

# Written Communication Practices

**Media Type:** Microsoft® PowerPoint® Presentation  
**Duration:** 84 slides

**Goal:** To explain the key components of effective written communication.

**Description:**

This presentation provides a basic understanding and history of written communication. Students will learn the importance of organizing information and they will be provided with examples of how to do so. *Written Communication Practices* addresses the importance of proper grammar, spelling and punctuation. Editor’s marks, along with examples, are explored in this presentation. Finally, students will learn tips for effective written communication.

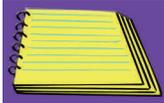
**Objectives:**

1. To apply the appropriate use of grammar, spelling and punctuation rules.
2. To examine methods to organize information.
3. To discover various avenues for research and preparation for communications.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; vocabulary enhancement
Language Arts	<i>Application of Writing Skills</i>	editing/proofreading; composition mechanics; organizing logical arguments; enhancing grammatical mechanics
	<i>Analysis of Text, Literature and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software

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## Lesson Plan

**Class 1:** Begin the class by asking students about how much written communication they participate in each day. Lead a class discussion focusing on the importance of professionalism in written communication. Distribute the *Written Communication Practices Vocabulary Handout* and the *Written Communication Practices Student Notes* for students to use as reference materials during the presentation. Show the *What is Written Communication* segment of *Written Communication Practices*. Follow the segment with its *Assessment*. Assign the *Blog Activity* and allow students to work on it the remainder of class.



Slides  
1-11

**Class 2:** Continue with the *Organizing Information* segment of the presentation. Follow the segment with its *Assessment*. Introduce the *Frontloading Project* and allow students to begin working on the project. Instruct students to complete this project for homework.



Slides  
12-38

**Class 3:** Review the previous days' slides. Instruct the students on how to complete the *Letter Activity*. Allow them to complete the activity in class. Assign the *Venn Diagram Project* for homework.

**Class 4:** Continue with the *Grammar, Spelling & Punctuation* segment of the presentation. Follow the segment with its *Assessment*. Instruct the students on how to complete the *Editor's Marks Project* and allow them to work on it the remainder of class.



Slides  
39-75

**Class 5:** Have students complete the *Written Communication Practices Crossword* for review. Administer the *Written Communication Practices Final Assessment* and discuss answers as a class. Allow students to finish the *Editor's Marks Project* if necessary.



Slides  
76-81



## Lesson Links

### National Communication Association

- <http://www.natcom.org>

### The Purdue Online Writing Lab (OWL)

- <http://owl.english.purdue.edu>

### Proofreader's Marks

- <http://www.merriam-webster.com/mw/table/proofrea.htm>



## Career & Technical Student Organizations

### Business Professionals of America

- Interview Skills
- Advanced Interview Skills
- Prepared Speech

### Future Business Leaders of America

- Business Communication
- Introduction to Business Communication



## Career Connections

- iCEV50453, Tia Watson, Senior Writer, Deere & Co.
- iCEV50440, Shelton Green, TV News Reporter, ABC Austin KVUE
- iCEV50489, Cathy Sosebee, Freelance & Official Court Reporter, Lubbock County Court House
- iCEV50175, Zoe Ziegler, Communication, Toyota

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## Lab Activities

### Letter

#### Directions:

This activity should be done individually. Each student should use editor's marks to correct the mistakes in the letter provided. Then the students will use a separate sheet of paper to rewrite the letter correctly.

### Blog

#### Directions:

Each student should create/set up a blog. Allow the students to choose a school related topic. Examples include a class they are in and why they like it, an upcoming event in school, such as a play or dance or an extracurricular activity they take part in or enjoy observing. The blog should be no shorter than eight sentences, but no longer than 30 sentences. The students should be directed to pay careful attention to grammar, spelling and punctuation.



## Projects

### Editor's Marks

#### Directions:

Students should be divided into pairs and should print out a copy of the Web page with the blog. The student will review their partner's blog from the *Blog Activity*. They should use appropriate editor's marks to check for proper grammar, spelling and punctuation. Students should use a red pen to mark the errors.

### Frontloading

#### Directions:

Students will complete this project individually. Each student should begin by choosing an article from a newspaper. Instead of starting out by creating an outline, followed by a detailed article, the student will use the article to create a basic outline with the most important information. The student will organize the information from most to least important in the outline, which should be completed on a sheet of paper.

### Venn Diagram

#### Directions:

Provide each student with a copy of the *Venn Diagram Project Worksheet*. Students will fill in the Venn Diagram by comparing and contrasting two items or topics of their choice. And then write a two page paper based on their diagram.

### Informative Pamphlet

#### Directions:

Develop at least a eight page (including the front and back cover) pamphlet explaining a product, process or historical event. The pamphlet should be organized, include graphics and be written in a formal style.