

Service Learning Teaching Assignment—Business Writing

To help you better learn key principles of effective writing and to help others with their writing skills, you will participate in a limited service-learning opportunity that counts 5 percent of your course grade.

Briefly, the service-learning experience consists of your doing the following:

1. **Determine a topic and whom you will teach**—Select one or more effective-business-writing principles that you've learned in class this semester to teach to a group of at least three people at your workplace or in another organization you participate in. Teaching a group of your pals or other class members is not acceptable.

Get approval from me on your topic and on whom you plan to teach—**Due** _____.

2. **Prepare a lesson plan and supplementary materials**—Create a one-page lesson plan (it may go to a second page, if needed), using the form on the page following this assignment description, outlining what you will teach and the order in which you will present the information. The lesson should take about 30 minutes to teach.

Prepare supplementary materials—such as visual aids, practice exercises, and handouts—to use in your lesson. You may create your own or use materials that are appropriate from the class textbook, class materials posted to Canvas, or another source.

Turn in your lesson plan with copies of your visual aids, practice materials, and handouts attached for me to review and grade based on their content and quality—**Due** _____.

3. **Teach the business-principles lesson to your group**—After your graded teaching materials are returned to you, make the suggested changes in your materials and then teach the lesson to your approved group of at least three people **before** _____.

Do not teach your lesson until you have received a grade on your materials or your grade on your teaching materials will be reduced by 50 percent. I need to review your materials to be sure that what you are teaching is correct, that the lesson is well organized and uses appropriate materials, and that you are not trying to teach too much information or too little in the half-hour lesson.

4. **Send email reports on your teaching**—Both you and one of the people you teach need to send me an email reporting on your teaching.

- a) **Report from one of the people you teach**—Have one of your students send me a brief email—**just a few sentences**—reporting on your lesson—what he or she learned, how effectively you taught, and how he or she will use the information—For credit on your teaching, I must receive an email from someone you teach.

Below is a form you can give to one of the people you teach so he or she will have my email address and know what to include in the email.

Thank you for participating in my business-writing lesson. Please send an email—just a few sentences—to my instructor, Cherie Twyman, at twymancherie@gmail.com by _____, briefly giving her the following information so I can receive full credit for teaching.

1. What you learned from the lesson
2. How effectively the lesson was presented
3. How you will use the information you learned

- b) Report from you—Write and send me a well-written email by _____ in which you tell me the following about your teaching experience (3 percent of course grade):
1. What you taught
 2. How the lesson went
 3. What you could improve on

This email is a routine message and so should have the main idea and reference to the subtopics in the first paragraph. Then the three topics should be discussed in the body, with good access to each topic—paragraph headings, topic sentences, etc. Finally, the report should be formatted as an internal/informal email and be carefully edited for effective language usage, grammar, punctuation, etc.

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