

Workplace



Workplace Writing Skills Developing Clarity and Accuracy A Resource to Supplement Existing Published Materials Christine Polk Workplace Coordinator and Instructor crspolk@aol. com South Berkshire Educational Collaborative, 662 Stockbridge Rd. Gt. Barrington, MA 01230 © Christine Polk, 2009 Permission is given for this resource to be copied for use with students. Funded by the Massachusetts Department of Elementary and Secondary Education This is a blank page for copying the whole document back-to-back. Contents

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Collaborative, 01230 Introduction What does this resource contain? This is not a curriculum that encompasses all the materials needed for a course on effective workplace writing skills. Rather, it focuses on structured writing practice using the participants’ own workplace vocabulary. The specific

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targeted skills are only part of a comprehensive curriculum. This resource DOES NOT contain the needed exercises, examples and models; many other necessary skills; or the vital reference lists of grammar, spelling, punctuation, etc. These are not included because either my class did not need them, or I could easily find them in currently published resources. What this resource DOES contain is: Instructional Handouts and Worksheets: "Writing Characteristics" provides basic awareness about writing; "Different Types of Writing" provides practice with some specific types of writing that are used in the workplace; "Effective Words" focuses on the nuances of workplace language; "Grammar" focuses on verbs, which often cause the most difficulty; "Spelling" includes strategies to help learners improve their spelling. "Assessment of Instruction" — examples for instructors, learners, and managers "Curriculum Resources" — lists of both internet and print. Why are Workplace Writing Skills important? Businesses and organizations rely on efficient and effective written communication. E-mail is the most common way to communicate in the workplace. Yet, it is very difficult to write effective, clear e-mails with too little time and too many to read and respond to. Employees do not know how to write effectively for the workplace. They are intimidated and frustrated. Misunderstandings occur. Much time is lost in writing and trying to read unclear communications. Effective workplace writing skills need to be intentionally taught, practiced, reinforced, and valued. Why did I develop this resource? I developed this resource when I was teaching Workplace Writing Skills to a group of bi-lingual supervisors at Kripalu, Center for Yoga and Health, Stockbridge, MA. This was funded by the Massachusetts Department of Elementary and Secondary Education with a Workplace Education Grant. The <https://assignbuster.com/workplace/>

contents are based on the writing skills that the participants needed to learn and practice. I found that existing published curriculum did not provide the contextualized structured writing practice to reinforce the specific skills.

Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 1 I am posting this resource on the web-site so it will be useful to other instructors.

The success of these materials is demonstrated by the comments of the managers that they have seen “ amazing” improvement in the clarity and accuracy of inter-departmental e-mails by the participants. The participants themselves have noticed that they are much more confident and efficient in their writing and that they make noticeably fewer mistakes. Who is this resource for? This resource is designed to be used by an instructor:

professional, workplace supervisor/manager, or volunteer, who will work with the learner in a positive and supportive way. Learners are native English speaking, bi-lingual, intermediate and advanced level ESOL employees who want to improve their written communication in the workplace Ideally, learners need an identified “ mentor” to provide on-going support, to edit their workplace communications, and reinforce the skills learned. How do you use this resource? This resource is supplementary material to existing curriculum. As such, it is not sequential, and is designed so that the instructor can pick-and-choose what is relevant. ¶ Parts can be used in the classroom and integrated into a writing lesson. ¶ Parts can be used as a stand-alone writing lesson. ¶ Parts can be used by the learner as a homework assignment, a classroom assignment, or for additional practice. assess the learners’ needs and progress throughout the course. target the specific skills the learners need. Some of those skills are included in this resource. With each skill, provide: ¶ Examples, samples, models,

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explanations etc. to teach the skill. Published business writing and grammar books contain many good examples. The instructor's role is to explain the skill or concept and enable the learners to relate it to their own workplace situation. if~ Structured practice opportunities to reinforce the skill. Many of the practice activities in this resource require the learners to use their own language relevant to their specific workplace needs. The instructor's role is to provide supportive correction and guidance. if~ Encouragement to use the skills learned. The instructor's role is to encourage the learners to check their workplace writing for the correct use of the skills that they have learned, and report the improvement in their writing. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 2 Speaking vs. Writing Writing does not always communicate your meaning. The reader creates the meaning. Speaking uses many more communication tools: Writing has no body language; has no tone of voice; has no facial expressions. Writing has only words. Be careful what you write. Be careful with anything that concerns negative emotions. Practice E-mail received: I heard at the meeting that you said I was rude to you! Response: I never said you were rude to me. if~ Read each sentence below emphasizing the bold word. if~ Discuss the meaning and implication of each statement. if~ Add another sentence to clarify the meaning of each. 1. I never said you were rude to me. 2. I never said you were rude to me. 3. I never said 4. I never said you were rude to me. you were rude to me. 5. I never said you were rude to me. 6. I never said you were rude to m e. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 3 Guidelines for Appropriate Tone Tone — The attitude of the writer to the subject and audience. It affects how the reader will perceive the message. Planning to Write if~ What is your purpose? What is your intent?

Only write when you have a clear sense of why you are writing. **Who** is your audience? What is the best way to reach your reader? Writing is always an extension of the relationship you have with a person. Try to visualize the person reading and reacting to your writing. **Presenting the Information**

Be Confident You can feel confident if you have planned, organized, and are knowledgeable about the material. You want the reader to do as you ask or to accept your decision. If you write confidently you will be more persuasive.

Be Courteous and Sincere You can build goodwill for yourself by using a tone that is polite and sincere. Without sincerity, politeness can sound condescending. If you are respectful and honest, readers will be more willing to accept your message, even if it is negative. For example: **Not:** You didn't read the instructions carefully, thus your system has shut down. **But:** The system may automatically shut down if any installation errors occur.

Write at an Appropriate Level of Difficulty Write at an appropriate level of difficulty in order to clearly convey your message. Your writing needs to match the reading abilities of your audience. Do not use complex passages or terms that the reader will not understand. Conversely do not use simple terms or insufficient examples if the reader is capable of understanding your writing.

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Use Nondiscriminatory Language Nondiscriminatory language is language that expresses equality and respect for all individuals. It does not use any discriminatory words, remarks, or ideas. Make sure your writing is free of sexist language and free of bias based on such factors as race, ethnicity, religion, age, sexual orientation, and disability. Use gender-neutral language.

Not: Chairman **But:** Chairperson **Not:** Executives and their wives **But:**

Executives and their spouses **Not:** Dear Gentlemen: **But:** To Whom It May

Concern: Not: Each student must provide his own lab jacket. But: Students must provide their own lab jackets. Or: Each student must provide his or her own lab jacket. Avoid demeaning or stereotypical terms. Not: After the girls in the office receive an order, our office fills it within 24 hours. But: After the office receives an order, our office fills it within 24 hours. Omit information about group membership. Not: Connie Green performed the job well for her age. But: Connie Green performed the job well. *if* Stress the Benefits for the Reader Write from the reader's perspective. Instead of writing from the perspective of what the reader can do for you, write in a way that shows what you can do for the reader. A reader will often read a document wondering "What's in it for me?" Stressing reader benefits will help you to avoid sounding self-centered and uninterested Not: I am processing your order tomorrow. But: You will receive your order in two weeks. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 5 Function, Form, Style, Tone Practice Compare these three e-mails. Think about: *if* *if* *if* *if* Function — the relationship to the reader and the purpose Form — the organization, format, construction Style — the type of writing Tone — the attitude of the writer Write a reply to each reflecting the characteristics of each. Use the course resources including the "Writing Checklist." Writing Class Participants, Just a reminder to bring your pre-course assessment to class on Wednesday, if I have not got it already. Also, thank you for emailing me copies of your recent communications. They have helped me design the course and priorities. Looking forward to seeing you on Wednesday. Christine Hi Everyone, Hope you are having a good week and consciously thinking about your writing. It was great to be with you last week and get to know you and find out what you need to improve your writing. The emails you copied

me on helped me decide what to teach you. It's all going to be very useful and practical. Your standard of writing is very good — but we need to work on a few things to make it better. By the way, I'm sorry to bother you about this, but I really need the pre-course assessment. So, consider this a reminder. If you could give it to me on Wednesday I would really appreciate it. I'm looking forward to seeing everyone again on Wednesday. We will have binders and handouts and worksheets to practice the writing skills. It's going to be wonderful. Thanks, Hugs, Christine W riting Class Participant: I need your pre-course assessment if you have not given it to me. Bring it to class on Wednesday. Christine Polk Instructor Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 6 Organizing Lists Lists organize and classify ideas. Lists make a series of items clear and more convincing. Lists can be used as a reference to remember/confirm/clarify something previously said or agreed upon. Principles if Lists need to contain items of the same classification/category. For example: conclusions must be separate from recommendations, causes from effects, past from present, etc. if Lists need to have parallel grammar construction. They must begin with the same part of speech. For example: all are sentences, all begin with verbs, etc. If an item cannot be phrased in a parallel construction, it is probably a different category. if Lists need to be limited to five points per category. Lists need to be easy to understand and remember. If there are more than five items, create more categories, or divide the information into smaller pieces. if Lists need to be organized according to importance or how the items relate to each other. if Lists need to have bullets or numbers. Practice Correct the following bulleted list. Ways to ensure effective writing: if Short sentences are a good idea. if Divide your writing into paragraphs. if Editing your

writing before you send it is essential. ¶ You must avoid spelling mistakes.

¶ To check your writing, read it aloud. Use: Write a list of ways to ensure workplace safety. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 7

Complaint Practice Brainstorm problems you have had with other businesses. Chose one to write a complaint about. Follow these guidelines. Tone Keep it short. Focus on the result you want rather than on a person's or company's incompetence. Use whatever tone — light/angry/disappointed/concerned — you think will get results. But, be tactful. Do not be harshly critical.

1. Opening If possible say something positive about the company or your relationship. Introduce your problem. ¶ We have enjoyed a long-standing relationship, but ¶ I am concerned about ¶ I was disturbed to see ¶ Last month we ordered

2. Focus Explain the problem. Make sure you have all the information about the problem. Cite the steps, if any, that have been taken to resolve the problem, so far. State continuing instances of the problem or failure to solve it. (Complaints are often documented in writing because talking has not worked.) ¶ This is not consistent with ¶ This type of misunderstanding makes it difficult for us. ¶ I was under the impression that we agreed on ¶ My expectation was that ¶ In our previous discussions, we said

3. Action Tell the company your solution and when you want it implemented. You could mention acceptable alternatives or ask the reader for some. ¶ What can we do to correct the problem? ¶ What alternatives can you suggest? ¶ When will you know

4. Closing Mention a specific follow-up step and date. Be as pleasant and positive as possible. ¶ I want to work with you. ¶ I appreciate your attention to this and I expect ¶ I would like you to ¶ I don't want to cancel,

so Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 8

Complaint about a Product Practice Brainstorm problems you have had about products. Chose one to write a complaint about. Follow these guidelines.

Goal To write to the right person who will take responsibility to fix your problem. You often need to write about a complaint because talking has not worked. Tone Keep it short. Be tactful. Do not be too critical. Be as positive

as possible. 1. State your problem Be as specific with dates, model numbers, descriptions etc. First sentence if~ On (date) I ordered/bought/purchased by phone/internet/mail/in your store Product problems if~ Part of the product/order (specify) was missing/broken/damaged. if~ It is defective/does not work. (How?) if~ It is very poor quality. (How?) if~ It is the wrong item/color/size/quantity/style/model. if~ I am returning the enclosed

because if~ There was no packing slip/directions. Shipping problems if~ arrived/got here/delivered too late/damaged. Billing problems if~ The invoice/billing/information is wrong/incorrect. if~ I was billed too much/for the wrong item. if~ There is a problem/mistake/an error on my

bill/account/invoice. if~ I cancelled the order on (date) but I have been billed for it. 2. Focus Why do you need to write? State the steps that have already

taken to resolve the problem. if~ I have telephoned ___ times. (Give dates and who you spoke to.) if~ I was told that the item/credit/check will be sent/replaced. It has not arrived. if~ I left a message on your voice-mail and

have had no response. if~ Your representative could do nothing about this. if~ The person I talked to could not help me. Add your opinions if you like. if~ I am disappointed/concerned/disturbed. if~ This is obviously

unacceptable/unsatisfactory. Christine Polk, South Berkshire Educational

Collaborative, 01230 pg. 9 3. Action Tell the company your solution and when you want it done. You could mention acceptable alternatives. If

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possible say something positive about the company. if~ I have been using your business since and have always had excellent service. if~ You were recommended to me by... as an excellent company. if~ I bought this from you because of your excellent reputation. Requesting if~ Please if~ I would appreciate if you would if~ I would like you to if~ I want/expect you to if~ You need to Action if~ replace/exchange it. if~ send/give me a credit/refund. if~ send me the missing items. 4. Closing

Mention a specific follow-up step and date. if~ Please write by (date). Please check my address so there is no mistake. if~ I will expect ... by (date) if~ Please call my phone (number) and leave a message about what you will do and when. Christine Polk, South Berkshire Educational Collaborative, 01230

pg. 10 Response to a Complaint when you are Not at Fault Practice if~ Brainstorm complaints that you have had. if~ Chose one to respond to. if~ Follow these guidelines. Tone Maintain a neutral tone and stick to the facts. Be courteous. 1. Opening Thank the person for writing about the problem. Acknowledge the person and the feelings. People write complaints to be heard, to get sympathy, an apology, action, or some financial adjustment. “ I’m sorry” and “ I regret” means you did nothing wrong. “ I apologize” means you did do something wrong. if~ Thank you for your e-mail expressing your disappointment. if~ I appreciate you letting us know about this. if~ I understand your frustration. if~ I regret you had trouble/difficulties. if~ We regret the misunderstanding/miscommunication about if~ We are sorry to hear about 2. Focus Relate to the specific problem. Explain why you are not at fault. Do not suggest that the reader shares the blame, even if s/he does. if~ Unfortunately this was beyond our control/out of our hands if~ I’m sorry that we couldn’t do anything about if~ Our handbook/policy/information

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says if~ We were under the impression that if~ The information you provided indicated 3. Action Relate to what the reader wants. if~ I looked into what happened, and I learned that if~ Unfortunately I cannot (do whatever the reader wants) but I can if~ is, of course, out of our control. if~ I will pass your letter on to 4. Closing End on a positive note. if~ We are committed to/take pride in high-quality customer service. if~ You are important to us. if~ We look forward to seeing you again and trust that (mention things from the letter that will be better.) Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 11 Response to a Complaint Apology Practice Brainstorm complaints that you have had. Chose one to respond with an apology. Follow these guidelines. Tone Express your regret and concern, but not too much. Don't make excuses or offer long explanations. Sincere apologies can help mend relationships. 1. Opening Acknowledge the mistake. if~ We have received your letter of February 19, 2009 about 2. Focus Admit your mistake and accept responsibility for the error: the " pure apology" sentence. Do not suggest that the customer share the blame (e. g. by suggesting s/he is too sensitive). Do not blame someone else. if~ Thank you for notifying us about if~ We are sorry to hear about if~ We regret the error if~ I apologize for if~ Rarely happens. if~ You are correct. if~ That should not have happened. if~ I understand your disappointment/frustration. 3. Action Be clear about the solution, adjustment or compensation (if asked and appropriate). if~ We will not charge you for if~ Enclosed is if~ We are willing to if~ As a token of our regret 4. Closing Try to restore the customer's faith. You could apologize again. Explain how you will avoid similar problems in the future. End on a positive note. if~ Again, my sincere apology. if~ We have <https://assignbuster.com/workplace/>

high standards for if~ We are taking steps to ensure that this does not happen again. if~ We appreciate your business and hope that if~ We look forward to seeing you in the future. if~ You are welcome to call me to discuss this further. Christine Polk, South Berkshire Educational Collaborative, 01230

pg. 12 Response to a Request for Information and/or Opinion Practice Write a response to this e-mail from your manager. Department Heads: In preparation for the managers' meeting, I want to know your opinion about how the present economic situation has impacted your job and your department. 1. What challenges have you faced? 2. What changes have you needed to make? 3. What challenges do you see in the future? 4. What can we do to meet these challenges? 5. What is positive about our current situation? Please respond this week. Thank you, Christine Follow these Guidelines: if~ Use a bulleted narrative format. if~ State your most important points early. if~ Be specific. Give examples. if~ Make sure you emphasize what a great job you are doing. if~ Be supportive of the challenges. if~ State the positive and potentially positive. if~ Be clear if you want your manager to do something soon. Christine Polk, South Berkshire Educational Collaborative, 01230

pg. 13 Response to a Request for Information and/or Opinion Practicing 3 Different Tenses Write a response to this e-mail from your manager, (or a manager from an imaginary company.) Department Heads: We are up-dating the information we give to new employees about our company. We want to know what you think is the most important information to include. 1. What our company is like now: including the values, work environment, expectations etc. 2. A description of our company's background and history. 3. What our company will be like in the future. Please respond this week. Thank you, Christine Follow these

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Guidelines: if~ Use a bulleted narrative format. if~ Be specific. Give examples. if~ Use the correct verb tense. Question 1: Simple Present. Question 2: Simple Past. Question 3: Simple Future. if~ Underline each targeted verb tense. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 14 Talking Topics To Use with Practice of: Record of your Spoken Ideas Record of a Speech Minutes of a Meeting 1. What are the major differences between young staff members and older staff members? How is age significant? 2. What specific ways can you increase workplace safety? 3. Should all employees take first-aid courses, such as CPR? Why or why not? 4. In the development of the budget, what is more important, higher pay, or better benefits? Explain. What further benefits would you like? 5. What are the advantages and disadvantages of a multi-cultural workforce? 6. What can the top administration learn from the staff? How do you suggest they can learn? 7. What can be done to encourage more and better qualified candidates to apply for openings? 8. What are the essential characteristics of an effective manager? 9. What advice would you give to new employees? 10. What are the best methods of disciplining staff? 11. CHOOSE YOUR OWN TOPIC. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 15 Record of Your Spoken Ideas Practice Speak on a topic for about 2 minutes from the “ Talking Topics” list. Write an e-mail in response to: “ Send me an e-mail about the ideas you spoke about. ” Follow these Guidelines. if~ Include as much about your spoken ideas as you think is appropriate. Sometimes spontaneous ideas are not suitable for a written record. Expand and delete according to your later thoughts. if~ Organize your ideas with bullets. if~ Prioritize them. The most important point/idea is is less significant On reflection I do not now think that if~ Include <https://assignbuster.com/workplace/>

ideas and thoughts you did not speak about, but are important. Something else to consider is I did not have time to mention if~

Acknowledge the positive interaction. I'm glad I had the chance to share my

ideas with you. Thank you for asking my opinion. if~ Mention future plans If

you would like to talk with me more I would be happy to develop these

thoughts. Would you like me to share these ideas with Christine Polk,

South Berkshire Educational Collaborative, 01230 pg. 16 Record of a Speech

Practice Listen to a person speaking about a " Talking Topic. " Follow these

guidelines. 1. Make notes if~ Write key words or phrases as the speaker

talks. if~ Organize your notes with the main idea and important details. if~

Add any you missed when the speaker stops. 2. Write the record on a

separate piece of paper if~ Start with an introductory sentence: who spoke

about what topic. if~ Include all the important points. It is a summary of what

is said. if~ Write as a narrative with bullets. if~ No " value judgments". Keep

your own thoughts out. Just record what was said. if~ Write so that if your

audience was not present they would understand. 3. Share if~ Read your "

record" to the group. if~ After you have shared, ask the speaker to clarify

anything that is not clear. 4. Reflect if~ After others have shared, discuss how

the versions are the same and different. Christine Polk, South Berkshire

Educational Collaborative, 01230 pg. 17 Minutes of a Meeting the record of

discussions and decisions. Practice Listen to two or more people discussing a

" Talking Topic. " Follow these guidelines. 1. Make notes if~ if~ if~ if~ Record

which person is talking. Write key words or phrases as the speaker talks.

Organize your notes with the main idea and important details. Add any you

missed when the discussion stops. 2. Write the " Minutes" on a separate

piece of paper Start with an introductory sentence about the topic of the

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discussion. Include all the important points. It is a summary of what is said. Write as a narrative with bullets. No “ value judgments”. Keep your own thoughts out. Just record what was said. Write so that if your audience was not present they would understand. 3. Share Read your “ Minutes” to the group. After you have shared, ask the speakers to clarify anything that is not clear. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 18

Proposal Purpose: To advocate for (make a case for) a certain action, policy, or position. **Guidelines** Think about the reader before you start to write. *if* How much information does your reader need? *if* How does your proposal meet the needs/goals of the reader? *if* Will your reader like your proposal, or need to be persuaded? **Organization** (Refer to “ Outline a Proposal”) 1. Opening Statement 2. Your Position 3. Issues, Ideas 4. Conclusions 5. Recommendations, Action Plan 6. Closing Tone Be confident, but write as a carefully considered idea. Have a collaborative tone. **Examples of Language to Use** I propose that/recommend that/suggest that I have an idea for you to consider. This would enable us to will benefit the company by This will have a significant long-term benefit. If you are concerned about.... then we can It is important that we be involved because will demonstrate our support for This will enable us to achieve our goal of Everyone would benefit This should take care of the problem I am confident that I appreciate your consideration and look forward to hearing from you. Please let me know what you think Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 19

Outline a Proposal Make notes — use this page as a template. *if* Organize your brainstorming ideas. *if* Use words and phrases, not sentences. Focus on the content. *if* Use all or some of these ideas in your final proposal. 1. Introduction: Opening Statement

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What prompts this proposal? Why are you writing this? Why is it important?

2. Proposal What do you want your reader to do? (This is your first sentence of the second paragraph.) What background information does your reader

need? 3. Ideas After you have listed your ideas, number them in order of

importance. Idea Advantages Disadvantages 4. Conclusion (Based on your

most important idea.) 5. Proposal and Action Plan 6. Closing - What specific

response would you like? Christine Polk, South Berkshire Educational

Collaborative, 01230 pg. 20 Proposal Practice Your manager has asked for

your proposals to improve the quality and productivity in your company. if~

Respond to one of the following questions. State your reasons for your

answer. if~ Follow the “ Proposal Guidelines. ” if~ Plan before writing. See “

Outline a Proposal. ” 1. If you could buy one expensive item for your

company, what would it be? 2. What are the characteristics of people you

would not hire? How would you find out? 3. What are the characteristics of

people you would hire? How would you find out? 4. How could your company

improve the quality of customer service? 5. How would you increase the

productivity and efficiency in your company? Your own idea 6. What would

you like to recommend to your supervisor or manager? Write a proposal.

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Transitional Words and Phrases if~ if~ if~ if~ Connect sentences, ideas,

paragraphs. (Like a bridge) Link sentences and ideas smoothly. Give your

reader clear signals to understand your thinking. Lead your reader to make

assumptions. To Show Time, Sequence At this time, at this point, now,

during, simultaneously, concurrently, first, second etc., today etc. next, then,

after, afterwards, following this, soon, later, before, previously, earlier,

recently, once, meanwhile, in the meantime, until, finally, eventually, last,

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lastly. To Continue the Same Idea And, again, and then, too, next, further, furthermore, moreover, in addition, besides, To Repeat As I have said, as I have noted. To Give an Example For example, for instance, such as, in this case, on this occasion, in this situation, to demonstrate, to illustrate, as an illustration, namely, to be specific, specifically, in other words. To Show Importance A significant factor, a primary concern, a key feature, a central issue, above all, especially important, important to note, most of all, pay particular attention to, the basic concept, the principal item. To Compare By comparison, compared to, similarly, or, likewise, equally important, same. To Contrast whereas, on the other hand, unless, in contrast, different from, even though, rather. To Show an Unexpected Result although, in spite of, despite, but, yet however, nevertheless. To Qualify (The idea is not exact.) Almost, could, should, might, maybe, nearly, probably, except. To Show Cause and Effect Because, because of, consequently, thus, so, so that, since, therefore, due to (the fact that), as a result, resulting from. To Prove Because, since, obviously, evidently, in fact, as a result. To Emphasize Definitely, extremely, absolutely, positively, emphatically, unquestionably, without a doubt, without reservation, certainly. To Summarize, Conclude In brief, summing up, in summary, to sum up, to conclude, in conclusion, as I have shown, as I have said, thus, accordingly, evidently, it is evident, for this reason. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 22 Transitional Words and Phrases To Add to the Same Idea in addition also too in addition to (followed by a noun) moreover (formal) furthermore (formal) besides (followed by a noun) as well (informal) Examples: The report was very informative. It had some excellent ideas. if~ if~ if~ if~ The report was very informative. In addition (also), it had some excellent ideas.. In addition to <https://assignbuster.com/workplace/>

(besides) some excellent ideas, the report was very informative. The report was very informative. It had some excellent ideas too (as well). The report was very informative. Furthermore (moreover), it had some excellent ideas.

Practice Add another sentence to continue the main idea of each of the following. Use each transitional word or phrase in the box. Underline the transitional word or phrase in your new sentence and in the box. 1. I had a lot of work to do today. 2. Our budget is tight this month. 3. There will be no more overtime. 4. The latest shipment was damaged. 5. I didn't get a good performance review. 6. Writing in English is difficult. 7. Our department staff are all computer literate. 8. I can change my schedule. Write 3 of your own sentences about something in your workplace. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 23 Transitional Words and Phrases To Show Importance A significant factor the primary concern most of all a key feature a central issue especially important important to note the basic concept above all the principal item pay particular attention to

Examples: Notice the different grammar constructions. Check and edit your correspondence. if~ if~ if~ if~ if~ if~ The key feature/basic concept in writing is to check and edit your correspondence. Pay particular attention to checking and editing your correspondence. Most of all/above all: check and edit your correspondence. A primary concern/a central issue is to check and edit your correspondence. Checking and editing your correspondence is especially important. It is important to note: check and edit your correspondence.

Practice Write sentences about what is important in your workplace. Use some of the transitional phrases in the box. Underline the transitional word or phrase in your sentence and in the box. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 24 Transitional Words and Phrases To

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Show Direct Contrast Answers the question, “ How are they different? ” while whereas however but on the other hand Examples: Notice the different punctuation. The department copier was broken. The main copier was fine.

if~ if~ if~ if~ The department copier was broken, but the main copier was fine.

The department copier was broken. On the other hand the main copier was fine. The department copier was broken; however, the main copier was fine.

The department copier was broken, whereas/while the main copier was fine.

Practice Add to these sentences to show a direct contrast. Use each

transitional word or phrase in the box. Underline the transitional word or

phrase in your sentence and in the box. 9. I had a lot of work to do today. 10.

Our budget is tighter this month. 11. There will be no over-time this month.

12. The latest shipment was damaged. 13. I didn’t get a good

performance review. 14. Writing e-mails is easy. 15. Our department staff

are all computer literate. 16. I can work weekends. Write your own sentences

to show a direct contrast. Christine Polk, South Berkshire Educational

Collaborative, 01230 pg. 25 Transitional Words and Phrases To Show an

Unexpected Result despite although in spite of even though but despite the

fact that yet however nevertheless Examples: Everyone met their deadline.

The report was late. if~ The report was still late, although/even though

everyone met their deadline. if~ The report was still late, despite the fact

that everyone met their deadline if~ The report was still late, despite/in spite

of everyone meeting their deadline. (Note different form of the verb.) if~

Everyone met their deadline, but/yet the report was still late. if~ Everyone

met their deadline; however/nevertheless the report was still late. Practice

Add to each of the following sentences to show an unexpected result. Use

each transitional word or phrase from the box. Underline the transitional

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word or phrase in your sentence and in the box. 17. I had a lot of work to do.

18. He was late to the meeting. 19. Our budget is tighter this month. 20.

There will be no more overtime. 21. She needs some staff to change their

days off. 22. The director postponed the deadline. 23. The latest shipment

was damaged. 24. I didn't get a good performance review. Write your own

sentences to show an unexpected result. Christine Polk, South Berkshire

Educational Collaborative, 01230 pg. 26 Transitional Words and Phrases To

Show Cause and Effect Cause — the reason Effect — the result Cause:

because because of (followed by a noun) Effect: therefore due to (followed

by a noun) since as a result so Examples: The report was late. The copier

was broken again. if if if if if The report was late because the copier was

broken again. The report was late because of the broken copier. Since the

copier was broken again, the report was late. The copier was broken again,

therefore/so/as a result the report was late. Due to the broken copier, the

report was late. Practice Add to the following sentences to show either cause

or effect. Use each transitional word or phrase from the box. Underline the

transitional word or phrase in your sentence and in the box. 1. I had a lot of

work to do. 2. He was late to the meeting. 3. Our budget is tighter this

month. 4. There will be no more overtime. 5. She needs some staff to change

their days off. 6. The director postponed the deadline. 7. The latest shipment

was damaged. 8. I didn't get a good performance review. Write your own

sentences to show a cause and/or effect. Christine Polk, South Berkshire

Educational Collaborative, 01230 pg. 27 Direct/Less Direct Language

Examples Note: Less Direct language is also called " Indirect" or " Polite"

language This does not mean that you cannot be direct and polite at the

same time. Writing in the United States tends to be more direct than other

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cultures. Direct Language Less Direct Language Making

Suggestions/opinions/ideas I think I have an idea Why don't we?

We should If we can/could We can/could... I'm wondering if we

could....? Maybe we could/should.... What do you think about.....? Might we

be able to...? Have you considered.....? Would _____ work/be okay?

Agreeing with Suggestions/opinions/ideas _____ is fine. O. K. Let's I agree

that I like your suggestion to.... is a good idea. ...sounds like a good

idea. I'm pleased to hear that Disagreeing with

Suggestions/opinions/ideas I can't agree... Your suggestion/plan won't work.

.... is not possible at this time I disagree. You are wrong. I'm not sure ... I

wonder if ... would be better I received your suggestion about but....

Thank you for your suggestion, however You have a good point about ...

However, I think..... I'm afraid I don't think that... I don't really agree that....

In my opinion..... It seems to me that I can understand how strongly

you feel about this, but I'm sorry that I understand your point of view,

but I have to disagree. I.... Christine Polk, South Berkshire Educational

Collaborative, 01230 pg. 28 Direct/Less Direct Language Practice Less Direct

Language - editing A. Correct the following sentences 1. I agree the decision.

2. Would writing to others in the department. 3. I'm afraid too expensive

what you suggest. 4. A different schedule be better. 5. I like your suggestion

adding the graphics. 6. I wonder you could speak to them directly. 7. Could

we making the change later. 8. I'm not sure this idea working. 9. Why

don't we delaying the meeting until next week. 10. Maybe we have more

time to think about this. B. Check your answers with a partner and/or the

instructor. C. Write the Corrected Sentences from Dictation With a partner: 1.

One person dictates sentences 1 — 5 to your partner. The other writes down

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each sentence on another piece of paper. 2. Change roles, using sentences 6 - 10. 3. Both check your sentences with the corrected ones. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 29 Direct/Less Direct Language Practice Less Direct Language The following are examples of very direct language. Write less direct, more polite, courteous ways of saying: 1. I think (Making a suggestion) 2. I want (Asking for something) 3. I need you to (Asking the reader to do something) 4. _____ is fine. (Agreeing with a suggestion) 5. Don't forget(Reminder) 6. I don't agree that (Disagreeing with a suggestion) 7. I cannot come (Declining an invitation) 8. I can't (Responding to a request) 9. You didn't do (Complaint) 10. It's not our fault. (Responding to a complaint) Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 30 Direct/Less Direct Language Practice with Proposals

Read the seven proposals below. Write „ A“ next to the ones you agree with, or „ D“ next to the ones you disagree with. Choose one proposal that you AGREE with. Write two responses with the reasons why you agree: one response - very direct; one response - very polite. Think of a reason to be very direct, or very polite. Refer to the “ Examples of Direct/Less Direct Language. ” Choose one proposal that you DISAGREE with. Write two responses with the reasons why you disagree: one response - very direct; one response - very polite. Think of a reason to be very direct, or very polite. Refer to the “ Examples of Direct/Less Direct Language. ”

Proposals

1. ___ There will be coffee available all day for all employees.
2. ___ All employees need to be computer literate.
3. ___ All employees will take a first aid course including CPR, during work hours.
4. ___ Rather than laying-off employees, we will be reducing everyone's hours by 10%.
5. ___ Because we have so many customers, staff

will be required to work over-time on a regular basis. 6. ____ To promote company identity, all employees, will wear the exact same company uniform.

Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 31

Direct/Less Direct Language Discussion Write notes about the following questions, before the discussion. The questions relate direct and less direct language to the functions of communication: your relationship with your reader and what you want to say (your message). Direct Language 1. What do you feel as the writer when you use direct language? 2. What do you feel as a reader when you read direct language? 3. When is it appropriate to use direct language? 4. What are the advantages and disadvantages of direct language? 5. When can communication be direct as well as polite? Indirect Language 6. What do you feel as the writer when you use less direct language? 7. What do you feel as a reader when you read less direct language? 8. When is it appropriate to use polite, indirect language? 9. What are the advantages and disadvantages of indirect language? 10. When can communication be indirect and not polite? Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 32 No “ fragments” if~ A fragment is a group of words that does not fully state an idea. if~ A fragment often is without a subject or a verb. if~ A sentence needs to be about a complete idea, with all the necessary information. Practice Make these “ fragments” into complete sentences: 1. Whether he decides to go to the meeting or not. 2. Although we might accept his proposal. 3. When he left the meeting. 4. I think we could do it, but if we do. 5. Regardless of how you handle the matter. 6. If I wasn’t concerned about what my manager would say. 7. The Director, who was very pleased with the presentation. 8. We won’t meet our budget if the spending. 9. When I forgot to respond to the e-mail. 10.

Because we were short-staffed. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 33 No “ run-on” sentences if~ A “ run-on” sentence is two or more sentences that are written together without the correct punctuation. if~ A sentence needs to be about only one complete idea. if~ Each sentence should have one — or maximum two — verbs in it. if~ Limit the length of your sentences to 20 words maximum. Practice if~ Edit these “ run-on” sentences. if~ Add punctuation and capital letters. if~ You might need to add, delete and/or change words. 1. At two o’clock I have a meeting it will last an hour. 2. It was a very interesting meeting that proved to be very helpful to Michael too and it finished on time. 3. Don’t worry about what I think worry about what your supervisor thinks. 4. Tell Mary hello if you see her it’s been weeks since we’ve talked. 5. The secretary typed the letter and then edited it and then copied it and then mailed it. 6. When the meeting started Mr. Jones made his recommendation which was discussed at length before the chairperson decided to take a vote and the recommendation was defeated. 7. I told you I would type the letter but if you need it today you will have to do it yourself because I have a report that my manager wants tomorrow. 8. The salesman made me a good offer I think I will buy it. Check your workplace writing for run-on sentences. if~ Notice the verbs. if~ Divide sentences that are too long. if~ Read your writing aloud to “ hear” when to add periods. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 34 6 Verb Tenses Chart SIMPLE PROGRESSIVE PRESENT She works every weekend. She is working overtime too. PAST He worked 5 days last week. We were working upstairs when you came in. He will work 6 days next week. I will be working here tomorrow morning. FUTURE Refer to a grammar book or on-line grammar resources for the explanation of the meanings of the

tenses. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 35 Parallel Verb Form Verbs that are equally important need to have the same structure. Parallel verbs = parallel construction. Practice *if* Underline the two parallel verbs. (Either side of the bold word.) The bold word shows where two parts of the sentence are parallel. (and, or, than) *if* Change the construction of one verb to match the parallel verb. Example: make It doesn't take a long time to edit your e-mails and making them perfect.

1. Writing in a polite style is better than to be too abrupt. 2. Lists classify ideas and making a series of items clear. 3. Write an informative subject line and to make it interesting. 4. It is better to write in short sentences than using complex constructions. 5. The closing tells the readers what you want them to do or making it clear what you will do. 6. Always ask the meaning of a word rather than guessing wrongly. Christine Polk, South Berkshire

Educational Collaborative, 01230 pg. 36 Simple Present Tense Use 1. What do you do everyday at work? Use then/next/before/after/later etc. 2. What do you always/usually/often/sometimes/rarely/never do at work? 3. Think of questions using the simple present tense that you might ask a staff member: Answer the questions as if you were that staff member. Who

What When Why Where How

..... Christine Polk, South Berkshire Educational Collaborative, 01230

pg. 37 Past Tense Use *if* Choose a subject. *if* Write a paragraph about your workplace. 1. Yesterday 2. Last week 3. Last month 4. Last year 5. The best/worst time 6. A time you were scared/proud/other strong emotion 7. A special workplace event 8. A time you helped someone 9. A time someone helped you 10. Your previous job Christine Polk, South Berkshire Educational

Collaborative, 01230 pg. 38 Verb Tenses Practice Fill in the correct form of

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the tense of the verb “ to work”. Each one is a different tense. 1. She _____ every day to keep the schedule updated. 2. We _____ on the schedule when the manager interrupted us. 3. He _____ 2 days last week on the schedule. 4. She _____ on tomorrow’s schedule right now. 5. We _____ on the schedule all day Monday next week. 6. I _____ on the schedule tomorrow morning, when you come in.

Write above each auxiliary (helping) verb: *if*~ PR — Present. All verbs showing action going on NOW. *if*~ PA — Past. All verbs showing action in the PAST. *if*~ F — Future. All verbs showing action in the FUTURE. Check your answers with the “ Verb Tenses Chart. ” In Pairs, take turns explaining the meaning of the verbs. *if*~ use each complete verb from above. *if*~ One person asks: “ When do you use _____? ”

Use a verb tense example. (is working, worked, will be etc.) *if*~ Answer: Identify the tense and explain the meaning. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 39 working Verb Tenses Practice and Use 1. Talk about each question with a partner using the correct verb form. Use more than one sentence. 2. Write the answer to each question with the correct verb form. Use more than one sentence. 3. Underline each part of the verb: the “ helping” verb and the “ main” verb . 4. Check your answer with the “ Verb Tense Chart. ” Simple Present What specifically does your workplace do to ensure the highest safety standards? Present Progressive What are people doing in the room right now? Simple Past What happened last week/month at work that was different than this week? Past Progressive What were you doing today before you came to class? Simple Future What will you do next week that is different than this week? Future Progressive What will you be doing tomorrow at this time? Check your workplace writing

for correct verb tenses. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 40 Verb Tenses Use if~ Finish these sentences using the correct verb tense. if~ Check the “ 6 Verb Tenses Chart” if you need to. 1. Everyday 2. Earlier today 3. Later today 4. Right now 5. Next month 6. Every weekend 7. Tomorrow 8. Yesterday if~ Label each sentence with the name of the verb tense.

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Learn to Spell Difficult Words Do These Steps in Order 1. Read 2. Say it in a sentence. 3. Copy the word OUT LOUD. s-p-e-l-l it as you it OUT LOUD.

Underline the problem part of the word. 4. Pronounce 5. Cover the word as it is spelled. the word Visualize S-p-e-l-l it for a count of 10. it out loud and

Write the word. Underline the problem letters. 6. 7. Uncover the word. Check your spelling. Repeat, repeat, repeat. Christine Polk, South Berkshire

Educational Collaborative, 01230 pg. 42 Improve Your Spelling Ideas For You

To Use 1. 2. 3. 4. 5. 6. 7. Don't try to spell correctly while you are thinking

what to write. Check your spelling later. Learn only 5 - 10 most important

words at a time. Use the clues: 1. Phonics: the sound of the letters 2. The

look of the word 3. The spelling rules 4. The structure of the word: prefix,

suffix Read the word OUT LOUD. If there is more than one syllable, say each

syllable clearly and count the syllables. S-p-e-l-l each syllable. Pronounce the

word as it is spelled. Re-write the word many times: larger, smaller, in

different colors. Write the problem part of the word to “ stand out”. The brain remembers things better in color. S-p-e-l-l the word as you write it. “

Photograph” it in your mind. Look at the word for 5 seconds. Then write what

you remember. Check it. Correct the spelling. Repeat. 8. Make a picture or

graphic of the word: “ see” with two eyes; “ sea” with a wavy line 9. Create

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your own spelling dictionary. 10. Find words that have the same spelling pattern. 11. Ask someone to test you on the words everyday. Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 43 Writing Checklist

Use this list to check your writing before you send it. Function — to communicate the purpose and information most effectively. Style — to fit the purpose to be most effective. Tone — to ensure the most effective relationship with your reader(s). Form - organization Subject line — interesting, informative Purpose first — to tell the reader about..., to ask the reader to Precise about expected outcome — when you want a response, or task done. Amount of information — only necessary Vocabulary — careful choice of words Structure Sentence structure - short, one idea, average length 18 — 20 words. Paragraphs — one topic, 5 sentences or less, 1 — 1½ inches of text. Grammar E. g. words in the correct order verbs — agreement between subject and verb correct tense Format Double space — between greeting and start between paragraphs or change of topic. between last line and closing Closing — your name Bullets for a list Mechanics Spelling — Don't rely on spell-checker. If you are not sure, use a dictionary. Punctuation — periods commas colons Capitalization — beginning every sentence proper nouns Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 44 Student Feedback Name: _____ Date: _____ 3 important/useful things I have learned: What I wanted to spend more time on: What I wanted to spend less time on: What I have done to improve my writing as a result of the classes: What I want to learn/practice/improve next: Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 45 Self-Assessment OF IMPROVEMENT Student: _____ Manager: _____ Date: _____ Department: _____

_____ Check how much you have improved your writing.

Skill Improvement Rating I use appropriate: Not much Some A lot Style for purpose. E. g. formal, informal Tone for your attitude. E. g. positive, negative Organization Subject line — interesting, informative Purpose first Precise about expected outcome Format/Layout Double spacing: after greeting between paragraphs before closing Bullets for lists Content: Clear, brief, only important details. Vocabulary Example of words learned: Grammar Verb tense Agreement between subject and verb Pronouns Other Punctuation Periods Commas Capitals Spelling Example of words spelled correctly: Comments: Christine Polk, South Berkshire Educational Collaborative, 01230 pg. 46 Useful Websites Try them out. Bookmark the most useful. Make notes beside the ones you like. Search: “ Business Writing Skills, ” to find information about business writing