Lecture Notes

Professional Communications OER: Writing



# How to Use this Document

Slide decks and lecture notes have been provided for each of the module topics. Lecture notes are contained within the slide decks as ‘presenter notes’, and are also provided here for easy reference. Slide decks and lecture notes are intended for instructor modification. Please add to or remove content from these to suit your lesson goals and the length of time you have available. You may also wish to use them as part of a blended or fully online course plan. Where additional documents are referenced in the lecture notes, you will find links here. If you are unfamiliar with using Google Slides, see the [Google Docs help file](https://support.google.com/docs?hl=en&p=#topic=2811776).

# Grammar & Punctuation Slide Deck

For this lesson, you may need access to the [Parts of Speech Word Cards](https://drive.google.com/open?id=1XMa-qYzc5aaHuWIm3gVlKVdC0MRfGerN12wAh2ZWO2U), [Types of Sentences Handout](https://drive.google.com/open?id=18pMz1ZtwtgeqwuS7JysIi2DTTykWlZci1K0d_Kx8G9o), [Subject & Verb Agreement Handout](https://docs.google.com/document/d/1hq0kjGD9XTTtN4GWhAFQOUlMcxE62jfpcwj7sXQUXnk/), [Pronoun Agreement Handout](https://docs.google.com/document/d/1jeu3xzVFn67r1mDtNPYgo23PGamxK5D3DvvJpoFDN2g/), [Parallelism Handout](https://docs.google.com/document/d/1JfzlScqDLyk3klQ-oQRd2Ezpk0KybCwPCNUpsNagbhA/), [Prepositions & Conjunctions Handout](https://docs.google.com/document/d/1lZ-qc4uOOfFvPHxY4y1i_bhMYnDXLb2WhFNOfV5YqUw/edit#heading=h.6ktwhwr0edq6) and/or [Modifiers Handout](https://docs.google.com/document/d/12b4gU7zX_j-8uLjylaWrZqJKqHJCkcX5uJqEaa3C7YU/). Rather than using all of these handouts, we expect that teachers will select the one(s) that match their students’ needs, or create their own handout using questions from each.

In the punctuation section, you will need access to the [Dear John handout](https://docs.google.com/document/d/1WJd54PM5Yv4CKZ8kDYcKKT0ZbEGudyjPTKbDdlfWRCU/edit?usp=sharing) and the link for the New York Times article titled [‘Does Punctuation in Text Messages Matter?’](http://learning.blogs.nytimes.com/2015/03/02/does-punctuation-matter-in-text-messages/?_r=0). If you are including the Text Messaging discussion, students will need to have read the article before they come to class, so should be assigned it at the end of the previous class.

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

## Intro to Grammar & Punctuation (Video)

**Notes:** If using, the OER ‘Introduction to Grammar & Punctuation’ video.

**[Grammar Section]**

## Parts of Speech

**Lecture:**

* **nouns** - naming words. Person, place, thing, idea, living creature, quality, or action. (*cowboy, theatre, box, thought, tree, kindness, arrival)*
* **verbs** - describes an action or a state (doing or being). (*walk, talk, think, believe, live, like, want)*
* **adjectives** - describes a noun (*big, yellow, thin, amazing, beautiful, quick, important)*
* **adverbs** - describes a verb. Tells you how something is done, when or where something happened. (*slowly, intelligently, well, yesterday, tomorrow, here, everywhere)*
* **pronouns** - used instead of a noun, to avoid repeating the noun. (*I, you, he, she, it, we, they)*
* **conjunctions** - joins two words, phrases or sentences together (*but, so, and, because, or)*
* **prepositions** - comes before a noun, pronoun or noun phrase, joins the noun to rest of sentence (*on, in, by, with, under, through, at)*
* **interjections** - often stands alone. Expresses emotion or surprise. Usually followed by exclamation marks (*Ouch!, Hello!, Hurray!, Oh no!, Ha!)*
* **articles** - used to introduce a noun (*the, a, an)*

**Notes:** Ask students to identify what each of these items is and for examples of each.

## Identifying Parts of Speech

**Notes:** Students are divided into groups and given a coloured marker for the whiteboard. The teacher draws squares on the whiteboard - one for each part of speech, then gives the same number of word cards to each group. Groups write a sentence using each of their words and then write the word in the correct square on the whiteboard, based on the context in which they have used it.

Then, the teacher leads the class through the words, asking students if anyone disagrees with positioning of words in each square and asking which words were easiest or most difficult to sort. Are there any words that would fit in more than one square? S/he highlights any misplaced words and asks students to identify their correct place. The group with the most correctly placed words wins.

[Parts of Speech Word Cards](https://docs.google.com/document/d/1XMa-qYzc5aaHuWIm3gVlKVdC0MRfGerN12wAh2ZWO2U)

## Types of Sentences

**Lecture:**

* Simple sentences contain one subject/verb pair and express a complete thought. They may contain more than one subject.
* Compound sentences contain two simple sentences joined by a coordinating conjunction.
* Complex sentences joindependent and independent clauses joined together.

## Identifying Types of Sentences

**Notes:** Students are divided into pairs and provided with the Types of Sentences worksheet. They are asked to identify the subject(s) and verb(s), and highlight any independent clauses. They must also label each sentence with its type (simple, compound, complex).

[Types of Sentences Handout](https://drive.google.com/open?id=18pMz1ZtwtgeqwuS7JysIi2DTTykWlZci1K0d_Kx8G9o)

## Agreement

**Subject and Verb**

**Lecture:** A sentence is incorrect if the subject and verb do not agree. The subjects and verbs must agree in number and person. Agreeing in number means that a plural subject is matched with a plural form of the verb. For example, *the rabbit hops* but *the rabbits hop*. Agreeing in person means that the noun is matched with the appropriate verb. For example, *I walk* but *he walks.*

**Pronoun Agreement**

**Lecture:** Your pronouns (he, she, his, her, they, their etc.) must match their antecedents (words being replaced by pronouns), in number and gender. For example, *Barry keeps a pen on his desk,* but *Students keep pens on their desks.*

[Subject & Verb Agreement Handout](https://docs.google.com/document/d/1hq0kjGD9XTTtN4GWhAFQOUlMcxE62jfpcwj7sXQUXnk/)

[Pronoun Agreement Handout](https://docs.google.com/document/d/1jeu3xzVFn67r1mDtNPYgo23PGamxK5D3DvvJpoFDN2g/)

## Parallelism

**Lecture:** Parallelism presents ideas with equal weight in the same sentence or phrase. Using this well helps your writing to flow better and gives impact to your message. Because it results in memorable phrasing, parallelism is often found in famous quotes. One of the most famous being Martin Luther King’s repeated use of the phrase ‘I have a dream…’ in his often quoted speech. Notice in all of these that there is a repetition of words, and/or a repetition of phrasing. Here are a few examples:

* “Veni, vidi, vici.” (I came, I saw, I conquered) -- Julius Caesar
* “Where there is discord, may we bring harmony. Where there is error, may we bring truth. Where there is doubt, may we bring faith. And where there is despair, may we bring hope.” -- Margaret Thatcher
* “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.” -- Charles Dickens (A Tale of Two Cities).

[Parallelism Handout](https://docs.google.com/document/d/1JfzlScqDLyk3klQ-oQRd2Ezpk0KybCwPCNUpsNagbhA/)

## Prepositions & Conjunctions

**Lecture:** Prepositions are words that show the relationships between two or more other words. Here are some common prepositions:

* at
* by
* in
* on
* of
* for

**Notes:** Call on students to give an example of the use of each of these in a sentence. In what circumstances are they used? (time, location, logical relationships, state of being).

**Lecture:** Conjunctions are known as ‘joiner’ words. They join two words, phrases or sentences together. Examples:

* but
* and
* or
* as
* if
* that
* than
* because
* while
* so

[Prepositions & Conjunctions Handout](https://docs.google.com/document/d/1lZ-qc4uOOfFvPHxY4y1i_bhMYnDXLb2WhFNOfV5YqUw/edit#heading=h.6ktwhwr0edq6)

## Modifier Errors

**Lecture:** Modifiers can be troublesome words! Sometimes they are placed in a sentence in a way that makes it difficult to tell which word they are modifying. For example:
*The malfunctioning student’s phone beeped during class.* In this sentence, we can guess that the *phone* is malfunctioning, not the *student,* but the placement of words makes this unclear. Usually, the best way to fix modifier errors is to move the modifier closer to the word it is modifying. For example, we could say *The student’s malfunctioning phone beeped during class*. Now, the modifier (malfunctioning) is right next to the word it is modifying, and we have more clarity.

[Modifiers Handout](https://docs.google.com/document/d/12b4gU7zX_j-8uLjylaWrZqJKqHJCkcX5uJqEaa3C7YU/)

**[Punctuation Section]**

## Dear John

**Notes: PAIR ACTIVITY**

In pairs, students are given a handout with the following un-punctuated letter. They are asked to place the correct punctuation:

*Dear John I want a man who knows what love is all about you are generous, kind, thoughtful people who are not like you admit to being useless and inferior you have ruined me for other men I yearn for you I have no feelings whatsoever when we're apart I can be forever happy will you let me be yours Jane*

There are two ways to correctly punctuate the letter. One makes it a love letter, the other makes it a break-up letter. Ask students to share what decisions they made, and why.

*Dear John:*

*I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy--will you let me be yours?*

*Jane*

*Dear John:*

*I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?*

*Yours,*

*Jane*

## Common Punctuation Marks

**Notes:**

* Apostrophe (possessive, contraction)
* Colon
* Comma
* Dash (n-dash, m-dash, hyphen)
* Exclamation mark
* Parentheses (also, brackets)
* Period
* Question mark
* Quotation mark
* Semicolon

If you would like to provide it, there is a Punctuation Marks Infographic available for students’ reference.

## Let’s Start with Three Easy Ones

**Notes:** Period, question mark, exclamation mark

* When would you use these? What type(s) of sentences would you be creating if you used them?
* A period would be used to show that a sentence has ended (could be declarative or imperative).
* A question mark would be used to show the end of an interrogative sentence.
* An exclamation mark would be used to show the end of an exclamatory sentence or, possibly, an imperative sentence.

## Comma

**Notes:** Marks a slight pause

* Separates items in a series (*John bought apples, oranges, pineapples, and bananas.)*
* Separates an introductory phrase from the rest of a sentence (*After a long day at the office, I unwind with a cup of tea.)*
* Put around interruptors (words or phrases that break up the flow of a sentence) that include additional information. (*Put these candles on the shelf, Mary, so I can light them later.)*
* Introduces a quotation
* Comes after every coordinating adjective except for the last one
* Separates two independent clauses in compound sentence (used with a conjunction)
* Separates the day and the year in a date
* Used in the greeting and closing of a letter

## Semicolon

**Notes:**

* Used between two independent clauses that are closely connected (*I wanted to go shopping; Barney wanted to go to the cinema.*)
* Fixes a comma splice
* Used between items in a series when the items contain commas (*On the committee were John Jameson, Dean; Mary Mulligan, Vice President; George Grisham, Program Chair; and Walter Williams, Founder.)*

## Colon

**Notes:**

* Precedes a second clause that provides more information about the first. (*The hotel did not meet our expectations: the paint was peeling, the pillows were flat, and the breakfast was cold.*)
* Introduces a quotation (*Henry David Thoreau made one of the most insightful statements about public speaking I have read: “It takes two to speak the truth--one to speak it and another to listen.”*)
* Introduces a series (*There are four main ingredients in almost all types of baking: flour, sugar, milk, and eggs.*)
* Can be used after a greeting in business letters and memos

## Quotation Marks

**Notes:**

* Enclose direct quotes
* Enclose titles of short works (i.e. songs, short stories, essays, poems etc.)
* Enclose a quote within a quote (using single quotation marks)

## Apostrophes

**Notes:**

* Show possession (Add *’s* to singular nouns and plural nouns that do not end in *s*. Add *’* to plural nouns that end in *s*)
* Used in contractions to show where a letter or letters have been left out

## Parentheses & Brackets

**Notes:**

* Parentheses **( )** enclose information that is secondary to the meaning of a sentence *Apples (any type will do) should be firm to the touch*
* Brackets **[ ]** are used to modify another person’s words, for example, to add a missing word, clarification or editor’s note to a quotation

## Dashes (en dash, em dash) & Hyphens

## Notes:

* An em dash sets off information that is an abrupt break in thought (*Public speaking—many people cringe at the thought—gets easier the more you do it.*)
* An em dash sets off the end of the sentence for emphasis (*I won’t make that mistake again—once was enough!*)
* an en dash is used to show inclusive sets of numbers (*1947-1953)*
* Hyphens join words that work as one adjective (*well-being*)
* Hyphens break words across two lines of text

## Nonsensical Sentences

## Notes: CLASS ACTIVITY

Teacher displays the following sentences on the board and asks students to tell her what punctuation marks to put, and where, to make sense of each sentence. In each case, there are different ways to punctuate (or not), resulting in different meanings.

* Lets eat Grandma
* Hunters please use caution when hunting pedestrians using walking trails
* Amy finds inspiration in cooking her family and her cat
* A woman without her man is nothing
* You will be required to work twenty four hour shifts

## Punctuation in the Real World: Text Messages

## Notes: If using this discussion, ask students to read the article [‘Does Punctuation in Text Messages Matter?’](http://learning.blogs.nytimes.com/2015/03/02/does-punctuation-matter-in-text-messages/?_r=0) before they come to class.

**DISCUSSION**

* Do you identify with any of the people quoted in the article regarding how you use (or don’t use) punctuation in text messages?
* Had you known, before reading the article, about the “rules” of texting that include writing “k” with no punctuation to convey anger?
* Do you ever worry about how you will be perceived based on not what you say in a text message but how you use punctuation or acronyms and abbreviations?
* Can you identify any other texting “rules” or tendencies that were once common but are no longer used by you and your friends or that now mean something different?
* Do you think you could identify someone’s age just by how he or she uses punctuation or acronyms and abbreviations in text messages? What about gender?
* What are your pet peeves when it comes to text messaging? Why?

## Common Punctuation Mistakes

* Using an apostrophe for plural (*James took the dog’s for a walk.*)
* Comma splice (*The tickets cost $50, we should buy some.)*
* Multiple punctuation marks (*I’m so excited!!!!!)*
* Putting punctuation outside of a quote (*Mary said “I’m going to be late for dinner”.*)
* Not knowing the difference between *its* and *it’s*

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Notes:** Add to slide any readings, homework, preparations or reminders that students need before next class.

## Credits

# Workplace Documents Slide Deck

For this lesson, you may need access to the [Composing an Email Activity](https://docs.google.com/document/d/1baAvL0x1H3vhc0OGGc8LO2vADhEO2Q8jiaAg5_2muZk/edit) and the [Critiquing an Email Activity](https://docs.google.com/document/d/1Mst0Yp4ibuzyGb5pqBakEKrqXvfwJaioNZAsKwYh8iw/edit). There are also two assessed activities in this lesson that you may find useful. These are, the [Email & Memo Assignment](https://docs.google.com/document/d/1jymIGGle_BBOuULejxFJBMxFzrs4oo6M_V_ckF8pl98/edit#heading=h.sgib19sdrse8) and its corresponding [Rubric](https://docs.google.com/document/d/1UrDVW5mSE3eThycZwV2K2h7bljCVnvXuuPq28eueGpY/edit), or the [Business Letter Assignment](https://docs.google.com/document/d/1DmxP_lRFqcUW9Tr-vdactMTzwK_oFZfut7saBe0XabA/edit#heading=h.4e3lr2gr90eu).

## Cover Slide

## Welcome

**Notes:** Add the following to the slide:course name, dates, location, instructor name.

**Lecture:** Today, we’ll be discussing workplace documents. There are five types that you’ll commonly use - email, memos, letters, fax cover sheets and short reports. Depending on your role and industry, there are many others that you’ll encounter as well. In this section, you will pull together what you’ve learned about grammar, punctuation and plain language, and use this alongside your knowledge about audiences and communication channels to choose the right document for the job, and write it well.

## Intro to Workplace Documents (Video)

**Notes:** If using, the OER ‘Introduction to Workplace Documents’ video.

## Writing Paragraphs

**Lecture:** A paragraph contains a topic sentence, body and conclusion. Within the body are supporting sentences, and the conclusion ends with a concluding sentence. A transitional phrase or sentence may also fit within the conclusion to help guide the reader to the next paragraph.

## Choosing a Topic Sentence

**Lecture:**

Choose the most effective topic sentence from the following sentence pairs.

1. a. This paper will discuss the likelihood of the Democrats winning the next election.
**b. To boost their chances of winning the next election, the Democrats need to listen to public opinion.**
2. a. The unrealistic demands of union workers are crippling the economy for three main reasons.
**b. Union workers are crippling the economy because companies are unable to remain competitive as a result of added financial pressure.**
3. a. Authors are losing money as a result of technological advances.
**b. The introduction of new technology will devastate the literary world.**
4. **a. Rap music is produced by untalented individuals with oversized egos.**b. This essay will consider whether talent is required in the rap music industry

## Types of Supporting Sentences

**Lecture:** Who can give an example of each?

* Reason
* Fact
* Statistic
* Quotation
* Example

## Writing Supporting Sentences

**Notes:** Put students into pairs and provide each pair with a topic sentence to work with. Each pair must research and write a supporting sentence of each type (reason, fact, statistic, quotation and example) that aligns with their topic sentence.

Topic sentence examples:

1. The bombing of Pearl Harbour, in 1941, was the turning point of World War II.
2. Canadian political policy should support high levels of Education because this will lower crime rates.
3. Michael Jackson was the greatest entertainer of the twentieth century due to his songwriting skill, singing talent, showmanship and influence.
4. Having pets in the home improves the health of children by reducing stress and improving immune function.
5. There are fewer women than men in STEM (science, technology, engineering and maths) careers because there is a bias against women in the male-dominated sciences.

## Concluding Sentences

**Lecture:**

* Restate the main idea
* Summarize the key points
* Draw a conclusion
* Make a prediction, suggestion or recommendation
* Offer an additional observation about the controlling idea

## Transitions

**Lecture:** Transitional words connect ideas/sentences in a paragraph to each other in a logical way. Transitional sentences do the same for paragraphs, making sure that each paragraph flows into the next.

## Preparing a Workplace Document

**Lecture:**

Consider::

* audience
* purpose
* channels

It’s a good idea to outline the document first, marking out where each element fits, then fill in.

## Email

**Lecture:** Use for brief messages that inform, persuade or entertain. These can easily be forwarded on to other people without your knowledge, so don’t say anything in an email that you wouldn’t want your boss (or the entire company!) to know!

There are two main types of email in the workplace:

1. **Custom email** - used from one person to another (or to a group) that was written specifically for a situation or audience. This is the most common type.
2. **Automated/Form email** - an email template that is filled out manually or automatically, and generated on specific triggers. For example, the email you get from an online store when you make a purchase is an automated form message. Your name, contact details and products are added to the template, but the message is the same for every customer.

In email...

* Avoid ‘Reply All’ unless necessary
* Avoid all caps (denotes anger)
* Double-check before sending
* Reply promptly and follow up
* Let a recipient know before you send a large attachment
* In written text, we don’t have the benefit of non-verbal cues (tone of voice, body language etc.) so, consider if your message could be interpreted in an unintended way

## Format of an Email

**Lecture:** Emails have the following contents:

* To (recipient’s name/email)
* From (sender’s name/email)
* Date
* Subject
* Carbon Copies (other names/emails that also received the message. Visible to all parties.)
* Blind Carbon Copies (other names/emails that also received the message. Recipients are hidden from each other.)
* Body (main message)
* Attachment (any files that come with the message)

## Composing an Introduction Email

**Lecture:** Using what you have learned about email formatting, you will compose an email introducing yourself to your classmates. When you have finished, you will exchange this email with a peer for a critique.

[Composing an Email Activity](https://docs.google.com/document/d/1baAvL0x1H3vhc0OGGc8LO2vADhEO2Q8jiaAg5_2muZk/edit)

[Critiquing an Email Activity](https://docs.google.com/document/d/1Mst0Yp4ibuzyGb5pqBakEKrqXvfwJaioNZAsKwYh8iw/edit)

## Memo

**Lecture:** A memo is useful for a message intended to inform. It deals with facts only. It is used internally within an organization to communicate official messages (for example, policies, procedures and staff announcements).

## Format of a Memo

**Lecture:**

* To
* From
* Date
* Subject
* Message

## Creating a Successful Memo

**Lecture:**

* Audience orientation - ensure that everyone within the organization (at varying levels) will understand its contents
* Professional tone - speaks for the organization and is often formal in tone
* Subject emphasis - declare clearly in the subject line
* Direct format - makes its purpose clear at the start of the document
* Objectivity - just the facts

## Email & Memo Assignment

**Lecture:** For this assignment, you will create an email or memo based on a provided scenario. You should choose one of the scenarios from the assignment sheet, and craft your document based on what you have learned about audience, purpose, plain language and formatting. This is a homework assignment that you will hand in for grading.

[Email & Memo Assignment](https://docs.google.com/document/d/1jymIGGle_BBOuULejxFJBMxFzrs4oo6M_V_ckF8pl98/edit#heading=h.sgib19sdrse8)

[Rubric](https://docs.google.com/document/d/1UrDVW5mSE3eThycZwV2K2h7bljCVnvXuuPq28eueGpY/edit)

## Business Letter

**Lecture:** Usually sent to people outside of the organization on official letterhead. They may be used to inform of a decision, introduce yourself to a client or potential employer, announce a product or service, among many other uses.

## Format of a Business Letter

**Notes:** You’ll usually use a formal block-style for your business letters. Use single spacing, left-justify and use 1 - ½ inch margins.

The following elements are common in business letters, but may not all be used in every case.

* Return Address (Sender’s)
* Date
* Recipient Note (Confidential, for example)
* Inside Address (Recipient’s)
* Salutation (Dear Mr. X). Avoid generic salutations (To Whom…) where possible. Do your research to find out who the correct receiver is.
* Subject Line (RE: Case no. 1234, for example)
* Introduction - tell the recipient why you are writing)
* Body - key facts
* Conclusion - tie the main points together and call-to-action
* Close (Sincerely, for example)
* Signature (wet signature and typed name)
* Reference Initials (Typist’s)
* Enclosure notation (lists any enclosed documents)
* Copy notation (like CC in an email)
* Mailing notation (sent by certified mail, for example. Useful if there are any legal issues)
* Logo/Contact information (often printed on company letterhead)

## Delivering Good News and Bad News

**Lecture:** Good news is easier to deliver than bad news.

When writing a letter, you need to:

* Help the receiver to understand and accept the news
* Make sure the receiver still has a positive image of you and your company

When you write a letter containing bad news, you also need to:

* Minimize bad feelings
* Show fairness
* Eliminate future correspondence
* Avoid liability for yourself and your organization

When writing a business letter, you have two options. You can use a direct or indirect approach. The direct approach delivers the news upfront, at the start of the document. The indirect approach delivers it in the middle of the document. The direct approach is most common, and would be used for most business letters, particularly good news and neutral information. The indirect approach is useful when you are delivering unexpected bad news, and/or when your message has the potential to be received negatively.

**Direct Approach**

When using the direct approach, you’ll follow these steps:

1. State the news simply and directly.
2. Give the reasons.
3. Give an alternative, if possible (helpful when you are delivering bad news, not necessary when it is good news or neutral)
4. Close with a goodwill statement.

**Indirect Approach**

When using the indirect approach, you’ll follow these steps:

1. Begin with a buffer statement.
2. Discuss the circumstances leading to the bad news.
3. State the bad news as positively as possible.
4. Give a helpful suggestion or alternative.
5. Close with a goodwill statement.

There are three key things to do in a letter that uses the indirect approach. These are:

1. Provide proof that persuades the reader to accept the bad news.
2. Give the bad news
3. Give options for future success

## Business Letter Assignment

**Lecture:** For this assignment, you will draft a business letter based on a provided scenario. You should use the guidelines and formatting instructions that you have learned. This is a homework assignment that will be submitted for grading.

[Business Letter Assignment](https://docs.google.com/document/d/1DmxP_lRFqcUW9Tr-vdactMTzwK_oFZfut7saBe0XabA/edit#heading=h.4e3lr2gr90eu)

## Fax Cover Sheet

**Lecture:** A fax cover sheet accompanies a fax to provide the key details (i.e. who is it for, who is it from, when was it sent, what’s it about, who to contact for any queries). It is often printed on company letterhead that contains a logo and contact details.

## Format of a Fax Cover Sheet

**Lecture:**

* Sender Company Name/Logo
* To (name & fax number)
* From (name, fax number, phone number)
* Number of Pages
* Date
* Subject
* Message
* Confidentiality Notice

## Short Report

**Lecture:** There are many types of reports. These are used internally and externally to convey new information. We’ll focus on three types: progress, recommendation and summary.

## Types of Report

* A progress report provides an update on a specific project. This would usually be written by the project lead to provide management with monitoring details on sales, service or another process.
* A recommendation report recommends a course of action to management to help them solve problems. It suggests solutions and/or tools.
* A summary report presents a summary of the information available on a given subject.

## Format of a Short Report

**Lecture:** The content of a report is dependant on its function. These common elements may not all be used in every case.

* Cover
* Title fly
* Title page
* Table of Contents
* Abstract
* Introduction
* Body
* Conclusion
* References
* Appendix

## Selecting a Document Type

**Lecture:** When you are working with workplace documents, you’ll need to select the right document for the job, from the five we’ve discussed: email, memo, letter, fax cover sheet, report. Which answer is the most appropriate solution for the following scenarios?

1. Rumors have been spreading through the department about extended hours to be

worked this month. Which workplace document would best communicate information and address this situation?

a memo identifying the rumor and providing correct information to the entire department

Temporary layoffs are coming, but most employees will be hired back eventually. To maintain morale and loyalty, which workplace document would be the best way to circulate the layoff/rehire message?

Mail personalized letters.

3. Your company holds a big event for sick children and their families every summer, along with a series of fundraising drives and community sponsorships throughout the year. Your manager has asked you to find out what other local companies are doing to promote their charitable activities. He wants to bring this information to board members to develop a strategy for promoting your company’s activities to build community awareness. Which workplace document would be the best way to present the information you’ve discovered?

Write a short report

## FAST

**Notes:** When composing business documents, you can use the ‘FAST’ acronym to help you approach the task.

* **F**ormat
* **A**udience
* **S**tyle
* **T**one

FORMAT - the format (type of document i.e. letter, email, report) of your message tells your reader something about the information they are receiving and how they should handle it. You’ll also need to use correct FORMATTING when you create your document.

AUDIENCE - Make sure you have identified your primary audience and put yourself in their shoes. What’s in it for them? Why should they read and respond to your message?

STYLE - Style gives your writing its personality. It refers to elements like voice (active vs. passive), sentence length, flow, word choice and punctuation use.

TONE - Make sure the tone is right for your message. It may be formal or informal, positive or negative, direct or indirect.

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Notes:** Add to slide any readings, homework, preparations or reminders that students need before next class.

## Credits

# Revising Workplace Documents

For this lesson, you may need access to the [Writing Prompts Handout](https://docs.google.com/document/d/1DOIoXKhNa2eym-jy8D_Y-PdQOEErEwM855S6MB5KLOs).

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

**Lecture:** Today, we’ll be discussing the process of revising (or, editing) your work. You might think that you can simply write one draft and move on, but even professional authors can’t do that. Instead, you’ll come to recognize writing as a process, a series of steps that you’ll need to go through to refine your work into a polished final piece.

## Intro to Revising your Writing (Video)

**Notes:** If using, the OER ‘Introduction to Revising your Writing’ video.

## Revision vs. Rewriting

**Lecture:** What’s the difference? Well, when you are revising, you’re making a series of edits to your document, whereas in rewriting, you’re essentially throwing it out and starting again. Having to do a full rewrite is, as I’m sure you can imagine, not a desirable task, so, to prevent this, you’ll need to work through a process when you sit down to create a piece of writing.

When considering whether to rewrite or revise, consider if any of the elements of FAST have changed. If you need a new document type, the purpose has changed, your audience has changed, or the style/tone are no longer a fit, you’ll need to rewrite. In most other cases, revise.

## The Writing Process

**Lecture:**

* **Planning** - here, you’ll brainstorm your topic, create your thesis and start outlining your work.
* **Drafting** - Here, you’ll organize your ideas and write them down your first draft. You’ll address the F and A of the FAST framework, here, by choosing the right format for your purpose, and concentrating on your audience’s needs.
* **Revising** - Here, you’ll improve your work and take it to a second draft stage by rearranging, adding and deleting content. At this point, you’ll address the S and T of the FAST framework, paying particular attention to the style and tone of the document.
* **Editing -** Here, you’re making structural changes at the paragraph level, and then small changes at the sentence level, correcting any issues with style, improving clarity, and repairing any mistakes in grammar and punctuation. You’re also doing a final check for errors that have not been caught. Handing the work off to a second person for feedback is very useful at this stage.
* **Publishing** - This is where you can finally push Print or Send! Your document is shared with your audience in its final form, whether that be in a digital or hard copy format.

## Using The Writing Process

**Notes:** Students will work through planning, drafting and revising of a one-page short essay based on one of the topics in the provided handout. Students should type their essays so that these can be exchanged in a later exercise.

**Lecture:** To get you thinking about and using the writing process, we’re going to briefly work through it.

Choose a writing prompt (or, come up with a topic of your own) to write a one page (250 word) essay on. Your document should follow the traditional essay style in a compressed form (introduction with a thesis statement, body, conclusion).

* Step 1 is to Plan your work. In this step, you will be researching, brainstorming and outlining your work.
* Step 2 is to Draft your work into a first draft stage.
* Step 3 is to Revise your work.

Once we have all completed step 3, we will learn about editing and go through a peer review process. You have XX minutes to develop your work to this point.

[Writing Prompts Handout](https://docs.google.com/document/d/1DOIoXKhNa2eym-jy8D_Y-PdQOEErEwM855S6MB5KLOs)

## Three Stages of Editing (Revision)

**Notes:**

* Structural edit
* Copy edit
* Proofread

**Lecture:** The stages of editing should happen in this order. It is challenging to edit your own work, so if possible, get someone else to look at the material in this stage. If you can’t do that, at least put the document aside for a short time before you begin to edit it, if it is your own work, to try and ensure a fresher set of eyes.

A structural edit does what it says on the tin - it looks at the structure (order, completeness) of your content, and focuses on the document at a paragraph level. At this stage, make sure you have covered Who, What, When, Where, Why and How.

At copy editing stage, you will be making corrections at the sentence level. Here, you’re looking for grammatical errors, punctuation errors and spelling. You are also correcting issues with style and tone.

At proofreading stage, you are looking for accuracy and correctness across the whole document. This is the final check before your document goes live in its final form, so you are looking for things like correctness of facts, proper formatting, page numbers, typos, missing elements and so on.

## The Revisor’s Toolkit

**Notes:**

* Dictionary/Thesaurus
* Style Guide
* Spelling & Grammar Check (in a word processor)
* Onscreen editing functions (find & replace, track changes)
* Offscreen edits (proofreader’s marks)

**Lecture:** There are a series of tools that you can use to make the revising process easier. First, and most common in any writer’s toolkit are a dictionary and thesaurus. You can find these online, or use paper copies. When you are looking for correct spelling or a definition to include as part of an introduction to a topic, you’ll need a dictionary. A thesaurus will help you to expand your vocabulary and avoid using the same words repeatedly in your work.

In your workplace, you might use a ‘house style guide’ which dictates all of the stylistic issues that are not necessarily errors, but serve to make all of the documents from the organization consistent. The house style guide will deal with things like how to treat times and dates, what headings to use, spelling of words with more than one correct form, and so on. Style guide books also exist, and your organization might use one of them specifically, for example, in Canada, the Canadian Press Style Guide is commonly used.

Your word processor has a couple of handy tools to help you here as well. Spell check and grammar check are very useful here, but remember, spell check cannot help you if the spelling is correct but the word is incorrect (for example, if you’ve mixed up they’re and their) and grammar check does need a human eye on it to make sure things are correct - don’t rely on these exclusively! You’ll still need to do a proper copy edit.

Onscreen editing functions like find & replace can help you to correct many instances of the same word (for example, if you need to correct the spelling of someone’s name). Track changes is a useful feature to switch on if you are collaborating with an editor. This way, you can both see the changes that each other have made.

Your editor may return your work to you in a hard copy format (printed) with proofreading marks to highlight needed changes. In this form, the proofreader will do things like circle words and mark the changes needed, or underline letters to indicate that they need to be capitalized.

## Peer Editing

**Notes:** Students need to have completed steps 1-3 of their one-page essay in order to move on to this exercise. Students are split into pairs and exchange their work for a peer edit.

**Lecture:** To try out the editing phase of the writing process, each of you will exchange your persuasive essay with a peer. The peer’s job is to go through the editing process, from structural editing to copy editing and proofreading. Please give your peer a clean copy of your work (i.e. print one out for them) so that they can mark-up the copy and return it to you. We have XX minutes for this activity in-class. You will then take the edited work home with you and write a final, polished draft, to be submitted at the start of next class.

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Notes:** Add to slideany readings, homework, preparations or reminders that students need before next class.

## Credits

# Ethical Guidelines for Writing

For this lesson, you may need access to the [Summarize in Plain Language Activity](https://docs.google.com/document/d/1_HL8OsZsTRy9wZt_6qBOutXqcDwwiHaWunY72f93J3Q). If you are using this, please assign it at the end of the previous class so that students can come prepared to this one.

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

**Lecture:** Today, we’ll be discussing ethics in the workplace. No matter which industry you work in, you’ll find yourself in an ethical quandary from time to time. It is helpful to consider how you should deal with these situations, to keep yourself on the right side of the law, and avoid any questionable behaviour. In your work, you may have access to private information, and will need to use this ethically. We’ll talk about how this affects you in general terms, and in your writing.

## Intro to Ethics (Video)

**Notes:** If using, the OER ‘Introduction to Ethics’ video.

## Plagiarism

**Notes:**

* Intentional - deliberately copying someone’s work and presenting it as your own
* Unintentional - inadequate referencing

## Is it Plagiarism?

**Notes:** Is it plagiarism if you…

* use a quote from the textbook and cite the source? No
* use a paragraph from a report you wrote for another class in this one? Yes
* copy the reference list from a journal article and put it in your own reference list without looking up the articles? Yes
* rewrite someone’s work in your own words and put it into your essay? Yes
* use a creative commons licensed image and cite the source? No
* submit an essay that your friend wrote sections of without giving him credit? Yes
* quote someone else’s words without putting quotation marks around them? Yes

## Creative Commons

**Lecture:** There is a lot of material under ‘Creative Commons’ licensing available online. This ranges from videos and audio clips, to images and even text articles. But, not all Creative Commons licenses were created equal, which can be particularly challenging when you reuse creative commons content. There are a series of types, which may be found in combination, including:

* Public domain/CC0 - ok to use by anyone, in any manner
* CC-By - ok to use as long as you attribute the creator
* Non-commercial - ok to use but not if the final product will be used in a commercial setting (i.e. by a website that makes money, or in a business setting)
* No derivatives - ok to use exactly as is, with no modifications

As you can see, some of these guidelines can fall under a grey area, particularly when you are remixing content and making it available for future users. Always check with the legal department in your workplace if you have any doubt as to the legality of using third-party content.

## Privacy, Information Access & Codes of Conduct

**Notes:** Ask students if they can identify what types of information they might have access to that can be sensitive, what a code of conduct is, and what they should do if they are unsure about using information.

**Lecture:** At work, you might have access to sensitive information, such as trade secrets, or individuals’ health data, financial records or academic history. Make sure that you are aware of what you can and cannot legally do with this information. In Canada, we have privacy legislation that dictates what data organizations are allowed to collect on consumers, but someone has to manage and control access to this information.

Most organisations have a ‘code of conduct’ dictating what employees can and cannot do with the information they have access to. This is a document that you may be asked to sign by human resources when you start a new job. You might also have been given a code of conduct as part of your paperwork when becoming a student. Usually, in an academic setting, this covers use of the University’s computer systems, access to online contents, plagiarism and other ethical issues.

## Case Studies

**Notes:** Read each case study aloud and ask students about the subject’s ethical dilemma. Is that person using information ethically and legally? If not, what should they do instead?

Situation 1

Shana’s brother Dylan starts dating a girl named Zoe. Shana, a civilian clerical worker at the local police unit, thinks Zoe is pretty shady and doesn’t trust her. She decides to use her position to get a background check on Zoe.

Is Shana allowed to do this?

-- Whether Shana accessed records herself or convinced someone else with authorized access to do it, the two main issues here are breach of privacy and unauthorized access to information. Putting the force’s reputation at risk with these actions can undermine trust in the organization

Situation 2

Felix works in customer service for one of the big phone companies. His mom wants to rent out a room to a mature college student but he’s weary about this person’s ability to pay. He decides to go through company records to see if the student has a track record of paying his phone bills on time.

Is this an ethical use of Felix’s position?

-- Felix’s situation is another case where access to information, privacy and in this case financial records such as credit reports have been accessed in an unethical and possibly illegal way.

Situation 3

Alicia works in financial analysis and stumbles across an amazing investment opportunity as part of her work. She decides to quietly make an investment and also encourages her financially struggling sister to get in on the investment while it’s hot.

Are Alicia’s actions ethical?

-- In Alicia’s case, codes of conduct relating to insider information/trading and conflict of interest would likely apply.

Situation 4

Roger, a new dad and new homeowner, just began working as a senior administrator for his dream professional services company. Less than 90 days into the job, his boss comes to him in a panic and demands that he drop everything and start shredding boxes of documents. When Roger asks what the rush is his boss tells him they are about to be raided and that heads will roll --including Roger’s--if the cops get hold of what’s in those documents.

What should Roger do?

-- Roger’s biggest issue here, should he follow his boss’s instructions, would be less about following codes of conduct and more about the criminal matter of destroying evidence.

Situation 5

Professor Smith has a thing for the handsome, intelligent student in her class. He comes to her one day with flowers and a sad story about not being able to get a scholarship unless his A minus becomes an A plus. She accesses his paper record and simply draws a vertical stroke through the middle of the minus sign.

Is this an acceptable action on the Professor’s behalf?

-- Professor Smith should be concerned about accepting a bribe and tampering with records.

Situation 6

Billy Watson is in an exam. He is having trouble remembering his study notes that he only compiled the night before. He decides to take a peek at his cellphone while the proctor’s back is turned so he can get the right answers. He thinks he’s home free until another exam proctor asks Billy to follow him after the exam.

What is the likely outcome for Billy, here?

-- Billy’s cheating violated the student code of behavior and resulted in academic probation.

## Writing Respectfully

**Notes:**

* **Courtesy** - consider the needs of your audience and address them professionally
* **Professionalism** - workplace documents are not the place for your own opinions; your organization should be front-and-centre of your messages.
* **Conciseness** - We’re all a little short on time - especially at work! Be respectful of your audience’s time and they’ll be more receptive to your message.

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits

# Information Literacy

For this lesson, you may need access to the [Short Report](https://docs.google.com/document/d/11GV3iEsVPyd4zs3qOWGMTr2XtrUwDyEQly1AipM04yM/edit) (Summative Assessment) and its associated [Grading Rubric](https://docs.google.com/document/d/1nucs_ckhbt5uaRR53GW-YgUZKK2f8VJjHxXBMNB4VVA/edit). If you have not already assigned it, this is the class where you can do so. You may also find it useful to preview [Eli Pariser’s TED Talk](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles) if you plan to watch it during this class. There is an [APA Citation Reference](https://docs.google.com/document/d/1k3i2duNm0TxpDrtUKBQwvxMnYNyOMHvGTcox2xITRl0) that you can provide for your students. You may also wish to access the [Creating an Outline Handout](https://docs.google.com/document/d/1DbI5hLHeDYV9B2j04hzHlqHNvke2on_JbXQ_V8Sr7Ys).

## Cover Slide

## Welcome

**Notes:** Add to slide a course name, dates, location, instructor name.

**Lecture:** Today, we’ll be discussing information literacy. We’ll be thinking about how you can use research in your work, for example, in your short report assignment.

## Intro to Information Literacy (Video)

**Notes:** If using, the OER ‘Introduction to Information Literacy’ video.

## Short Report Assignment

**Notes:** Assign this, if you haven’t already.

[Short Report](https://docs.google.com/document/d/11GV3iEsVPyd4zs3qOWGMTr2XtrUwDyEQly1AipM04yM/edit) (Summative Assessment)

[Grading Rubric](https://docs.google.com/document/d/1nucs_ckhbt5uaRR53GW-YgUZKK2f8VJjHxXBMNB4VVA/edit)

## Identifying your Information Needs

**Lecture:** When you begin your research, you should first look at what information sources are immediately available to you. Your colleagues can be excellent resources at this early stage, because they may have taken on a task similar to the one you are about to do. Chances are, you have come across some material that might be helpful, through a professional development day, blog article, podcast or some other avenue. You might even know an expert in the field you’ll be researching. Look to these people and resources first, as they will help you to develop your ideas.

Your next step is to get comfortable with the purpose of your document. If your boss has asked you for a summary report to help him convince the executive board to invest in a new productivity software, for example, you’ll already know that your general purpose is to persuade, and your specific purpose is to convince the 10 members of the board to authorize the purchase of the particular tool. Your purpose may not always be this straightforward, though, so you may need some time to consider it.

Related to your purpose is the consideration of your audience’s needs and expectations. Here, your primary audience is the executive board. What will they need or expect from you? Chances are, your organization has a standard way of presenting reports, so you should follow that format to make sure you cover all of the items your audience will expect to see.

You’ll also need to narrow your topic. You might start out thinking that you should look for 20 reasons why the productivity tool is the right fit for your office, but when you pause to think that your boss needs the report in two days, you might have to refine your plan and focus instead on the specific and actionable results it can achieve based on five of the most common productivity problems your staff face. By doing this, you can focus on the key points and avoid irrelevant detail.

Next, you’ll need to plan your investigation. Where can you get the information you need? You might decide to call several satellite offices to find out how they are managing with the new tool, then do some research on the internet to find out what the primary features of the tool are, for example.

You can make your life much easier if you organize your sources up-front. Each time you speak to someone at a satellite office, take a note of their name and contact details. When you find a website with helpful information, note down its URL and a few points. This way, when it comes time to writing your reference list, you have the information to hand.

## Internet Searching

**Lecture:** It might be quite natural for you to turn to the internet for your research, but have you ever thought about how to choose the search terms to use? This is where your thesaurus could come in handy! Look for synonyms of the keywords you initially try to see if you can dig up any further information. The search engine might have some suggested search terms that you’ll see in your suggestion bar that could help, too.

**Notes:** Ask students for keywords to try when looking for information on the following:

What keywords would you use if you were writing a report on:

* The consequences of climate change for indigenous plants and animals in Canada?
* The economic downturn and its impact on the value of the Canadian dollar?
* The demographics of the Canadian population, including statistics on age, ethnicity and income?

Try out the various searches and demonstrate the results. How can you refine the search or find specific information on these topics?

## Boolean Search Terms

**Lecture:** When you use a search engine, you can also use boolean operators in your search to narrow down your search or exclude certain results. These include:

* + and/or/not
	+ quotation marks
	+ wildcard
	+ parentheses

**Lecture:** Try out a search for something that interests you - a favourite sports team or a country you’d like to visit, for example. Amend your search with the following to see how your results change:

* And/Or/Not
* Quotation marks
* Wildcard (\*)
* Parentheses

Which is the most helpful?

## Filtering Your Results

* + by type (image, news article)
	+ country/language/location
	+ other filters for other types (i.e. images)

## Where Do You Get Your Info?

**Lecture:** The following websites, among many others, of course, can be useful when you are conducting an internet search.

* + Wikipedia - useful for getting a quick grounding on a subject, however, remember that it can be easily edited so is not always 100% accurate or reliable. It probably isn’t a good choice to cite in an academic paper, for example.
	+ Social Media - can be useful for timely information on a specific event (i.e. an election or natural disaser). You can search Twitter for instances of a word or hashtag for example, and find up-to-the-minute messages from people in the centre of the incident.
	+ Google Scholar - helpful for academic work where you want experts in a specific topic. Searches academic journals and articles.
	+ Google Books - with this service, you can search the contents of books that Google has scanned and indexed. This is a helpful tool to use before a trip to the library, as you can get a good idea of what book(s) you are looking for and what information they hold that is relevant to your inquiry. Sometimes, you can search the full text of a book, but often you are only able to access certain pages or sections, so this cannot (yet) entirely replace your trip to the library.
	+ Major news websites (i.e. BBC News or CNN) - Do remember that media organizations have inherent biases, so you will need to look to the most reputable sources to get accurate information. It is probably not a good idea to look to your local tabloid for a critical piece of information for your report, for example.

## The Filter Bubble

**Notes:** Some websites use information that they know about you to deliver results that they think you will like. While, for personal and casual browsing this can be quite helpful, for research purposes it is troubling, as your results may be less objective, and may reinforce your own inherent biases.

Watch all or a portion of [Pariser’s TED Talk](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles) (09:04).

## Testing The Filter Bubble

**Notes:** Have students run the same search they did before, preferably on their own device if they have one. Then, once they have seen the results page, they should ask the person next to them to run the same search and compare results. Lead a class discussion about whether or not the filter bubble was present in these searches. How can students tell?

## Evaluating your Sources

**Lecture:** Look for:

* a clear purpose & goal
* a question, problem or issue being addressed
* relevant evidence
* conclusions based on information, data & evidence
* a clearly articulated point-of-view
* clearly developed assumptions and ideas

## Credibility Checklist

**Lecture:**

Look for an author’s name or company name attached to the site. What else can you find out about this person or company? Where else has their work been featured? Are they on social media? Do they have any accreditation? What qualifies them as a source on this topic?

You can use a domain checking service such as Who.is to find out who owns the web domain. This may shed some light into the creators of the site.

Look for a ‘last updated’ date on the website and/or a date on the article you are reading to find out how recent the information is. If you are looking for information on something that changes rapidly (i.e. technology or medical research, for example), you’ll want the most recent data you can find.

While not a key indicator of a website’s trustworthiness, its design can tell you something about how credible the source might be. If it is professionally designed and laid out using high quality photography and so on, it might be a sign that the site can afford to spend something on its image. Compared to a site with flashing banners, clip-art and spelling errors, it may be worth a second look.

Websites that collect data from users (most do!) are required to tell you what information they are collecting and how they are using it. Look for a cookie aler, ‘Terms of Service’ and ‘Privacy Policy’ on websites to make sure they are using user data responsibly.

One of the best ways to find out whether a website can be trusted or not is to find out how it is perceived by other people. If it is known for false information, chances are, someone has posted a scam alert or negative review online. Search for the website’s name and see what you can find out about it. Are people posting negative reviews on message boards? What about on social media? Does the website have its own social accounts with lots of activity and followers? Do others share and retweet messages that the site sends out? Does it have recent activity on social media, and does it appear to respond to others’ comments?

## Website Credibility Check

**Notes:** Break students into pairs. One student in each pair looks for what they perceive to be a credible website, while the other looks for a non-credible website. They exchange sites and do a credibility check using what they have learned so far, and making a decision about whether the sites are indeed credible or not. Then, student pairs share with the class what they found and discuss as a group.

## Citing your Sources

**Lecture:** Use APA formatting. You will need:

* Title page, abstract, body, references
* document formatting
* section headings
* in-text citations
* references list

In its simplest form, an in-text citation looks like this:

Epstein (2010) points out that “junk food cannot be considered addictive in the same way that we think of psychoactive drugs as addictive” (p. 137).

An [APA Citation Reference](https://docs.google.com/document/d/1k3i2duNm0TxpDrtUKBQwvxMnYNyOMHvGTcox2xITRl0) is available for your students’ use.

## Organizing your Document

**Notes:** Cover who, what, when, where, how and why

**Lecture:** Remember that your thesis statement should be easily identifiable and clearly articulated.

## Rhetorical Proofs

**Notes:**

* Ethos - your credibility
* Logos - logic/argument
* Pathos - emotional appeal, passion & enthusiasm

Remember, your reader has to WANT to read your document, and to believe what you are saying. These proofs are especially important in a document that intends to persuade, but in any document you want your reader to like you (the voice behind the document) and to support your assertions. If you remember to consider each of these proofs in your work, you can help your reader to do that.

First, Ethos. This helps you to establish that you can be trusted. You’ll need to show that you are a credible and ethical person. You can do this by demonstrating your experience, education, job position etc., and showing that you have some authority on your subject.

Second, Logos. This is all about the logic of your message - your argument. You’ll need to provide proof to the reader and show that you have evidence to support your message. You can do this by providing factual information, demonstrating expert opinions and citing credible sources.

Third, Pathos. This is about appealing to the reader, emotionally. This is where you demonstrate your own passion and enthusiasm for the subject, and compel the reader to act or think in a certain way.

## Organizing Principles

**Lecture:** These are different ways that you can organize information in your work. They can help you kick-start your thinking process and shape a convincing argument. For example, by organizing details by time, you can tell a story with a beginning, middle and end. You can explain what happened and why. For example, if you are writing a letter giving news, you could use the time principle to explain the outcome of a scenario.

Alternatively, you could use the compare and/or contrast principle in a recommendation report, for example, comparing two options and explaining why one should be chosen over another.

## Outlining your Document

**Notes:**

* You should create an outline before you write, to establish the structure and order of your document. Usually, an outline has the following parts:
	+ Introduction (main idea/thesis)
	+ Body (main point, subpoint, specifics), for at least three sections
	+ Conclusion (summarizes the main points 1-3)

## Creating an Outline

**Notes:** Develop an outline for your short report assignment using the [Creating an Outline Handout](https://docs.google.com/document/d/1DbI5hLHeDYV9B2j04hzHlqHNvke2on_JbXQ_V8Sr7Ys).

## Review

**Notes:** Recap today’s lecture, touching on key points. *Today, you have learned…*

## Closing Slide

**Add to slide:** Any readings, homework, preparations or reminders that students need before next class.

## Credits

##