

**Activities/  
Resources  
for  
Unit I  
Outcomes**

## Employment Applications:

Online job searches and applications:

<http://jobsearch.about.com/od/jobapplications/qt/employmentapp.htm>

[http://www.ext.colostate.edu/pubs/consumer/job\\_app.pdf](http://www.ext.colostate.edu/pubs/consumer/job_app.pdf)

sample online job application:

<http://spreadsheets.google.com/viewform?formkey=cjZsZUJVS1RXWkRHVGpTdFhSMzdmS2c6MA>

## Resume Resources:

Farr, Michael. *Quick Job Search: Fourth Edition*. JIST Works, 2006.

Jackson, Tom. *Perfect Resume: Today's Ultimate Job Search Tool*. Broadway Books, 2004.

*Starting Out!* Adult Education Edition. The McGraw Hill Companies, Inc., 2011.

## Cover Letters and Thank You Letters:

Business letter formats:

<http://www.business-plans-guide.com/business-thank-you-letter.html>

<http://ualr.edu/careerservices/uploads/2010/04/Guide%20to%20Writing%20a%20Thank%20You%20Letter.pdf>

<http://www.csufresno.edu/scholarships/faq/thankyouletter.shtml>

# **Activities/ Resources for Unit II Outcomes**

## ***The Writing Process***

### ***Pre-Writing***

- Analyze the instructions
  - ✓ What is the purpose?
  - ✓ Who is the audience?
  - ✓ What are the assignment requirements? (format, length, specials, due date, etc.)
- Brainstorming
- Organize your ideas

### ***Writing***

- Write your first draft
- Proofread by reading out loud to yourself

### ***Revision and Editing***

- Evaluate
- Revise and Edit
- Second draft
- Repeat

### ***Publish the final draft***

- Finished, typed product meeting assignment requirements

### ***Reflect upon the process***

- How? What?
- Be proud

## Essay Resources

Zemach, Dorothy, E. and Stafford-Yimaz. *Writers at Work: The Essay*. Cambridge University Press, 2008. “**Essay Basics**”

Zemach, Dorothy, E. and Stafford-Yimaz. *Writers at Work: The Essay*. Cambridge University Press, 2008. **Chapter 6, “Timed Essays”**

College entrance essays:

**[http://www.quintcareers.com/college\\_application\\_essay.html](http://www.quintcareers.com/college_application_essay.html)**

Writing and college entrance help for ELL students:

**<http://www.englishclub.com/writing/college-application-essays/lessonone.html>**

Application essays:

**<http://www.unc.edu/depts/wcweb/handouts/application.html>**

**Activities/  
Resources  
for  
Unit III  
Outcomes**

## Email Communication

Email writing and etiquette:

<http://educationaladvocates.blogspot.com/2010/08/email-etiquette-what-students-need-to.html>

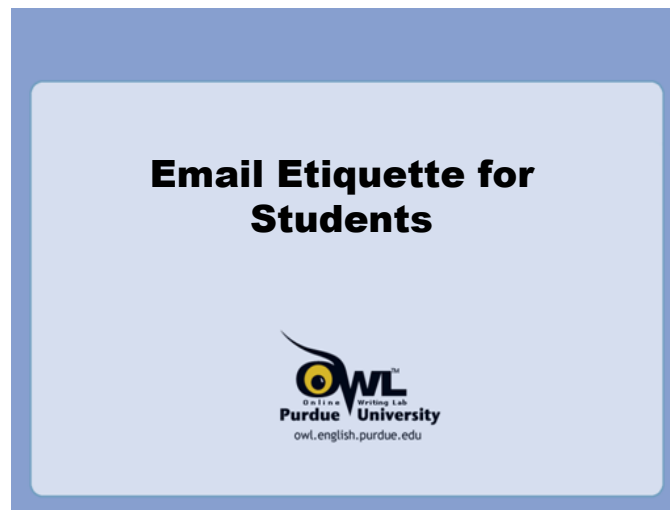
[http://www.google.com/search?sourceid=navclient&aq=3&oq=email+eti&ie=UTF-8&rlz=1T4ADRA\\_enUS369US369&q=email+etiquette+for+students](http://www.google.com/search?sourceid=navclient&aq=3&oq=email+eti&ie=UTF-8&rlz=1T4ADRA_enUS369US369&q=email+etiquette+for+students)

Email PowerPoint available at:

<http://owl.english.purdue.edu/owl/resource/694/01/>

<http://www.duplichecker.com/studentemail.asp>

## Email PowerPoint Presentation



## Why is Email Etiquette Important?

- We interact more and more with the written word all the time
- With large, impersonal lectures it becomes harder to discuss questions or problems with teachers
- Without immediate feedback from the reader, it's easy to be misunderstood

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## Elements of Email Etiquette

- Basics
- Tone
- Attachments
- Complaints
- Good topics for email
- Bad topics for email

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## The Basics

- When mailing a teacher, ALWAYS include your **full name, class period or division**
- Include your class and what the email is specifically regarding in the subject

### Example

*Janie Daniels, MWF  
8:30-9:20 a.m.  
Division 0006*

*Subject:  
CPT 141: Project 3  
Proposal*

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## The Basics

- *Think twice about whether or not the content of your email is appropriate for virtual correspondence - once you hit Send, anyone might be able to read it*
- Try to keep the email brief (one screen length)
- Respond to emails within the same time span you would a phone call
- Check for spelling, punctuation and grammar errors before clicking Send
- Use a professional font, not decorative

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## Tone

- Write in a positive tone
  - *When I complete the assignment versus If I complete the assignment*
- Avoid using negative words
  - *Words that begin with “un, non, or ex” or end with “less”*
- Use smiles ☺, winks ;- ) and other graphical symbols only when appropriate
- Use contractions to add a friendly tone

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## Attachments

- When you are sending attachments, include in the email the filename, what format it is in, and the version of the program
  - *Attached: “Project3Proposal.doc” This file is in Microsoft Word 2007.*
- Consider sending files in rich text format (rtf) or portable document format (pdf) to ensure compatibility

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## Complaints

- You should briefly state the history of the problem to provide context for the problem
- Explain the attempts you made previously to resolve the problem
- Show why it is critical for the problem to be resolved by your reader
- Offer suggestions on ways you think it can be resolved or how you are willing to help in the matter

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## Complaints

- Example

*Dr. Lambert:*

*The review that we had the period before the final was not accurate. As a result, the grades we received could have been incorrect. The T.A.s who led the review gave incorrect information. I would like to suggest that you ask students who were at the review which information the T.A.s gave incorrectly and account for those errors in our grades. There have been a number of complaints from fellow classmates who feel the same way. Please take this into consideration. Thank you.*

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## Good Topics for Email

- You should email your teacher if:
  - You have an easy question that can be answered in a paragraph or less
  - You have an assignment that you are allowed to submit via email

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## Bad Topics for Email

- There are some rules that it's best to follow, such as:
  - Don't try to turn in an assignment through email if your teacher has specified against it
  - If you have to get an extension for an assignment, do it in person
  - Don't bring up any topic that will require continuous conversation
  - If things become heated, there is a large risk for misunderstanding, so it's best to talk face-to-face

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## For More Information

- Purdue Writing Lab
  - Heavilon 226
  - (765) 494-3723
- Online Writing Lab
  - <http://owl.english.purdue.edu>

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## The End

