TTLO 2.3 Activity 3 Writing Activity

BEFORE – FACE-TO-FACE

Your name	**Daniel Thornhill**
Source (authentic material-s) URL	https://www.ionos.es/digitalguide/correo-electronico/e-mail-marketing/como-escribir-un-correo-formal
Brief description of authentic source	This is a style guide about best practices for writing professional emails.

	Level	**ILR 2 / ACTFL Advanced-low**	**Time**	**100 min. / 2 blocks**
Theme/Topic	**Writing professional emails**			
Activity description/overview	**Learners will compose a professional email requesting assistance from a host-nation institution.**			
	LESSON OBJECTIVES			
What are the communicative and cultural objectives for the activity?	**1. Comprehend and apply instructions for composing electronic correspondence in a professional context.** **2. Edit unprofessional emails and make them more professional.** **3. Compose an email requesting assistance from a host-nation institution.**			
Activity Sequence	**Activity** What do the learners do? What does the teacher do? **Include all details and steps for each activity.**		**Time*** How many minutes does this activity take?	**Materials/Resources/ Technology** Be specific. What materials will you develop? What materials will you bring in from other sources? What tools will you use?
Activate Prior Knowledge	<u>Teacher begins:</u> 1. Teacher asks learners to pair up and brainstorm on effective and ineffective email writing practices. 2. As the groups make their lists, teacher circulates noting key words on the smartboard. 3. Teacher projects part of the authentic material (not all because it is long – see below) and has learners underline unfamiliar words and concepts. 4. Teacher calls on a cross-section of the learners to share 2-3 unfamiliar words and concepts for discussion and definition. These are added to the key words on the smartboard (Step 2 above). 5. Teacher distributes hint cards and has learners elaborate definitions for 5 words they select from a total of 8.		25 min for all steps	Tech: Learners' personal tablets or phones, smartboard or projector Materials: Truncated authentic article, sentence starters / hint cards

	saludo / destinatario / pulir / redactar (*false cognate*) / ortografía / despedida / no obstante / sinnúmero <u>Learners</u>: 1. In groups of two, learners make a list of effective email writing practices and a list of ineffective ones. 2. Learners read the truncated article independently and note unfamiliar words and concepts. 3. Learners share their unfamiliar words and concepts with the class. 4. Learners return to their groups of two and use sentence starters, synonyms, and examples to define 5 key vocabulary words from a list of 8. 5. Learners must add two of their own choices to the list for a total of 10.		
Pre-writing	<u>Teacher</u> 1. Teacher asks learners to get into groups of two (different partners than before) and distributes a copy of a poorly written professional email and an evaluation rubric to each group. 2. Teacher directs learners to use the rubric to evaluate the email and mark it up. 3. Teacher then calls on each group for 1-2 suggestions for improvement. <u>Learners</u> 1. Learners work with a different partner / group than before to evaluate the poorly written sample using the provided rubric. 2. Learners share their suggestions for improvement with the class.	20 min for all steps	Tech: Learners' personal tablets or phones, smartboard or projector Materials: Poorly executed examples, evaluation rubric
Writing / Feedback	<u>Teacher</u> 1. Teacher directs groups to then compose one brief, formal email per group using their rubric and a set of pre-determined parameters (recipient and subject).	40 min for all steps	Tech: Learners' personal tablets or phones, smartboard or projector

	2. Teacher has learners “trade papers” by sending each other their submissions (Group 1 sends to Group 2, Group 2 sends to Group 3, Group 3 sends to Group 1). 3. Teacher directs learners to apply the rubric to their classmates’ submissions and circulates to monitor, noting common issues. <u>Learners</u> 1. Each group composes a brief, formal email using the provided rubric and parameters. 2. Each group “trades papers” and evaluates a peer group’s email using the rubric.		Materials: Evaluation rubric, parameters for their email (recipient and subject)
Feedback / Wrap-up	<u>Teacher</u> 1. Teacher reviews issues observed and asks learners to make suggestions for improvement (ex. [in TL] *Is “Hola” an appropriate formal email greeting? What could we use instead?*) 2. Teacher reviews the best practices for writing a formal email (ex. [in TL] *What’s the first thing you have to do when writing to someone you don’t know? Yes, you have to introduce yourself. How can we say “this is all messed up” in a more formal way?* etc.) 3. Teacher solicits the learners’ opinion on the difficulty level and relevance of the lesson. 4. Teacher debriefs the class with an assessment of their strengths, areas for improvement, and path forward. <u>Learners</u> Learners respond to all questions sharing their view of the lesson including their opinion on its difficulty and relevance.	15 min for all steps	Tech: Learners’ personal tablets or phones, smartboard or projector
Reflection/ Notes to Self	● What changes would you make if you were to teach this lesson? ● **What changes would you make after reading your colleagues’ feedback and suggestions?**		

Modified from ACTFL Lesson Plan Template

Your name	Daniel Thornhill
Source (authentic material-s) URL	https://www.ionos.es/digitalguide/correo-electronico/e-mail-marketing/como-escribir-un-correo-formal

Brief description of authentic source	This is a style guide about best practices for writing professional emails.

AFTER – FULLY ASYNCHRONOUS

	Level	**ILR 2 / ACTFL Advanced-low**	**Time**	**100 min.**
Theme/Topic	**Writing professional emails**			
Activity description/overview	**Learners will compose a professional email requesting assistance from a host-nation institution.**			
	LESSON OBJECTIVES			
What are the communicative and cultural objectives for the activity?	**1. Comprehend and apply instructions for composing electronic correspondence in a professional context.** **2. Edit unprofessional emails and make them more professional.** **3. Compose an email requesting assistance from a host-nation institution.**			
Activity Sequence	**Activity** What do the learners do? What does the teacher do? **Include all details and steps for each activity.**		**Time*** How many minutes does this activity take?	**Materials/Resources/ Technology** Be specific. What materials will you develop? What materials will you bring in from other sources? What tools will you use?
Activate Prior Knowledge	Teacher begins: 1. Teacher elaborates and posts lesson directions step-by-step with associated due dates / times on the LMS. 2. Teacher asks learners to complete an H5P activity in which they indicate which email writing practices are effective and which are ineffective (easily done with radio buttons). 3. Teacher posts part of the authentic material (not all because it is long – see below) and asks learners to note unfamiliar words and concepts. 4. Teacher has learners complete a second H5P learning object in which learners match 8 key vocabulary words with their definitions / synonyms. saludo / destinatario / pulir / redactar (*false cognate*) / ortografía / despedida / no obstante / sinnúmero 5. Teacher creates a discussion forum and asks learners to add two words to this list of 8 accompanied by their definitions / synonyms.		25 min for all steps	Tech/apps: Learners' personal devices, LMS, one discussion forum Materials: Truncated authentic article, two H5P learning objects

	Learners: 1. Learners read and acknowledge the activity instructions and due dates on the LMS. 2. Learners complete the H5P activity in which on effective email writing practices. 3. Learners read the authentic material and note unfamiliar words and concepts. 4. Learners complete the second H5P learning object matching 8 key vocabulary words with their definitions / synonyms. 5. Learners post an additional two words to the list of 8 accompanied by their definitions / synonyms to the discussion forum.		
Pre-writing	Teacher 1. Teacher posts a copy of a poorly written professional email and an evaluation on the LMS. 2. Teacher directs learners to use the rubric to evaluate the email and mark it up. 3. Teacher then directs learners to upload their markups to a second discussion forum. Learners 1. Learners use the rubric to markup a poorly elaborated example. 2. Learners share their suggestions for improvement with the class in a second discussion forum. Learners must react to one another's suggestions.	20 min for all steps	Tech/apps: Learners' personal devices, LMS, a second discussion forum Materials: Poorly executed examples, evaluation rubric
Writing / Feedback	Teacher 1. Teacher directs groups to then compose one brief, formal email per group using their rubric and a set of pre-determined parameters (recipient and subject) and post it on a third discussion forum 2. Teacher directs learners to "trade papers" and give peer feedback by applying the rubric to their classmates' submissions and replying to each other's posts with 2 compliments and 2	40 min for all steps	Tech/apps: Learners' personal devices, LMS, a third discussion forum Materials: Evaluation rubric, parameters for their email (recipient and subject)

	suggestions for improvement in the discussion forum. <u>Learners</u> 1. Each learner composes a brief, formal email using the provided rubric and parameters and posts it to the discussion forum 2. Each learner "trades papers" by reading their classmate's emails, applying the rubric, and replying on the discussion forum with 2 compliments and 2 suggestions for improvement.		
Feedback / Wrap-up	<u>Teacher</u> 1. Teacher reviews issues observed across all learner submissions and uploads a follow-up, short-answer quiz to the LMS targeting problem areas. Sample questions [in TL]: *Is "Hola" an appropriate formal email greeting? What could we use instead?* *What's the first thing you have to do when writing to someone you don't know?* *How can we say "this is all messed up" in a more formal way?* 2. Using a fourth discussion forum, teacher solicits the learners' opinion on the difficulty level and relevance of the lesson and posts a summary of the lesson. 3. Teacher debriefs each learner privately in the LMS with an assessment of their strengths, areas for improvement, and path forward. <u>Learners</u> 1. Learners complete the follow-up quiz. 2. Learners post to the fourth discussion forum commenting on opinion on the difficulty level and relevance of the lesson. 3. Learners acknowledge receipt of their personalized feedback.	15 min for all steps	Tech/apps: Learners' personal devices, LMS, a fourth discussion forum Materials: Evaluation rubric, follow-up quiz

Reflection/ Notes to Self	• What changes would you make if you were to teach this lesson? • **What changes would you make after reading your colleagues' feedback and suggestions?**

Modified from ACTFL Lesson Plan Template

TTLO Writing Activity Plan
Authentic Source Material
Daniel Thornhill

URL: https://www.ionos.es/digitalguide/correo-electronico/e-mail-marketing/como-escribir-un-correo-formal

Truncated version:

Cómo escribir un email formal: consejos para buena intercomunicación

1. Usa una dirección de correo profesional
2. Asegúrate de que tu asunto vaya al grano
3. Mantén los mensajes breves y al punto
4. Evita reenviar correos
5. Sé discreto con los signos de puntuación y el formato
6. Usa una firma profesional
7. Cuida el tono y el intentar expresar emociones
8. No abuses de archivos adjuntos

Aspectos importantes

Si deseas pulir tu estilo al redactar un email profesional y conseguir el efecto deseado en el receptor, asegúrate de seguir una serie de reglas innegociables. Hay dos aspectos primordiales aquí: por un lado, el diseño del contenido, y por el otro, los aspectos técnicos y formales. El primer punto se aplica a cualquier comunicado de carácter profesional, ya sea electrónico o postal. La segunda categoría es más específica de las particularidades del medio, y por lo tanto, se focaliza en el ámbito digital.

Para que tu correo electrónico tenga un efecto positivo en el destinatario debes prestar atención a ciertos puntos.

Longitud

Para cualquier texto de negocios la idea general es ser tan informativo y preciso como sea posible. Dado que hoy en día la mayoría de la gente recibe un sinnúmero de correos todos los días, a veces leerlos todos toma demasiado tiempo. Al lector le facilita mucho las cosas un texto con un contenido detallado pero preciso, sin pasajes innecesarios. Claro está que todo ello no debe afectar ni a la cortesía ni a la información requerida en el mensaje.

Cortesía

Cada carta comienza, después de las conocidas formalidades de dirección, con un saludo. Esto no ha cambiado con la comunicación digital. Actualmente, con el uso de mensajería instantánea (WhatsApp o Facebook Messenger), SMS o chats, muchos usuarios se han acostumbrado a otros estándares de comunicación escrita. Pero hay que tener cuidado, ya que los emails siguen reglas diferentes. Aunque el protocolo en los diferentes chats es similar a las reglas de la comunicación cara a cara, para los correos electrónicos, sin embargo, todavía se esperan saludos formales y despedidas adecuadas.

En cuanto a la selección del saludo, ante todo es importante entender la jerarquía y el grado de confidencialidad. Algunas elecciones efectivas son los clásicos “Estimado Sr. / Sra. (Apellido)” y “Atentamente,”.

Gramática y ortografía

Tomarte la molestia de comprobar si la versión final de tu propio texto tiene errores muestra respeto hacia los destinatarios. Es necesario repasar el texto independientemente de quién sea el receptor. Muchas aplicaciones para email tienen correctores automáticos, no obstante, es recomendable no confiarlo todo a los mismos, sino comprobarlo por uno mismo.

Nota también que los signos de puntuación conservan su significado en el correo electrónico. No es de gran ayuda poner numerosos símbolos de exclamación, por ejemplo. Solo uno es suficiente para expresar vehemencia o carácter urgente.

Writing Evaluation Rubric

Dimension	**0**	**1**	**2**	**3**
Is the recipient's email address correct?				
Is there a descriptive subject for the email?				
Is there an appropriately formal greeting?				
Have you introduced yourself?				
Is the purpose of your email clear and concise?				
Are you using appropriately formal language?				
Are you correctly using the pronouns and verb forms associated with *usted(es)*?				
Are you using formal vocabulary free of slang and jargon?				
Are you using courteous constructions using the conditional instead of the imperative?				
Is your closing appropriately courteous?				
Did you run spell check?				
Did you remember the attachment?				
Total Points				