



Writing Essentials for the Workplace

Antoinette Joy, Instructor

Announcements

We'll take frequent breaks.

Respect others' opinions,
even when they differ from
your own.

Participation is expected.



**Page numbers
at the bottom!**

Today's Agenda



8:30 – 10:15: Module 1-Overview + Foundations



10:15 – 10:30: Morning Break



10:30 – 12: Module 2- Business Writing



12pm – 1:15: Lunch Break



1:15 – 2:30: Module 3- Writing for Analysts



2:30 – 2:45: Afternoon Break



2:45 – 4:00: Module 4 -Grammar & Punctuation

Learn to be intentional!

Real-World Application



Identify 2 writing tasks you're currently working on.

Answer the questions for each writing task on page 4.

We'll refer to these examples during various parts of the day today.

Module 1

Foundations of Writing



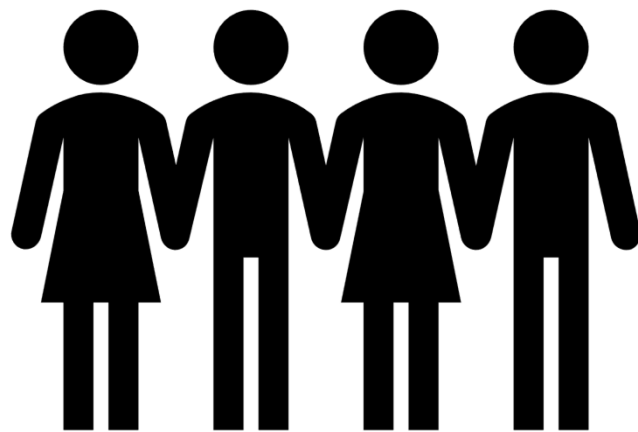
- Writing for your audience
- Writing for a purpose
- Providing a call to action
- Writing concise email subject lines

Thinking about Your Audience



What are some different audiences you write to?

How do you write differently for those audiences?



Consider Your Audience

Writer-Centered Analysis Chart

Gatekeepers

Tertiary

Secondary

Primary

Writer

Analyzing Readers

Return to your previous reflection and think about your readers:

- Primary reader/audience
- Secondary reader/audience



What are the values of your primary and secondary readers?

How might this affect the way you write to them?

Consider Your Audience's Values



Coffee Club Scenario:

1. Value = collaboration
2. Value = sustainability
3. Value = productivity
4. Value = cost savings



Purpose & Results



How do these two examples convey a slightly different writer's purpose?

- Consider joining us for this summer's remote company picnic!
- Ensure you attend the quarterly meeting in Zoom on Monday.



Complete questions 1-3 on top of pg 7
Be prepared to discuss your answers.

Purpose Practice

Pick a writing task(1-3) on the middle of page 7.

Answer the questions below.

Be prepared to share.

☐ What is the **purpose** of the message?
(inform or persuade)

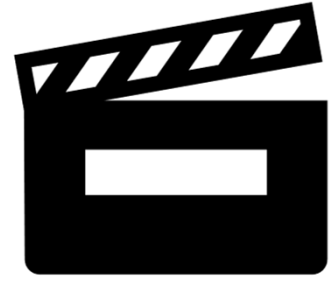
☐ What should be the **tone**?

☐ What should be **included** in the message?

☐ What should be **left out**?
(what does the reader already know)

☐ What is the best “**strategy**” to achieve your purpose?
(what does the reader want from you)

Call to Action



Readers want to know two things when receiving an email or document:

1. Why am I receiving this?
2. What do I need to do?



Call to Action Examples

Which of the following do you think provides the best “call to action”?

Put the # in the chat box.

1. Sending over 3 docs for you to edit.
2. Register by Friday by clicking the link below.
3. Can I flex my schedule Friday?

Call to Action Practice



Tell the reader
what to do!

- ☐ Pick a statement on bottom page 8.
- ☐ Write a “call to action” statement.
- ☐ Copy your “call to action” statement in chat.

Email Subject Lines



Clear and Concise
5-8 words only
Frontload with content
Keywords
Use a Colon

Subject: Action | Action: Subject

Concise Subject Lines Practice



Get to the point
quickly!

- ☐ Pick a statement on bottom page 10.
- ☐ Write a concise subject line.
- ☐ Copy your subject line in chat.

Email Structure

| Document Section | What to Include | Writing Style Tips |
|----------------------|-----------------|--------------------|
| Greeting | | |
| Introduction | | |
| Body paragraphs | | |
| Concluding paragraph | | |
| Sign-off | | |

What | So What | Now What

Email Structure

| Document Section | What to Include | Writing Style Tips |
|----------------------|-----------------|--------------------|
| Greeting | | |
| Introduction | What | |
| Body paragraphs | So What | |
| Concluding paragraph | Now What | |
| Sign-off | | |

Module 2

Business Writing



Making a Main Point



Using Plain Language



Guiding Your Reader

Main Point Sentence

The 5 W's:

Consider which to include:

Who | what | when | where | why (how)

Choose which order:

Who | what | when | where | why (how)



Example: New clients can learn more about our services anytime by reading the “About” section on our website.

Main Point Practice



- ☐ Go to the top of page 13.
- ☐ Write a sentence stating your main point for a gift drive.
- ☐ Use the 5 W's on page 13.
- ☐ Share your sentence in chat.

Organization Guidelines

Start

Start with topics that provide foundation knowledge.

Ensure

Ensure each topic follows logically from the one before it.

Arrange

Arrange your topics in chronological order when applicable

Organization Practice

If you were writing a paper about the consequences of climate change, how would you order these concepts in that paper?

- A. Hurricanes and flooding
- B. Earthquakes and tsunamis
- C. Lost habitats for animals
- D. Lost homes for people
- E. Agricultural effects and world hunger
- F. Economic issues
- G. Wildfires



Put in order in chat.

Why would you order them that way?

Topic Sentences



Begins each paragraph



States paragraph's main point



Tells the reader what is coming



Clarifies understanding

Topic Sentence Practice



Prevent
confusion

- ☐ Read examples on page 14
- ☐ On page 15 write a topic sentence for your assigned paragraph.
- ☐ Do not put your answer in chat until directed.

Transitions and Signposts



Helps the reader navigate the paragraph



Helps the reader stay focused



Helps show the reader relationships between your ideas



Connects a new paragraph to the previous one



Connects ideas within the paragraph

Transitions and Signposts Practice

- ☐ Read the example on bottom page 16
- ☐ Add transitions and signposts in the DMV paragraph on page 17

The DMV offers a variety of services to California families. **To begin with**, teenagers or other new drivers can apply to get their learner's permit, their provisional license, or their Real ID by making an appointment with a specialist at the DMV. **In addition**, licensed drivers can visit the DMV to transition to the Real ID **since** a Real ID will soon be required to board an airline. **Thirdly**, the DMV provides car registrations and VIN checks. You can get help from the DMV by making an appointment, or as a walk-in.

Plain Language

Clarity and conciseness



www.plainlanguage.gov



Plain language guidelines »

Official writing guidelines for understanding your audience, being clear and concise, and testing your content.



Examples »

See plain language in action in a variety of regulations, legal documents, handbooks, and publications.

- ❖ Eliminate wordy phrases
- ❖ Use verbs over nouns
- ❖ Use active voice

Actions Over Things

| Noun Version | Verb Version |
|--------------------------------------|--------------|
| Have a discussion | |
| Get in an argument | |
| Participate in a learning experience | |
| Make a recommendation | |
| Reach an agreement | |
| Have a tendency | |

Actions Over Things

| Noun Version | Verb Version |
|--------------------------------------|--------------|
| Have a discussion | Discuss |
| Get in an argument | Argue |
| Participate in a learning experience | Learn |
| Make a recommendation | Recommend |
| Reach an agreement | Agree |
| Have a tendency | Tend |

☐ Revise sentences to focus on verbs instead of nouns on page 19.

Module 3

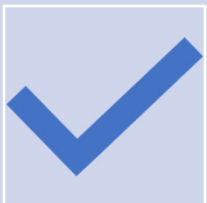
Writing for Analysts



Use strong, visual verbs instead of “to be”



Use active voice



Provide clear graphics when applicable

Write Concisely:

Use Visual Verbs Instead of “to be”

Brianna **is** in charge of all the new accounts. (9)

Brianna **manages** all new accounts. (5)

Steve **is** in favor of working from home. (8)

Steve **supports** working from home. (5)

Write Concisely:



Use Visual Verbs Instead of “to be”

Sarah is in favor of working from home.

Sarah _____ working from home.



Write Concisely:



Use Visual Verbs Instead of “to be”

Francisco is opposed to bad
coffee.

Francisco _____ bad
coffee.



Write Concisely:



Use Visual Verbs Instead of “to be”

Daylene is interested in becoming
a supervisor.

Daylene _____ become a
supervisor.



Write Concisely:



Use Visual Verbs Instead of “to be”

Devon is committed to healthy eating habits.

Devon _____ healthy eating habits.



Write Concisely:



Use Visual Verbs Instead of “to be”

Write two sentences about yourself, one with “to be” and one with a visual verb. The sentences should mean generally the same thing.

Post your sentences into the chat box.

1. [Your name] + is
2. [Your name] + visual verb

☐ Revise sentences focusing on reducing “to be” on the bottom of page 20.

“Bang for Your Buck”



| Low “Bang for Your Buck” | High “Bang for Your Buck” |
|------------------------------|---------------------------|
| Created an account | Enrolled |
| Signed up | Registered |
| Submitted a proposal | Proposed |
| Had a discussion | Discussed |
| Offers a variety of options | Offers diverse options |
| Came to the realization that | Realized that |
| In spite of the fact that | Despite |

Active Vs Passive

Active

I ate lunch.

They helped
the class.

The heatwave
melted us.

We need to revise
this policy.

I made a mistake.

Passive

Lunch was eaten.

The class was
helped.

We got melted
by the heatwave.

This policy needs
revising.

A mistake was
made.



Write Concisely: Use Active Voice

My daughter finished all the pizza.

All the pizza was finished by my daughter.

S + **V** = A

V + **S** = P



Look for the **doer** and the **verb**.

- The order is what matters!
- (And that's *all* that matters.)

Write Concisely: Use Active Voice

Transform sentences on the top of page 23
from passive to active voice.

$$S + V = A$$

$$V + S = P$$

Look for the **doer** and the **verb**.

- The order is what matters!
- (And that's *all* that matters.)

Write Concisely: Use Active Voice



- ✓ Visit [The English Club](#)
- ✓ Quiz yourself on active and passive voice.
- ✓ Check your answers at the bottom.
- ✓ Revisit any you missed

Visuals

1. What story is being told?
2. What has the designer done well?
3. What could the designer have done differently or better?



REGIONAL LOCATIONS OF THE INNOVATION HUB INITIATIVE

In an effort to harness and enhance California's innovative spirit, the state of California launched its forward-thinking Innovation Hub (iHub) initiative. The iHub initiative improves the state's national and global competitiveness by stimulating partnerships, economic development, and job creation around specific research clusters through state-designated iHubs. The iHubs leverage assets such as research parks, technology incubators, universities, and federal laboratories to provide an innovation platform for startup companies, economic development organizations, business groups, and venture capitalists.

Existing California Innovation Hubs

| | |
|---|--|
| Sacramento iHub Clean & Medical technologies | OCTANE iHub Microelectr, Information & Clean Tech |
| North Bay iHub Sustainable Resources & Socially Relevant Technologies | Coastal Valley iHub Entrepreneurship & Clean Technology |
| BioSF iHub Biotechnology | iHub San Diego Convergence of Mobile Health/Electro/Solar energy and Energy Storage |
| IGATE iHub Clean Technology & Green Energy | North State iHub Renewable Energy, Biotech, Advanced Material Manufacturing, and Convergent Technologies in the Heavy Industry Space |
| East Bay Green Corridor iHub Clean Technology | San Jose/Silicon Valley Emerging Technologies iHub Clean & Emerging Technologies |
| CalWileyTech iHub Technological innovations in Water Energy and Agriculture | |
| CleanTech Los Angeles iHub Clean Technology | |



Visuals

1. What story is being told?
2. What has the designer done well?
3. What could the designer have done differently or better?



California Department of Fish and Wildlife: Southern California Steelhead Grants

Deadline: TBD

Amount: TBD - Up to \$22 million in total Proposition 68 funds

Eligibility: Public agencies (state agencies, public universities, special districts, JPA's, counties, cities), nonprofit organizations, federally recognized Indian tribes, public utilities and mutual water companies

<https://www.wildlife.ca.gov/Conservation/Watersheds/Prop-68>

These funds are available for restoration of Southern California Steelhead habitat consistent with the CDFW Steelhead Restoration and Management Plan and the National Marine Fisheries Service's Southern California Steelhead Recovery Plan (PRC §80132[e][2]). Projects that remove significant barriers to steelhead migration and include other habitat restoration and associated infrastructure improvements shall be the highest priority (PRC §80132[e][2]). Examples of projects include, but are not limited to:

- Providing fish passage
- Modernizing stream crossings, culverts, and bridges
- Restoring or enhancing habitat uncovered by large barrier removal projects

For More Information:

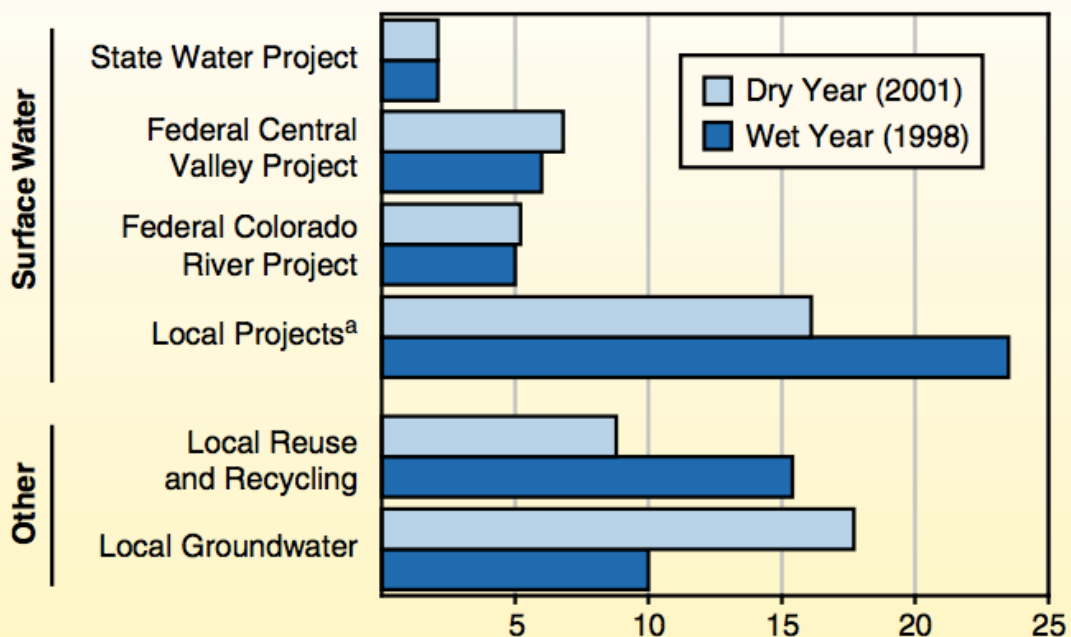
Holly@CaliforniaConsulting.org
(323)728-9002 - www.californiaconsulting.org

Visuals

1. What story is being told?
2. What has the designer done well?
3. What could the designer have done differently or better?

Mix of Water Supply Sources Shifts in Dry and Wet Years

(Million Acre-Feet of Water, by Water Supply Source)

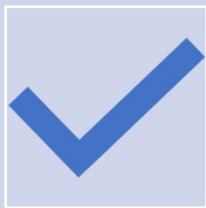


^aMainly surface water with some integration of other sources such as groundwater.

Module 4: Grammar and Punctuation Review



Use subjects and verbs that match



Use the punctuation marks correctly



Feel confident about your grammar and punctuation usage

Subject-Verb Agreement



- Required parts of a sentence:

Subject (S)

Verb (V)



**What's the shortest “legal”
sentence you can write?**



Subject-Verb Agreement

Identify the subject and verb for these examples:

- The IT staff will update software over the weekend.
- The managers encourage everyone to attend the team-building event.
- After Wednesday's class, the participants reflected on their learning.



Subject-Verb Agreement Practice

- Page 27
- Circle the right answer in each sentence
- Be prepared to share

Punctuation Practice

Commas | Semicolons

Apostrophes

Quizzes

[Semicolons](#)

[Apostrophes](#)

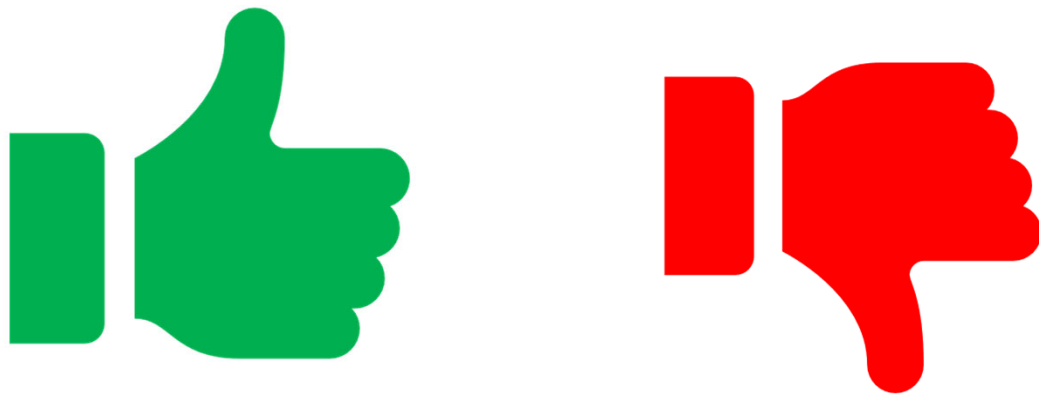


Bullets



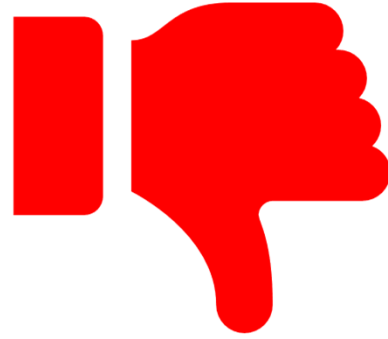
1. Best Practice for Bullet Points

2. Bullet Point Reminders



A Chicago technical writer should be proficient in the following areas:

- A writer should know where to find great pizza
- Ride the L
- Standing on the Skydeck
- Run under the Bean (a.k.a., Cloud Gate)



Chicago technical writer should be proficient in the following areas:

- Finding great pizza
- Riding the L
- Standing on the Skydeck
- Running under the Bean (a.k.a., Cloud Gate)

Course Evaluation

Course Title: *

Writing Essentials for the
Workplace

Course Date: *

May 19, 2021

Instructor Name: *

Antoinette Joy

Wrap-Up

Thank you!

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Be Bold ~ Be True ~
Be Kind ~ Be You