**Discontinued Support for Local School:**

For the past several years, people in your office have joined together to support a local secondary school, with the encouragement of your management. (Use your imagination to think of something you might have done: offer speakers for a special assembly at the school; provide mentors or tutors regularly to children who are struggling with their lessons; paint classrooms or repair desks; etc.)

However, this year the support will not be continued. (You should invent one or two reasons.) No one from the school has been in touch recently, but you want to inform your contacts there as soon as possible.

**Plan an Initiative letter to your contact at the school, explaining that this project cannot continue this year.**

**Planning**

|  |  |
| --- | --- |
| **1. Focus My Thoughts** | |
| **Purpose**  (Why am I writing?) | To [recommend, request, inform, or other verb]… |
| **Reader**  **Relevant facts about reader related to content** | [Examples: very busy; appreciates brevity; familiar with technical terms and acronyms] |
| **2. Plan the Document** | |
| **Reader’s Main Question:**  **What is this about? (What are you recommending, requesting, or informing me of?)** | (Note: You may need to include some brief context before the main message.)  (**Main Message:** This sentence summarizes what you are recommending, requesting, or informing the reader of; it should reflect the purpose, but not necessarily in the same words.) |
| **Reader’s Next Questions: (Fill in questions arising from main message.)** | **My Answers** |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| **Closing**  **Follow-up action required? Need any other closing?** | [Follow-up action or other closing] |

**Drafting**

**Now draft the Initiative letter. When you have finished your draft, read through it for mechanics and style, and revise your work.**

**Revising**

**Now that you have drafted your letter, be sure to use the Document Review Sheet from Module 4 to help you do a final review.**

## *Structure, Reader Focus, and Mechanics*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Comments** | **How could I improve?** |
| **Good organization** |  |  |  |
| The purpose is clearly stated. |  |  |  |
| The main message is stated up front, close to the beginning of the document. |  |  |  |
| Similar information is grouped and labeled. |  |  |  |
| The text has an established and evident hierarchy of organization. |  |  |  |
| The text has one idea per paragraph. |  |  |  |
| **Reader focus** |  |  |  |
| The document anticipates questions the reader might ask. |  |  |  |
| The reader’s questions are answered in a logical sequence. |  |  |  |
| The document sets up and fulfills expectations for the reader. |  |  |  |
| **Mechanics** |  |  |  |
| Spelling, grammar, and punctuation are consistent and appropriate. |  |  |  |
| The document uses visual techniques to support the logic of the text. |  |  |  |

## *Style and Tone*

|  |  |  |  |
| --- | --- | --- | --- |
| **Effective writing** | **Yes/ No** | **Example** | **How could I rephrase?** |
| The document is concise with no redundancy. |  |  |  |
| The document uses verbs (rather than nouns) to express actions. |  |  |  |
| The document uses mostly active-voice verbs. |  |  |  |
| The document uses an appropriate and consistent tone. |  |  |  |