**COMM1085 Instructional Content**

**Week 1: Introduction to College Reading and Writing**

**Framework for Module**

|  |  |
| --- | --- |
| Delivery | Fully online |
| Course Learning Outcomes | 1. Identify purpose, audience, and thesis in a variety of texts  2. Employ critical thinking to analyse source, voice, bias, meaning, argument, and evidence |
| Unit Learning Outcomes | 1.1 Identify reading and writing tasks as they apply to college and the workplace  1.2 Apply pre-reading skills and strategies  1.3 Identify purpose and audience for various readings  2.1 Identify thesis, main ideas, and supporting details in a reading |
| Real-life task that learners should be able to complete by the end of the module | Learners will be able to skim and scan a text in search of relevant text information. |
| Is there a graded evaluation this week? If so, describe briefly. | No, but students are asked to produce a “diagnostic” writing sample, which is ungraded |

[Not Your High School English Course 2](#_Toc481495582)

[Communications in the Workplace 4](#_Toc481495583)

[Demand for Critical Thinking 7](#_Toc481495584)

[Critical Thinking in the Workplace 10](#_Toc481495585)

[Active Reading 12](#_Toc481495586)

[Skimming 13](#_Toc481495587)

[Activity: Skimming 14](#_Toc481495588)

[Scanning a Text 16](#_Toc481495589)

[Activity: How to Scan a Text 18](#_Toc481495590)

[Audience and Purpose 20](#_Toc481495591)

[Identifying Audience and Purpose 23](#_Toc481495592)

[Ten-Word Autobiography 26](#_Toc481495593)

[Reflecting on Audience and Purpose 29](#_Toc481495594)

[Topic and Thesis 31](#_Toc481495595)

[Summary 33](#_Toc481495596)

[Assignment: Diagnostic Writing Assignment 34](#_Toc481495597)

[Writing Sample 35](#_Toc481495598)

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| --- | --- |
| **Screen #** | |
| **Page type:** | Text, inline survey |
| **General Developer Notes** | The aggregate of the learners’ answers to each question is to be visible to the whole class. Dev’s choice on presentation of aggregate (pie chart, donut chart, bar graph… have fun!) See [this model](https://conestoga.desire2learn.com/d2l/le/content/159342/viewContent/3238240/View) to start, although there may be a more relevant topic already developed.  Cannot decide if all questions should be visible at all times or perhaps reveal along a “timeline.” Dev’s choice with a view to optimal user experience |

# Not Your High School English Course

Before we begin our first week of COMM1085: Academic Reading and Writing, let’s take a closer look at the course itself — what it entails and what it doesn’t.

Although this course does share certain features with your high school English courses, it’s also different in many significant ways. To highlight these differences, consider the following questions about your experiences in previous English courses.

Your answers will be recorded anonymously and added to the responses of your classmates. Come back throughout the week to see how the responses grow!

{note to dev: I am open to creative interpretations for presentation, as long as feedback follows the submission of each answer.}

Did you feel that reading fiction, such as novels and short stories, and discussing literary themes and techniques in your English classes were relevant?

{Insert likert scale of 5 from Not at All to Very Much. Is it possible for the specific student response to remain visible?}

{“View results” button to modal of aggregate}

{feedback visible when view results button clicked. Can it be done that the feedback is visible only the first time the button is pressed?}

COMM1085 asks students to engage with non-fiction material such as newspaper articles, opinion columns, trade journals, and academic journals. The readings are contemporary and relevant. Some of the readings are specific to your school. Meaningful readings with a view of workplace skills can help you achieve clarity and effectiveness in your written communication and accuracy in reading for meaning. There is no creative writing or discussion of literary themes in COMM1085.

{/feedback}

How much did you feel like in-class activities prepared you for success on the assignments?

{Insert likert scale of 5 from Not at All to Very Much. Is it possible for the student response to remain visible?}

{“View results” button to modal of aggregate}

{feedback visible when view results button clicked. Can it be done that the feedback is visible only the first time the button is pressed?}

Online activities and discussions in COMM1085 have been designed to target specifically those skills and concepts that students will need to use on their assignments. You’ll work with readings that have been chosen for their relevance, practice questions that match the style of the online quizzes, and examples of student work that were completed for the same type of assignments you’ll be expected to complete.

{/feedback}

How relevant did you feel the writing assignments were to the direction you saw your career headed?

{Insert likert scale of 5 from Not at All to Very Much. Is it possible for the student response to remain visible?}

{“View results” button to modal of aggregate}

{feedback visible when view results button clicked. Can it be done that the feedback is visible only the first time the button is pressed?}

The assignments in this course have been designed to target specific communication and critical thinking skills that are necessary for success across the workplace spectrum. We also designed online activities and discussions to target specifically those skills and concepts that students will need to use on their assignments.

{/feedback}

How helpful was the feedback you received in guiding your future work?

{Insert likert scale of 5 from Not at All to Very Much. Is it possible for the student response to remain visible?}

{“View results” button to modal of aggregate}

{feedback visible when view results button clicked. Can it be done that the feedback is visible only the first time the button is pressed?}

Your instructor will use detailed rubrics to assess all of your assignments in this course; these rubrics are visible to you before you complete the assignment so you can see exactly how you will be assessed. Also, your instructor will use software to make detailed comments on your work, so this feedback can be more extensive, easier to read, and easier to access than traditional “pen and paper” comments.

{/feedback}

|  |  |
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| **Screen #** | |
| **Page type:** | Inline quiz; Text at bottom of page |
| **General Developer Notes** | True/false questions with feedback |

# Communications in the Workplace

What value is there to clear communication in the workplace? Take this quiz to find out.

1. In my future career, I will be asked to read various forms of writing.

{feedback if the learner answers *true*}

You’re not alone. Most jobs in today’s information economy require us to read a variety of written styles. You may be asked to read a patient’s medical history, a memo from the company president on policy changes, or an instructional document outlining expectations and plans for a project you are working on.

{/feedback}

{feedback if the learner answers *false*}

Although many jobs rely primarily on a set of hard skills, most also have a reading component embedded somewhere in the workday.

Can you imagine being asked to read a patient’s medical history, a memo from the company president on policy changes, or an instructional document outlining expectations and plans for a project you are working on?

Even if you are not likely to encounter an academic essay or full-length book in the course of your job, you are likely to call upon your critical reading skills in a variety of situations.

{/feedback}

1. When I am employed in my career of choice, I will not be asked to communicate my point of view.

{feedback if the learner answers *true*}

More than ever before, employees are being asked to add value to their organizations by communicating their insights, opinions, and suggestions. You might be asked to report on why a client was unhappy with a service provided, email your manager to discuss your thoughts on upcoming Human Resources policy changes, or create a proposal for a future client to entice them to work with your firm.

If you want your opinion to count, clear communication will help you.

{/feedback}

{feedback if the learner answers *false*}

Indeed, it is likely that you will be asked to communicate what you think about a variety of situations.

As you have perhaps imagined, you might be asked to report on why a client was unhappy with a service provided, email your boss to discuss your thoughts on upcoming Human Resources policy changes, or create a proposal for a future client to entice them to work with your firm.

If you want your opinion to count, clear communication will help you.

{/feedback}

1. When I am working, I will need to think about what is being communicated to me, why I have been given this information, and how it can be applied into my work.

{feedback if the learner answers *true*}

Yes, these critical thinking skills are increasingly essential in today’s workplace — not only for success in your current role, but also for advancement.

For example, you may have an opportunity to question why your benefit plans are changing and how that will impact you and your family.

Or you may work within a professional designation such as the College of Nurses or the College of Trades and have to read, understand, and perhaps challenge changes that these governing bodies would like to make to your field of employment.

{/feedback}

{feedback if the learner answers *false*}

Maybe this skill-set is hidden beneath the surface of your immediate job description.

Is it possible that you will have to ask follow-up questions to better understand the requirements of a particular assignment?

Can you imagine a situation where your organization implements new policies and procedures that could affect you personally — say, for example, a change to your benefit plans?

Or perhaps you’ll be working within a professional designation such as the College of Nurses or the College of Trades. Communication from these governing bodies will require you to read, understand, and perhaps even question their content.

{/feedback}

{end of inline quiz}

As the modern workforce moves toward more automated work done by sophisticated machines and artificial intelligence programs, well-honed communication skills become even more valuable. Click on the title below to find out how employers view good communication skills. {note to dev: I don’t want the learner to read the following until they have done the quiz, but I want them to see that there is more content. Accordion seems the best option to me, but dev’s choice.}

{text on accordion} Employers on Communication Skills

According to [a 2015 survey](http://hiring.workopolis.com/research/thinkopolis/viii-skills/) of job postings in Canada conducted by career site Workopolis, “[communications is the clear stand out skill](http://hiring.workopolis.com/research/thinkopolis/viii-skills-infographic/) appearing in most job postings” (Workopolis, 2015, p.2). The next three most common skills sought in employees are also strongly related to communication skills: Writing, Customer relations, and Sales.

Demand for good communications skills crosses a wide range of fields (Workopolis, 2015, p.2):

* Over 60 per cent of <strong>**Healthcare and Wellness**</strong> jobs
* Almost half (47 per cent) of <strong>**Technology & Digital Media**</strong> jobs
* Almost half (47 per cent) of <strong>**Sales & Business Development**</strong> jobs
* 3 in 5 <strong>**Marketing**</strong> jobs

Clearly, the modern workplace needs and expects its employees to arrive on day one with well-honed reading and writing skills. Employers are looking for candidates who can write well without errors, tell a story rather than repeat facts, and anticipate their audience’s expectations (Workopolis, 2015, pp. 4-5).

And, so, we’ve designed this course with these employment trends in mind — COMM1085: Academic Reading and Writing is here to help you meet the needs of the workplace!

{/accordion}

<strong>**References:**</strong>

Workopolis. (2015). [Thinkopolis VII: The Most Sought After Skills in Canada in 2015](http://hiring.workopolis.com/research/thinkopolis/viii-skills/).

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| --- | --- |
| **Screen #** | |
| **Page type:** | Text and learner polls (organized in accordions) |
| **General Developer Notes** | For the activity, I want to collect and then display the learner input in two ways. For the first two categories, I would like it to use the data collection [like in BUS1025](https://conestoga.desire2learn.com/d2l/le/content/159342/viewContent/3238240/View) – dev choice on graph style. The final piece is individual feedback. |

# Demand for Critical Thinking

In addition to communications skills, employers are also increasingly looking for job candidates to demonstrate they possess well-honed critical thinking skills — the ability to ask relevant questions, evaluate options, and read between the lines.

If you’ve experienced a job interview in recent years, you’ve likely noticed this trend in the form of interview questions that ask for increasingly complex responses.

And, for a more quantitative, “big-picture” account of this trend, we might look to a 2014 *Wall Street Journal* report that found “mentions of critical thinking in job postings [had] doubled since 2009” (Korn, 2014, para. 3).

As you can see, employers are looking for workers in the modern age to think and communicate, on top of the knowledge and skills specific to individual fields.

Let’s take a moment to see where you think you will use the skills taught in this course. Click on each title and then see how your answers compare to the rest of the class.

{accordion} Use skills at Conestoga

The following seven statements are paraphrases of this course’s learning outcomes — in other words, the skills you will learn in this course. <strong>**Select the one skill that you think you will use the most in your time at Conestoga**</strong>. {note to dev: as per linked model in notes, I would like the learner’s responses to stay visible to them}

* I will use reading skills to understand the audience, purpose, and main idea of various texts.
* I will use critical thinking skills to respond to questions of bias, evidence and source in a variety of texts.
* I will summarize video, texts, ideas or designs.
* I will give my point of view in response to a problem or question.
* I will plan, write, and revise written pieces of work.
* I will use standard Canadian English grammar in all of my communications.
* I will locate and use appropriate sources to support my opinions and reference these sources in an appropriate manner.

{View results button}

{note to dev: display results in a modal, if possible}

{/accordion}

{accordion} Use skills in workplace

The following seven statements are paraphrases of this course’s learning outcomes — in other words, the skills you will learn in this course. <strong>**Select the one skill that you think you will use the most in your working career**</strong>.

* I will use reading skills to understand the audience, purpose, and main idea of various texts.
* I will use critical thinking skills to respond to questions of bias, evidence and source in a variety of texts.
* I will summarize video, texts, ideas or designs.
* I will give my point of view in response to a problem or question.
* I will plan, write, and revise written pieces of work.
* I will use standard Canadian English grammar in all of my communications.
* I will locate and use appropriate sources to support my opinions and reference these sources in an appropriate manner.

{View results button}

{note to dev: displace results in a modal, if possible}

{/accordion}

While it’s clear that these skills are going to be useful both in academic and workplace situations, it’s also important to acknowledge that these skills can sometimes be challenging to master.

Perhaps you felt a little apprehensive about one or two of these skills when you first reviewed the list? That’s okay! Nothing worth learning comes easily.

But in order to put yourself in the best possible situation for success, it might be worthwhile to acknowledge those feelings. <strong>**Select the one learning outcome in particular that makes you feel the most apprehensive or uncomfortable.**</strong>

* I will use reading skills to understand the audience, purpose, and main idea of various texts.
* I will use critical thinking skills to respond to questions of bias, evidence and source in a variety of texts.
* I will summarize video, texts, ideas or designs.
* I will give my point of view in response to a problem or question.
* I will plan, write, and revise written pieces of work.
* I will use standard Canadian English grammar in all of my communications.
* I will locate and use appropriate sources to support my opinions and reference these sources in an appropriate manner.

{Submit button. In this case, there is individualized feedback – see below – and the ability to see the aggregate of data. I think it will be best to have the feedback immediately below the question with an opportunity to view the aggregate, but the button in screen 1 (or in the first two questions on this screen) don’t work this way. Let’s talk options when the time to develop comes.}

{feedback after submitting}

So, you’ve said you are most apprehensive about {insert response according to choice}

{choice #1} understanding the audience and purpose of a text. Not to worry. We’re going to introduce this concept very early in the semester, and then, to reinforce it, we’ll return to these ideas throughout the semester. We’ll also use this understanding as a foundation for effective writing.

{choice #2} using critical thinking skills. Totally understandable. “Critical thinking” is a term that’s often overused and under-explained. To help you master this skill, we will make a consistent effort to explain and demonstrate what’s expected in this area, and you will be provided with repeated opportunities to practice your reading of various texts.

{choice #3} summarizing. Indeed, summary writing can be deceptively tricky. To help you conquer it, we will incorporate summary writing activities in various forms throughout the course. With guidance and practice, you can become a lean, mean summarizing machine!

{choice #4} giving your point of view. It’s actually quite common for students to feel more comfortable in areas like mathematics and science, where the pursuit of a “correct” answer can provide comfort. By contrast, many students feel like they’re under-qualified to present their position on a topic. This course will help you to present your point of view in a professional and compelling manner by introducing you to various argumentation and research strategies.

{choice #5} writing and revising your writing. Hey, even the professionals don’t always get things write… I mean right! Learning to plan, write, and then revise will improve your writing skills. Better than that, it will likely save you time, improve your grades, and maybe even earn you a promotion one day.

{choice #6} using standard Canadian English grammar. Don’t know where to place a comma? Can’t remember when to use effect and when to use affect? You are not alone! Practicing proper Canadian English and grammar is something that we are going to focus on all term. We will start small and build you up to be a grammar star.

{choice #7} locating, using, and referencing appropriate sources. This focus on research and documentation can be a particularly stressful component of the academic writing process for developing writers. It is certainly an important skill. And because it’s so important, we’re going to begin working with it as early as Week 2, and we’ll continue to explore and practice these skills throughout the semester. We’ll provide you a range of resources, regular opportunities to practice, and steady feedback along the way to help you research and document consistently and correctly.

{end of feedback}

<strong>**References:**</strong>

Korn, M. (2014, October 21). [Bosses Seek ‘Critical Thinking,’ but What Is That?](https://www.wsj.com/articles/bosses-seek-critical-thinking-but-what-is-that-1413923730) *The Wall Street Journal.*

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| **Screen #** | |
| **Page type:** | Activity |
| **General Developer Notes** | Activity based on [IDEC1055](https://conestoga.desire2learn.com/d2l/le/content/153436/viewContent/3146788/View) (11\_activity\_size\_scale.html) There are 14 scenarios to match with the seven statements of the previous topic. Instead of entering numbers, can there be a dropdown and the learners would select the correct option? If not, let’s revisit. See [this](https://conestoga.desire2learn.com/d2l/le/content/158886/viewContent/3246848/View) now. |

# Critical Thinking in the Workplace

So we’ve heard from employers and employment sites that communication and critical thinking skills are in demand. But what does it actually look like to use this skills on the job? In what situations of scenarios might you find yourself drawing on the learning outcomes that we’re focused on this course?

Match the following workplace scenario to the seven COMM1085 learning outcomes.

{note to dev: the correct answer is indicated in brackets following the scenario. Some have more than one option, but the learner only needs to select one correct, but the feedback will have both responses. Happy to clarify if necessary.}

{note to dev: what follows are the seven statements that will be in the dropdown menu}

1. Use reading skills to understand the audience, purpose, and main idea of various texts.
2. Use critical thinking skills to respond to questions of bias, evidence and source in a variety of texts.
3. Summarize video, texts, ideas or designs.
4. Give my point of view in response to a problem or question.
5. Plan, write, and revise written pieces of work.
6. Use standard Canadian English grammar in all of my communications.
7. Locate and use appropriate sources to support my opinions and reference these sources in an appropriate manner.

A fitness trainer needs to present his client with a detailed fitness plan and explain why it’s the appropriate plan for the client’s needs (4)

A social media coordinator for a retail clothing company needs to communicate with customers and the public on a regular basis through postings to twitter, Facebook, Instagram and other social media platforms. (6)

A marketing rep needs to identify the needs of her potential clients before she can prepare a successful sales presentation (1)

A software engineer has to produce a “pseudo-code” that documents and describes in simple terms the intended operations of a computer program before getting approval from the project manager to begin work on the code. (5)

A powerline technician needs to write an incident report following an on-the-job injury sustained by a co-worker. (3)

A social worker needs to read the case history of a new client in order to prepare for their first meeting. (2)

In order to win start-up funding from an investor, an entrepreneur needs to prepare a business plan that includes a detailed and accurate forecast of potential earnings (7)

{button to view more scenarios}

A nurse needs to accurately and concisely document the patient’s symptoms. (3)

A food processing technician needs to cite food safety guidelines to confirm that all machines and procedures are in compliance with federal standards. (7)

An ECE needs to write an email to a child’s parents recommending a speech therapy consultation for the child. (4)

An interior decorator bidding on a project to design the new corporate headquarters of a growing start-up needs to read the request for proposals and the company’s website in order to understand the project requirements and the client’s likely preferences. (1) (2)

A renovation technician needs to refer to the Ontario Building Code in the plans for a new project. (7)

A police officer records detailed notes of his interaction and subsequent arrest of a suspect. The notes are later called upon in court as evidence for the prosecution. (6) (3)

A human resources manager needs to write a proposal to the vice-president of the company to fund two new junior HR jobs in the department. (5)

{feedback for “check answer”}

{correct} That’s right!

{incorrect} The skill required for this workplace scenario is: {fill in the statement. Two scenarios have two options}

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| **Screen #** | |
| **Page type:** | Text with graphic for pretty |
| **General Developer Notes** |  |

# Active Reading

Have you ever sat down to read a chapter in a textbook, determined to soak it all in, only to find your eyelids drooping after a couple of pages? Have you ever found yourself glancing at the clock, shocked to discover that you’ve spent the last 15 minutes reading the same sentence paragraph — and it’s just not sinking in?

Or maybe you’ve experienced this: with your highlighter at the ready, you begin to read the article that’s been assigned for class this week; only before long you realize you’ve highlighted so much of the first page that it’s wet and mostly yellow?

If these situations sound familiar, you’re in good company; these frustrations are common. Why? Because too often we attempt to read our textbooks, articles, and reports — the things we have to read for school and work — the same way we would read something for pleasure, like a magazine, or a novel, or a website.

When we read for pleasure, we want to be entertained, so it’s appropriate to let the text do all of the work and transport us to another time and place. But when we are reading for meaning — when we need to absorb and use the information delivered by the text — then we need to read in a different way. We need to use active reading strategies.

As the name suggests, these strategies require us to be active in our search for meaning, asking questions of what we read, making notes as we go. In this style of reading, the reader is in charge of the process, which means that you can read sections out of order, go back and forth between sections, and focus on key areas.

There are two key parts of active reading: skimming and scanning. We will explore each technique in turn.

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| **Screen #** | |
| **Page type:** | Hotspot interactive |
| **General Developer Notes** | See the sample in Sharepoint (COMM1085 > Course Design > Week 01 > Week 1 Active Reading Hotspot (a variety of versions))  We will use *lorem* ipsum here, but the actual text for screen #8. The sample needs to look like a couple of pages from a textbook. I would like to use the same format for the scanning hotspot. |

# Skimming

Skimming is a method of reading that provides the reader with a quick overview of the text. When someone “skims” a text, they are not reading in the traditional sense — from left to right, top to bottom. Instead, the reader moves his or her eyes across the page quickly, attempting to get a sense of obvious features, such as:

* + Overall length
  + Number and length of paragraphs
  + Headings or sub-headings
  + Graphics or illustrations
  + Bolded words
  + Tone / style

{insert hotspot text. Use information icons for hotspots}

{note to dev: the following is the information for the hotspots}

|  |  |
| --- | --- |
| **Screen #** | |
| **Page type:** | Inserted pdf. Short answer fields. |
| **General Developer Notes** | Is it possible to embed the text as a pdf (as, for example, <https://medium.com/oversightdems/investigate-flynns-payment-for-dining-with-putin-in-moscow-e01a210baa15#.yo1d2rbk3>)? |

# Activity: Skimming

Let’s practice skimming. Even though you are just taking a quick glance, this style of reading allows you to explore the chapter from beginning to end. Are you able to draw a few preliminary conclusions about the content of the text?

You can read [this textbook chapter](http://open.lib.umn.edu/writingforsuccess/chapter/6-1-purpose-audience-tone-and-content/) on a different tab in your browser or use the pdf window below. Questions to check your skimming follow below the text.

Pdf of text (width of page, sufficient depth to still see accordions. Ultimately dev’s choice for user experience…) if it is possible to make this blind to screenreaders, i.e., can the screenreaders skip over the pdf window?

Type your answer in the provided field. Check your spelling, then select <em>*Check Answer*</em>.

{note to dev: maybe we can highlight the hint in some way?}

1. What are the three main elements that shape the content of a paragraph? **Hint**: look for a diagram.

{note to dev: one field}

{answers} purpose, audience, tone

{feedback} Figure 6.1 illustrates how purpose, audience, and tone work together to shape content.

1. The chapter identifies four common academic purposes. What are the paragraphs called? **Hint**: Skim and look for headings and subheadings.

{note to dev: one field}

{answers} summary, analysis, synthesis, evaluation

{feedback} The four common academic purposes (summary, analysis, synthesis, and evaluation) are listed after the diagram of the purpose, audience, tone, and content triangle (figure 6.1).

1. The chapter provides some tips on identifying the audience and offers four traits or characteristics we can use to describe or anticipate our imaginary reader. What are the names given to these traits and characteristics? **Hint**: Skim for a heading and then a list of traits.

{note to dev: one field}

{answers} demographics, education, prior knowledge, expectations

{feedback} At the end of the section with the heading <em>*Identifying the Audience*</em>, the four traits (demographics, education, prior knowledge, expectations) are identified in a box.

1. How many key takeaways does the text suggest you should be able to retain after reading the chapter more thoroughly? **Hint**: This is a conclusion to the chapter, so look at the end.

{note to dev: one field}

{answers} 6, six

{feedback} At the very end of the chapter, the text identifies in a distinctive box six key takeaways from the reading.

Obviously, this quick review of the text leaves us with unanswered questions, and we wouldn’t be able to say we’ve learned the full detail of what the text has to say. But, we are now in a better position to retain the information it contains, because we’ve created a kind of outline in our mind of the overall text.

When we can read the text more closely, this outline will help us to sort high-priority information from low-priority information, and it’ll provide us with a foundation for new information to be stored.

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| --- | --- |
| **Screen #** | |
| **Page type:** | Hotspot interactive |
| **General Developer Notes** | See the text in Sharepoint (COMM1085 > Course Design > Week 01 > Week 1 Active Reading Hotspot (a variety of versions))  I suspect that we will need to re-create this for screenreaders. It will need to look like a couple of pages from a textbook. Let’s talk. |

# Scanning a Text

The goal of this method is to quickly acquire a general understanding of the text’s main ideas.

To get an overall sense of the main ideas, you can search for or target specific sections of the text where you might expect to find the most meaning:

* + Title / Sub-title
  + Table of Contents
  + Introductory paragraph
  + Concluding paragraph
  + Topic sentence
  + Concluding sentence
  + Headings / sub-headings
  + Bolded words
  + Call-out boxes
  + Graphics and captions

{insert text with hotspots. Use Information icon for hotspots, not numbers.}

{Note to dev: text for hotspots. Numbers correspond to sample, but please use information icons.}

1. **Title**

* The title points to a very broad topic (The Science of Psychology), which indicates this is an introductory chapter.

1. **Learning Objectives: Know / Understand**

* The writers have indicated what we should know and understand — that is, what we’ll need to remember. They have also indicated what we should be able to apply and analyze. As we read, we should look for information that will help us do these things.

1. **Topic / Concluding sentences in paragraph 3**

* Our eye is drawn to the phrase “The purpose of this opening section”
* This paragraph prepares us for a “complex” and “challenging” discussion. Now I, as a reader, won’t be worried if it feels like a lot to take in.

1. **Focus Questions**

* These questions can give us a context for all that we’re going to learn in this section: the focus is on “how” — how does psychology work and how does it help?

1. **Heading — The Scientific Method**

* We remember this was one of the concepts identified in the learning objectives
* Until we see another large heading, we’ll know that everything we read is about the scientific method

1. **Subheadings**

* The subheadings under the heading <em>Scientific Method</em> breaks down the topic further.

1. **Graphic of Scientific Method**

* As we work our way through the chapter, we can stop to quickly review this flowchart
* Recognizing some of the key terms that we’ve already noticed, this will be an important piece to review later.

1. **Bolded and italicized terms throughout**

* Clearly, these are key terms and concepts that we’ll be expected to understand. We know this because the learning objectives stated that we need to know the key terminology of the scientific method.

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| **Screen #** | |
| **Page type:** | VideoPlus: Text with voiceover. Pause to check knowledge. |
| **General Developer Notes** | The text is available on Sharepoint (COMM1085 > Course Design > Week 01}. As far as is possible, reproduce the look and feel of the Word version in the video. |

# Activity: How to Scan a Text

Follow along with this video on scanning a text. I recommend that you follow along with your own version of Reif’s <em>*Online learning will make college cheaper*</em> on paper or on the computer.

{embed video}

|  |  |  |
| --- | --- | --- |
| Screen 1 | {Person} | Voice |
|  |  | Let’s look at a text together and practice scanning. You can follow along on the screen or you can print off a copy and follow along that way. |
| Screen 2 | Image | Voice |
|  | {title and author line} | First we can check the title of the text to see what it can tell us about the focus and style of the text. {read title} Here we might interpret two key pieces of information. First, we can get a sense of the topic. Second, we can tell that the author is taking a positive position from the words “Better” and “Cheaper.” |
| Screen 3 | Question | Options (answer highlighted) |
|  | What is the topic of the paper? | * How to make college cheaper * Online learning at the post-secondary level * How to make college better   Feedback: Although we can expect that the author will refer to making college cheaper and better, the fuller topic is about online learning meeting these goals. “Cheaper” and “better” suggest that the author will provide reasons to support this claim. |
| Screen 4 | Image | Voice |
|  | {title and author line} | Before we dive into the body of the text we should also consider the sub-title and the author. The subtitle is: {read subtitle}. The word “how” in the subtitle suggests that the author is going to outline some kind of process for implementing online learning into the college system.  Meanwhile, we might also notice that the author, Rafael Reif, is the President of a prominent post-secondary institution in the United States: M.I.T. This insight might give us confidence that the author is qualified to speak on this subject. |
| Screen 5 | Question | Options (answers highlighted) |
|  | Why might the identity of the author important? Select all that apply. | Because the author is qualified to speak on this topic  Because we need to trust the author  Feedback: Any of those answers are good reasons to consider who the author is. As the president of a post-secondary institution, we can be confident that the author is qualified to speak on this subject, and therefore, we may be more receptive to his argument. |
| Screen 6 | Person | Voice |
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| --- | --- |
| **Screen #** | |
| **Page type:** | Accordions, interactive graphic, flipcards |
| **General Developer Notes** | If possible, code the accordions to h2  I have inserted an interactive graphic in the *Audience* accordion and flipcards are requested in the *Purpose* accordion, but if time is an issue, switch to straight text. Dev’s choice for graphic to replace Word’s smartart. It is not a cycle or a process. |

# Audience and Purpose

Before a writer begins to craft her message, she needs to determine the answer to two fundamental questions: “Who am I writing this for?” and “What am I trying to do?”

In the first question, she is asking, “who is the audience for this text?” and in the second she’s asking, “what is the purpose of this text?”

Determining audience and purpose is a key step for a writer because the answers to these questions will shape many of the choices the writer makes. Here are just a few examples of the choices that a writer can make only after she has a clear idea of who she is writing for and what she is trying to achieve:

* Word choice / vocabulary level: sophisticated or basic?
* Tone and style: serious or humorous?
* Supporting information: statistical evidence or personal experience?

As readers, we also have to understand and be able to identify the likely audience and purpose of a text, for if we are going to judge whether a piece of writing is successful, we need to know what it was meant to do and who it was meant for.

{accordion} Audience

Here are some specific ways to identify the person or group of people you are writing for (Writing for Success, 2011, 6.1 Identifying the Audience).

Click to reveal area (?)

{note to dev: text for the click to reveal (or dev’s choice)}

* **Demographics** weighs factors such as age, ethnicity, religious beliefs, or gender. An older audience, for example, may have a different outlook on social media than a younger one is likely to have.
* **Education** considers the audience’s level of schooling or specific training. Nurses, for example, will have different prior knowledge about health than others.
* **Expectations** indicate what readers will look for while reading. Readers may expect content based on your role or on how you’ve presented your ideas.
* **Prior knowledge** refers to what the audience already knows about your topic. The readers may already know some terms and concepts related to the topic.

{/accordion}

{accordion} Purpose

This aspect of a text can be more difficult to describe than audience. Still, every writer intends to achieve some goal or outcome with their writing. And, as the following examples illustrate, the purpose of your writing will likely match the overall objectives of your job when you’re writing for work.

**Tip!** As you explore the following examples, notice that each purpose is expressed as a verb, that is, as an action. It’s an important observation because it reminds us that academic and workplace writing is simply another kind of tool used to solve a problem.

{note to dev: 6 flipcards. Images to reflect each school. If flipcards are not possible, let’s talk.}

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Image: [to explain]  Text on front: School of Health & Life Sciences and Community Services  Flip to reveal:  A social workerwritesan email to her client **explaining** what kinds of support are available and how to access them. |  | Image: [to persuade]  Text on front: School of Business and Hospitality  Flip to reveal:  A manager at a chain hotel gives a presentation to regional management **persuading** them to invest in renovations to the hotel pool and spa. |  | Image: [to analyze]  Text on front: School of Engineering & IT  Flip to reveal:  An IT officer at a small manufacturing company writes a report to the company’s executives **analyzing** the advantages and disadvantages of a proposed software change. |
|  |  |  |  |  |
| Image: [to recommend]  Text on front: School of Media & Design  Flip to reveal:  A public relations professional writes a memo to her client — a local tech company preparing to launch a new product — **recommending** details for a launch party. |  | Image: [to describe]  Text on front: School of Trades & Apprenticeship  Flip to reveal:  Before the homeowner will sign a home renovation contract, the contractor must write a memo **describing** how the project will proceed, what materials will be used, and what the project will look like upon completion. |  | Image: [to inform]  Text on front: Academic Writing  Flip to reveal:  At the end of their capstone project, a group of students prepares a presentation **to inform** the rest of their class what they have learned throughout the project. |

{/accordion}

<strong>**References:**</strong>

Unattributed Authors. (2011). <em>[*Writing for Success*](http://open.lib.umn.edu/writingforsuccess/chapter/6-1-purpose-audience-tone-and-content/)</em>. University of Minnesota Libraries Publishing. (CC BY-NC-SA).

|  |  |
| --- | --- |
| **Screen #** | |
| **Page type:** | Inline quiz |
| **General Developer Notes** | The questions are based on three texts. I would like the individual resource for each question available to the learner while answering the question. How this is achieved is developer’s choice. |

# Identifying Audience and Purpose

Using your new skimming skills, identify clues in the following texts that will help you to determine the author’s intended audience and purpose.

{Questions for text 1}

Watch the following video from Rick Mercer Report.

{embed [video](https://www.youtube.com/watch?v=UOWtXc2dUHw)}

Who is the intended audience?

Older Canadians

College-age Canadians

Academics

Journalists

**Feedback**: Yes! Clues include the fact that Mercer addresses college- and university-aged students directly with the second-person “you”. The fast-paced camera movement and urban location also suggest that he’s targeting a youth audience.

What is the intended purpose? Select the two answers that apply.

Persuade

Analyze

Inform

Entertain

**Feedback**: Yes! We can tell Mercer’s purpose is to persuade when he suggests what the viewer “should” do. We can also see his desire to entertain his audience in his use of humour and the sound of laughter that is included in the recording.

{/text 1}

{Questions for text 2}

Skim Mastracci’s [Youth will not vote in the Ontario election and here’s why](http://www.theglobeandmail.com/news/national/education/youth-dont-vote-because-they-dont-like-what-they-see/article19114640/) in <em>*The Globe and Mail*</em>.

Who is the intended audience?

Older Canadians

College-age Canadians

Academics

Journalists

**Feedback**: Yes! Just as we saw the second-person “you” in Rick Mercer’s “rant”, here we can see Mastracci use the first-person “my” to identify himself as a member of the youth generation he’s discussing. We can hear him speaking directly to older Canadians and people in positions of authority when he describes them as the people who “complain about the youth voter turnout rate and call [his] generation politically apathetic” (Mastracci, 2014, para. 1). <em>*The Globe and Mail*</em> readership is [older and in a middle class income bracket](http://globelink.ca/readership/).

What is the intended purpose? Select the two answers that apply.

Entertain

Argue/Convince

Explain

Inform

**Feedback**: Yes! We can base this interpretation largely on the title – <em>*Youth will not vote in the Ontario election and here’s why*</em> - which indicates that the author will identify the reasons or causes behind the phenomenon of political apathy among youth. As we read further, we can also see that Mastrucci intends to challenge the very idea that this behaviour is a problem, arguing that “not voting” is not necessarily the same as “not caring” about politics.

{/text 2}

{Questions for text 3}

Skim this selection from Election Canada’s Estimation of Voter Turnout by Age Group and Gender at the 2011 Federal General Election.

Who is the intended audience? {note to dev: this is **not** a select all that apply.}

Older Canadians

College-age Canadians

Academics

Journalists

**Feedback**: Yes! We can base this interpretation on the detail of the findings and the density and sophistication of the language used. There also seems to be an assumption that the audience for this text is likely to use this information elsewhere, which points to academics who conduct research, journalists who report the news, and people in government who shape policy.

What is the intended purpose? Select the two answers that apply.

Inform

Persuade

Entertain

Report

**Feedback**: Yes! Clearly, The <em>*Estimation of Voter Turnout*</em> provides factual information without doing anything else — there’s no attempt make an argument or to entertain the reader. And while the language and content may be somewhat sophisticated, the writing is also fairly concise and straight-forward, further supporting our idea that the writers want their readers to actually understand and use this information.

{/text 3}

<strong>**References:**</strong>

Elections Canada. (2012). [Estimation of Voter Turnout by Age Group and Gender at the 2011 Federal General Election](http://www.elections.ca/res/rec/part/estim/estimation41_e.pdf).

Mastracci, D. (2014, June 11). [Youth will not vote in the Ontario election and here’s why](http://www.theglobeandmail.com/news/national/education/youth-dont-vote-because-they-dont-like-what-they-see/article19114640/). <em>*The Globe and Mail*</em>.

Rick Mercer Report (2008). [Rick’s Rant – Voting 101](https://www.youtube.com/watch?v=UOWtXc2dUHw).

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| --- | --- |
| **Screen #** | |
| **Page type:** | Text with Reflection |
| **General Developer Notes** |  |

# Ten-Word Autobiography

Now that we’ve identified audience and purpose in a series of texts written by others, let’s consider how our understanding of audience and purpose might affect the choices <em>*we*</em> make when <em>*we’re*</em>the writer.

So, let’s write something — something simple, like, say, the story of your life.

Yes, even though this course is conducted online, it’s still helpful for me to know each of you better. And what better way for me to learn about you than to read your autobiography?

But, since we’re in the age of Twitter, let’s make one minor adjustment:

Write the story of your life in exactly 10 words. Not 9, not 11.

They can be ten individual words sitting side by side.

They can form a sentence.

They can be grammatical…or not.

Here’s mine: “Kids: work, play, cook, clean, repeat. Twenty years until sleep.”

Before you begin, pause for a moment to reflect on my example.

What can you learn about my life based on what I’ve chosen to include, and what I’ve chosen to ignore? What can you tell about my personality from the tone and structure of my ten words?

As you can see, there’s a lot you can do with just ten words!

Enter your 10 words into this text area. If you want to keep your submission for instructor eyes only, include a note here for the instructor.

|  |
| --- |
| Reflection text box |

{Insert submit button}

Take a look to see what others submitted before going to the next topic. You can always return to the submissions ({note to dev: insert an internal quicklink to the topic}) at a later date.

{note to dev: information for reflection destination}

**New Forum**

**Properties**

Title: Classroom Community

Create a new topic in this forum with the same title

Description

Click here to enter text.

Allow anonymous posts

A moderator must approve individual posts before they display in the forum

Users must start a thread before they can read and reply to other threads in each topic

Display forum description in topics

Visibility

Forum is always visible

Hide this forum

Forum is visible for a specific date range

Has start date: Click here to enter a date. Time: Click here to enter text.

Has end date: Click here to enter a date. Time: Click here to enter text.

Display in Calendar

Locking options

Unlock forum

Lock forum

Unlock forum for a specific date range

Has start date: Click here to enter a date. Time: Click here to enter text.

Has end date: Click here to enter a date. Time: Click here to enter text.

Display in Calendar

**New topic**

**Properties**

Forum: Classroom Community

Title: Ten-Word Autobiography

Description

Allow anonymous posts

A moderator must approve individual posts before they display in the forum

Users must start a thread before they can read and reply to other threads in each topic

Rate posts: Choose an item.

Visibility

Topic is always visible

Hide this topic

Topic is visible for a specific date range

Has start date: Click here to enter a date. Time: Click here to enter text.

Has end date: Click here to enter a date. Time: Click here to enter text.

Display in Calendar

Locking options

Unlock topic

Lock topic

Unlock topic for a specific date range

Has start date: Click here to enter a date. Time: Click here to enter text.

Has end date: Click here to enter a date. Time: Click here to enter text.

Display in Calendar

**Assessment**

Grade Item: Click here to enter text.

Score out of: Click here to enter text.

Add rubric: Click here to enter text.

Allow assessment of individual posts

Calculation method: Choose an item.

|  |  |
| --- | --- |
| **Screen #** | |
| **Page type:** | Inline questions |
| **General Developer Notes** | There are no correct answers. |

# Reflecting on Audience and Purpose

Now that you’ve published your very own autobiography, let’s consider how audience and purpose might have guided your writing choices.

Who was your audience for this?

1. Classmates
2. Instructor
3. Classmates and Instructor

How did your awareness of your audience affect the decisions you made as you were writing? Select all that apply.

1. I excluded information that was too personal.
2. I excluded information that wasn’t appropriate in a public forum.
3. I included particular details so my instructor would become more familiar with me.
4. I searched for a particular style or structure to express my personality or display my strengths as a writer.

What was your purpose? In other words, what were you trying to do or accomplish by writing and publishing these ten words about yourself? Select all that apply

Satisfy a requirement of my course

Introduce myself to my classmates

Introduce myself to my instructor

Create something that would be interesting or entertaining for my reader

Create something that would show my instructor something special or unique about me or my writing ability

I also had a “purpose” in asking you to write your autobiography: reading your “life story” and seeing the choices you made in selecting your ten words will help to become more familiar with you.

It’s also an opportunity to illustrate how our writing assignments will help you to meet the seven learning outcomes in this course. Take another look at the seven skills that we reviewed earlier. Even in this short, ten-word exercise, can you identify any skills that you applied in this exercise? Click on the skills that you think were useful.

{accordion} Use reading skills to understand the audience, purpose, and main idea of various texts.

Sure. If you looked at your classmates’ autobiographies, you thought about the writer’s purpose and main idea. Also, as we already discovered, our writing was shaped by an understanding of who we were writing for and what we were aiming to accomplish.

{/accordion}

{accordion} Use critical thinking skills to respond to questions of bias, evidence and source in a variety of texts.

We probably didn’t need to consider evidence in this situation, but we certainly use critical thinking skills when we read each other’s autobiographies — what do their choices say about them, their personality, their priorities, their goals?

{/accordion}

{accordion} Summarize video, texts, ideas or designs.

Absolutely. With only ten words at our disposal, we’re forced to summarize our own lives!

{/accordion}

{accordion} Give my point of view in response to a problem or question.

Definitely. You’ve been given a very specific set of instructions, and you had to express something meaningful and unique within those guidelines.

{/accordion}

{accordion} Plan, write, and revise written pieces of work.

Probably. While it’s possible that your ten words flowed immediately out of your mind, most of us likely crafted our ten words over time — adding and deleting, crossing out words, searching for one more or one less; maybe you even began with a brainstorm.

{/accordion}

{accordion} Use standard Canadian English grammar in all of my communications.

Perhaps. This exercise invited you to “break the rules” of English grammar, to give you more room to be creative. But, even if you weren’t using punctuation marks in their conventional patterns, you likely still used them to help your words sound a certain way.

{/accordion}

{accordion} Locate and use appropriate sources to support my opinions and reference these sources in an appropriate manner.

Probably not! This may be the only one of the seven learning outcomes that had little bearing on this exercise. And with good reason: documenting sources of information is a component of formal and academic writing, and this exercise was inherently personal and creative.

{/accordion}

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| **Screen #** | |
| **Page type:** | Text with knowledge check. Accordions reveal the feedback |
| **General Developer Notes** | The text that goes on to the accordion is on the same line as {accordion}.  Since it is easy for the text within the accordion to be dwarfed between the accordions, please consider managing the style of the accordions in such a way that it doesn’t happen. Please. |

# Topic and Thesis

Understanding “purpose” is important because it allows us to understand what a text is trying to do and, ultimately, to assess whether it’s effective in achieving its purpose.

|  |  |  |
| --- | --- | --- |
| **Topic**  What is the text “about?” What issue does it focus on?  The word ‘topic’ comes from the ancient Greek word *topos*, which means “place”. Therefore, we can think of the topic of a text as a location for a discussion. |  | **Thesis**  What is the author’s position on an issue? What is her interpretation of the topic?  A thesis is also referred to as an “argument,” an opinion that needs to be defended by logic, supported by evidence, and illustrated with examples. |

Use your skimming and scanning skills to quickly review the following opinion columns that explore the same topic. Identify the topic for all of them and the thesis for each.

* [The Future of Machines with Feelings](http://www.macleans.ca/society/technology/the-future-of-machines-with-feelings/), by Scott Feschuk (Maclean’s, January 24, 2015)
* [The Lost Boys](http://www.theglobeandmail.com/opinion/the-lost-boys-video-games-more-fun-than-growing-up/article31464598/): Video Games More Fun than Growing Up, by Margaret Wente (The Globe and Mail, August 20, 2016)
* [Textese May be the Death of English](http://www.newsweek.com/technology-textese-may-be-death-english-87727), by Lily Huang (Newsweek, August 1, 2008)

Which of the following best describes the topicof the three readings?

{accordion} Technology is going to ruin civilization as we know it.

This is not a topic, but would be a thesis.

{/accordion}

{accordion} Technology

This is a potential topic but it’s too vague/general to be written about easily.

{/accordion}

{accordion} The impact of new forms of digital technology

This is the topic that applies to all three readings.

{/accordion}

{accordion} The impact of machines that have the ability to recognize human emotions

This topic is too specific. It only suits Feschuk’s column: <em>*The Future of Machines with Feelings*</em>.

{/accordion}

Which of the columns features a positive, optimistic thesis?

{accordion} Future of Machines with Feelings

No, Feschuk is very skeptical of emotionally responsive devices.

{/accordion}

{accordion} The Lost Boys

No, Wente presents a very critical assessment of the way video games are being used by young North American males.

{/accordion}

{accordion} The Death of English

Yes, Huang suggests that texting is just another stage in the evolution of language and it will lead to interesting innovations.

{/accordion}

|  |  |
| --- | --- |
| **Screen #** | |
| **Page type:** | Text |
| **General Developer Notes** |  |

# Summary

This week we explored:

Distinctions between a high school English course and COMM1085

How to read for information as opposed to reading for pleasure

How to identify the topic and the thesis of a reading.

|  |  |
| --- | --- |
| **Screen #** | |
| **Page type:** | Text |
| **General Developer Notes** | The Flachmann reading is in Sharepoint (COMM1085 > Course Design > Week 01) The document should be a separate topic. |

# Assignment: Diagnostic Writing Assignment

**Due Date:** Last day of week 1, 11:55 p.m. See Calendar.

**Value of Assignment:** *\*This assignment is not graded and does not count towards your final mark*

**Length:** One page (no more than 250 words)

**Submission Instructions:** Submit your work as a .doc/.docx or .pdf file to the assignment submission folder titled “Diagnostic Writing”. Please do not submit your work as a zipped folder. For instructions on submitting electronic work via eConestoga, please …

This assignment is an opportunity for you to demonstrate your current academic reading and writing abilities. It will neither be graded nor will it count toward your final grade. It will, however, allow you to better understand the type of work we’ll be doing in this course, and it will allow me to quickly assess your current reading and writing level.

This sample of your writing will also help me to assess your language level and to determine whether you would be more successful and better served by placement in the EAL section of COMM1085, intended for those students who are learning English as a language in addition to their primary language.

This is an individual assignment.

## Directions

1. Re-read Lily Huang’s (2008) [Textese may be the death of English](http://www.newsweek.com/technology-textese-may-be-death-english-87727).
2. Choose **one** of the following prompts and write a concise response in paragraph form.

* Do you share Huang’s position that texting habits are a normal and healthy part of a language’s ongoing development? Feel free to use your own experiences for support, as well as examples from the article.
* How successfully does Huang support her argument with expert opinion, historical examples, comparisons, etc.? Point to specific examples from the text to defend your interpretation.

1. Write your response *individually* and take your time.
2. Be sure to read over your work carefully before you send it off to your professor, so you can check that your ideas read as clearly on the page as they sounded in your head.

<strong>**References:**</strong>

Huang, L. (2008, August 08). [Textese may be the death of English](http://www.newsweek.com/technology-textese-may-be-death-english-87727). *Newsweek.*

|  |  |
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| **Screen #** | |
| **Page type:** | eConestoga Assignments (Submission Folder) |
| **General Developer Notes** |  |

# Writing Sample

**Properties**

Name: Writing Sample

Enable OriginalityCheck

Folder type

Individual Submission

Group Submission

Category: Click here to enter text.

Grade Item: Click here to enter text.

Score out of: Click here to enter text.

Add rubric: Click here to enter text.

Instructions:

Please submit your Diagnostic Writing assignment into this submission folder. The directions for this assignment can be found in {insert quicklink to relevant topic}.

1. Under the heading Submit Files, select Add a file.
2. Choose My Computer from the list on the left. Select the Upload button.
3. Find the document on your computer. Select Open.
4. Select the blue Add button.
5. Select the blue Submit button.
6. If the file was uploaded correctly, you will receive a confirmation email.

Allow users to add this folder to their ePortfolio

Attached Files

Add a file: Click here to enter text.

Record Audio: Click here to enter text.

Record Video: Click here to enter text.

Submission Options

Files Allowed per Submission Folder

Unlimited  One file per submission folder

Submissions

All submissions are kept  Only the most recent submission is kept  Only one submission allowed

OriginalityCheck Options

Allow submitters to see Originality Reports

GradeMark Available to Students

Date: Click here to enter a date. Time: Click here to enter text.

Frequency

Automatic originality checking on all submissions

Identify individual submissions for originality checking

Check submissions against

User paper database

Current and archived internet

Periodicals, journals, and publications

Index files for originality checking

Allow other files to be checked against submission

Other Options in Feedback Studio (formerly TurnItIn):

Click here to enter text.

**Restrictions**

Availability:

Has start date: Click here to enter a date. Time: Click here to enter text.

Has due date: Time: Click here to enter text.

Has end date: Click here to enter a date. Time: Click here to enter text.

Additional Release Conditions: Click here to enter text.

Special Access: Click here to enter text.