## Writing Center Workshop Lesson Plan
### Professional Writing Foundations (1 hour 30 minutes)

**Lesson Objectives:**

1. Reinforce transfer of audience awareness skills in everyday and academic contexts to professional writing contexts
2. Introduce students to foundational professional writing strategies, such as
   a. Recognizing and writing with awareness of PAT (Purpose, Audience, Tone)
   b. Prioritizing and arranging information to maximize readability
   c. Following standard business genre conventions
   d. Writing to include readers of all identities (race, gender, level of ability, etc.) and international/ELL readers
   e. Writing with sentence-level correctness, concision, and clarity
3. Give students the chance to practice and review these strategies by writing a document responding to “artifacts” they would receive in the workplace
4. Demonstrate how the strategies learned during the workshop can be applied to a variety of professional composing situations students may encounter in their fields

**Preparation:**

1. Review lesson plan and handouts
2. Edit artifacts as needed, such as updating dates (optional)
3. Check that there are enough copies of the instructor and student materials. Print more if necessary.

**Handouts:**

1. Student handout
2. Activity prompt
3. Artifacts (emails and attachments)

**Technology:** PC/projector for displaying students handout; document camera (optional, but useful)

**Introductory Activity:** 15-20 minutes

1. Introduce yourself, the Writing Center, and the lesson. You can also let the instructor know that they’re free to jump in and offer knowledge/suggestions at any time.
2. Hand out the student handout
3. Student introductions—name and class
4. Have students think/pair/share the introductory activity on the handout
5. Go through the handout and help students fill in the blanks
Practice activity: 45-60 minutes
1) Split the class into small groups or partnerships, depending on size
2) Hand out the activity and artifacts; pull the activity up on the projector
3) Introduce activity: That they must write an email per the prompt using the information they have from the three artifact emails they’ve “received” from their colleagues
4) Walk around to facilitate groups as they write. Students should compose one email per group, and can handwrite it or type it (depending on if your room has a document camera, since you’ll want to be able to show off each group’s email when they’re done). Resist the temptation to answer student questions about how the email should be written. Such composing decisions are part of the activity’s challenge and realism.
5) Finally, ask students to share their documents. You can show them to the class at large by using the document camera, or having students email/Google Docs share with you
6) Ask the class at large what they like about each email, linking successes back to the lecture notes

Closing Notes: 5-10 minutes
1) Review main ideas of lesson/direct students to fill in missing lecture note blanks
2) Take any last questions
3) Encourage students to come to the Writing Center

Opportunities for Additional Practice:

Writing Center Workshop: Professional Writing Foundations
Instructor Handout/Lecture Note Key

Introductory Activity:
Write down or talk over answers to these questions to get started thinking about this topic. We’ll share our responses.

1) How do you define professional writing? What does it look like? Sound like?
2) What do you think are some differences between professional writing and academic writing?
3) How do you expect to use professional writing in your respective careers?
4) What are your best practices for professional writing?
5) What are “worst” practices, or things professional writing shouldn’t do?
**Professional Writing Best Practices: Lecture Notes**

1) Recognize and write documents with an awareness of PAT, or **Purpose, Audience, and Tone**
   a) Although there can be multiple purposes, one is generally **primary**, and will call the shots in your document
   b) The same goes for audience: Consider **who else** besides your primary audience might read your document
   c) **Specific words** create tone, and should be used to forward your document’s purpose
      i) You already use PAT in your daily communications! It’s just that you’re more familiar with audiences like your friends or family and documents like text messages.

2) Prioritize and arrange information to maximize readability
   a) Consider **scope**: what does the reader need to know, and when?
   b) Try using **bullets, headings, or tables**

3) Follow standard business genre **conventions**

4) Write to include readers of all identities
   a) Seek out **organizations’ style guides** for accurate ways to refer to individuals and level of ability
   b) Strive for gender neutrality; “they” is okay!
   c) Avoid **idioms** not just for **international readers** or **English Language Learners** (ELLs), but to improve clarity

5) Write with sentence-level **correctness, concision, and clarity**

*Add other notes here:*
Writing Center Workshop: Professional Writing Foundations
Student Handout/Lecture Notes

Introductory Activity:
Write down or talk over answers to these questions to get started thinking about this topic. We’ll share our responses.

1) How do you define professional writing? What does it look like? Sound like?
2) What do you think are some differences between professional writing and academic writing?
3) How do you expect to use professional writing in your respective careers?
4) What are your best practices for professional writing?
5) What are “worst” practices, or things professional writing shouldn’t do?

Professional Writing Best Practices: Lecture Notes

1) Recognize and write documents with an awareness of PAT, or

________________________________________________________________________

 a) Although there can be multiple purposes, one is generally ________________, and will call the shots in your document

 b) The same goes for audience: Consider ____________________________ besides your primary audience might read your document

 c) ____________________________ create tone, and should be used to forward your document’s purpose

 i) You already use PAT in your daily communications! It’s just that you’re more familiar with audiences like your friends or family and documents like text messages.

2) ____________________________________________________ information to maximize readability

 a) Consider __________________; what does the reader need to know, and when?

 b) Try using __________________________________________________________
3) Follow standard business genre

4) Write to include readers of all identities
   a) Seek out for accurate ways to refer to individuals and level of ability
   b) Strive for gender; “they” is okay!
   c) Avoid not just for
      ___________________________ or ___________________________
      ___________________________ (ELLs), but to improve clarity

5) Write with sentence-level

Add other notes here:
Email Activity—Scenario
You may work with a partner/small group for this activity.

You’re Dakota Jefferson, Program Manager at the Chicago location of the American Hospital Association (AHA). AHA is hosting this year’s Association for Community Health Improvement (ACHI) conference, and has booked Kintaro Kaneko, a well-known doctor and advisor to Japan’s Japan Institute for Global Health (JIGH) as its keynote speaker.

You’ve taken on the responsibility of facilitating Mr. Kaneko’s visit and conference participation. Your colleagues have done the work of planning Mr. Kaneko’s flight and hotel reservation, and have emailed you their work—plus a few other items they’d like him to know. Now, it’s your turn to email Mr. Kaneko and explain his itinerary.

Task
Compose an email to Mr. Kaneko that communicates his itinerary and any other information he needs to know to successfully complete his visit.

Considerations
1) Try to identify PAT, or Purpose, Audience, and Tone for this email.
   a) Could there be multiple purposes or audiences?
   b) What tone would best accomplish the email’s purpose?

2) How will you synthesize the information you’ve received from your colleagues?
   Consider the email’s scope.
Dear Dakota,

Thank you so much for allowing me the opportunity to collaborate with you on this project. It’s my first time not only helping to host a keynote speaker, but also attending a professional conference. I knew this internship would be a critical step in my career and my dreams are truly coming true. Kudos!

You mentioned you’d like to send Mr. Kaneko-san some brief information about the conference, so I searched this up on the conference website and sent it directly to Mr. Kaneko-san since I know how busy you are and wanted to save you some time. He replied back that he’s going to send it to his assistant? Because he can’t read it all? I guess it’s true that Japanese people don’t know English? I wonder how he’ll be giving his speech, then? See the forwarded email below.

I also saw that there’s an online PDF of the conference program but I couldn’t attach it because it’s soo large for our email server haha. If I were you, I think you should include all the events on the day he’s presenting since he’s most likely to attend sessions on that day right? I’m trying to think about what would be most convenient for Mr. Kaneko-san.

Please kindly let me know if I can do anything else to help and I’m looking forward to hearing from you soon at your earliest convenience,

Sincerely,
Kimmie

Kimberly Swami
Program Specialist Intern
American Hospital Association

To: KSwami@aha.org
From: kkintaro@jigh.jp
Subject: RE: ACHI conference info

Hello Kimberly,
Thank you for this information. I can’t read it at this time; so, I am sending it to my assistant.
Sincerely, Kintaro
About ACHI

ACHI National Conference | June 15-17 | Chicago, IL
Connecting Care with Community to Advance Health Equity

Population and community health leaders are coming together to look at community, community health, and health equity through one lens, sharing innovative strategies and new tools to tackle tough challenges — and boldly transform how communities and populations experience health and care.

By working together, the goal of becoming a society of healthy communities where all individuals reach their highest potential for health is possible. We can focus on strategies to redesign health care with a better understanding of the social and structural factors that impact health and are the root cause of illness. We can more seamlessly connect that care with community resources via enhanced partnerships to support individuals and families in the manner that is most meaningful to them and produces the highest quality of care. And we can improve the well-being of our communities via place-based strategies to support a healthy ecosystem by addressing the fundamental inequities that continue to translate into dramatic differences in outcomes. Join us to be part of the conversation and collaboration to boldly transform how communities and populations experience health and care.

New this year! ACHI is Co-locating with the Institute for Diversity and Health Equity

Changes in the national landscape have led hospitals and health systems to broaden their focus from being primarily providers of acute care in traditional clinical settings to being collaborative promoters of individual and community well-being. As a result, we are excited to announce that ACHI is co-locating with the AHA’s Institute for Diversity and Health Equity (IFDHE) National Leadership and Education Conference. Through this combined effort, attendees will be able to convene with their colleagues working to promote community health, diversity, inclusion and health equity by looking beyond the four walls of the hospital to systematically address the social determinants of health and other root causes of illness. A discounted registration fee is available to those attending both conferences.

About ACHI

The Association for Community Health Improvement, an affiliate of the American Hospital Association, is the premier national association for community health, community benefit and population health professionals. The AHA is committed to driving the development of accessible and equitable health services by partnering with communities and redesigning delivery systems to ensure seamless, high-quality and affordable care for all patients. Learn more about the work of AHA’s Center for Health Innovation. Please contact ACHIconference@aha.org with questions.
EMAIL 2

To: DJefferson@aha.org
From: DAnthony@aha.org
Subject: Kaneko flights and hotel

Hi Dakota,

I’m attaching Mr. Kaneko’s flight and hotel reservation.

We’ve also hired a chauffeur through Blacklane.

She can drive Mr. Kaneko wherever he needs to go, but the company did mention that she’s a deaf person.

Her name is Michelle Stewart. She can be reached on her cell phone at (773) 657-8903.

Regards,
Doug

Doug Anthony
Program Manager
American Hospital Association
ATTACHMENT 2

**Details**

- **Depart**
  - NRT - ORD
  - **Tue, Apr 14**
  - 5:10 pm — 2:55 pm
  - Tokyo (NRT) – Chicago (ORD)
  - ANA 12 · Wide-body jet · Boeing 777-300ER
  - Economy · 11h 45m

- **Return**
  - ORD - NRT
  - **Sun, Apr 19**
  - 11:20 am — 2:20 pm
  - Chicago (ORD) – Tokyo (NRT)
  - ANA 11 · Wide-body jet · Boeing 777-300ER
  - Economy · 13h 00m

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- Directions

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- Very good | 2,136 reviews

- Great location
- Great service
- Popular with business travelers

Polished high-rise property offering farm-to-table dining, meeting space & a rooftop garden.

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**Check availability**

- **Check in**
  - Tue, Apr 14

- **Check out**
  - Sat, Apr 18

- **Nightly price**
  - $245

- **Guests**
  - 2
Hey Dakota,

I’m passing this down—the CEO is excited at the prospect of extending AHA’s membership internationally and thinks Japanese and American healthcare professionals have a lot to learn from one another. If Mr. Kaneko has a nice time at the conference, she’s hoping this is the first of many conversations we have with him about improving health outcomes globally.

Can you get Mr. Kaneko to dinner at the Hancock Signature Room when he gets in? Timing is flexible depending on his preference.

Cheers,
Aisha

Aisha Johnson
Executive Assistant
American Hospital Association