class #6

- return quiz 1
- clip of the day
- jokes
- problem pairs
- informative messages
- hilda workshop

Office hours tomorrow 1-2
and 330-5 Monday.
Quiz 1

Quiz 2 in Class 7

clip of the day
Groups

trust among members
sense of group identity
sense of group efficacy
team charter

problem pairs

lie/lay

lie
lying, lay, lain

lay
laying, laid, laid

sit
sitting, sat, sat

set
setting, set, set
fewer/less

principal/principle

nauseous/nauseated
affect/effect

comprise/compose

model sentences
coordinating conjunction rule?

He went to the store but it was closed.

He went to the store but it was closed.

He went to the store, but it was closed.

cjunction adverbs
however; nevertheless, moreover; furthermore, therefore, etc.

cjunction adverbs
however; nevertheless, moreover; furthermore, therefore, etc.
Spelling bees were her speciality however she failed to spell “urbiculture” correctly.

Spelling bees were her specialty (however) she failed to spell “urbiculture” correctly.

Spelling bees were her specialty; she failed to spell “urbiculture” correctly.

Spelling bees were her specialty; she failed, however, to spell “urbiculture” correctly.

Spelling bees were her specialty; however she failed to spell “urbiculture” correctly.

informative messages

coursepack p. 21

hilda
objectives of a bad news message:

1. minimize damage
   (bad news does not define the relationship)

2. show you are fair & reasonable
   (reader would do same thing in your place)

3. state bad news clearly, firmly, & graciously
   (not ambiguous, but not blunt either)

(see coursepack p. 27-30)

Top Bun
- Background:
- Buffer: Show consideration to promote goodwill.
  - Minimize damage to the relationship.

Body
- Cheese
  - Develop clear reasons.
  - Make reader see it from your point of view.

Meat
- Be clear, firm, and gracious in stating the bad news.
  - But get in & out quickly.
- Suggest alternative solutions

Close
- Bottom Bun: Goodwill gesture
  - Bad news does not define the relationship.
  - Future is open.

execution/evaluation

(coursepak, p. 12)
Phase 1. Block out information in a rough draft. (Content)
Phase 2. Make it easy to understand. (Clarity)
Phase 3. Correct mechanical errors. (Correctness)

no more outlines—
use strategies summarized on p. 21 in coursepack
use it to shape a modified free write (aka rough draft)