

Communications 11

Module 1 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Communications 11*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Communications 11 course consists of three modules, the blackline master CD, *Communications 11 Companion Website*. Communications 11 is available in both print and online versions. Communications 11 components can be purchased individually. All are available from Open School BC.

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Activity 1

Problem Areas

Even with the run-on sentences in the email above corrected, it is still poorly written. Answer the following questions about the email to identify the problem areas.

1. Is a solution for the missing assignment proposed?
 - a. Yes
 - b. No
2. How would you describe the language in the email?
 - a. The language is appropriate for a teacher/student communication.
 - b. The language is too informal for a teacher/student communication.
3. How would you describe the content of the email?
 - a. The content is easy to follow.
 - b. The content is difficult to follow.
4. How would you describe the tone of the email?
 - a. The tone in the email is friendly.
 - b. The tone in the email is accusatory.

Activity 2

A Revised Version of the Email

Now read a revised version of the email.

Baljinder,

I missed you in the last Communications 12 class. I haven't heard from you and do hope that everything is okay. As a result of your absence, you missed the unit test and your assignment, "How to sharpen a pencil," and your writing is now late. As I stated on the first day of school, missed tests will result in a zero and assignments handed in the following class will be considered late unless you had a valid excuse for being away. Please contact me as soon as you can so we can get this matter cleared up!

Take care,
Julie Kelly, Instructor

Let's answer the same questions as above about the second version of this email.

1. Is a solution for the missing assignment proposed?
 - a. Yes
 - b. No
2. How would you describe the language in the email?
 - a. The language is appropriate for a teacher/student communication.
 - b. The language is too informal for a teacher/student communication.
3. How would you describe the content of the email?
 - a. The content is easy to follow.
 - b. The content is difficult to follow.
4. How would you describe the tone of the email?
 - a. The tone in the email is friendly.
 - b. The tone in the email is accusatory.

Activity 1

Paragraph Unity

It's important for all of a paragraph's parts to hold together, or have paragraph unity. To be sure that your paragraph has unity, check that each of your supporting sentences relates to your topic sentence.

Instructions

In the paragraph below, find the sentence that does not belong.

The first snow of the season is always a special event. My mother always sighs and says how pretty everything looks. My dog just wants to get outside and run in it. My dad is still at work. My older brother always complains because he has to shovel the driveway. I like to just stay quiet and enjoy it.

Activity 2

Paragraph Coherence

The paragraph below illustrates poor sentence order. Indicate the proper logical sequence for the sentences by identifying the correct order in which the sentences should be placed.

How to Get to the Principal's Office

If you enter the main door of the school, you'll immediately see the gym. Enter the main office and ask to see the principal, as her office is actually inside the main office. Which way will you take? The other, faster way to get there is to say something rude to you teacher. I know of two ways to get to the principal's office. Walk past the gym, and you'll see the school's main office.

1. If you enter the main door of the school, you'll immediately see the gym.
2. Enter the main office and ask to see the principal, as her office is actually inside the main office.
3. Which way will you take?
4. The other, faster way to get there is to say something rude to you teacher.
5. I know of two ways to get to the principal's office.
6. Walk past the gym, and you'll see the school's main office.

Activity 3

Using Transitions

Transitions can also be words like *this, that, these, those, he, or they* when referring to something or someone already mentioned in the paragraph.

For example, let's look at an excerpt from the explanation of transitions included above:

A transition is a change from one stage or position to another. In the writing process, transitional words and phrases link words, sentences, and ideas together. They make writing smoother and easier to read and understand.

In this case, the word "*They*" is a transition between the first and second sentences.

In the writing process, transitional words and phrases are used to link words, sentences, and ideas together. They make writing smooth and easier to read and understand.

Instructions

Select the transition that makes the most sense in the sentence.

1. (Even though, If) _____ he said he would be home by 11:00 o'clock, Peter was two hours late.
2. (Maybe, Then) _____ I will go to the movies or (perhaps, so) I won't.
3. He was able to pass the exam (because, consequently) _____ he had studied the right things.
4. (Even though, First) _____ I will save my money, and (then, first) _____, I will take scuba lessons during spring break.
5. My brother was sleeping, (because, so) _____ I tried to wake him up, (since, but) _____ he just ignored me and continued to sleep.
6. His teacher was upset (even though, because) _____ Jill (always, maybe) _____ came late for class.
7. Everyone was on time for the banquet (except, then) _____ Mr. Williams (because, if) _____ his car wouldn't start.
8. He broke the law; (because, consequently) _____, he was sent to jail.

Activity 1

Identifying Topic Sentences

The topic sentence states the main idea that the paragraph will develop. This activity will ask you to find the best topic sentence for the details provided.

Instructions

In each of the following questions, there are several sentences providing specific details that could be used to develop a paragraph. Following each set of sentences, there are two possible topic sentences. Select the topic sentence that best addresses the paragraph's topic.

1. Jessica, who wants us all to live a healthy lifestyle, continues to go to dance class five days a week. Mom has joined a running clinic and meets with them twice a week. Susie walks to school every day now. Dad plays golf every week, and if the weather doesn't allow it, he has promised to go to the gym. Bradley has joined the school basketball team, and, when the season is over, he will do track and field.
 - a. Exercise is part of my family's life.
 - b. All the members of my family have committed to exercising regularly.
2. Libraries are good places to study. They are quiet and comfortable, and the influence of other students working can be positive. Many people also study at home in a room designated as an office. Some prefer to study in coffee shops where the hustle and bustle provides a backdrop to their academic endeavours. A bad place to study is in front of the TV because you are likely to be distracted.
 - a. People choose to study in a variety of places, some better than others.
 - b. People study in a variety of places.
3. There are definitely advantages to living in the city, such as more exposure to arts and culture, but the bonuses of country living far outweigh them. In the country, the pace of life is slower and more relaxed. In the city, many people move too fast to enjoy anything including the art and culture around them! Life is healthier in the country. The air is cleaner, and the traffic is less stressful. Life in the country is safer, too. There are far fewer crimes committed.
 - a. Residing in the country has many advantages over city living.
 - b. There are many ways to compare country and city living.

Activity 2

Paragraph Beginnings—Assignment Start

Within the general topic of “education,” find two narrow topics.

Then go to the *Communicate!* CD and review step one of the following media resource:

Communicate! CD > Writer’s Resource > Three Steps to Communication - Producing

You need to determine your purpose and audience, generate ideas, and then create a topic sentence to organize them. Use the Producing Ideas Template to guide your writing process.

Producing Ideas Template

Topic:	
Audience:	Purpose:
Generate Ideas (brainstorm, cluster, free write):	Organize Ideas (logic, sequence, chronology):

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

Below are possible directions to take within the general topic of education. Use these specific topics or come up with your own.

- reasons to go to school
- types of education
- the connection between education and employment
- what makes a good teacher
- how technology can be used in education

Use the following method to elaborate on your topic:

- a. First, you must determine your purpose and audience.
- b. Next, you must generate ideas about the topic.
- c. Then you must organize your ideas. This includes narrowing your topic into a topic sentence that tells the audience what your main idea is and reveals your opinion about the topic. The point of view you express should be that of a Canadian person who is the same age as you.
- d. With your direction determined by your topic sentence, create an outline of the main points you want to make to support this direction. Remember, you will need to go through this process with each of your two topics.

Activity 1

Writing the Body

Your task now is to build a body for the two paragraphs you started in Lesson C, Activity 2, “Paragraph beginnings—Assignment start.” You should already have your arguments logically organized, and you should also have a topic sentence for each of your topics.

Now, it’s your turn to process your ideas. Refer back to the work that you started in *Paragraph beginnings—Assignment start*.

You need to develop the body for each of your paragraphs on education. For each:

- Begin by copying your topic sentence.
- Determine which support should go first, second, and third.
- Start writing.
- Attempt to join your ideas together in a unified (all on same topic), coherent (in a logical order), and cohesive (tied together) paragraph.
- Don’t get hung up with perfecting our every word or sentence; just get your ideas into a document.

Save this document again as it will be handed in later.

Section 1 Assignment: Part 1

Your Polished Paragraph

Polish one of the two paragraphs you have already produced in this section. You will be asked to include the draft that you have polished with your final copy.

Instructions

Choose one of the two paragraphs on “education” developed in this section. Make a copy of this paragraph into a second document. Read the paragraph out loud to yourself. Does it sound smooth? If not, rework, rework, rework. Use the *Final Editing and Proofreading Checklist*.

Incorporate the changes from the polishing process. Submit your ‘Start from scratch’ draft and your final copy.

Evaluation Guidelines	Marks
Start from scratch draft Completion	/6
Final copy Composition Scoring Guide × 3	/18
Total	/24

Final Editing and Proofreading Checklist

A Check content (Have you done what you set out to do?)

- ☐ All ideas are clear and fully developed
- ☐ All ideas support the main idea and relate to each other
- ☐ All ideas are supported with adequate details
- ☐ Unnecessary details are deleted
- ☐ The opening and closing are strong

B Check language (Is it easy to follow?)

- ☐ Unnecessary words are deleted
- ☐ Transitions are used to move between ideas
- ☐ Sentences are properly constructed
- ☐ Word selections are accurate and specific

C Check format

- ☐ The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- ☐ An appropriate and interesting title
- ☐ A new paragraph is used every time you change to a new idea or speaker
- ☐ Include your name, the date, and the assignment title
- ☐ Use only one side of the page

D Check grammar, punctuation and spelling

Grammar:

- ☐ All subjects and verbs agree
- ☐ Verb tense is consistent and correct
- ☐ Parallel structure is maintained

Punctuation:

- ☐ Apostrophes with all possessive nouns
- ☐ Each sentence begins with a capital and finishes with end punctuation
- ☐ Proper names are capitalized.
- ☐ Quotation marks are used correctly where appropriate

Spelling:

- ☐ Use spell check to catch obvious spelling errors
- ☐ Manually look up difficult or confusing words in the dictionary

Composition Scoring Guide

6 ➡ Wow!	<p>Your superior paper is developed with originality, energy, and flair.</p> <ul style="list-style-type: none">• Writing is purposeful, focused, and on topic• Details and examples are used effectively• Sentences are controlled and varied in structure• Word choice is appropriate, precise, and often sophisticated• May contain a couple of writing errors
5 ➡ Strong!	<ul style="list-style-type: none">• Your effective paper is clear and fairly well developed.• Writing is purposeful and logical• Supporting details are well chosen• Sentences are controlled and varied in structure• Word choice is appropriate but expression may be awkward• The handful of minor writing errors do not interfere with meaning
4 ➡ Good!	<p>Your competent paper is on topic and generally clear.</p> <ul style="list-style-type: none">• Writing is articulate but unimaginative• Sentence structure is simple• Expression is simplistic; some attempt at more complex word choice• A number of errors in writing, but meaning is still clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Your adequate paper addresses the topic, but development is weak.• Ideas are repetitive and often simplistic• Paragraphs exist but may only be a few sentences each• Awkwardness in sentence structure interrupts flow• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<p>Your inadequate paper fails to achieve assignment purpose.</p> <ul style="list-style-type: none">• Genuine attempt at a full and structured development• Content may be repetitive, unfocused, or weak• Word choice is basic and often informal• Sentence structure is simple containing fragments and run-ons• Numerous errors interfere with meaning• May demonstrate lack of proficiency in English language
1 ➡ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• Writing has little or no sense of purpose or organization• May be too short (one paragraph for an essay)• Significant number of errors creates uncontrolled development
0 ➡	<ul style="list-style-type: none">• The response is off topic or difficult to understand.

Section 1 Assignment: Part 2

Excuses, Excuses

In the first page of this section, Communicating One on One, you read an email from a teacher to a student. The teacher was inquiring about an absence and about missed work. Now, you get to respond.

Write an Email Response to this Email

Email specifics:

- Your email should follow standard paragraph structure:
 - topic sentence
 - body
 - concluding sentence
- Imagine you are Baljinder Rao. The email should be addressed to Julie Kelly, the teacher, and should be signed from Baljinder Rao.
- Use your imagination for the content. Make up any plausible excuse, but remember, your purpose is to be able to write your test and hand in your assignment without late penalties!
- Remember to consider audience and to keep the tone and language appropriate for a student/teacher communication. This means writing out words in full rather than using abbreviations more typical of text or instant messaging.

Step A: Producing Ideas Template

Complete the Producing Ideas Template to gather, generate, and organize your email response.

Step B: Write the Email

Write a draft of your email response. Use the Final Editing and Proofreading Checklist on a draft of your work. Incorporate your changes to polish your paragraph.

Evaluation Guidelines	Marks
Completed Producing Ideas Template	/5
Final e-mail Note: since this is an email, you do not have to follow the business letter format. Simply follow the structure laid out in the original email. Business Letter Scoring Guide × 2	/12
Total	/17

Producing Ideas Template

Topic:	
Audience:	Purpose:
Generate Ideas (brainstorm, cluster, free write):	Organize Ideas (logic, sequence, chronology):

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

Final Editing and Proofreading Checklist

A Check content (Have you done what you set out to do?)

- ☐ All ideas are clear and fully developed
- ☐ All ideas support the main idea and relate to each other
- ☐ All ideas are supported with adequate details
- ☐ Unnecessary details are deleted
- ☐ The opening and closing are strong

B Check language (Is it easy to follow?)

- ☐ Unnecessary words are deleted
- ☐ Transitions are used to move between ideas
- ☐ Sentences are properly constructed
- ☐ Word selections are accurate and specific

C Check format

- ☐ The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- ☐ An appropriate and interesting title
- ☐ A new paragraph is used every time you change to a new idea or speaker
- ☐ Include your name, the date, and the assignment title
- ☐ Use only one side of the page

D Check grammar, punctuation and spelling

Grammar:

- ☐ All subjects and verbs agree
- ☐ Verb tense is consistent and correct
- ☐ Parallel structure is maintained

Punctuation:

- ☐ Apostrophes with all possessive nouns
- ☐ Each sentence begins with a capital and finishes with end punctuation
- ☐ Proper names are capitalized.
- ☐ Quotation marks are used correctly where appropriate

Spelling:

- ☐ Use spell check to catch obvious spelling errors
- ☐ Manually look up difficult or confusing words in the dictionary

Business Letter Scoring Guide

6 ➡ Wow!	<p>Your superior paper is clear, complete, and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated effectively• Word choice and overall tone are professional• Specific course of action proposed; suitable closing statement• May contain a couple of writing errors
5 ➡ Strong!	<p>Your effective response is clear and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated• Word choice and overall tone are acceptable• Specific course of action proposed; suitable closing statement• May contain a handful of minor writing errors that do not interfere with meaning
4 ➡ Good!	<p>Your competent paper is generally clear.</p> <ul style="list-style-type: none">• Follows business letter format, though may contain minor errors• Task or problem communicated, but may be vague• Includes some of the necessary details• Word choice and tone may be minimally acceptable• Course of action may be vague; closing statement may be absent or unsuitable• A number of errors in writing, but meaning is still clear
3 ➡ A Pass!	<p>Your adequate response is barely acceptable.</p> <ul style="list-style-type: none">• Follows basic business letter format, though may contain errors• Task or problem poorly communicated; may be unclear or disorganized• Word choice and tone may be minimally acceptable• Course of action may be absent or vague; closing statement may be absent or unsuitable• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<p>Your inadequate response is unclear and disorganized.</p> <ul style="list-style-type: none">• Does not follow business letter format• Task or problem may not be identified• Course of action may be absent or vague; closing statement may be absent or unsuitable• Word choice and tone may be unacceptable• Errors may interfere with meaning
1 ➡ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• The response does not demonstrate an understanding of the passage• Much information is missing and the format is incorrect
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand.

Section 1 Assignment: Part 3

Grammar Review

Instructions

Identify whether each of the following sentences is grammatically correct or incorrect.

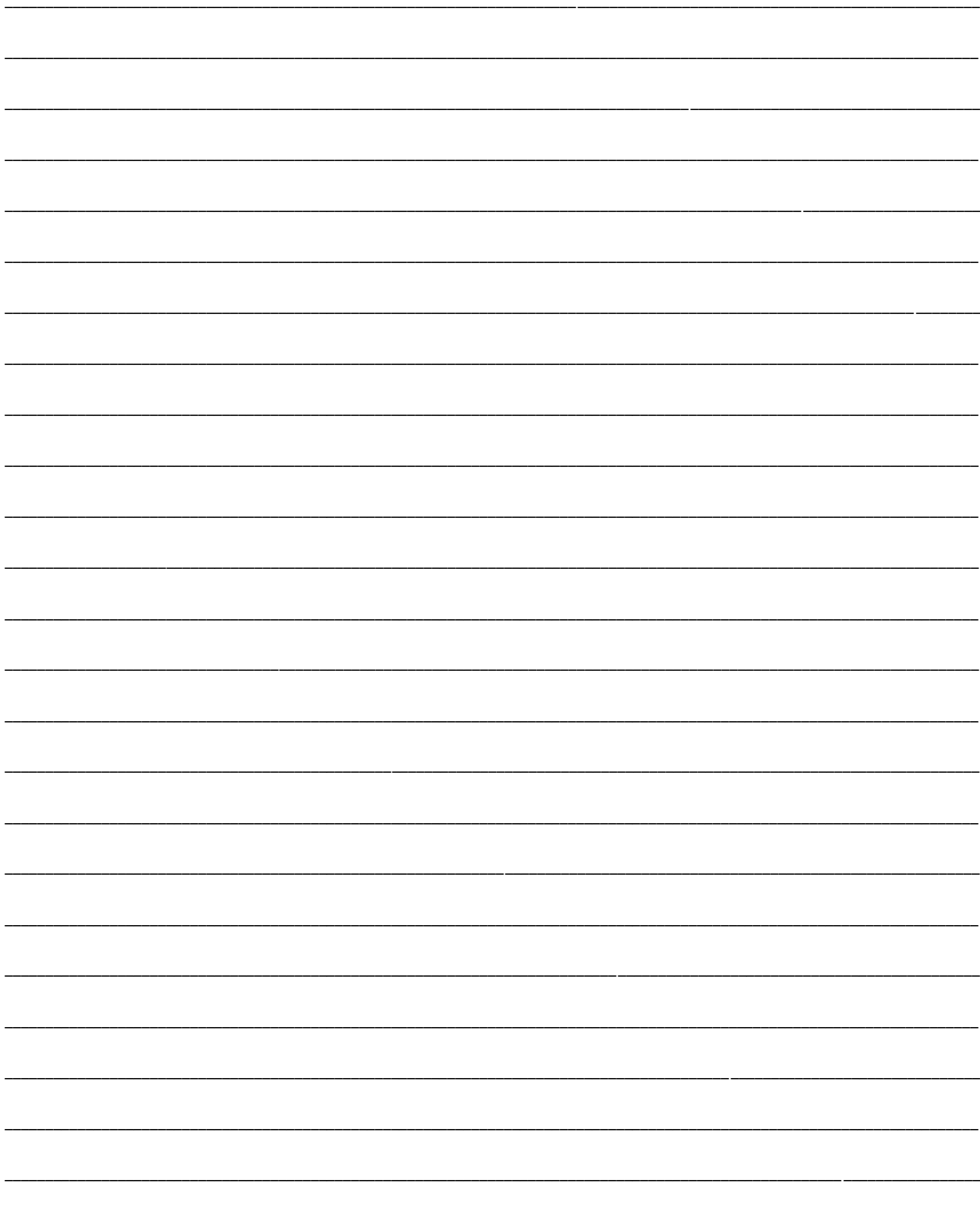
1. You can be sure that either the fire department or the police know about the accident.
 - a. correct
 - b. incorrect
2. The soldier was a stocky man with a large head in excess of 250 pounds.
 - a. correct
 - b. incorrect
3. She would rather stay at home on the computer than skating.
 - a. correct
 - b. incorrect
4. Here are three possible symptoms of the common cold: nasal congestion, fever, and sore throat.
 - a. correct
 - b. incorrect
5. The thought of eating a perfectly cooked t-bone steak made him salivate.
 - a. correct
 - b. incorrect
6. She thought about what he'd told her the day before ("I would never lie to you") and felt reassured.
 - a. correct
 - b. incorrect
7. All four students—Steven, Paul, Norm and Derek were given detentions.
 - a. correct
 - b. incorrect
8. Right before Jeanie trailed off into sleep she said, "I should have known this was going to happen..."
 - a. correct
 - b. incorrect
9. I sent a present to my uncle packed in a box.
 - a. correct
 - b. incorrect

Journal Entry 2.1: Guessing Word Meanings

Write a journal entry on the basis of the following topic. Your entry should be approximately 150–200 words.

Have a guess at the word origins for “information,” “research,” and “network.” Word origins are different from word definitions; the origin of a word is the first instance of its recorded use, and the meaning of the words it originally derived from. Write down your guesses and explain your choices.

[illegible]

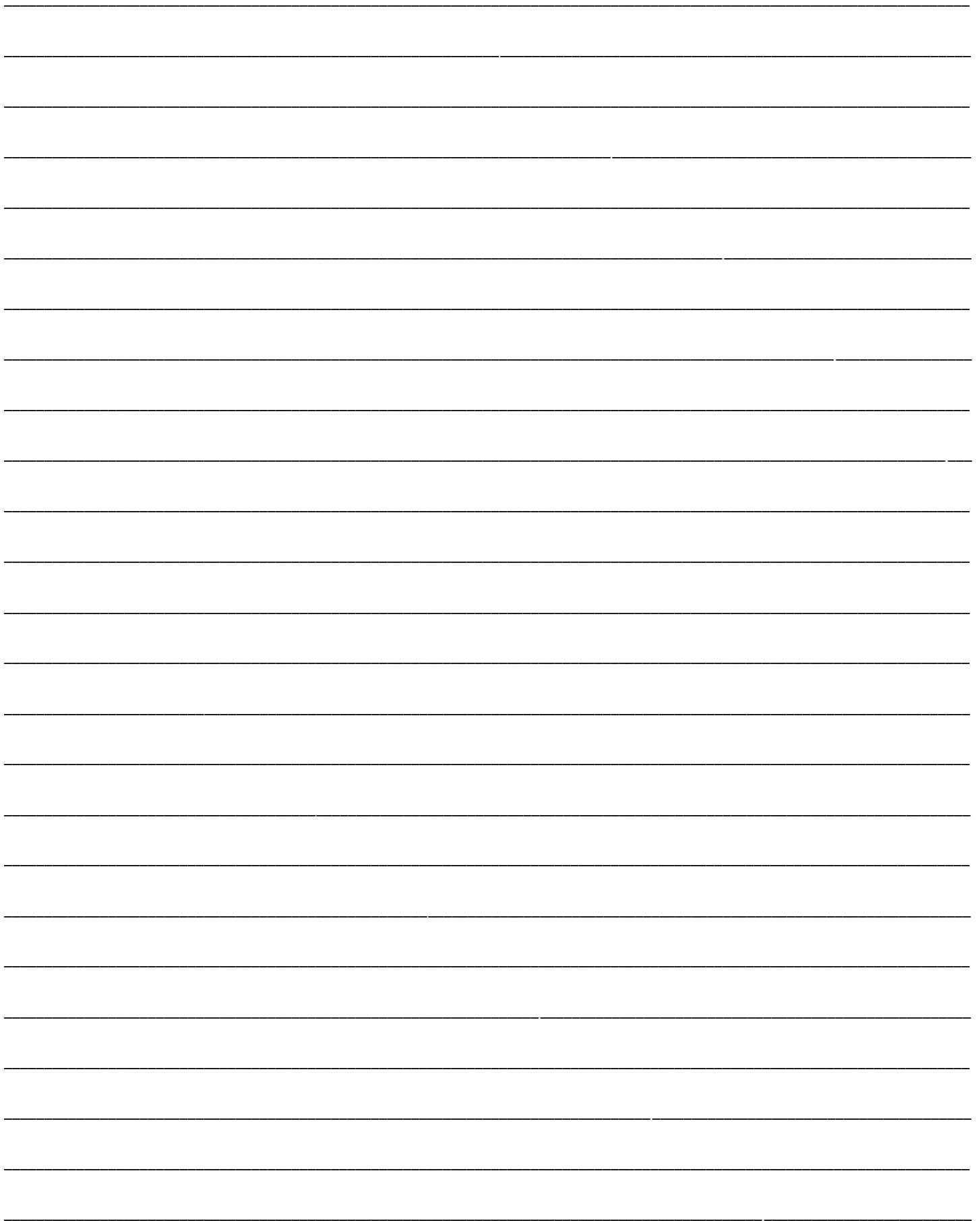


Journal Entry 2.2: Researching Word Origins

Write a journal entry on the basis of the following topic. Your entry should be approximately 150–200 words.

Return to the guesses about word origins you made at the end of the last lesson. Now look up the actual definitions and origins of these three words: *information*, *research*, and *network*. Write them down. What do the meanings and origins tell you about how to approach your research essay? Answer this and include your response with your assignment.

[illegible]



Activity 1

Comparing Websites and Print Sources

Complete this activity to evaluate websites versus other sources of information.

How do your websites stack up?

Some websites, such as those maintained by established institutions like a university, a government branch, or a professional association, are generally trustworthy without having to be examined. But for the many others, use your critical reading skills!

Sort the following into a pro stack and a con stack.

1. Versions of documents are visible, as in the case of wikis, which keep a revision history of previous drafts.
2. Websites can be published without editing, fact checking, or reviewing.
3. Many sites do not indicate the author, or with whom the site is affiliated.
4. The author may not have adequate qualifications to be an authority on the topic.
5. Authors may use sources without citing them, claiming the information as their own.
6. The purpose of the Web document may be misleading. If you can't determine the author or affiliation, you can't determine its true purpose.
7. There is easy collaboration so that documents can be shared and worked on by multiple authors at the same time, as in the case of a wiki (a collection of Web pages designed to have multiple users alter the content).
8. The cost of Web publishing is significantly lower than print, allowing some content (which would not be able to find a print market) to be published for smaller audiences.
9. Dates attached to the information are sometimes ambiguous. For example, a date could refer to the date the information was posted, or it could be the date the site was last updated, but that update could have been something minor like a spelling correction. There is often no way to tell the date of publication of a Web page.
10. Websites have timely updates with instant publication—no waiting for a printer.

Pros	Cons

Which stack is higher?

As you can see, as you embark on gathering your research material, you need to strike a balance. Maybe in the past you've been assigned a report that asked you for a certain number of print resources and a certain number of non-print ones. Now, you get to be the judge. In your section assignment, first you will establish criteria that can be used to evaluate website quality. Then, using your criteria, you will choose two websites and will evaluate their strengths and the reliability of their information.

Section 2 Assignment: Part 1

Getting Around the Internet

Travelling on the Internet, or the information highway, can be very exciting. Yet nothing compares with the joys of real travel to real destinations. So why not combine both forms of travel?

Step A: Find a Destination

Decide on a destination for which you would like to plan a trip. Don't worry about the expenses as you are planning your dream getaway...just make sure it's one you can easily explore online.

Step B: Plan the Trip

Plan the travel, the activities, and the accommodations. You must use a minimum of three websites to do your vacation planning. Once you have decided on all your options, provide documentation to demonstrate that you have:

- found a flight, ferry, train, car—whatever it is that you need to travel
- planned an itinerary that includes a minimum of six activities
- identified a room at a hotel, bed and breakfast, lodge, motel, or hostel

Step C: The Travel Package

The documents can be presented in any form that you decide is suitable. You can produce everything as documents, or create a Web page or computer slideshow presentation. You might even consider a video or audio presentation. You could present all your plans in a professional looking brochure or travel agent's package.

For an overview of presentation strategies and techniques that you can use in your brochure, go to the *Communicate!* CD and refer to the Visual Design multimedia resource.

Communicate! CD > Media Literacy > Visual Design

Whatever you do, be careful that you don't actually book something!

Evaluation Guidelines	Marks
Organization and Planning Is the plan logical and realistic? Could the itinerary really be followed?	
<input type="checkbox"/> All required modes of transportation have been accounted for <input type="checkbox"/> Six activities have been scheduled <input type="checkbox"/> Accommodations have been arranged	/3 /6 /3
Presentation Is the presentation interesting and engaging? Have you taken pride in presenting your work in an attractive and carefully packaged manner? Visual Scoring Guide × 3	/18
Total	/30

Section 2 Assignment: Part 2

Web Check

Step A: Web Check

Answer the following questions, each of which is designed to contribute to your ability to critically evaluate website quality.

- 1. **Accuracy**—How can you identify whether the information on a Web page is accurate?

- 2. **Authority**—How can you determine if a trusted authority has created a Web page?

- 3. **Objectivity**—How can you decide if a Web page is objective, or if it’s really a biased account in disguise?

4. **Currency**—How can you decide if a Web page is current enough?

Evaluation Guidelines	Marks
4-Point Short Answer Scoring Guide × 4	/16
Total	/16

4-Point Short Answer Scoring Guide

4 ➡ Wow!	<ul style="list-style-type: none">• Analysis and presentation of information is consistent and very logically sequenced• Ideas are tightly focused, on topic, and fully developed• Word choice is sophisticated and contributes to a clear and convincing answer• Exceptional spelling and grammar
3 ➡ Strong!	<ul style="list-style-type: none">• Analysis and presentation of information is well-organized and well sequenced• Ideas are well focused, on topic, and well developed• Word choice is compelling and contributes to a generally persuasive answer• Virtually no spelling errors or grammatical errors
2 ➡ Almost	<ul style="list-style-type: none">• The presentation or analysis of information in the answer is illogical or insufficient• The answer lacks focus, purpose, and development• Language use in the answer is weak• Occasional spelling errors or grammatical errors may negatively affect understanding
1 ➡ Not Yet	<ul style="list-style-type: none">• The answer may be limited in scope• The answer does not address the question clearly, lacks focus and purpose• Vocabulary is immature or vague; word choice is not appropriate• Frequent spelling errors or grammatical errors make the answer virtually incoherent
0 ➡ Not at All	<ul style="list-style-type: none">• Answer is too brief to evaluate or not attempted at all

Section 2 Assignment: Part 3

Two Websites—Two Reviews

Now it is your turn to find the best and worst of the World Wide Web.

Step A: Website Comparison

Decide on a topic—perhaps think of any of your hobbies or interests—and then scan the Internet for related websites.

Find the very best website on this topic that you can and one that is not so good, or just plain terrible.

Step B: Website Evaluation Chart

Evaluate the two websites using the Website Evaluation Chart found below Step C.

You will need two copies of the chart: one for each website. Use the information provided in the lesson on “How to evaluate a website” to guide your evaluation and comments. Be sure your comments are in complete and grammatically correct sentences.

Step C: Rate-this-Website Paragraphs

How would you rate the website overall (excellent, very good, good, just OK, not so good, awful)? Give specific reasons for your rating. Write a reflection of approximately 100–125 words for each website.

Evaluation Guidelines	Marks
Website Evaluation Chart 1 mark per box per chart (19 marks per site)	/38
Rate-this-Website Paragraphs Paragraph Scoring Guide (6 marks per paragraph)	/12
Total	/50

Web Site Evaluation Chart

Search a Topic that You Know Well: _____

Web Site Address: _____

Domain Type: _____

Web Site Purpose: _____

Navigate the Pages: **COMMENTS:**

Navigation Tools	
Links	
Home	
Contact Information	
Site Map	
Site Search or FAQ	

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2' 6A(%BC "#9&' #*%5@B7)	! ! ! ! !
D&E' (*%F7)	! ! ! ! !

! ! ! ! ! ! ! ! !

Three ways this Web site could be improved.

Improvement Suggestion

COMMENTS:

Suggestion 1:	
Suggestion 2:	
Suggestion 3:	

Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand

Journal Entry 3.1: White Paper on Multiculturalism

In the **White Paper** on multiculturalism published in 1971, Prime Minister Pierre Elliot Trudeau stated about Canada, “Although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other.” Do you agree with this statement? Explain.

OR

How would you describe the culture(s) to which you belong? Would you say that you belong to more than one? Do you feel that your cultural values are fairly represented in the media?

[illegible]

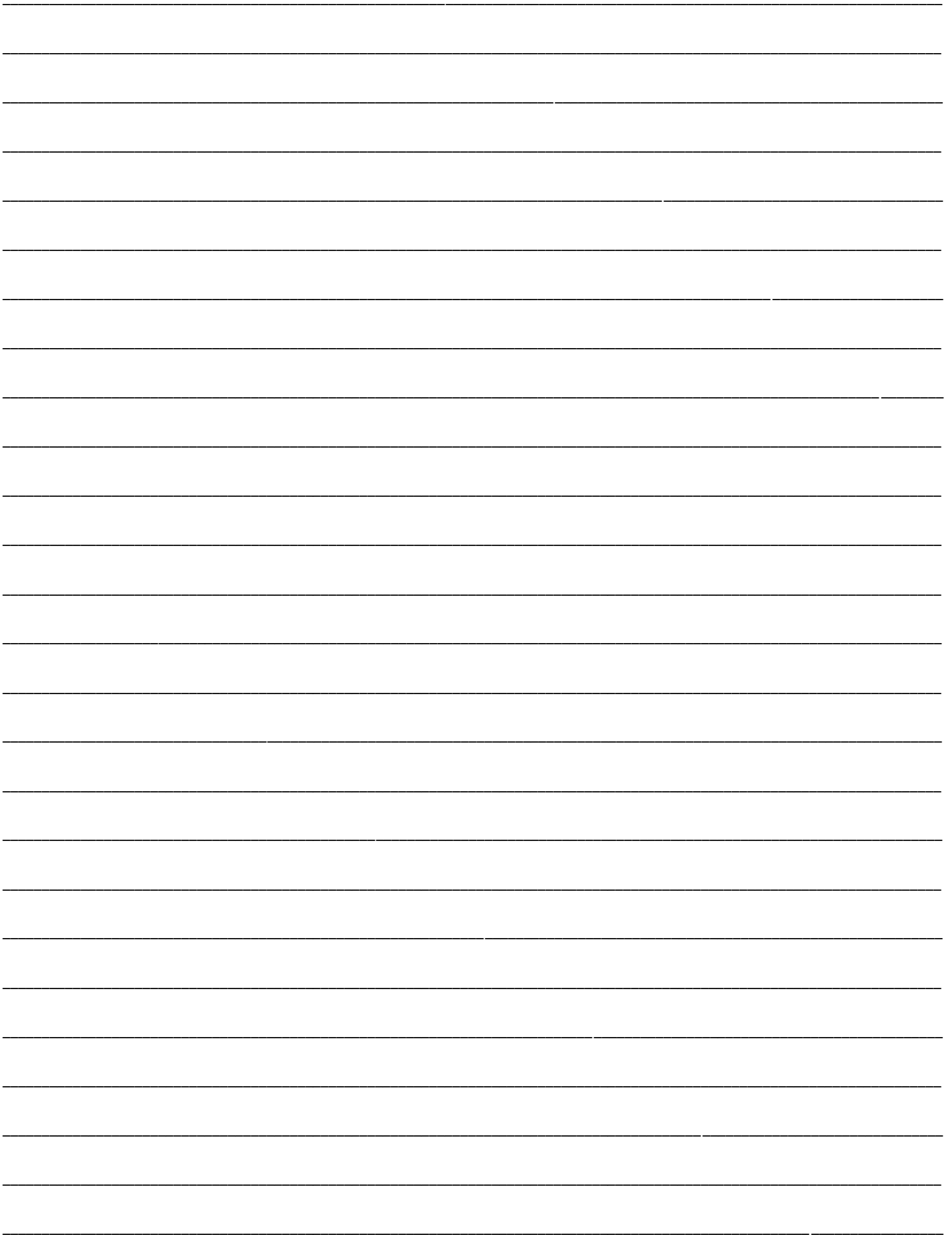
Activity 1

Visual Text True/False

You're probably familiar with images of undernourished children on brochures and TV ads. Why do you think Oxfam or World Vision use these images? Use the critical viewing questions to answer the true/false questions below.



1. The image draws your eye to the subject's eyes first.
 - a. true
 - b. false
2. The image attempts to provoke an emotional reaction.
 - a. true
 - b. false
3. The organization that produced the image does not have a specific purpose in mind.
 - a. true
 - b. false
4. The image producer is counting on the viewer having a certain set of values.
 - a. true
 - b. false
5. The image obviously used computer graphics to manipulate it in some way.
 - a. true
 - b. false



Activity 2

Consider Your Context

The following bulletin went out to the residents of a country road in Farmingville, BC:

NOTICE:

Recent studies have shown that the spraying of McKillsall Weedpoison can eliminate insects that carry out beneficial activities.

For this reason, the Ministry of Transportation will not be spraying McKillsall Weedpoison on the roadsides along Routes 21, 13, or 5.

If you have any questions about the change in program for your area, please contact 555-555-5555 or email this@address.com.

1. This is Suriya. She's an organic farming activist who lives and grows her tomatoes at her farm on Route 13. Given her context, what's her most likely response to this bulletin?



- a. Suriya is worried about what the lack of spraying will mean for her farm.
- b. Suriya thinks no spraying is a move in the right direction!

2. This is James. His Route 5 blueberry farm is a big business, employing many people in the valley where he lives. James has written the Ministry before to complain about the noxious weeds that have made their way into his crops. Given his context, what's his most likely response to this bulletin?



- a. James rips up the bulletin. He says, "Now I'll have to buy my own McKillsall and do the roadways myself."
- b. James looks forward to the possible return of the pollinating insects that could help out his farm.

Activity 3

See For Yourself

Watch one televised news program from a Canadian broadcaster such as CBC, CityTV, or CTV Television and one TV sitcom or drama, also preferably Canadian. If possible, watch the same news program and TV show over four or more days to gather more data for your survey. As you are watching the programs, fill in the chart below or create one like it. You will need this information for the Section 3 Assignment following the next lesson.

	Canadian TV News Name of Network:	TV comedy or drama (Canadian, if possible) Name of TV show:
Which ethnic groups/visible minorities are represented, if any?		
If a visible minority is represented, describe the context (i.e., news anchor, reporter, subject of a news story, actor—leading or secondary role, etc.)		
How were the various ethnic groups portrayed? Were they stereotyped? Portrayed fairly? Criminalized?		

Journal Entry 3.2: Print News

Step A

Find a weekend version of a mainstream newspaper (e.g., *The Vancouver Sun*, *The Globe and Mail*, *The Montreal Gazette*, etc.) and/or a mainstream news magazine (e.g., *Time*, *Maclean's* or *Newsweek*).

Count the number of national news stories (including local news) included in the publication you've selected. Then count the number of those stories that include content related to Aboriginal or ethnic minority groups in Canada.

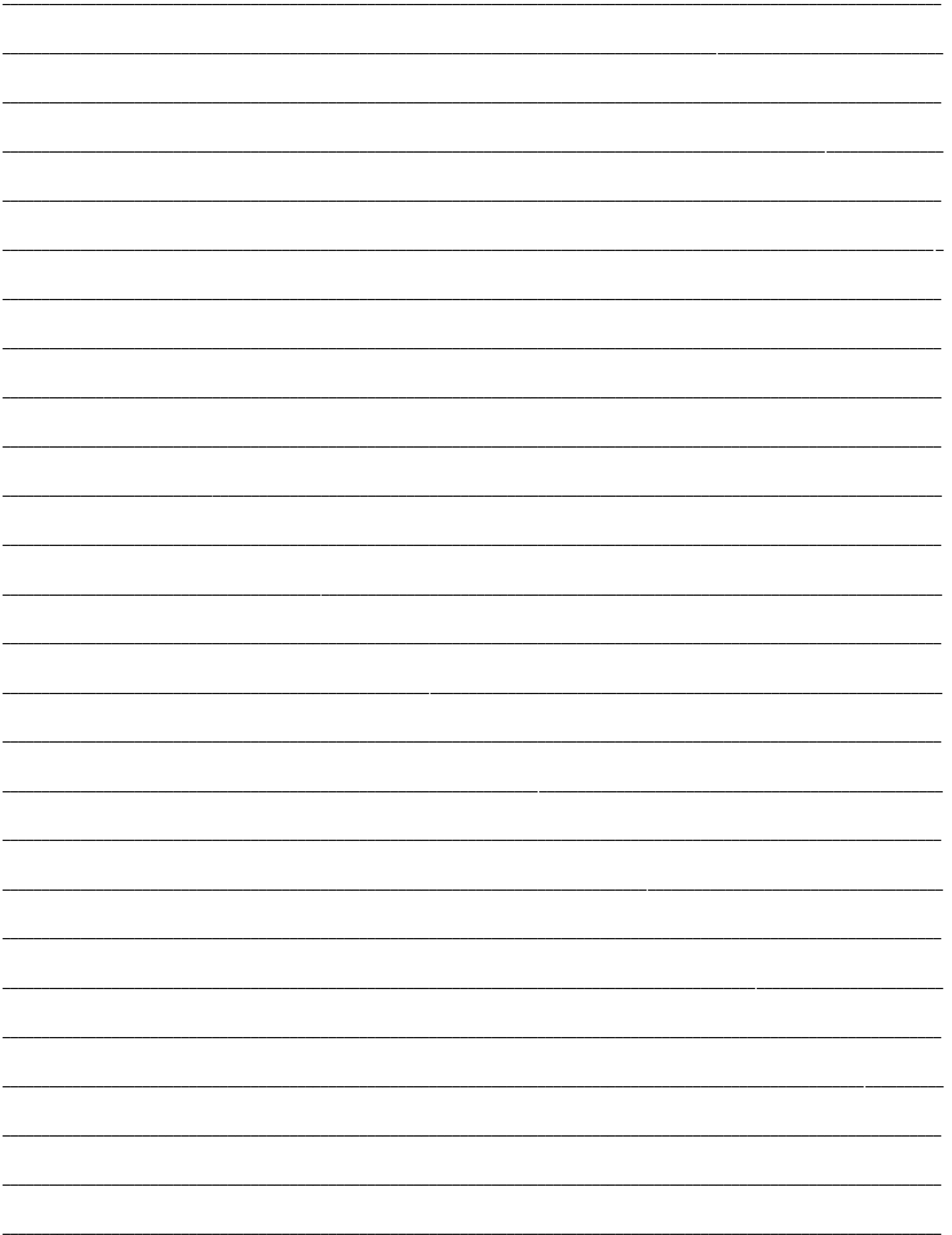
Have the groups represented in each news story been represented favorably? Do you notice any stereotypes?

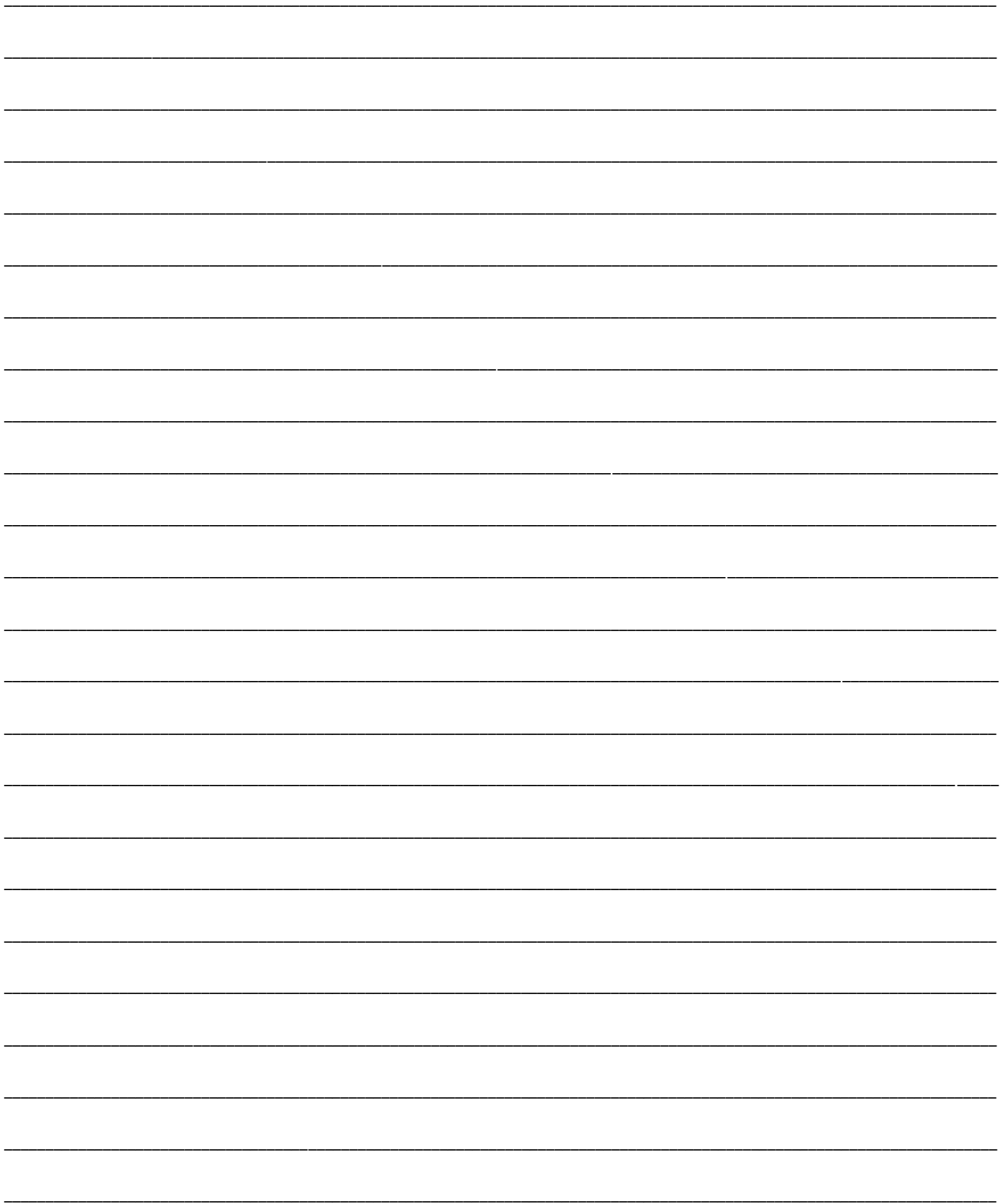
Step B

In a paragraph or two, describe your findings. Be sure to indicate the following information in your response:

- the publication that you have examined
- the number of stories related to Aboriginal or ethnic minority groups in Canada
- any observations that you can provide about how these groups have been portrayed in the article(s)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Section 3 Assignment: Part 1

Janna's Notes

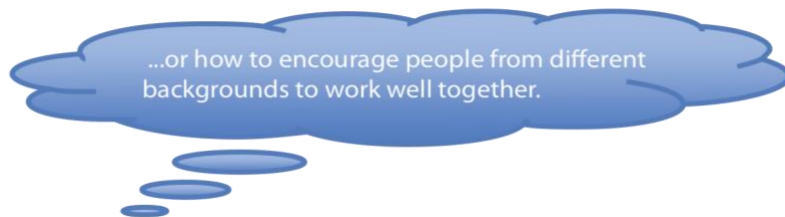
Select the answer that best describes the purpose of each of Janna's notes.



1. In 2007, the United Nations suggested that the Canadian government's use of the term "visible minority" might actually be racist. According to an article which has been signed by Canada, racial discrimination occurs when fair treatment is prevented by "any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin."

Here Janna has:

- a. marked a major point along the way
- b. connected ideas
- c. summarized in her own words
- d. noted where the context defined a word



2. The *Canadian Multiculturalism Act* is a law created by the Canadian government to "promote the understanding and creativity that arise from the interaction between individuals and communities of different origins." Since the creation of the act, local, provincial and federal programs and policies have been developed to promote fair access, representation, treatment and opportunities for minority populations in Canada.

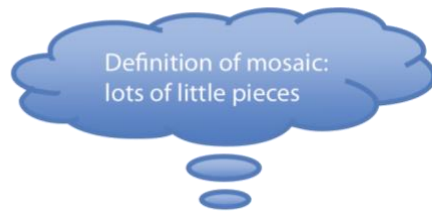
Here Janna has:

- a. summarized in her own words
 - b. connected ideas
 - c. asked questions about what she didn't understand
 - d. written down what she thought about what she's reading
3. So if the government is committed to protecting minorities from discrimination, how do they decide whom to protect? What would an acceptable definition of a visible minority look like? That's something to think about.

Here Janna has:

- a. marked a major point along the way

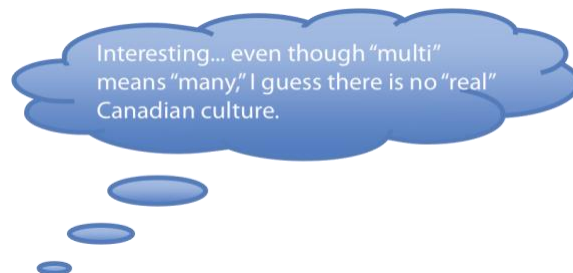
- b. noted where the context defined a word
 - c. asked questions about what she didn't understand
 - d. written down what she thought about what she's reading
4. Given all of this information, what does Canadian culture look like?



Canadian society is sometimes described as a multicultural mosaic, A mosaic is a piece of art made up of a variety of smaller elements, such as tiles or pieces of coloured glass. Canada is a country made up of many different cultural groups, which is why the term "mosaic" is sometimes used to describe it.

Here Janna has:

- a. marked a major point along the way
- b. connected ideas
- c. noted where the context defined a word
- d. asked questions about what she didn't understand



5. Trudeau stated in the policy "Although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other."

Here Janna has:

- a. connected ideas
- b. asked questions about what she didn't understand
- c. summarized in her own words
- d. noted where the context defined a word

Section 3 Assignment: Part 2

Your Turn to Annotate

Now it's your turn to read actively! Make notes as you read the following passage. Make sure you include your thoughts about what you read, summarize in your own words, make notes about definitions, ask questions,, and make predictions about the future based on the text!

Use the space provided beneath the passage to jot down ideas, and to map what you read.

Canadian Broadcasting and Diversity

In 1991, the Canadian government changed its Broadcasting laws. Broadcasting includes private radio and television stations, networks, specialty, pay and pay-per-view services. Changes to the Act were designed to make sure that ethnic and cultural diversity are represented in the country's broadcasting networks. The act encourages diversity both in the programs on TV and in radio, and also in terms of the people that broadcasting companies hire.

The aims of those changes were to:

"...Serve the needs and interests, and reflect the circumstances and aspirations, of Canadian men, women and children, including equal rights, the linguistic duality and multicultural and multiracial nature of Canadian society and the special place of aboriginal peoples within that society."

The Canadian Radio-Television and Telecommunications Commission (CRTC) is the organization that established the *Broadcasting Act*. Although radio and television producers don't legally have to comply with the broadcasting standards laid out by the CRTC, it is in their interests to do so. The CRTC can fine stations that don't follow the guidelines in the Act.

In 2001, the CRTC asked a group to conduct a task force to examine cultural diversity in television programming. A year later, the group presented the *Cultural Diversity Action Plan* to the CRTC. The Action Plan outlined a way to research cultural diversity in television programming. The *Action Plan* also proposed a way to find out what the public thinks about minority representation in television.

The review included guidelines to represent cultural and ethnic minorities. These suggestions were then communicated to the industry at large. Canadian broadcasters introduced changes to their programming on the basis of the suggestions. Those changes were monitored.

Mass media can shape the perceptions and opinions of its consumers. In many cases, mass media favor certain groups over others. These are exactly the kinds of practices that the *Cultural Diversity Action Plan* is designed to combat.

Map What You Read

Evaluation Guidelines	Marks
Active Reading Scoring Guide	/24

Total	/24
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Active Reading Scoring Guide

	Highlighting Student identifies important information	Questioning Student raises questions about important issues	Clarifying Student isolates specific facts and details requiring further clarification	Visualizing Student creates visual representation to help make sense of ideas	Predicting Student includes predictions based on text	Reacting/Connecting Student records thoughts, feelings, and reactions during reading
4 ➡ Excellent!	Student identifies all of the text's most important words, phrases and sentences	Student raises highly relevant and pertinent questions related to the text	Student isolates all the specific facts and details requiring further clarification	Student thoroughly represents ideas from text using a visual format	Student makes highly relevant and pertinent predictions based on the text	Student records highly relevant and pertinent thoughts, feelings, and reactions during reading
3 ➡ Good	Student identifies most of text's important words, phrases and sentences	Student asks effective questions related to the text	Student isolates most of the specific facts and details requiring further clarification	Student effectively represents ideas from text using a visual format	Student makes effective predictions based on the text	Student effectively records thoughts, feelings, and reactions during reading
2 ➡ Satisfactory	Student identifies a minimal number of the text's most important words, phrases and sentences	Student asks reasonable questions related to the text	Student isolates a minimal number of specific facts and details requiring further clarification	Student minimally represents ideas from text using a visual format	Student makes satisfactory predictions based on the text	Student satisfactorily records thoughts, feelings, and reactions during reading
1 ➡ Limited	Student fails to identify the text's most important words, phrases and sentences	Student's questions require further development, or no questions related to the text were asked	Student does not satisfactorily isolate specific facts and details requiring further clarification	Student does not satisfactorily represent ideas from text using a visual format	Student does not satisfactorily make predictions based on the text, or makes no predictions at all	Student does not satisfactorily record thoughts, feelings, and reactions during reading, or does not record thoughts, feelings and reactions at all

Section 3 Assignment: Part 3

Sound Bite: Position Statement

As a media observer, you have been asked to write and perform a 60 second sound bite for a news show on the portrayal of visible minorities on television.

Step A: Stating Your Position

Using the information you gathered and charted in Lesson B, Activity 1: See for Yourself, write a short response to the following question:

Are visible minorities stereotyped in the television media? Why or why not?

Before you begin this assignment, look over the Oral Communication Scoring Guide to understand how you will be evaluated.

Step B: Presenting Your Position

In Step B you will give an oral presentation of your sound bite, based on the response you completed in Part A. You can either record a sound file, read your sound bite over the phone to your teacher, or complete a video recording of your response. Let your teacher know in advance how you will deliver this part of the assignment.

Strategies for Public Speaking

1. Pitch

Pitch refers to the tone of your voice. When people are nervous or excited, their voices tend to rise in pitch. High-pitched voices are generally harder to listen to than lower voices. Talking at a high pitch is very hard on your vocal cords, and can lead to hoarseness or other kinds of strain. To cure a high-pitched voice is simple: deliberately pitch your voice lower—too low, in fact. It will probably turn out just right for a speech.

2. Enunciation

Enunciation refers to how clearly the speaker says words. Clear speech is, in part, a habit. One tip for achieving clear speech is to make sure you say the entire word.

Try these tongue-twisters to check personal speech patterns:

- A skunk jumped over a stump in a skunk hole.
- Blue bug's blood.
- Sister Suzy's sewing shirts for soldiers.

If these produce a tangled tongue, make a point of saying them as follows:

- A skun-kuh jump-tuh over a stum-puh in-uh a skun-kuh hoeluh.
- Buh-loo buguh-z buh-lud.
- Sister Suzy's sewinguh shirtuh-z for solduh-yerz.

While this sounds very artificial if said slowly, when said quickly it forces correct enunciation of such adjoining words as skunk jumped and sewing shirts.

3. Emphasis

Emphasizing certain words in speech gives variety that can spark a listener's interest. It can also affect the meaning of the message. For a dramatic example of the difference emphasis can make, think of this sentence, with its different emphases, as occurring in a soap opera (or among your friends):

- She loves Mark. (Not Brian, or Jim, or Cam.)
- She loves Mark. (He's not just a good friend.)
- She loves Mark? (One can only speculate about this one!)

4. Pacing

A speaker should vary the pace, or speed of the presentation. A good way to emphasize important points is to slow down and emphasize the words. There is no harm in a second or two of silence. Pausing for a moment gives you a chance to collect your thoughts, get (or regain) the listeners' attention, and add emphasis to what is said next. Also, when a speaker is about to quote from a work of literature, it is important to pause slightly to signal that what follows is a direct quotation.

Most people make the mistake of speaking too quickly—maybe they subconsciously want to get the whole thing over with as fast as possible. Two ways to find a good speed are, first, to consciously slow down, even to what seems a dead-slow pace, and second, to time yourself during practice. Two or three minutes may be a lot longer than you think!

5. Hints for Recording

If you are recording your oral presentation, be careful not to rush. Many people speak more quickly than normal when recording their voices. In these cases, the voice has a breathless "gotta-get-outta-here" quality, which weakens the speaker's performance.

For a really polished final product, practice reading the presentation and making the recording. Make sure your voice is not drowned out by background noise. If it's necessary to stop recording momentarily, use the PAUSE control, because it is silent.

Evaluation Guidelines	Marks
Step A: Stating Your Position Response Scoring Guide	/6
Step B: Presenting Your Position Oral Communication Scoring Guide × 2	/12

Total	/18
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Section 3 Assignment: Part 4

Writing a Business Letter

What did you find out about how visible minorities are represented on television when you surveyed the news broadcast and the comedy or drama show? Did you discover minorities were underrepresented or stereotyped in one or both shows, or did you find that they were portrayed fairly and honestly?

In this assignment you will write a letter either critiquing or commending how visible minorities are depicted or portrayed on the television news, or on the comedy or drama show you viewed.

Step A

Choose to write a letter to either the producer of the TV news broadcast or the producer of the comedy or drama show you watched.

Step B

If possible, find out a contact name of a person you can write to. One way is to watch the credits at the end of the show to find the name of the executive producer(s) or producer(s). For example, if you viewed the CBC comedy show “Little Mosque on the Prairie,” you would find many different names in the credits including three executive producers, and three producers, one of whom is the creator/consulting producer, Zarqa Nawaz. You can also find this information by conducting a Web search for “Little Mosque on the Prairie” + “producers.” Choose one producer to whom you will address your letter.

You can do the same with the news show. Either look for the credits at the end of the program or search the Internet. If you conduct a Web search for “CBC News The National” you will find a list of biographies of the CBC news staff.

Step C

Using the business letter template from Lesson B as a guide, write a letter stating your opinion of how visible minorities are represented on that particular television show. Be sure your letter includes an introductory paragraph, a two to three-paragraph body, and a concluding paragraph.

Evaluation Guidelines	Marks
Letter Business Scoring Guide × 4	/24
Total	/24

Business Letter Scoring Guide

6 ➡ Wow!	<p>Your superior paper is clear, complete, and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated effectively• Word choice and overall tone are professional• Specific course of action proposed; suitable closing statement• May contain a couple of writing errors
5 ➡ Strong!	<p>Your effective response is clear and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated• Word choice and overall tone are acceptable• Specific course of action proposed; suitable closing statement• May contain a handful of minor writing errors that do not interfere with meaning
4 ➡ Good!	<p>Your competent paper is generally clear.</p> <ul style="list-style-type: none">• Follows business letter format, though may contain minor errors• Task or problem communicated, but may be vague• Includes some of the necessary details• Word choice and tone may be minimally acceptable• Course of action may be vague; closing statement may be absent or unsuitable• A number of errors in writing, but meaning is still clear
3 ➡ A Pass!	<p>Your adequate response is barely acceptable.</p> <ul style="list-style-type: none">• Follows basic business letter format, though may contain errors• Task or problem poorly communicated; may be unclear or disorganized• Word choice and tone may be minimally acceptable• Course of action may be absent or vague; closing statement may be absent or unsuitable• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<p>Your inadequate response is unclear and disorganized.</p> <ul style="list-style-type: none">• Does not follow business letter format• Task or problem may not be identified• Course of action may be absent or vague; closing statement may be absent or unsuitable• Word choice and tone may be unacceptable• Errors may interfere with meaning
1 ➡ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• The response does not demonstrate an understanding of the passage• Much information is missing and the format is incorrect
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand.

Section 3 Assignment: Part 5

Team Mascots—It's All Just for Fun

For decades, many sports teams and businesses have been using stereotypical First Nations representation in their promotional material. In recent years, recognition of the inappropriateness of this type of representation has become more widespread. First Nations groups and the media have been instrumental in bringing this issue to the attention of the public.

Step A

Find a minimum of three logos for sports teams or other businesses that use stereotypical portrayals of Aboriginal people or culture. List the stereotypes of Aboriginal people that are present in the advertisements, products, or team mascots.

If you are searching for examples on the Internet, consider using the following keywords in various combinations:

- Aboriginal
- First Nations
- imagery
- indigenous
- logos
- mascots
- Native American Indian
- Native Indian
- North American Indian
- sports

Step B

Choose one logo and identify the background issues concerning its use:

- Who is using the logo?
- Which group(s) object(s) to the logo's being used?
- Why do some people consider the logo's use harmful and offensive?
- What are some of the possible solutions to the issue?
- Any other relevant research findings.

Step C

Using the information that you found in Step B, create a poster or digital display that explains your research findings. You want to educate your audience about this issue, listing any points of view for or against the logo's use.

You might want to use the critical viewing questions that you learned in Lesson B.

If you have a strong opinion of your own about the subject, then don't be afraid to express it. Just remember to provide reasons for what you think! If you include a copy of the logo you are discussing, be sure to include the source from which it was retrieved.

Evaluation Guidelines	Marks
List of Logos 1 mark for each logo listed 1 mark for each associated stereotype listed	/6
Poster Layout and Design Visual Design Scoring Guide × 2	/12
Poster Information	/6
Total	/24