



## INTRODUCTION

Welcome to the course Writing Effectively for WHO. This Course Guide explains how the course works and how you can prepare yourself to complete it successfully within the course schedule. The overall goal of this course is to help you improve your confidence and your competence in written communication in English within the WHO context.

Throughout the course, you will explore principles and strategies of effective writing to meet WHO's written communication needs.

Your work will consist of a number of readings and self-study activities followed by a module assignment that you will submit to your course tutor for review. In addition to helping you with any problems with learning materials and course work, your tutor will assess your assignments and give you detailed, individualized feedback. You will communicate with each other by e-mail.

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## Course outcomes

On completion of the course, you should be able to:

- o address reader's needs, writer's purpose, and main message in planning, drafting, and revising documents;
- o plan and draft work-related documents, including correspondence, records, summaries, and reports;
- o select from a number of techniques to draft particular kinds of work-place documents;
- o revise documents as needed to improve structure, mechanics, and style;
- o identify your own strengths and challenges in writing at WHO.

In addition, each module includes detailed learning objectives that support your overall goal of improving your confidence and competence.

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## Course outline

Writing Effectively for WHO is in modular form so that you can complete those modules most relevant to your needs. The course has three modules and you will complete all of Module 1 and either Module 2 or 3. All learners will start with Module 1. Once you have successfully completed Module 1, you will proceed to the next module that you have chosen at the time of course registration. Both second-level modules will assume knowledge of the strategies, principles, and skills covered in Module 1. Your selection of either Module 2 or 3 in completing the course depends upon the needs of your position and the types of writing tasks you are mostly likely to perform at WHO.

Below is a brief description of each module and an estimate of the amount of time it may take to complete.

### Module 1: Effective Writing (15-20 hours)

This module encourages you to think about writing for WHO, helps you assess your current writing skills and establishes your expectations for the course. By studying examples and completing activities, you will consider the idea of effective writing in your context. In this module, you will also be introduced to a methodical writing process. You will read about and practise aspects of this process in preparation for the second-level module that you have chosen.

### Module 2: Correspondence, Records, and Notes (15-20 hours)

In this module, you will analyse the different types of correspondence and records that you prepare in your day-to-day writing tasks. You will also consider appropriate strategies for writing these types of documents at WHO. You will revisit the writing process you learned about in Module 1 and apply it to a variety of documents.

### Module 3: Reports and Proposals (15-20 hours)

This module builds on the writing process you encountered in Module 1 and helps you to apply this process directly to a report or proposal that you are currently working on, leading you from the earliest planning stages all the way to final proofreading. While you are preparing the document, module activities will help you to reflect on each stage of the process. This reflective process will help you decide on effective approaches to other writing tasks in the future.

**Note:** The time required to complete each module will depend on your current expertise in planning and producing documents. It will also depend on the level of your English writing skills.

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## Features of the study materials

This course aims to challenge you with relevant, WHO-focused information that is designed to improve your professional writing skills. It aims to encourage you to reflect on your current work-related writing practises and to help you approach them more effectively.

### Learning objectives

The beginning of each module presents some specific learning objectives that explain what you should learn from the module. You will also have your own individual learning objectives. Once you have completed the module, we encourage you to review the module objectives and your personal objectives and reflect on whether you have achieved them.

### Activities

Many of the pages in this course are interactive, and provide examples, exercises and activities. There are four types of activities in the course:

- **Practice:** These activities are for self-study purposes. In most cases, you can simply enter your answers right on the screen. **You should not send your responses to these activities to your tutor.** (Send only completed assignments to your tutor). For these activities you will be able to compare your answers with those that we have provided as model answers.
- **Reflection:** These activities are aimed to get you to stop and think about the topics you have been reading about, to give personal responses to the material, to test your knowledge, and to analyse case material. No model answers are provided for these activities; everyone's response will be different.
- **Preparation:** These activities help you prepare your assignment work for each module. By working on these activities as you proceed through the module, you will have done most of the work needed for your assignment by the time you reach the final screen.
- **Assignments:** These constitute the documents and exercises that you will send to your tutor for feedback. Upon reviewing your assignment, your tutor may decide that you have satisfied the assignment requirements or you may be asked to revise and resubmit all or part of your assignment. Revision in response to feedback is a significant skill in writing effectively; please do not be concerned if your tutor asks you to revise, since it represents an opportunity for learning. See the next screen for the specific criteria for successful completion of the assignments.

The learners who have been the most successful in improving their writing skills throughout COL courses are those who devoted time to working carefully through the activities. We hope you will complete all the activities. In most cases, we provide model answers and/or comments on the activities. The activities are most valuable if you complete them yourself first, before reading our comments.

## How to complete the course successfully

The activities discussed in the preceding section will provide you with a measure of self-assessment for your progress through the course. In addition, when you transfer the knowledge you have gained from the activities to the assignments, you will receive a formal assessment of your progress from your tutor. At clearly-indicated points in each module, you will submit an assignment (or parts of an assignment) to your tutor as an e-mail attachment. Your tutor will review the assignment, provide detailed written feedback on the quality of your work and give you advice on any areas needing improvement.

**You may submit an assignment up to three times, depending on your tutor's feedback.**

At the conclusion of the course, you will receive an overall assessment based on an ungraded pass system. This means your work will be graded as either satisfactory or unsatisfactory. There is no final examination. To pass the course, you must meet the performance criteria for the assignment in each module. If your work in Module 1 is graded as "Incomplete" or "Unsatisfactory", you will not be permitted to submit assignments for the next module, and your mark for the entire course will be "Incomplete" or "Unsatisfactory".

If you have successfully completed the course, your tutor will inform you. At that time, you will be requested to fill out a course-end evaluation form.

Module 1: Effective Writing	
How to complete the module successfully	What your tutor will do
<ul style="list-style-type: none"><li>○ Submit all components identified in the module assignment.<ul style="list-style-type: none"><li>○ Part A: Analyse a document.</li><li>○ Part B: Prepare a portfolio of major concepts addressed in the module.</li><li>○ Part C: Write a document describing your work-related writing and identifying your goals for the next module.</li></ul></li><li>○ Revise and resubmit assignment components, following the various comments and corrections that your tutor requests of you.</li></ul>	<ul style="list-style-type: none"><li>○ Your tutor will provide you with feedback on all the components submitted.</li><li>○ Your tutor may ask you to clarify examples, provide additional information or revise any aspect of your writing, based on the concepts covered in this module.</li><li>○ Your tutor may ask you to revise and resubmit any or all components of the module writing, incorporating tutor feedback, twice. In other words, your third submission must be your final submission.</li></ul>
Module 2: Correspondence, Records, and Notes	
How to complete the module successfully	What your tutor will do
<ul style="list-style-type: none"><li>● Submit a portfolio of four documents, along with all required supporting materials.</li><li>● Revise and resubmit assignment components, following the comments and corrections that your tutor requests of you.</li></ul>	<ul style="list-style-type: none"><li>● Your tutor will provide you with feedback on all components submitted.</li><li>● Your tutor may ask you to revise any or all of the documents. You can resubmit twice, which means you are allowed three submissions.</li></ul>
Module 3: Reports and Proposals	
How to complete the module successfully	What your tutor will do
<ul style="list-style-type: none"><li>● Submit planning documents as described in the module assignment description.</li><li>● Incorporate tutor feedback into your document plan.</li><li>● Submit a complete short report, report section, proposal, concept paper or other tutor-approved document, plus all accompanying documents, including a briefing note to go along with your report or proposal.</li><li>● Revise and resubmit assignment components, following the comments and corrections that your tutor requests of you.</li></ul>	<ul style="list-style-type: none"><li>● Your tutor will provide you with feedback on all components submitted.</li><li>● Your tutor may ask you to revise any or all of the documents. Two revisions may be requested, allowing for three submissions in total.</li></ul>

## Scheduling your study

As with any distance-learning course, you have considerable autonomy in the way you organize your method of study. You can study wherever and whenever you choose and at whatever pace suits you best within the four-month time frame of the course.

### Inform your supervisor

You should inform your supervisor that you are taking this course and try to gain support for the duration of your studies. If possible, try to organize some regular time away from your work station to work on the course.

### Work out a schedule

The entire course requires roughly 30-40 hours of study time. Completion times are bound to vary from learner to learner.

With distance learning, the onus is on you to organize yourself to complete the course in an appropriate time frame. You will need to schedule your study time carefully so that you can complete the activities, make your own notes, and complete the assignments, allowing for busy times at work, missions and other events that might interfere with your planned schedule. You should also allow time for possible resubmissions of your assignments.

### Set your own assignment submission dates

There are no pre-set dates for submitting assignments. This arrangement is to enable you to work more easily around your various work commitments.

However, to maintain a steady schedule of study in the course and give yourself the best chance of finishing it, we strongly advise you to set your own target dates for submitting assignments. This arrangement is to enable you to work more easily around your various work commitments. Your tutor will ask you for your proposed dates for assignment submission early in the course.

### Consider the time limit

There is a time limit of five months to complete this course. The course coordinator will provide a list of critical dates for assignment submissions. These are **proposed** critical dates for you to work around in setting your own work schedule for the course.

### Create your own schedule

The link below will open up a Word document that you can use to create your own schedule for completing the course. Once you have filled in the schedule, save the document and print it out for easy reference. Try putting it up somewhere near your computer where you can easily check on your own progress. You are asked to send a copy of this schedule to your tutor early in the course.

[My schedule of module progress and assignment completion](#)

Here is an example of what a schedule might look like:

<b>Course start:</b> <b>Course end:</b> <b>2<sup>nd</sup> Module selection:</b> <input checked="" type="checkbox"/> Module 2: Correspondence, Records and Notes <input type="checkbox"/> Module 3: Reports and Proposals			
	<b>1</b>	<b>2</b>	<b>3</b>
I'm working on Module:	Effective Writing	Correspondence, Records and Notes	Reports and Proposals
Date:			<i>Not selected</i>
I'm Submitting:	Module 1 Assignment	Module 2 Assignment	Module 3 Assignment
Date			<i>Not selected</i>

<sup>1</sup>Try to allow a few days between completing one module and starting the next. You may need to revise and resubmit your assignment more than once requiring some extra time. The example schedule provided here allows for plenty of time at the end of the course period to be flexible in case of delays, emergencies, etc. in your work schedule.

## Support and contacts

Although the course materials are designed to enable you to work alone, sometimes you will need help. A support system has been developed to assist you and your fellow course participants with any difficulties that you may experience.

### Course content

If you have questions about anything in the course learning materials, anything about how to proceed, or anything about assignment requirements, you should contact your tutor by e-mail.

Your tutor is there to help you find your way through the learning materials and will understand how you are feeling. Please do not hesitate to ask questions, even if you think the question is too simple to ask. It is much better to ask questions and be clear about the course requirements than to proceed without a good understanding of the materials, what you are reading, and what you will need for your assignments. Your tutor will contact you early in the course. Please reply promptly so that he or she knows you are in e-mail contact.

If your tutor contacted you before you received this CD-ROM, then now is a good time to [let your tutor know that you have received your course materials and are ready to start the course](#).

Occasionally, you will see an e-mail link for your tutor like the one above. You will notice that there is no e-mail address provided. That is because there are different tutors for this course. However, the link will automatically open your default e-mail program and begin a message with a subject line. You must insert your tutor's e-mail address in the appropriate space to send a message.

### Course administration

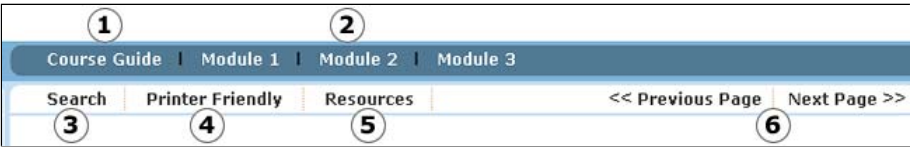
You may experience administrative problems that require attention, such as changes in your work schedule or inability to access course materials. For assistance, contact the Commonwealth of Learning Course Coordinator ([learnersupport1@col.org](mailto:learnersupport1@col.org)) as soon as possible. For technical problems, we strongly recommend that you contact your local technical support service.

## Navigating through this course

This online course has been constructed in a way that allows you to work through activities at your own pace, while also having the benefit of support from an online tutor. To help you with using the course, we have adopted some conventions that should make your learning journey a bit easier to navigate.

### The top navigation menu

Every page has a menu at the top, with various options for navigating through the course.




The screenshot shows a top navigation bar with a blue header and a white sub-header. The blue header contains links for 'Course Guide', 'Module 1', 'Module 2', and 'Module 3'. The white sub-header contains links for 'Search', 'Printer Friendly', 'Resources', '<< Previous Page', and 'Next Page >>'. Numbered callouts 1 through 6 point to these specific elements.

1. Click on **Course Guide** any time you want to return to this guide.
2. Click on the **module** links to go to a module.
3. Click on the **Search** link to search for specific words within the course pages.
4. Click on the **Printer Friendly** link to open a printable copy of the module.
5. Click on the **Resources** link to access resources page for each module.
6. Click on the **Next** or **Previous** buttons to advance forward or backward through the module one page at a time.

### The left navigation menu

In addition to the top navigation menu, each module has a menu on the left for navigating within that module. This menu is like a table of contents for the module.



The screenshot shows a left navigation menu for 'Module 1' under the 'World Health Organization' logo. The menu lists several sections: 'Introduction', 'Prewriting', 'Organizing', 'Parallel structure', 'Practice: Put ideas together', 'Drafting', 'Revising for style and mechanics', and 'Revising for flow and consistency'. Numbered callouts 1 through 5 point to these sections.

1. The **module title** at the top of the menu indicates which module you are in.
2. The **main sections** within a module can be accessed by clicking on any of the bold links in the menu.
3. Clicking on a **section link** will bring you to the first page of that section, and will expand that section menu so that you can see the pages within.
4. The **active page** (the page you are on) will be indicated with dark font colour.
5. Clicking on any of the **page links** will take you to that page of the module.

## Tips for searching

Use these tips to make searching easier.

- **Match ANY search word (Boolean OR)**

Search for pages which contain AT LEAST ONE of the given search terms. The results will be sorted in order of the number of terms matched, and the determined relevancy score. Click the "match any search word" radio button to enable this search option.

- **Match ALL search words (Boolean AND)**

Search for pages which contain ALL of the given search terms. The results will be sorted in order of the number of terms matched, and the determined relevancy score. Click the "match all search word" radio button to enable this search option.

- **Wildcard searches**

You can use wildcard characters '\*' and '?' in your search terms to search for multiple words and return larger set of results. An asterisk character (\*) in a search term represents any number of characters, while a question mark (?) represents any single character.

This allows you to perform advanced searches such as "zoom\*" which would return all pages containing words beginning with "zoom". Similarly, "z???m" would return all pages containing four-letter words beginning with 'z' and ending with 'm'. Also, "\*car\*" would be a search for any words containing the word "car."

- **Exclusion/negative searches**

You can precede a search term with a hyphen character to exclude that search term from being included in your search results. For example, a search for "cat -dog" would return all pages containing the word "cat" but not the word "dog".

- **Skip words**

Note that some common words such as "the", "and", "or" are ignored by the search tool.

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## Storing files

As mentioned, each module has four different kinds of activities:

- **Practice activities**, where you complete a task within the course module using your web browser. You can complete these activities as many times as you like. They are not saved.
- **Reflection activities**, where you reflect on an aspect of writing or the writing process. These activities must be saved on your computer.
- **Preparation activities** leading to module assignments, which you complete when you have worked through the module. The module assignments must be saved and submitted to your tutor.
- **Module assignments**, which you will submit to your tutor.

We recommend that for each module, you create new folders in your personal folder system, one labeled **Reflections** and one labeled **Assignments**. You can then store all of your work as you progress through the module.

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## Technical requirements

To fully experience this CD-ROM, you'll need

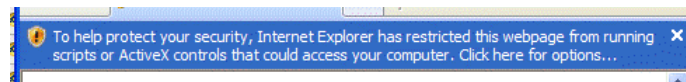
- o A World Wide Web browser (Internet Explorer 5 or greater, or Mozilla Firefox, or Safari), with Javascript enabled
- o Adobe Flash Player
- o Adobe Reader
- o A screen size setting of at least 1024 x 768 pixels.

If you have technical difficulties, please check first with your local IT specialist before contacting COL. Also, you may need to install two free browser plug-ins, Adobe Flash Player and Adobe Reader. There is no need to worry about this—it is a very simple process that can easily be accomplished by following the instructions on the download pages at the Adobe web site.



## Internet Explorer and ActiveX controls

If you are viewing these course materials from your CD-ROM or hard drive using Internet Explorer, you may sometimes get a caution message like the one below.



Internet Explorer provides this caution so that ActiveX controls (such as Flash animations and Javascripts) are not allowed to run on your system without your consent. The material on this CD-ROM is safe for you to view. You will need to click on the caution message and allow the ActiveX control to run in order to view the contents of this course.

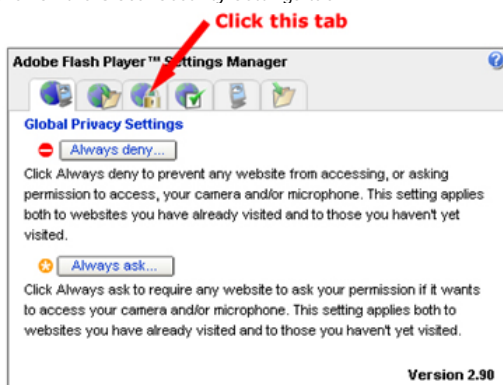
## Playing Flash Content from CD-ROM: Troubleshooting Security Issues

Flash Player 9 may require you to change your security settings in order to view Flash Media on a local directory such as a hard drive or CD-ROM (the problem is, it may not alert you to change your security settings, so you may not even know there is a problem).

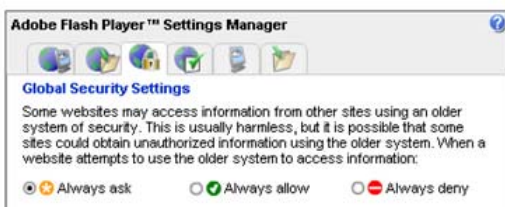
**Note:** You must be connected to the Internet to do this.

You can allow Flash content to play from CD-ROM as follows:

1. Open the Flash Player Settings Manager by going to:  
[http://www.macromedia.com/support/documentation/en/flashplayer/help/settings\\_manager04.html](http://www.macromedia.com/support/documentation/en/flashplayer/help/settings_manager04.html)
2. Click on the Global Security Settings tab:

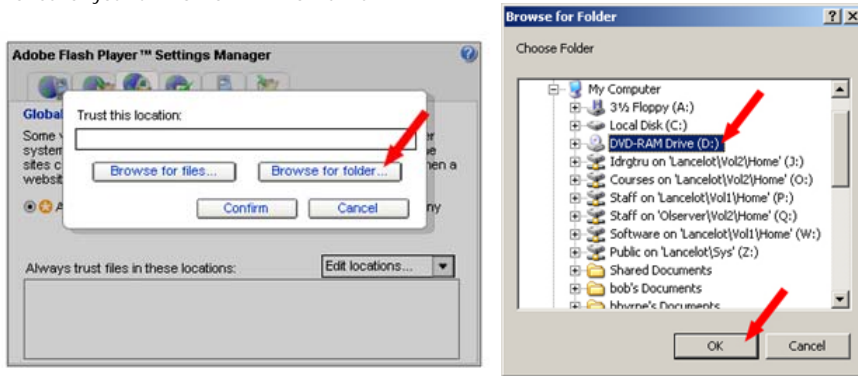


3. Click on **Add Location** in the **Edit Locations** dialogue:





4. Browse for your CD-ROM or DVD-ROM drive:



5. Click on the **Always allow** radio button:



6. Close your browser, and then reload the CD-ROM.

## Acknowledgments

The Commonwealth of Learning (COL) is the only inter-governmental agency that focuses exclusively on using technology to expand the scope and scale of human learning. It operates on the premise that knowledge is the key to individual freedom and to cultural, social and economic development.

COL helps governments to develop policies that make innovation sustainable and to build systems or applications that expand learning.

It works in partnership with other international and bilateral organizations working on the Millennium Development Goals. These include the Canadian International Development Agency (CIDA), the UK's Department for International Development (DFID), New Zealand's Agency for International Development (NZAID), the Food and Agriculture Organization (FAO), the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations High Commission for Refugees (UNHCR), the Joint United Nations Programme on HIV/AIDS (UNAIDS), the International Labour Organization (ILO), the New Partnership for African Development (NEPAD), the African Virtual University (AVU), the regional Development Banks and the World Bank.

The Chairman of the Board of Governors is the Honourable Burchell Whiteman, O. J., and COL's President and Chief Executive Officer is Sir John Daniel. The project manager for "Writing Effectively for WHO" is Ms. Angela Kwan, Learning Manager, International Organisations.

This course was revised in close consultation with staff at the WHO. COL thanks Eveline Coveney in particular for her invaluable comments and advice.

COL wishes to thank UNHCR for making available the "Writing Effectively for UNHCR" course materials for free adaptation into the "Writing Effectively for WHO".

### Course Development Team

Original Writer	Ms. Maree Bentley
Course Revisers	Ms. Lorraine Martinuik, Ms. Mary Wilson & Mr. Dave Smulders
Educational Technologist	Mr. Bob Byrne
Editor	Ms. Susan Reaney
Critical Reader	Ms. Bobbie Ogletree

### Published by

Commonwealth of Learning 1055 West Hastings Street, Suite 1200 Vancouver, British Columbia V6E 2E9 CANADA	Telephone: +1 604 775 8200 Fax: +1 604 775 8210 E-mail: <a href="mailto:info@col.org">info@col.org</a> Web: <a href="http://www.col.org">http://www.col.org</a>
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