TEACHER'S NAME: Michele C.

REEP LEVEL(s): 400/450

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: Students will identify email etiquette and learn how to write a business email to a prospective employer.

> 400: Business letter writing objective: Write a letter of request.
> 450: Write a professional email; 5. Write a Thank You note.

TECHNOLOGY INTEGRATION: Computer lab with Internet access, email accounts

LANGUAGE SKILLS TARGETED IN THIS LESSON (**X** all that apply):
_x___ Speaking   __x__ Listening   _X___ Reading   __X__Writing

ESTIMATED TIME: 4 hours (2 hours in the classroom, 1-2 hour in the lab)

RESOURCES AND MATERIALS NEEDED:

- poster paper, markers
- Text: *Ventures Transitions Student Book* p.96
- Text: *Ventures Transitions Workbook* p.49
  - Teacher-generated "after" version of email on p. 49 in *Ventures Transitions Workbook*, ie. with email etiquette principles applied from *Ventures Transitions Student Book* p.96.
- Handout file : 400-450_*Email-Etiquette-Practice*
- Online interactive lessons:
  - Email Basics: Email 101 (Goodwill Industries) http://www.gcflearnfree.org/emailbasics
  - How to Write a Business Email (TV411): http://www.tv411.org/writing/
  - Email writing interactive lessons: http://www.better-english-test.com/

Additional Text Resources:

- Text: *Ventures Transitions Student Book* p.50-51
- Text: *Ventures Transitions Workbook* p.21

Additional Online Resources:

- English for Professional Communication – Email: http://www4.caes.hku.hk/epc/email/
- Net Manners : http://www.netmanners.com/e-mail-etiquette-101/
- Virginia Tech Career Services: http://www.career.vt.edu/jobsearchguide/email.html
- 101 Email Etiquette Tips: http://www.101emailetiquettetips.com/
- Netiquette Home Page: http://www.albion.com/netiquette/index.html

TEACHER'S NOTES

An employment seeker may use email for a variety of purposes: (1) to inquire about a specific want ad; (2) to follow up on a phone conversation with a prospective employer; (3) to follow up on an interview; (4) to make and/or strengthen connections with people in their professional network, among other uses. These situations call for at least a basic competency in professional email etiquette and an awareness of credible resources for further consultation. The purpose of this lesson is to help students identify the basics of proper email etiquette and learn how to write an email to a prospective employer. Extension work may cover additional content from the aforementioned list. It is also important to note that most rules of email etiquette carry over into "netiquette" for social networking website forums where professional contacts made and strengthened for today's employment seeker.

Also, it's important to note that the 400/450 level classes at REEP generally have groups of students who do not have personal goals related to finding a job. For that reason, this lesson can be differentiated at the application step based on interest (content of the email), so that class cohesion is maintained for much of the duration of the lesson.

LESSON PLAN:

Motivation and Background Building: 25 minutes

10 minutes: Elicit prior knowledge and assess interest by having students discuss the following questions in small groups or pairs. You can write these questions on the board or dictate them to the students and then reveal them on the board:

- Do you have an e-mail account?
- How often do you check it?
- What do you use it for?
- Do you think that email is a good way for people to communicate? Why? Why not?
  - Optional language: What are the …benefits and drawbacks? …pros and cons?
- On a scale of 1 to 10, how strong is your knowledge of email etiquette?

10 minutes: Debrief as a group and make note of any challenges with email that can be addressed during the lesson.

5 minutes: Pre-self-assessment. Write a scale of 1 to 10 horizontally on poster paper and have students write their initials in vertical lists above their number. As students write their initials, it should resemble a bar graph.

    Example:

5 minutes: Elicit prior knowledge of email etiquette. Ask students, "What is etiquette?" "What is email etiquette?" Do you notice when people do not follow email etiquette?" Reiterate the purpose of the lesson to the students and include that you'll be covering just the basics, and that we'll be exploring resources that offer more specialized areas of email etiquette information.

Presentation: 60 minutes
Students identify basic principles of proper email etiquette. Present and guide students through the Reading activities in *Ventures Transitions Student Book* pp. 96-97 and *Ventures Transitions Workbook* p. 49.

Practice & Evaluation: 30 minutes

Students practice applying basic principles of proper email etiquette to the same sample (see Email Etiquette Practice handout) and compare and discuss their work with classmates and, finally, a teacher-generated example.

NOTE: For level 400 students (with a lower level of writing), the teacher can create a separate worksheet, for example, where he/she has mixed the sentences from his/her generated example and the students are tasked with re-writing the sentences in the proper order.

In the computer lab…

Continued Practice: 60 minutes

Students continue practice with either (1) understanding business email etiquette, or (2) a different content focus that is personally relevant.

The following are optional lab activities for the teacher to select and assign as appropriate:

Option #1 : Online interactive lesson on email etiquette. (See selection of Online Interactive Lessons listed above.)

Option #2: Information hunt, which should have an accompanying teacher-generated questionnaire. See Additional Online Resources list above for suggested websites.

Application and Evaluation:

Students apply their learning in an original email writing assignment to be sent to and evaluated by the teacher. Depending on time, the Application and Evaluation activity can occur during the same lab period as the previous online Practice or can be given as homework or can be assigned during the next computer lab period.

Options, not limited to the following:

Option #!: Student selects a job ad of interest, creates a cover letter email, and sends it to the teacher for review.
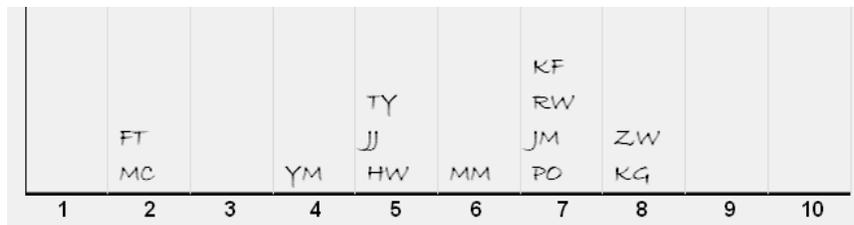
Option #2: Student writes a thank you letter for an interview and sends it to the teacher for review. (See Additional Text Resources listed above.)

Option #3: Student writes a request for an information interview to a human resources manager at a company of their choosing, and sends it to the teacher for review.
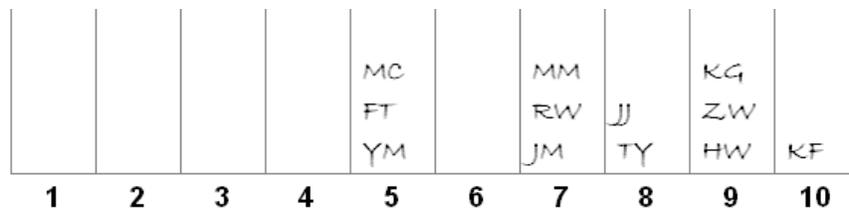
Option #4: Student revised an actual email of theirs that is personally relevant and sends it to the teacher for review with before and after versions included.

5 minutes: Post-self-assessment. Write a scale of 1 to 10 horizontally on poster paper, as was done in the pre-self-assessment, and have students write their initials in vertical lists above their number, resembling a bar graph.

Pre-self-assessment example (aforementioned):

1	2	3	4	5	6	7	8	9	10
	FT MC		YM	TY JJ HW	MM	KF RW JM PO	ZW KG		

Post-self-assessment example:

1	2	3	4	5	6	7	8	9	10
				MC FT YM		MM RW JM	JJ TY	KG ZW HW	KF

Encourage students to compare the pre- and post- self-assessment charts and to make conclusions, generalities or specific percentage changes.

Extension for the Classroom and Beyond:
Students may gain an orientation to different kinds of online communication tools at the Goodwill Industries tutorials Beyond Email: http://www.gcflearnfree.org/beyondemail

Email Etiquette Practice

Instructions: With a partner, re-write the email on *Ventures Transitions Workbook* p. 49 to show better email etiquette. Then, share with another pair of students to compare your work.

From: Robin Hill
Subject: _____
Date: June 3, 2010
To: Dr. Samuel Gardener

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Robin