

Emailing a Professor: Setting up an Appointment

Target Students: College students in Hawaii; low intermediate

Teaching time: 50 minutes

1. *What are you teaching?*

- **Language points:** Pragmatics
- **Target language:** Email format, expressing purpose of meeting, asking/suggesting time and location
- **Language skills:** Writing
- **Skill focus:** Setting up an appointment

2. **What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT set up an appointment to meet with their professor by writing an email with details of what time, location, and what they want to meet about.

3. **When/How in the lesson will I check students' progress toward the above Learning Objectives? What behaviors/activities will show me whether they have mastered the material?**

- Ss will be able to identify the parts of an email and what is necessary to include when setting up a meeting
- Ss will be able to complete an email by adding in its missing parts
- Ss will be able to correct an inappropriate email to a professor
- Ss will write their own email to schedule a meeting with a professor to meet about something of their choosing

4. **Preliminary considerations:**

a. *What do students already know in relation to today's lesson?*

- Ss already know how to set up a meeting with friends or others in a casual setting through email

b. *What aspects of the lesson do you anticipate your students might find challenging/difficult?*

- Ss might have trouble with the pragmatic/formality aspect of the email
- Ss might have trouble understanding that there are different ways to write an email to schedule an appointment

c. *How will you avoid and/address these problem areas in your lesson?*

- I will give several examples of emails so the Ss can identify the parts, spot differences between email friends vs. a professor, and notice variations
- I will give Ss incomplete examples of emails to fill in
- I will give Ss inappropriate emails to fix
- I will give lots of opportunity for pair and group work so Ss can learn from each other

Step	Time	EIF	Procedure	Interaction	Activity Purpose
1	3	E	Greetings and Introduction – Slide 1 - T asks Ss what they remember from the previous lesson on how to schedule a get-together with a friend through email - T asks Ss why they would need to meet with a professor and if they think emailing a professor and a friend is the same - T introduces the idea that there are similarities between the two, but there are important differences due to formality	T-Ss T-S	- Create good rapport with the Ss - Create continuity between lessons - Activate schema - Introduce topic
2	5	E	Example Email – Slide 2 - T shows an example email on the PPT - T has Ss read and find the three main parts of the email (when, where, and what) and specifically what they are in the example - Ss read and discuss with a partner - T asks Ss what they came up with	T-Ss S-S	- Give example so Ss can learn from it on their own and draw their own conclusions - Ss check with each other to ensure comprehension - T checks Ss understand
3	7	E/I	Variation – Worksheet #1 and Slides 3, 4 - T points out that there are variations to the three main parts (i.e. suggest a time or ask when is convenient) - T shows another example email on the PPT that is different from the first example - T hands out worksheet and has Ss brainstorm other variations of wording - Ss brainstorm in pairs and then share between partners - T elicits responses and adds to what the Ss came up with if necessary	T-Ss S-S Ss-Ss	- Help Ss understand that there is no one set way to email a professor - Give example so Ss can learn from it on their own - Ss work together to come up with more ideas, cooperative learning
4	7	I	Graphic Organizer – Worksheet #2, 3 and Slide 5 - T gives instructions and hands out graphic organizer and example email worksheet to Ss - Ss individually fill out the graphic organizer based on the example emails (greeting, 3 main parts,	S-S	- T steps back, gives Ss more time - Help Ss get more familiar with the formatting of the email (already know from previous lesson), including the three main

			closing) - Ss share answers with a partner - T shows answers on PPT		parts - Ss check with each other to ensure comprehension
5	7	I	Completion – Worksheet #4 and Slide 6 - T gives instructions and hands out cloze activity worksheet, alternating with worksheet A and B - Ss individually fill in the missing parts of the email - Ss share answers partner with same worksheet (A and A or B and B) - Ss switch partners (A with B) - T shows answers on PPT, but accepts variations	S-S T-Ss	- A step beyond recognition is fill-in the missing parts - Slightly less controlled practice - Ss check with each other to ensure comprehension - T accepts variations because there is no one right answer
6	10	I	Pragmatics – Worksheet #5 and Slide 7 - T gives instructions and hands out worksheet - Ss correct inappropriate wording to make it more formal or appropriate for a professor - Ss share with a partner and then share between partners - T shows answers on PPT, but accepts variations	S-S Ss-Ss	- Bring awareness to appropriate vocabulary and wording - Ss check with partner to learn from each other - T accepts variations because there is no one right answer
7	11	F	Fluency – Worksheet #6 - T removes target language support, gives instructions, and hands out worksheet - Ss write their own email to a professor to set up a meeting - Ss read each other's emails, give feedback, and switch	S-S	- Ss use their knowledge without support to write their own email, cementing what they have learned - Ss check with each other to learn from each other - Fluency activity fulfills SLO

Name:

Let's Brainstorm!

Write down different ways to tell the professor what you want to meet about and when and where you want to meet.

WHAT

Example: Can we meet to talk about...

WHEN

Example: I am available on...

WHERE

Example: Can we meet at...

Name:

Organizing an Email

Look at the two example emails. Write the information in the appropriate box.

Greeting

- 1.
- 2.

What

- 1.
- 2.

When

- 1.
- 2.

Where

- 1.
- 2.

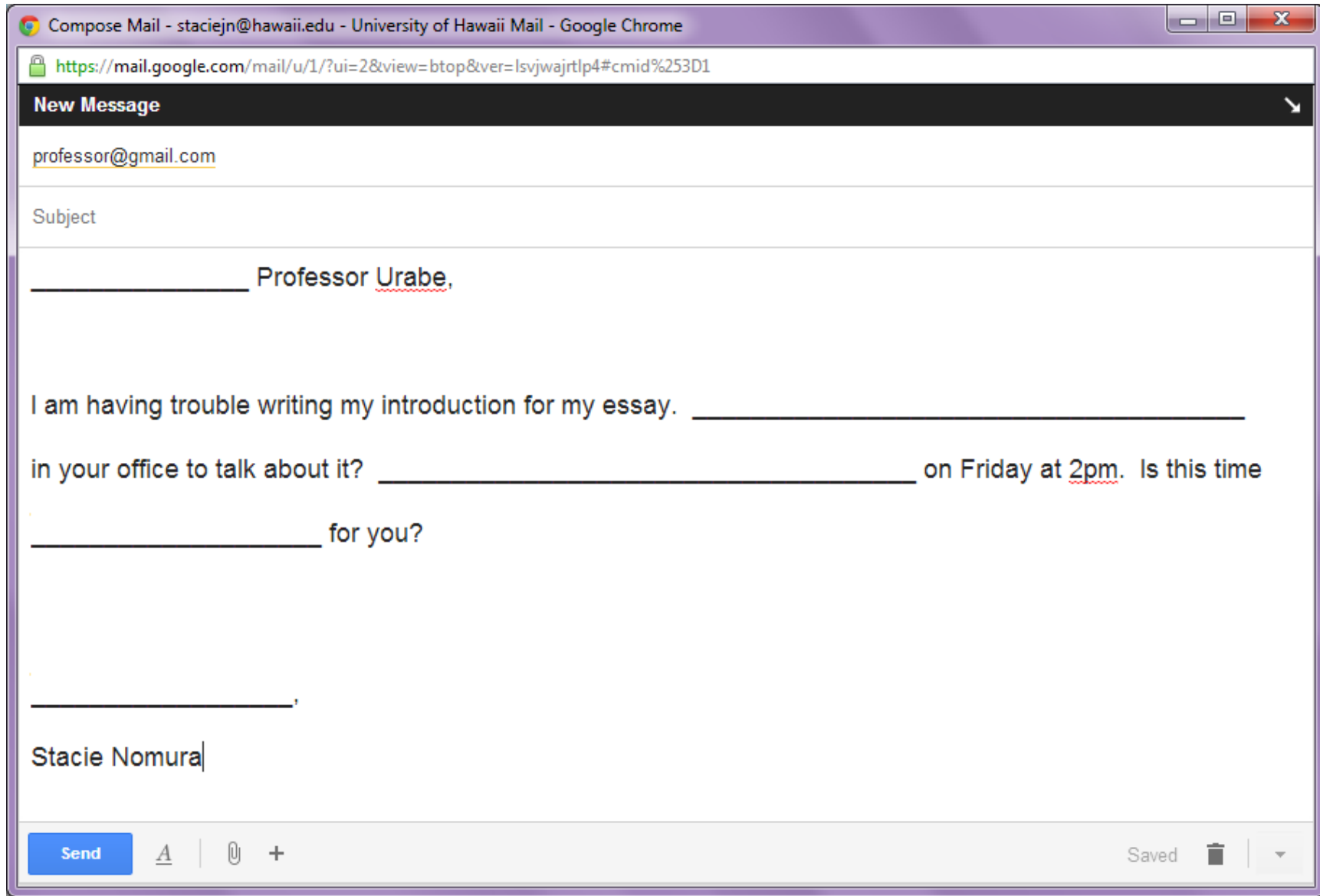
Closing

- 1.
- 2.

Name:

Cloze Activity

A. Fill in the blanks with appropriate expressions. Do not forget to fill in the Subject line.



The screenshot shows a Gmail 'Compose Mail' window in Google Chrome. The browser title is 'Compose Mail - staciejn@hawaii.edu - University of Hawaii Mail - Google Chrome'. The address bar shows the URL 'https://mail.google.com/mail/u/1/?ui=2&view=bt&ver=lsvjwajrtlp4#cmid%253D1'. The 'New Message' header is visible. The 'To' field contains 'professor@gmail.com'. The 'Subject' field is empty. The body of the email contains the following text with blank lines for completion:

_____ Professor Urabe,

I am having trouble writing my introduction for my essay. _____

in your office to talk about it? _____ on Friday at 2pm. Is this time

_____ for you?

Stacie Nomura

The bottom of the window shows a 'Send' button, a text formatting toolbar with icons for bold, italic, underline, and link, and a 'Saved' status indicator.

Name:

Cloze Activity

B. Fill in the blanks with appropriate expressions. Do not forget to fill in the Subject line.

The image shows a screenshot of a Gmail 'Compose Mail' window in a Google Chrome browser. The window title is 'Compose Mail - staciejn@hawaii.edu - University of Hawaii Mail - Google Chrome'. The address bar shows the URL 'https://mail.google.com/mail/u/1/?ui=2&view=bt&ver=lsvjwajrtlp4#cmid%253D2'. The 'New Message' header is visible. The 'To' field contains 'professor@gmail.com'. The 'Subject' field is empty. The body of the email contains the following text with several blank lines for completion:

_____ Professor Urabe,

I am having trouble writing my introduction for my essay. _____

in your office to talk about it. _____ Tuesdays and Thursdays

anytime. _____ ?

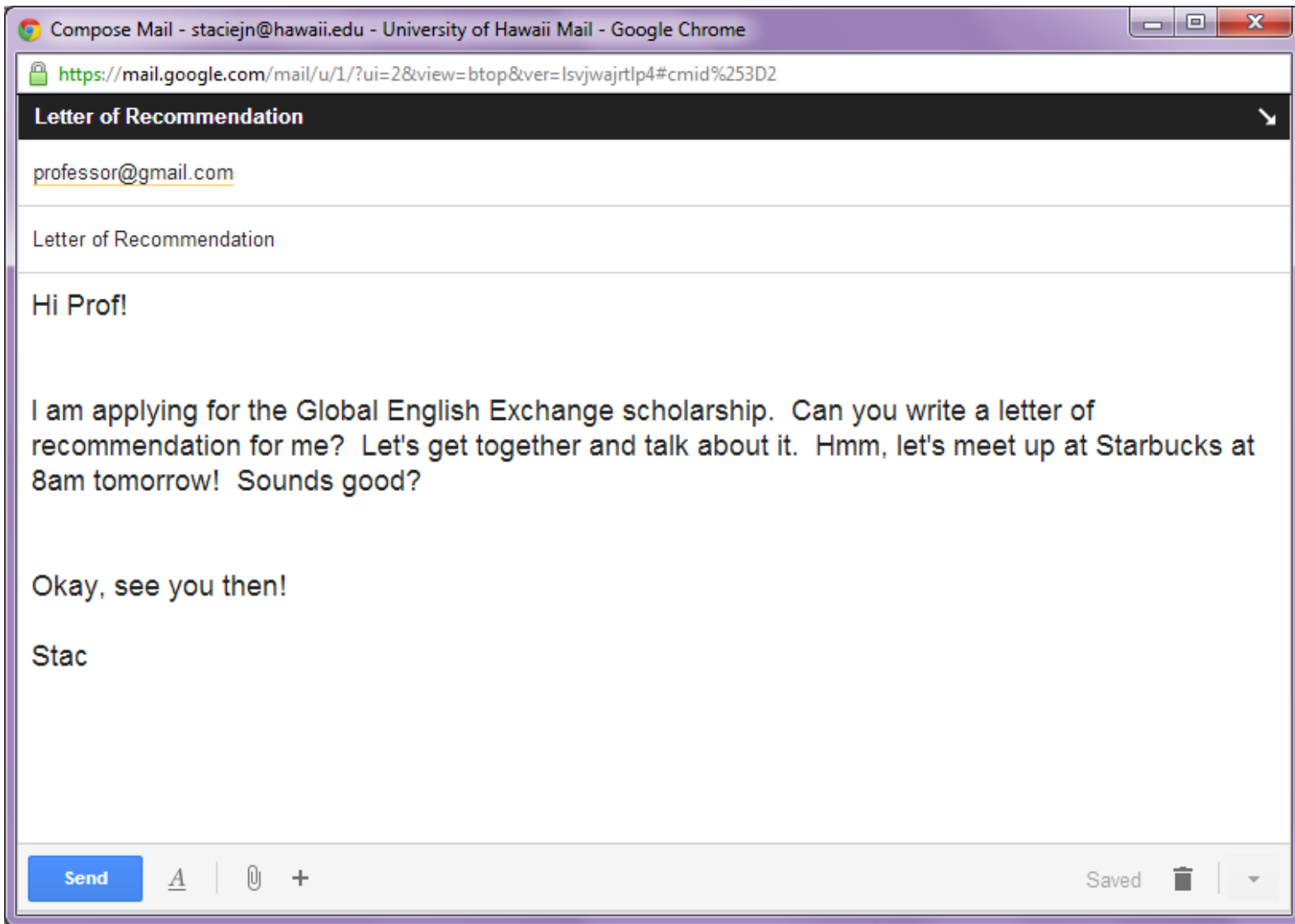
Stacie Nomura

At the bottom of the window, there is a 'Send' button, a text color icon, an attachment icon, and a plus sign. On the right side, there is a 'Saved' status, a trash can icon, and a dropdown arrow.

Name:

Fix the Email

Fix the email to make it more appropriate to be sent to a professor.



Name:

Set Up an Appointment with a Professor

Write an email to a professor to set up an appointment to meet with them.

Compose Mail - staciejn@hawaii.edu - University of Hawaii Mail - Google Chrome

<https://mail.google.com/mail/u/1/?ui=2&view=bt&ver=lsvjwajrtlp4#cmid%253D3>

New Message

To | Cc Bcc

Subject

Send | A | 📎 | + | 🗑️ | ▾