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by

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E-mail Assignment

Name:

Institution:

Course:

Instructor:

Date:

E-mail Assignment

E-mail 1

To: School Manager

Cc: Board of Management

From: {My Name}

Subject: Class Sizes

Dear Sir/Madam,

I am coming to you with a problem that I feel has not been adequately handled in a long time. Amid the COVID-19 outbreak, the university urged students to return to campus following spring break. I, like many other students, received many e-mails outlining the semester's preparations. Those communications suggested that like others I have read or heard of, the institution will try to get students back in person, with online programs serving as a reserve or last choice. As much as we love learning, the lack of adequate classes coupled with the covid-19 pandemic will only result in Pyrrhic triumph for the university. Below I highlight some concerns about continuing lectures in overcrowded classes where social distancing is a myth.

According to the NCES, the recommended ratio for university student-to-lecturer is 18 to1, as per the institution, but that is not the case in most institutions (NCES, 2020). To be candid, I do not see how the lecturers can accord each individualized student attention, which also raises the question of the quality of education we are receiving in the university. According to Aoumeur (2017), the overcrowding in the lecture halls directly affects the lecturer's concentration on each of us. At the same time, the crowded lecture halls also increase the noise levels that interfere

with other students. The lecturers are supposed to evaluate our learning, address the questions and the weaknesses in students, and ideally prescribe the proper solution for lecture sessions to achieve their intended purpose. Nevertheless, in our overcrowded classes, it does not work like that. The lecturers are unable to address the individual needs of each student. Where a student struggles with a point or a question needing clarification, the lecturer might not have adequate time to address each question raised.

It is a fact that an overcrowded class creates additional issues for the students and the lecturers alike, which subsequently creates additional distractions. These problems lead to a slower learning pace or a faster pace for some, and it generally affects the outcome of the learning process. Every student in this institution has a right to education and support, which cannot be achieved under the present circumstances. I hope this e-mail informs you of my concerns as a student.

Regards,

{Name}

{Telephone}

E-mail 2

To: School Manager

Cc: Board of Management

From: {My Name}

Subject: The Parking Problem

Dear Sir/Madam,

Without question, the university's lack of parking is a nightmare. Not only are there never enough parking facilities for learners to locate a place before being late for lectures, but there appears to be no meaningful effort being made to address this vexing issue that impacts all students, faculty, and staff. According to Zhou et al. (2018), most students prefer driving to and from their universities and colleges. The administration should strive to ensure that at least they are accorded adequate parking spaces. Every week, I commute in my car to and from the university. The driving time alone is roughly twenty-five minutes from my home on a good day, but I must factor in the time I will take to find a parking spot in the university car park that ranges from 30 minutes to 1 hour, depending on the day. I understand that there is not much money in our budget right now to build an additional parking garage but, in the meantime, I feel there is a way to address the issue.

Regarding issuing parking tickets, the institution must be strict. This one act can alleviate a lot of the anguish that many students experience. Repeatedly, I have seen a university employee's car parked in a student space with no authorization. Not only does this irritation deprive a worthy student of a possible slot, but it is also unjust. We pay exorbitant fees for a resident permit each

semester, which does not even assure a parking spot. The provision that new first-year students reside on school grounds in their first year alleviates some of the burdens since most of them will not have a car, freeing up parking spots for commuters like me.

In an attempt to address the confusion and momentarily fix this annoying parking problem on campus, my rallying cry is for tighter rules on showcasing parking tickets on every car until the budget can afford a more extensive parking structure for the university's ever-growing and flourishing campus.

Sincerely,

{Name}

{Telephone}

References

Aoumeur, H. (2017). The impact of class size on teaching and learning English as a foreign language: the case of the department of English at Abdelhamid Ibn Badis University. *Arab World English Journal (AWEJ) Volume*, *8*.

NCES. (2020). *COE - Characteristics of postsecondary faculty*. National Center for Education Statistics (NCES), a part of the U.S. Department of Education. https://nces.ed.gov/programs/coe/indicator/csc

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