Composing an Email Assignment

Professional Communications OER: Writing

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# Introduction

Email is a communication tool that the vast of majority of people use every day. Often, one of the first things you receive when you start a new job or begin school is an email address and account. Also, when a new employee is hired, in many cases the employee is introduced to the department through a short email first. Therefore, a supervisor may ask a new hire to provide a short introductory biography to share via email.

For this assignment, you will write an introductory biography email to your new co-workers (or classmates). Be sure to incorporate what you learned about writing in plain language (included in the Foundations Module) and the rules of grammar and punctuation (included in the Writing Module). Further instructions for this assignment are on the following page.

The purpose of this activity is to give you an opportunity to combine your knowledge and skills in communication, workplace document formatting, and composition.

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# Instructions for Composing an Introduction Email

* Reflect and plan what information you will include in your biography. Remember that this is an introductory biography and therefore should not outline your entire life. Instead, focus on your personal qualities, traits, and interests, giving others an opportunity to get to know *you*. You should be able to do this in no more than three paragraphs.
* Format the document using the appropriate structure for an email. Details about this can be found in the eText.
* Consider your audience and the purpose of your message.
* Draft your email considering the appropriate style and tone to be used in the body text.
* Reread your draft using the single-point rubric provided for reference. How well does your email reflect the criteria in the rubric? Also consider FAST. Revise your email as necessary.
* Submit your completed email assignment following the guidelines set out by your instructor.

# Using the Single-Point Rubric

The purpose of the single-point rubric is to provide narrative formative feedback to students. It may be used by either students or instructors. For example, the instructor can use it as an evaluation tool, while the student can refer to it as an outline of what is expected of them and use it for peer evaluation. The centre column of this rubric describes the target that students need to meet to be considered proficient. We have provided a blank right column for specific feedback about what the student did that went above and beyond proficiency; a left blank column, for noting areas in which the student did not meet the expectations.

Composing an Introduction Email

Single-Point Rubric

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| --- | --- | --- |
| Concerns Areas that need work | Criteria Standards for this Task | Demonstrated Evidence of Excellence |
|  | **Format**  The document exhibits appropriate formatting choices for “To:/From:” date, salutation, subject line, CC, BCC, body, closing remarks, signature, etc. |  |
|  | **Audience**  Student’s writing demonstrates careful consideration of audience (e.g., audience-specific salutation, complimentary closing, formality, etc.) |  |
|  | **Style**  Vocabulary, level of writing, level of formality, point of view (first/second/third person), conciseness, colloquialisms, etc., match purpose and context of document. |  |
|  | **Tone**  Choice of negative or positive tone is intentional and appropriate. Writer uses active voice over passive voice. Writer effectively employs fun vs. serious, informational vs. persuasive, where appropriate. |  |
|  | **Grammar and Mechanics**  Sentences are complete and well-formed. Complex sentences are used correctly and appropriately.  Grammar, spelling, and punctuation are consistent and correct.  Verbs, including irregular verbs, are conjugated correctly. Verb tense is correct. |  |