to worry about the resources. However, there are some constraints of the students indeed. Since the students are in their junior year of undergraduate study, they might focus their more time on the preparation of future plans, for instance the preparation of TOEFL/GRE exams or the postgraduate school exam, and looking for an internship or a job. Therefore, it is necessary to show students the importance of the relation between the content of this course and their current and future goals. Another constraint is that it seems that there are too many topics to cover in one semester, and students might worry about whether they could absorb all the knowledge right after the course. So it is necessary to state that our goal of this course is that students are able to grasp the general format and content and related knowledge of different types of writing, rather than practice for in-depth writing.

3. Course Schedule

Week	Topic	Objectives	Assignments
Part 1: Academic Writing			
Week 1-2 Compare and Contrast Essays			
1.1	Introduction of the course	-Instructor gets to know the students -Students have a general idea about the course schedule -raise questions and suggestions about the content of the course	
1.2	what is a compare and contrast essay	-To make students understand what is a compare and contrast essay -Brainstorming similarities and differences	Choose a topic of your compare and contrast essay, and list similarities and differences by a chart
2.1	Organization of a compare and contrast essay	Students could grasp diverse organizations of a compare and contrast essay	Based on the chart you made last week, start to write a compare and contrast essay (draft)
2.2	Content of a compare and contrast essay	-Be able to make their topic and compare & contrast meaningful -effective conjunctions	Revise your essay and submit it by Sunday
Week 3-4 Argumentative Essays			
3.1	What is an argumentative essay	-To make students understand what is an argumentative essay -Students are able to pick a appropriate and controversial topic	Decide the topic of your argumentative essay
3.2	Organization of an argumentative essay/ collecting data	-Students could grasp diverse organizations of an argumentative essay -Use transition words -Have an idea about what data could be used for supporting the argument	Collect data to support your essay and then summarize them into at least three points
4.1	Thesis statement/ counterargument	-Students are able to write a good thesis statement -Understand what is refutation	Start to write your argumentative essay (draft)
4.2	Peer revision of the argumentative essay	-Strengthen their understanding of an argumentative essay by checking	Check out the suggestions that your

		their classmate's work	classmate gave you, revise your essay and submit it by Sunday
Week 5-6 Writing Critiques (article critique)			
5.1	What is a critique	-Students have an idea of what is a critique by analyzing an example essay -Get to know the characteristics of a critique	Search out a critical essay and bring it to the class next class, and think about why it is a critical essay
5.2	Critical reading	Understand what you should critique on: -Identifying an author's argument(s) -Finding your position	Read the given article, think about what your argument is, find your position
6.1	Organization of a critique	-Understand the organization of a critique -Have an idea about what is expected for each part	Start to write a critique for the given article (draft)
6.2	Peer revision/ language features	-Strengthen their understanding of how to write a good critique by analyzing classmate's work -Grasp the use of unreal conditionals -Pay attention to special Verb Agreements	Check out the suggestions that your classmate gave you, revise your essay and submit it by Sunday
Week 7-8 Constructing your thesis			
7.1	What is a thesis/how to choose topics	-Have a general idea about a thesis -Get to know how to choose an appropriate topic for your thesis	Think about a topic for your thesis and the reason of your choice
7.2	Organization of your thesis/collecting data	-Understand what is included in a thesis -Have an idea of where they can find qualified data	Read the given thesis (without subheadings), locate the place for the heading of each part
8.1	Writing an abstract	-Students are able to understand and write an good abstract	Comparing three given abstract, choose which one is better and why
8.2	Linguistic features in a thesis writing	-Imperatives -Claiming certainty -Citation and tense	(Since students will write their thesis one year later, they don't need to actually write one now.)

Part 2: Practical Writing

Week 9-11 Writing Letters/emails			
9.1	Write emails to a professor (1)	-Make clear the purpose of writing email to a professor -Know the format of the email	
9.2	Write emails to a professor(2)	- Students should know the content and certain conventions that should be pay attention to when writing to professors	Choose a topic and write an email to a professor, and send it to me before Sunday
10.1	Business letter writing(1)	-Make clear the basics of writing a business letter (purpose/audience, etc.) -The format/parts of a business letter	
10.2	Business letter writing(2)	-Be able to write a business letter with appropriate content -Other tips	Write a business letter based on the given information, and send it to me by email before Sunday
11.1	Two knowledge points in formal letter writing	-Letter salutations -Use modals for polite request and permission	
11.2	Informal letter/email	-Understand the differences between formal/informal letters -Understand the differences between informal letters/emails -Know how to write an informal letter/email	Choose one from the given topics, and write an informal letter. Submit it before Sunday
Week 12-13 Resume and Cover Letter			
12.1	How to write a resume/basic rules	-Understand what information should (not) be included in a resume -Grasp certain basic rules (e.g. the time sequence of your academic/working experiences)	Start to write your own resume (draft)
12.2	Tips/ language use in resume writing	-Know some tips for writing a resume (e.g. using bullet points and numbers) -Pay attention to the language use	Revise your resume

		(e.g. parallel structures and euphemism)	
13.1	Cover letter –before writing	-Understand what is a cover letter -Make sure what you need to do before writing your cover letter	Think about what kind of internship you want to apply, search their website and find out their requirement for the employment
13.2	Organization/ format of a cover letter	-Grasp the organization of a cover letter -Pay attention to the format and formality	Write a cover letter for the company that you want to apply for the internship and submit it by Sunday
Week 14 Notes			
14.1	Writing a note— format and purpose	-Get to know the general format of a note -Understand what purposes students can write note for (different types of notes)	Read and analyze the five given notes, think about what types of notes they are, and whether there is any inappropriateness in them
14.2	Key features of notes/specific types of notes	-Grasp the important features of note writing -Tips/ things you need to pay attention to for writing specific types of notes	Choose a type of note and write one and submit by Sunday
Week 15 Memos			
14.3	Introduction of Memo writing	-Understand what is memo -The purposes of writing a memo -General rules of writing a memo	
14.4	Format/ language use in memo writing	-Grasp the format of writing a memo -Pay attention to following linguistic features: -nominalization -active/passive voice	Critique the given memo from the perspectives of content/ format/ language use

4. Six Detailed Lesson Plans about Letter Writing

Lesson plan for week 9-11: Letter Writing

9.1 Write emails to a professor (1)

Objectives: After this lesson, students are able to be clear the reasons to send an email to a professor, and have a general idea of the format of the email.

Materials:

1. a video clip about the professors' complaint about students' emails
2. a power point used to present the content of the lecture
3. an email sample

Time: 60 minutes

Instructions and activities:

1. Warm-up Activity: look at the video clip about the professors' complaint of what their students email them for. Then ask students to discuss with their partners:
 - (1) Have you written emails to your professors? What was your purpose of writing?
 - (2) What you think is the appropriate purposes of writing an email to a professor? List some of them.

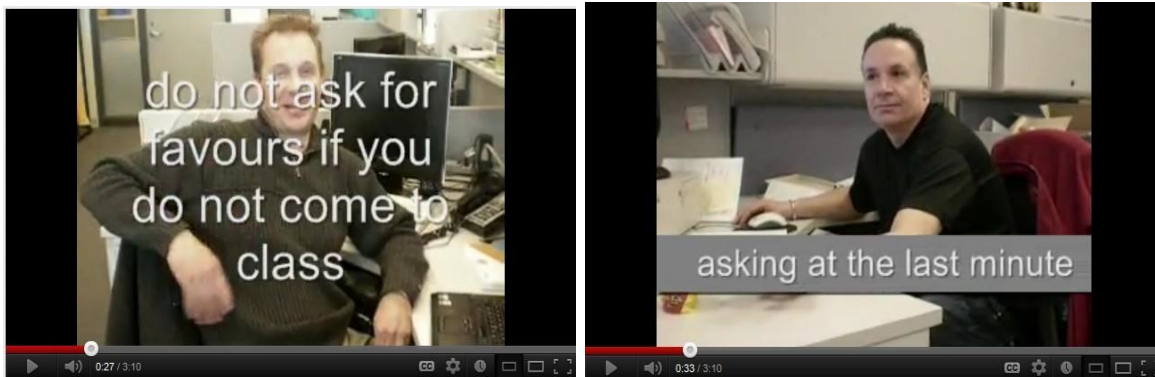
After the discussion, students will be asked to share their answer with the class and the answers will be collected and wrote on the blackboard. (15 min)

2. Lecture: what should be the appropriate reasons to send an email to a professor? Then making a comparison with students' answer. (5 min)
3. Activity: hand out an email sample to students, and let them discuss is there any problem in this email, and how they feel or how they assume the professor feels about this email. (10 min)
4. Lecture: the basic format of the email (15 min)

5. Activity: ask students to rewrite the email sample, pay attention to the format. Also, they are asked to expand the content. (10 min)
6. Pick one or two of the students' revision of the email sample and show them to the whole class, at the same time go over the format of an email. (5 min)

Relative materials:

1. Video clip (the first minute): <http://www.youtube.com/watch?v=pTct6uITSAM>



2. Slide 1 of the power point:

REASONS TO SEND AN EMAIL

- Inform your teacher about your future absence.
- Inform your teacher about serious illnesses or other emergencies.
- Request an appointment to see your instructor (when your instructor's office hours are not convenient to you).
- Ask a specific question about the course material that is not clear to you.
- Thank your instructor for an appointment he/she scheduled with you.
- Apologize for rude behavior in class.

3. An email sample:

From: astudent@purdue.edu
Date: October 24,
To: the professor's email address
Subject: engr 126

we were curious what we were supposed to be finding for "what the experts say". Thanks
Astu Dent

4. Slides of power point:

The basic format of an email

- Write from your academic account, if possible
 - Some professors who filter their email will not open messages from unknown senders.
- A meaningful subject line
 - Summarizes what the question is and what it might be connected to in the course.
 - More specifically, start with your course dept/number and then the topic of your email (e.g., "PSYC100: Question about data collection for project")
 - If you have no clue of summarizing your purpose, just write "Question", "Quiz", "Exam", "Project" or "Report" as your subject line

The basic format of an email

- Always use a greeting
 - Avoid using "Hey" or similar
 - Generally speaking you should use "Dear Professor Last-name" or "Dr."
 - Do not use "Mr. Last-name"
 - Do not use the professor's first name unless you have been explicitly invited to do so.

The basic format of an email

- In message area:
 - First write down your name and section
 - Briefly and politely state the reason why you are emailing
 - the detailed content**
- Salutation
 - "Regards," or "Sincerely," or "Best Regards", etc.
- Sign with your full name

9.2 Write emails to a professor (2)

Objectives: after this lesson, students are able to grasp the technique of writing and email with great content to professors, and get to know the related conventions.

Materials: 1. two email sample

2. a power point for the lecture

3. a checklist

Time: 60 minutes

Instructions and activities:

1. Activity: “Stick to the point” Hand out two email samples with the same purpose. Ask the students which one they think is better: the short one or the long one. Discuss it with partners, and then share it with the whole class. (15 min)
2. Lecture: write a clear and concise message (10 min)
3. Activity: hand out a checklist with email writing conventions, let students fill it out and then discuss it together with the instructor. (20 min)
4. Lecture: other conventions (10 min)
5. Summary of the whole section of how to write an email to professors and assign homework (5 min)

Related materials:

1. Two email samples

Hi Professor John,

I really enjoyed today's lecture, especially the part where you talked about how cool the brain is. I had a similar lecture in my last psychology class, but it was much more boring.

By the way, I was wondering if you could send me the permission code to enroll in Psyc 101. You can email it to me when you get a chance -- I appreciate it.

Thanks again,
Johnny

Hi Professor John,

Could you please send me the permission code to enroll in Psyc 101 this quarter?

Btw, I really enjoyed today's lecture.

Thanks,
Johnny

2. Lecture: slide 1 of the power point

write a clear and concise message

- Avoid wordiness; get to the point. Follow the following format:
 - A. State your problem by being specific and detailed
 - I will not be in class on Monday;*
 - I apologize for missing class on Wednesday;*
 - I would like to schedule an appointment to meet with you to discuss my assignment;*
 - I was hoping you could provide me with more information in regard to our homework...*
 - B. Include the question relevant to your problem;
 - C. Justify why you need an answer;
 - D. If you need a response, politely ask for one.

3. Checklist

No.	Questions	Yes	No
1	Have you emailed your professor with an attachment? (an essay need to be revised)		
2	Have you said thanks after you got a reply?		
3	Have you emailed your professor in a texting form? (without punctuation, capitalization, abbreviate form of words, ie. btw)		
4	Have you sent an email to your professor through your cell phone?		
5	Have you proofread your email before you sent it out?		
6	Have you asked about your professor's office hours in an email?		
7	Have you written in CAPITALS in the email for your professor?		
8	Have you re-sent your email within one day if you didn't get response?		

4. Lecture of other conventions: slides of the power point

Other conventions

- Check the syllabus first

Before you send out an email to your instructor, make sure you cannot answer your own question

- When you miss class, **contact one of your classmates** before you contact your instructor to learn about homework assignment.

- Do not rant or to whine

If you have a concern or a complaint, make sure to word it correctly, and be concise. Then, make an appointment to follow up.

Other conventions

-If you are asking a question:

-Provide some context for the question, situating it in the particular assignment or activity you're working on.

-Be specific and detailed about what the difficulty or challenge is regarding.

-Suggest a solution

Other conventions

- consider making an appointment to meet in person with your professor

-When inquiring about the reasons for a grade on a specific assignment, make sure to inform your instructor about the reason for your appointment

-Or you have a conflict with the date of your quizzes and exams

-Or asking for a letter of recommendation

Do not expect to address these concerns by email only

Other conventions

- When you reply a letter from your professor:
 - Pay attention to how he/she address himself/herself, that might be the hint of how he/she prefers you to address him/her.
- When your professor and you get to know each other better, you need to modify the language you use if you keep emailing your professor. It would be good to make your words concise and save unnecessary and over-polite greetings.

10.1 Business letter writing (1)

Objectives: After this lesson, students have a general idea of the basics of writing business letters and the format of a business letter.

Materials: 1. three sample business letters

2. a power point for the lecture part

3. pieces of a sample business letter

4. another sample business letter for explaining format (full-block style)

5. worksheet for explaining the labels

Time: 60 minutes

Instructions and activities:

1. Activity: Put students into several groups, and hand out one of the three sample business letters to each group. Ask them to read and answer the following questions:

(1) summarize the purpose of the letter

(2) Who write the letter?

(3) Whom the letter is writing for? (15 min)

(4) How do you feel the language use in the letter?

2. Presentation of the basics of business letter writing (the purposes, the audiences, the tone, etc). (10 min)

3. Activity: after presenting all the labels in a business letter, put students into several groups. Hand out a sample business letter which is cut into several parts. Ask students:

(1) Arrange the separated parts to a complete business letter

(2) Choose the labels for each part (You may not need all of the labels)

(3) If finished, stick the complete letter on the blackboard. (15 min)

(4) Think about the meaning of the labels which you didn't make use of.

4. Go over each groups result, and explain the labels, the correct sequence and the format of a letter (full-block style) by analyzing a sample business letter (20 min)

Additional materials:

1. Three sample business letters:

Tough Wear
45123 Anytown, MI 45123

July 15, 2004

Jeremy Adams
541 Ramsey Court
Yourtown, MI 78456

Dear Mr. Adams:

Thank you for shopping with us. You are a valued client and we appreciate your business and know that you want to keep your account current with us.

On May 3, 2004, you purchased \$400 of merchandise from our store in Yourtown. Your payment of \$150 is now overdue.

In the credit arrangement you signed, you agreed to pay off your bill in three payments. The first payment of \$150 was due June 3, 2004. Please send this amount now.

Failure to pay on time may affect your ability to charge merchandise at our store. Thank you for your prompt attention to this matter.

You may call me at 1-888-895-2563 if you have any questions or concerns. Your continued patronage is important to us.

Sincerely,

Paimé Mimonei
Credit Manager

Tone Deaf Music
587 East Street, Anytown, MI 45123

December 16, 2004

Linda Goodman
Guitars and Such
784 Peach Street
Yourtown, MI 45126

Dear Mrs. Goodman:

On behalf of Tone Deaf Music we wish to express our sincerest appreciation for your continued patronage. It is because of valued customers like you that we are able to continue to offer you the finest in modern musical instruments.

Tone Deaf Music has been in business for 30 years. We are dedicated to bringing you the finest in acoustic and electric guitars, bass guitars, drums and amplifiers. Our motto is to "provide our customers with the best value for the lowest price" We've been following this motto for the past 30 years.

Tone Deaf appreciates your ongoing patronage and because of that, we are offering you a special deal on all new signature acoustic models. If you call our offices within the next 15 days, we will give you a 15% discount on all new signature models purchased in the month of January.

Sincerely Yours,

Paime Mimonei
Sales Representative

Tone Deaf Music
587 East Street, Anytown, MI 45123

August 15, 2004

Linda Goodman
Guitars and Such
784 Peach Street
Yourtown, MI 45126

Dear Mrs. Goodman:

I will be in Yourtown on September 5, 2004 and would like to meet with you at your office to discuss the new guitar models that you may be interested in for the upcoming year.

I have enclosed our latest catalogue. Please note the items in light blue highlights. They are the new guitar models to come in and are now on a special to preferred clients.

I will contact you later this week to schedule an appointment. If you need to get in touch with me, please call me at 1-888-457-7896. I look forward to talking with you. Thank you for your continued business.

Sincerely Yours,

Paime Mimonei
Sales Representative

2. Slides of the power point for the lecture:

<p style="text-align: center;">The basics of a business letter</p> <p>Purpose: What kind of letter am I writing?</p> <ul style="list-style-type: none"> -Request information -Send/collect information -Correct & apologize for an error -Refuse a request -Explain a procedure or present a problem <ul style="list-style-type: none"> -Persuade -Express thanks -Build up customer relation -Sell a product or service 	<p style="text-align: center;">The basics of a business letter</p> <p>Audience:</p> <p>Who am I represent, me or the company, or...? How well do I know them? How much do they know about my subject? How will they feel about my message?</p> <p>Tone: formal</p>
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3. Activity: (1) All the labels

Return Address	Reference Line	Special Mailing Notations	On-Arrival Notations
Inside Address	Salutation	Subject Line	Body
Complimentary Close	Signature Block	Identification Initials	Date

(2) Pieces of a sample business letter

Wednesday, July 22 2009

Gregory Pinero
123 Sample ST
City, MD 22222

Sincerely,

Customer Care Representative
Best Buy Corporate Customer Care
P.O. Box 9312
Minneapolis , MN 55440

Gregory Pinero

Dear Sir or Madam,

I recently purchased a computer from your store in Laurel, MD. When I got it home the computer was unable to connect to any network. I narrowed it down to a problem with the computer and not the network. In an effort to make the computer work I installed Windows XP on it however this still did not fix the problem.

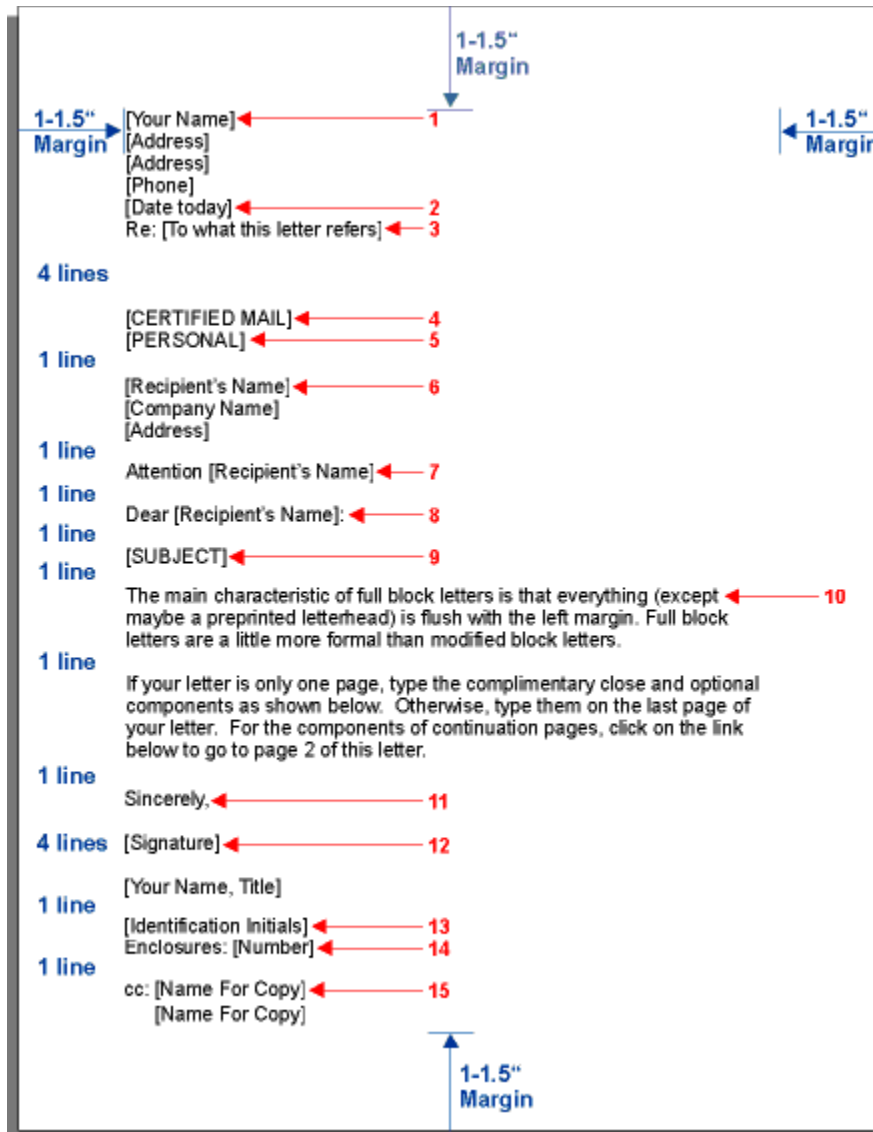
Determining that this computer was defective I attempted to return it to your store. It was less than 1 week after I purchased it. However your staff refused to accept the return because it had Windows XP installed on it.

This may be a fair position however nowhere in your return terms and conditions printed on my receipt does it mention that installing any software or operating systems on a computer makes it non-returnable.

Please immediately issue me a refund for this item or I will be forced to dispute the charge on my credit card. A copy of the receipt is attached (including your stated terms and conditions for a return.)

Additionally your staff at this store was very rude when refusing the return and refused to let me speak to the store manager.

4. A sample letter:



12. **Signature Block:** Leave four blank lines after the Complimentary Close (11) to sign your name. Sign your name exactly as you type it below your signature. Title is optional depending on relevancy and degree of formality. Examples are
- John Doe, Manager
 - P. Smith
Director, Technical Support
 - R. T. Jones - Sr. Field Engineer
13. **Identification Initials:** If someone typed the letter for you, he or she would typically include three of your initials in all uppercase characters, then two of his or hers in all lowercase characters. If you typed your own letter, just skip it since your name is already in the Signature Block (12). Common styles are below.
- JAD/cm
 - JAD:cm
14. **clm**
15. **Enclosure Notation:** This line tells the reader to look in the envelope for more. Type the singular for only one enclosure, plural for more. If you don't enclose anything, skip it. Common styles are below.
- Enclosure
 - Enclosures: 3
 - Enclosures (3)
16. **cc:** Stands for courtesy copies (formerly carbon copies). List the names of people to whom you distribute copies, in alphabetical order. If addresses would be useful to the recipient of the letter, include them. If you don't copy your letter to anyone, skip it.

10.2 Business letter writing (2)

Objectives: after this lesson, students are able to write a business letter with meaningful and appropriate content, and also get to know some conventions in business letter writing.

Materials:

1. Two sample business letters (used for last class)
2. Power point for the lecture

Time: 60 minutes

Instructions and activities:

1. Activity: read the body part of the two sample business letters (which we have used last class), and think about the following questions during group discussion:
 - (1) How many paragraphs in each business letter?
 - (2) What is each paragraph is about?
 - (3) Do you notice anything in common between the two letters? (i.e. Both of them first write...then...) (15 min)
2. Lecture: Introduce what should be included in the body part of a business letter, and related conventions and tips. (15 min)
3. Activity: Based on the given information, think about what you want to write for each paragraph/section, we'll only focus on the body part. Share your thoughts with your partner, and see if there are any similarities and differences. (20 min)
4. Go over the result of discussion and take a look at the reference, and assign homework. (10 min)

Related materials:

1. Activity: two sample business letters that we used last class

Gregory Pinero
123 Sample ST
City, MD 22222

Wednesday, July 22 2009

Customer Care Representative
Best Buy Corporate Customer Care
P.O. Box 9312
Minneapolis, MN 55440

Dear Sir or Madam,

I recently purchased a computer from your store in Laurel, MD. When I got it home the computer was unable to connect to any network. I narrowed it down to a problem with the computer and not the network. In an effort to make the computer work I installed Windows XP on it however this still did not fix the problem.

Determining that this computer was defective I attempted to return it to your store. It was less than 1 week after I purchased it. However your staff refused to accept the return because it had Windows XP installed on it.

This may be a fair position however nowhere in your return terms and conditions printed on my receipt does it mention that installing any software or operating systems on a computer makes it non-returnable.

Please immediately issue me a refund for this item or I will be forced to dispute the charge on my credit card. A copy of the receipt is attached (including your stated terms and conditions for a return.)

Additionally your staff at this store was very rude when refusing the return and refused to let me speak to the store manager.

Sincerely,

Gregory Pinero

Tone Deaf Music
587 East Street, Anytown, MI 45123

December 16, 2004

Linda Goodman
Guitars and Such
784 Peach Street
Yourtown, MI 45126

Dear Mrs. Goodman:

On behalf of Tone Deaf Music we wish to express our sincerest appreciation for your continued patronage. It is because of valued customers like you that we are able to continue to offer you the finest in modern musical instruments.

Tone Deaf Music has been in business for 30 years. We are dedicated to bringing you the finest in acoustic and electric guitars, bass guitars, drums and amplifiers. Our motto is to "provide our customers with the best value for the lowest price" We've been following this motto for the past 30 years.

Tone Deaf appreciates your ongoing patronage and because of that, we are offering you a special deal on all new signature acoustic models. If you call our offices within the next 15 days, we will give you a 15% discount on all new signature models purchased in the month of January.

Sincerely Yours,

Paime Mimonei
Sales Representative

2. Power point for the lecture

Good business letter

- Be clear, brief and businesslike
- Do not write confused, overlong or pointless letter
- Be polite and friendly
- Do not rude or patronizing
- Write concise and purposeful letter
- Do not try to write in a literary style

Good business letter

- Four principles:
 - Short
 - Simple
 - Strong
 - Sincere

The BODY of the Business Letter (full-block style)

- General guidelines:
 - The BODY of the letter includes:
 - Occasion, Facts, Action, Closing (Double space after the last paragraph)
 - Each component of the business letter must have its own paragraph. (Topic sentence+ details)
 - All paragraphs are single-spaced, without indentions. Double-space between paragraphs.

The BODY of the Business Letter (full-block style)

- Occasion :
 - Tell the addressee the purpose of this letter. Refer to a need or interest of the reader. Preview what major points the letter will address.
- Facts:
 - Specify all the information needed for action by the reader. Each paragraph has its own topic/main idea which must be supported with details.
- Action:
 - State clearly what action you want the reader to take next. If necessary, indicate what action the reader can expect from you.

Other Tips

- Use a conversational tone.
- Ask direct questions.
- Double-check gender and spelling of names.
- Use active voice whenever possible.
- Use polite modals.
- Always refer to yourself as "I".
- Don't use "we" unless it is clear exactly who the pronoun refers to.

Other Tips

- Use a combination of long & short sentences.
- Always thank the reader for their time & any assistance that can be given.
- Include any documentation that will help clarify or rectify a situation.
- Use transitions between paragraphs.
- Do not use shortened verb forms- write them out.
- Rewrite any sentence or request that sounds vague.

3. Information of the business letter which the students are going to write (Power point)

Now it's your turn.....

- Recipient
 - Hrithek Roshan
 - Acquaintance (met twice before)
 - Title: President, The Flying Club
 - Address: Andheri West—Mumbai
- Reason to write:
 - To invite a board member to remain on the board for a second term.
 - Other members suggested that he has enjoyed this position and has been thinking about staying on.

Now it's your turn.....

- Specific details:
 - If he decides to stay on he will need to be available for the national meeting on 5 November.
 - Board members who stay for two terms are sometimes asked to take on extra duties, such as taking minutes or hosting social events.
- Response:
 - He will need to respond by 1 September.
 - He can contact me by email or phone.

4. Reference

For your reference

- First paragraph:
Introduce yourself briefly—remind him where we met before.
Provide your reason for writing; “I have heard from a number of board members that We would be very pleased to have you stay on for another year.”
- Second paragraph:
Explain what type of commitment this position will involve this year
- Third paragraph:
Provide deadline for response and how to contact me.

11.1 Two knowledge points in formal letter writing

Objectives: After this class, students have a deeper understanding of letter **salutations** and the use of **modals** in formal letter writing.

Materials:

1. A worksheet for opening salutations
2. A list of closing salutations (power point)
3. Scenario cards
4. A video clip

Time: 60 minutes

Instructions and activities:

1. Activity: write down the appropriate opening salutations based on the given information, and we will go over all the answers together, and learn how to use different salutations for different addressees. (15 min)
2. Activity: put the given closing salutations into three categories:
 - (1) can be used in the letter/email to your professor
 - (2) can be used in a business letter
 - (3) can be used in the letter to your family and friends

Then we will go over the results together, and some tips of choosing closing salutations will also be given. (15 min)

3. Activity: “using modals for polite request” (25 min)
 - (1) Ask students to list all the modals they know.

(2) Then ask which can be used for making polite requests with “I” as the subject (May I, Could I, Can I) and which can be used with “you” as the subject (Would you, will you, Could you, Can you).

(3) Students will work in pairs: each group choose a scenario card and make up a dialogue. Write the dialogue down. Choose one or two groups to let them read out their dialogue, other students need to find out the modals, and discuss possible alternatives.

4. Watch a video clip about using modals for permission (3 min)

Related materials:

1. Worksheet of opening salutations

Your addressees are:

1. Ruth Malloy (one woman, title preference unknown)
2. James Jones (gender unknown)
3. Jack Jonathon Zebedde Mangle-Wurzle (your professor)
4. Ashlee Green (a member of a “match-making”/”Friends-making” website)
5. Name & gender unknown
6. Teenagers
7. David Robert Joseph Beckham & Victoria Caroline Beckham (a married couple)
8. Marion Parker (a person you know him well)

2. A list of closing salutations

Closing salutations		
* goodbye	* yours truly	* Peace out
* sincerely	* yours ever	* yours
* later	* yours respectfully	* your friend,
* God bless	* hope to hear from	* love your friend,
* Godspeed	you soon	* affectionately yours,
* take care	* peace	* most sincerely
* love	* cheers	* wishing you the
* talk to you later	* cordially	best
* best wishes	* regards	* best regards
* kind regards	* warm regards	* with appreciation
* with love	* lots of love	* many thanks
* yours sincerely	* truly	* respectfully yours
* yours faithfully	* love always	

3. Scenario cards

One of you wants to talk to your supervisor about leaving work early. One of you is the supervisor.	One of you wants to make an appointment with Dr. Smith. The other person is Dr. Smith's receptionist.
You both are co-workers. You don't know each other very well. You are at a lunch table in a cafeteria. One of you wants the salt.	One of you is calling to speak with Michelle Srebnik in Human Resources. One of you is the receptionist.
One of you is going to Walmart. The other one wants to buy something from Walmart. Ask your friend to help you to buy what you need.	You are in the computer lab. One of you knows how to upload a file. The other one doesn't. Ask your friend to show you how to do it.

4. A video clip

<http://www.youtube.com/watch?v=MrmJQt8aHMg>



11.2 Informal letter/email writing

Objectives: After this lesson, students are able to make clear of the differences between formal and informal letters, and informal letter and email, and understand how to write an informal letter/email.

Materials:

1. A power point for the lecture
2. Two sample letters (one is formal, the other is informal)
3. A sample informal email and a sample informal letter
4. A worksheet for discussing the differences between informal letter/email

Time: 60 minutes

Instructions and activities:

1. Group discussion:
 - (1) Ask students which situations call for a formal letter and which situations call for an informal letter.
 - (2) Have students brainstorm on the differences between formal and informal letters.
 - (3) Make students write down the results on the blackboard and we will discuss them together. (15 min)
2. Discussion: Discuss the differences in layout and language between informal and informal letters by comparing two sample letters (one is formal, the other is informal). (15 min)
3. Lecture: How to write an informal letter. (format/content) (15 min)
4. Activity: compare the sample informal letter and the email, and then fill out the worksheet of discussing the differences between these two. Then we'll go over the result and details together. (15 min)

Related materials:

1. Power point

Writing an informal letter

- On the top of your letter: (on the right hand side)
 - Block and street name/no.
 - Unit no. if any
 - Postal code
 - (leave a line here)
 - The date
- Leave a line and write the introduction. E.g. Dear....

Writing an informal letter

- First paragraph: tell your friend a bit about your life and ask them how theirs is going as well.
 - Related expressions:
 - How are you? How have you been?
 - How's everything going? I hope you are doing fine.
 - Hope you are well. What's new?
- Second paragraph: explain the main purpose of the letter.
 - Related expressions:
 - I am writing because.... The reason I am writing is because....
 - I wanted to..... I would like to.....

Writing an informal letter

- Last paragraph: Closing
 - Related closing expressions:
 - Anyway, Well that's all for now
 - Hope to hear from you soon By for now
 - Looking forward to hearing from you soon
 - Send my regards (love) to.....
 - Stay in touch/ Keep in touch
 - See you
- Ending off
 - At the bottom left corner, you will need to sign off.

Writing an informal letter

- Other related expressions:
 - Opening expressions when we answer an letter/email:
 - Thanks for your email/letter.
 - It was great to hear from you.
 - It was so nice to hear from you.
 - Sorry for not writing earlier.
 - I hope you and your family are well.
 - Responding to news:
 - Sorry to hear about.....
 - Glad to hear that you're all well.....
 - Good luck with.....
 - Hope you feel better soon.

2. Two sample letters (one is formal, the other is informal)

Tone Deaf Music
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December 16, 2004

Linda Goodman
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Dear Mrs. Goodman:

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Tone Deaf appreciates your ongoing patronage and because of that, we are offering you a special deal on all new signature acoustic models. If you call our offices within the next 15 days, we will give you a 15% discount on all new signature models purchased in the month of January.

Sincerely Yours,

Paime Mimonei
Sales Representative

41 46th Street
New York
11104

February 12

Dear Miguel,

How are you? I'm fine. Here's a letter in English. It's good practice for you and me! I'm writing to tell you about my school, the girls I live with and New York.

I have classes in English at La Guardia Community College. I'm in a class with eight students. They're all from different countries: Japan, Brazil, Switzerland, Poland, and Italy. Our teacher's name is Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie's twenty years old and a dancer. Marnie's eighteen years old and a student. They're very friendly, but it isn't easy to understand them. They speak very fast!

New York is very big, very exciting but very expensive! The subway isn't difficult to use and it's cheap. It's very cold now but Central Park is lovely in the snow. I'm very happy here.

That's all my news. Write to me soon.
Best wishes,
Dorita

3. A sample informal email

From: María (maria@terra.es)

To: Alice (alice@hotmail.com)

CC:

Subject: My family

Hi Alice,

How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.

I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,
María xxxxxx

4. A worksheet

What are the main differences between emails and letters? Write L (letter) or E (email) next to each sentence:

1. You write your address (street / city or village / postcode) in the top right-hand corner.
2. You write your name and / or address in the first box before your composition.
3. In this type of composition, you don't include your name in your address.
4. You write the name of the person you are writing to in the second box.
5. You can send this text to other people. You just write their address in the particular box.
6. You write the date under the address.
7. You don't need to write the date.
8. You can tell the reader what your text is about in the subject line/box.
9. The greeting always begins with *Dear....*
10. The greeting can begin with *Dear...or Hi....*
11. We use a comma after the greeting.
12. We say *Best wishes, / Regards,* with people we don't know much. But we say *Lots of love, / Love,* with close friends and relatives.
13. We sign the text at the end.
14. We write our name at the end.

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