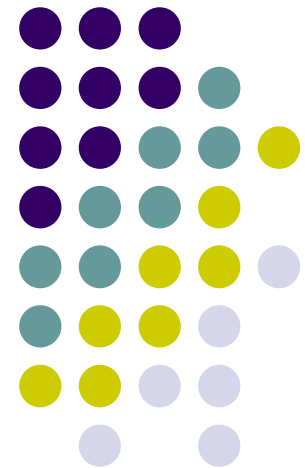


# Email Etiquette

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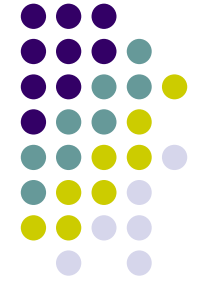
English for Academic Purposes  
Workshop Series



# Graduate School Professional Development Activities Checklist

	Department and Discipline	Research	Teaching	Career	Ethics
<b>Early Stage</b> (coursework; pre-doctoral)	<input type="checkbox"/> Learn about programs and resources <input type="checkbox"/> Synch to the professional development calendar <input type="checkbox"/> Develop a strategic plan with your academic adviser <input type="checkbox"/> Meet with your subject librarian	<input type="checkbox"/> Explore resources for internal and external grants and fellowships <input type="checkbox"/> Sign up for COS and register professional profile <input type="checkbox"/> Apply for grants and fellowships	<input type="checkbox"/> Explore Kaneb Center programs and resources <input type="checkbox"/> Attend TA Orientation <input type="checkbox"/> Begin working toward teaching certificates	<input type="checkbox"/> Explore Career Center programs and resources <input type="checkbox"/> Complete a self-assessment <input type="checkbox"/> Build your campus network <input type="checkbox"/> Build your CV <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Explore Office of Research, Riley Center, and Center for Ethics and Culture <input type="checkbox"/> Complete Responsible Conduct of Research (RCR) training <input type="checkbox"/> Complete the required ethics workshop
<b>Mid Stage</b> (master's research; candidacy exams)	<input type="checkbox"/> Assess your strategic plan <input type="checkbox"/> Meet departmental milestones <input type="checkbox"/> Develop a network within your department <input type="checkbox"/> Pursue leadership and service options <input type="checkbox"/> Join professional organizations and build your external network	<input type="checkbox"/> Participate in academic writing workshops <input type="checkbox"/> Attend and present at conferences <input type="checkbox"/> Apply for grants and fellowships <input type="checkbox"/> Volunteer as a journal reviewer	<input type="checkbox"/> Complete a mentored teaching experience <input type="checkbox"/> Take a summer teaching course <input type="checkbox"/> Arrange for teaching observation/consultation <input type="checkbox"/> Start building portfolio	<input type="checkbox"/> Explore career opportunities for your field <input type="checkbox"/> Identify your transferable skills <input type="checkbox"/> Draft application materials <input type="checkbox"/> Seek internship opportunities <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Reflect on the ethical dimensions related to your research <input type="checkbox"/> Attend ethics and compliance lectures
<b>Late Stage</b> (dissertation; job search)	<input type="checkbox"/> Request references and identify job opportunities <input type="checkbox"/> Mentor junior students <input type="checkbox"/> Meet all deadlines <input type="checkbox"/> Write and practice your job talk <input type="checkbox"/> Attend a dissertation defense <input type="checkbox"/> Report placement to Graduate School	<input type="checkbox"/> Form a dissertation reading/writing group <input type="checkbox"/> Build international and interdisciplinary network <input type="checkbox"/> Publish your research <input type="checkbox"/> Devise a 5-year research plan <input type="checkbox"/> Apply for dissertation fellowships <input type="checkbox"/> Identify funding sources for continued research	<input type="checkbox"/> Apply for advanced teaching certificate <input type="checkbox"/> Pursue "Instructor of Record" opportunities <input type="checkbox"/> Finalize portfolio <input type="checkbox"/> Develop teaching demonstration for academic interview	<input type="checkbox"/> Finalize job application materials <input type="checkbox"/> Tap into your professional network for job opportunities <input type="checkbox"/> Learn how to interview and negotiate <input type="checkbox"/> Attend job talks in your department	<input type="checkbox"/> Participate in an ethics class <input type="checkbox"/> Serve as a role model for junior graduate students on negotiating ethical issues in your research <input type="checkbox"/> Attend ethics and compliance lectures

# Professional Development at Notre Dame

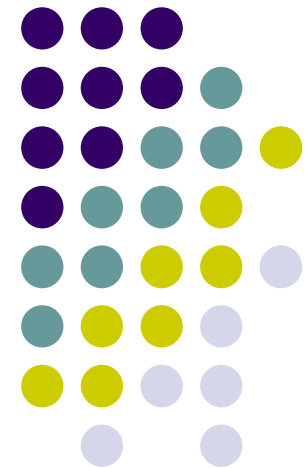


- Check out the list of upcoming workshops on the Graduate School's website:

- [www.nd.edu](http://www.nd.edu)

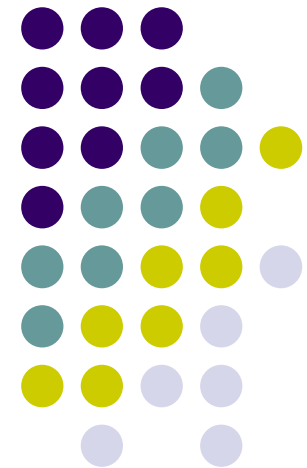
# Introductions

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# What challenges do you encounter in sending and receiving emails?

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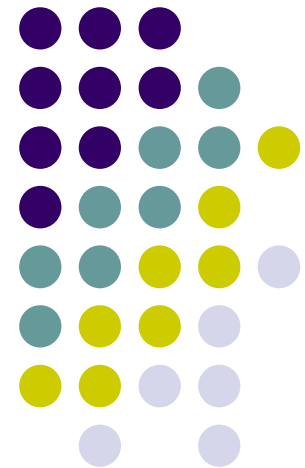
# When is it appropriate to send an email?



- When you need to relay a short amount of information quickly.
- When the reply can be as brief as the original message.
- When you need to get in touch with someone you don't see on a daily basis.
- When you need to set up an appointment or meeting.

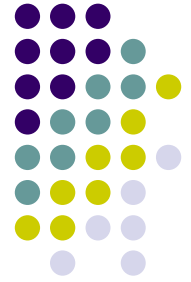
# Question:

When is it better to have a conversation in person?



# Audience:

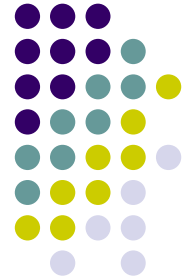
## To whom are you writing?



- Your Professors
- Your Students
- Your Colleagues
  
- Often the same rules apply – be professional!
  - Send from your ND account or from a respectable email address.
  - Avoid abbreviations, bad grammar, and emoticons common to email with close friends.
  - Capitalize as though you are writing a letter.

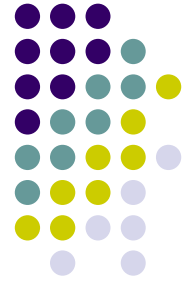


# Subject



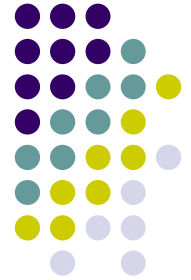
- Never send a professional email without one.
- Give a brief and specific description of your reason for writing.

# Are these good email subjects?

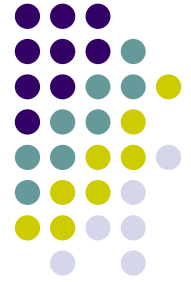


- Question about Paper
- Schedule Meeting to Discuss Proposal
- Absence
- Homework for Academic Writing Class

# Greeting



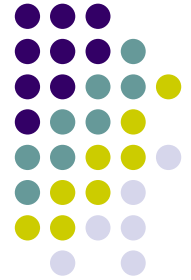
- To your professors:
  - Dear Professor \_\_\_\_\_,
  - Dear Dr. \_\_\_\_\_,
  - Dear Matt,
    - only after the professor has specifically indicated that you are to address him/her by first name



# Greeting, cont.

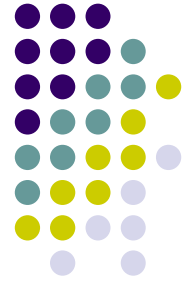
- To your students:
  - Dear Sarah,
  - Dear Joe,
  
- To your colleagues:
  - Dear Emma,
  - Hi Mark,
    - for colleagues whom you know

# Content: General Rules (More on this later...)



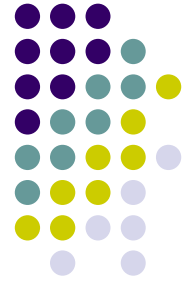
- Get to the point!
  - State your reason for writing as clearly and concisely as possible.
  - Do not include unnecessary information.
- Be clear about what response you expect.
  - Answer to a question
  - Arrange an appointment
- Put the information in a sensible order.

# Signature



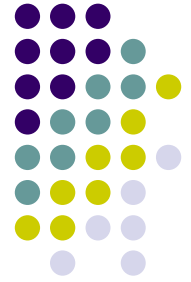
- To your professors:
  - First name, if you know them well (ex. Advisor)
  - Full name, if you don't know them very well
- To your students:
  - Sign your email with the name you would like your students to call you. Example: Professor Lee.

# What do I write before my name?



- Thanks,
- Thanks very much,
- Best,
- Sincerely,
  
- Other ideas?

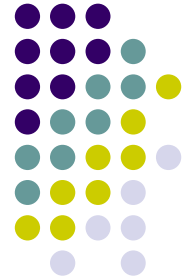
# Before you hit send...



- Proofread!
  - Spelling
  - Concise sentences
  - Clear ideas
- For important emails, have a friend read it.



# After you send the email

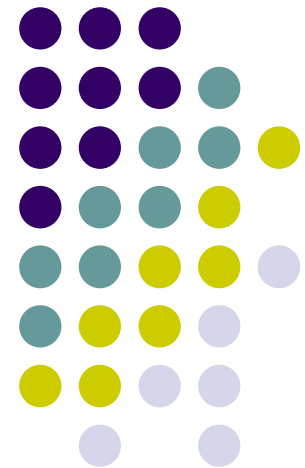


- Don't expect an immediate reply.
  - How long should you wait?
  - What if you don't get a reply? (Next Slide)
- When you receive a reply, respond if necessary.
  - Sometimes only: Thanks! Or, See you then!

# What do you do if you don't receive a reply?

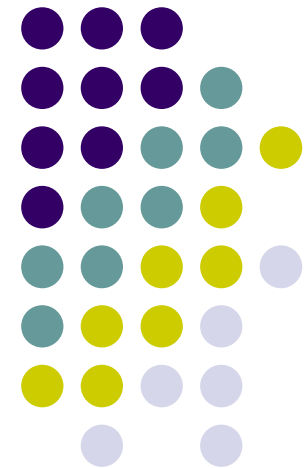
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Handout:  
*Academic Interactions,*  
Page 74



# Back to Content!

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# Showing Respect to Professors in Emails



- Acknowledge that you know they are busy and you respect their time.
- Don't ask for too much.
- When asking for a favor, give the professor the option of saying no.
- Provide possible solutions to problems.

# Making an Appointment



- Schedule a few days in advance when possible.
- Let the professor know when you are available – days and times.
- Avoid writing “today” or “tomorrow.” You don’t know when the professor will see your email.

# Demanding vs. Polite Requests



- Without intonation and facial expressions, you must find other ways to be polite.
- “Please” can help, but can sometimes sound pushy.
  - Please send me your comments by tomorrow.
- Use modals and expressions of possibility
  - Could you please send me your comments?
  - Would it be possible for you to send me your comments by tomorrow?

# Politeness in different situations



- Imagine you are a professor. One of your students has not turned in some assignments. You want him/her to stay after class tomorrow. Compose an email to the student.
- Imagine you are a student. You want to talk to your professor after class about the topic for your research paper. Compose an email to your professor.

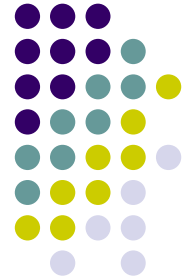
# But, don't be overly polite or give too much information!



- What not to write:
  - Dear Professor,  
I was hoping that I could meet with you to discuss my paper for your extremely interesting class. I know your brilliant and insightful comments will make the paper so much better. No one else can possibly help me. I can meet with you any time. I'll rearrange my schedule if necessary.
- What's wrong with this message?
- How would you fix it?



# Indicating deadlines politely...



- ...for a letter of recommendation.
- ...for a paper you are submitting to a conference or journal.

# Apologizing



- When is it necessary?
  - Cannot meet a deadline
  - Must reschedule an appointment
  - Missed a meeting
- What information should be included?
  - Only what is necessary for the receiver to know
    - Example: If you are sick, do not include the details.
  - How you will solve the problem

# Forming Apologies: Finish the Sentence



- I'm sorry about...
  - I'm sorry for...
  - I'm sorry that...
  - I'm sorry to...
- 
- I apologize for...
  - I apologize that...

# Practice:

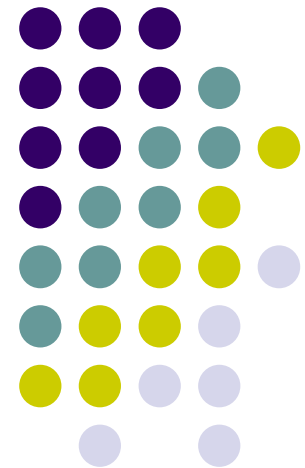
## What would you write if...



- ...you want to ask a professor to be your advisor?
- ...you have to miss class because of serious illness?
- ...you want to arrange a meeting to discuss a class paper or project?
- ...you want feedback from your advisor on your thesis or dissertation?
- ...you want to ask a professor to write a letter of recommendation?

**In what other scenarios  
would you write an  
email?**

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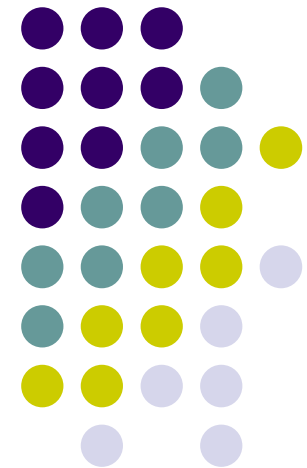




# Beware!

- Email is easily misunderstood.
  - When you send, be as clear as possible.
  - When you receive, if you are upset by an email, wait before responding.
- Be sure to hit “reply” rather than “reply to all”!
- Do not discuss confidential information in emails.
- If you are writing a very important message, fill in the address LAST. That way, you can’t accidentally send the message before you’re ready.
- Consider leaving the message in your “drafts” box for a day and then editing it again before sending.

# Questions?



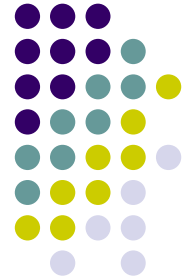
# Upcoming EAP Workshops



Tuesday, Feb. 19	<b>Forms and Structures for Clearer Writing</b>
Thursday, Feb. 28	<b>US Classroom Culture: Dealing with Difficult Situations as a TA</b> Co-sponsored with the Kaneb Center for Teaching & Learning
Thursday, Mar. 7	<b>EAP &amp; Fischer O'Hara-Grace Event</b> Game Night Social
Tuesday, Mar. 19	<b>Providing Effective Written Feedback to Students</b> Co-sponsored with the Kaneb Center for Teaching & Learning
Wednesday, Mar. 27	<b>Interviewing and Networking Strategies for International Students</b> Co-sponsored with the Career Center
Thursday, Apr. 4	<b>Paraphrasing, Using Sources Effectively, &amp; Avoiding Plagiarism</b>
Monday, Apr. 8	<b>English Pronunciation Strategies and Techniques</b>



# One-on-One Tutoring Services



- Tuesday 3:00-6:00
- Wednesday 2:00-5:00
- Thursday 9:00-12:00
- Friday 9:00-12:00
  
- Make an appointment at [cslc.nd.edu](https://cslc.nd.edu).