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Education

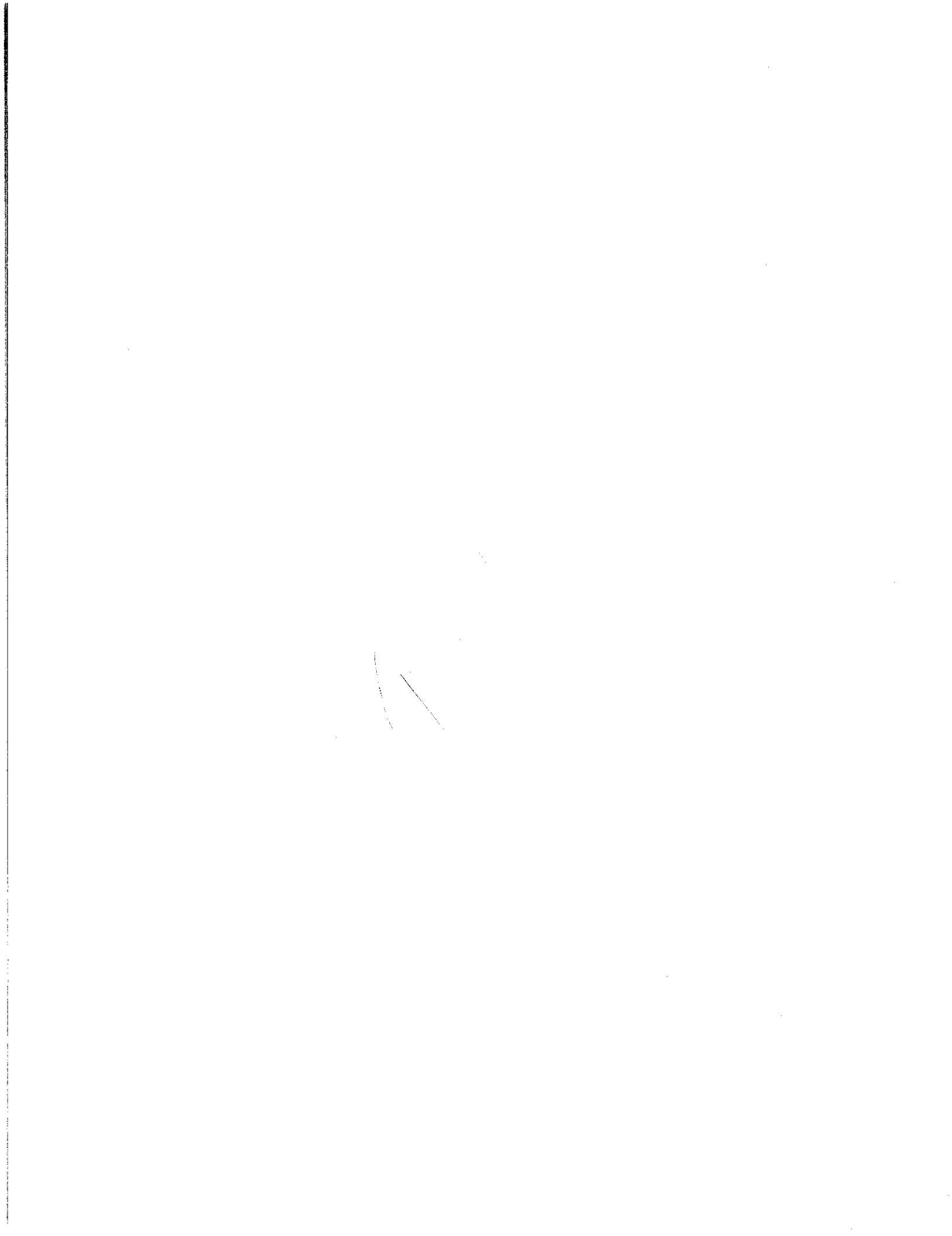
# Communication Studies 20

## A Curriculum Guide for the Secondary Level



Recycled Paper

December 1998



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## **Introduction**



## Introduction to the Course

Communication Studies 20 is an elective course that complements the required Grade 11 course, English Language Arts 20. Communication Studies 20 comprises one compulsory and 15 optional modules from which teachers can choose according to student and community needs. All modules are designed to develop the aim and goals of English language arts and the foundational objectives of Communication Studies 20.

Communication Studies 20 is designed to help students develop and refine their language knowledge and skills for various situations requiring effective oral, written, and visual communication. It emphasizes the understanding of communication as a process, and involves students in a variety of individual and collaborative efforts. The course is based on the premise that confidence and expertise in oral, written, and visual communication are gained through active participation in practical and meaningful communication experiences.

Through practising basic planning techniques, students will learn to construct and deliver a wide range of presentations, and learn to communicate in a clear, concise, and logical manner. In addition, students will extend their abilities to listen, to view, and to read for specific purposes. Many Communication Studies 20 experiences provide for both interactive and interdisciplinary opportunities.

This course is designed to complement listening, speaking, reading, writing, viewing, and representing experiences across the curriculum. Although all teachers are ultimately responsible for the teaching of communication as it applies to their particular subject areas, this course can help students refine their abilities and become better communicators in all subject areas and beyond the school environment.

Communication Studies 20 teachers should encourage students to practise communication strategies using content from particular subject areas. Teachers might consult and collaborate with other teachers in order to facilitate this. Communication experiences might also involve various community and/or professional groups. These and other individual and co-operative activities in Communication Studies 20 will help students develop proficiency in the use of communication techniques for practical and realistic purposes.

## Program Aim and Goals

The aim of the Saskatchewan English language arts program is to graduate a literate person who is competent and confident in using language for both functional and aesthetic purposes. Through the kindergarten to grade 12 program, students develop the ability to adapt language for learning, for expressing their ideas with fluency and clarity, and for communicating effectively with others. They become versatile thinkers and users of language. Communication Studies 20 focuses on the development of students' speaking, listening, writing, reading, viewing, and representing knowledge and skills for the purposes of effectively providing and receiving information.

The objectives of Communication Studies 20 are encompassed in the following goals of the English language arts program, kindergarten to grade 12:

- to develop students' language abilities as a function of their thinking abilities
- to encourage enjoyment of and develop proficiency in writing, reading, speaking, listening, viewing, and representing
- to promote personal growth and social development through developing students' knowledge and use of language.

## Curriculum Principles

The following principles form a foundation for the teaching of Communication Studies 20:

***1. The ability to communicate effectively enhances a person's experiences at home, at work, and in the community.***

Communication occurs in many different contexts in a person's life, both personal and professional. The ability to communicate effectively is necessary for success in relating to other people, participating in groups and organizations, and presenting ideas both formally and informally.

***2. Communication knowledge and skills are necessary for learning in school and throughout life.***

The development of communication knowledge, skills, and attitudes is crucial to all types of learning, whether the learning is undertaken for personal interest, or for academic or vocational reasons. Oral,

written, and visual communication abilities provide a base for students who will find themselves in various career and life situations.

Effective communicators, who are proficient in using and interpreting language, possess skills that are transferable to any educational discipline and to any job or life situation. Individuals who possess effective communication skills are able to combine various aspects of their vocational and academic knowledge to become flexible, creative, and independent. It is these individuals who are most likely to become responsible leaders, innovators, and entrepreneurs.

***3. The natural desire to reason and explore ideas, thoughts, and feelings is facilitated by the acquisition of communication knowledge and skills.***

By the age of 15 or 16 years, adolescents begin to show a preference for reasoning and stating abstract hypotheses over recognizing and manipulating relationships between concrete objects. They show a desire in their thinking to proceed in a logical manner from what is real, according to practical experience, to what is possible, according to thoughtful speculation. As a result, they develop theories about life that may be far removed from the world as they see it. This type of development opens up a range of abilities for the student, including abilities to:

- reason in a logical fashion
- imagine hypothetical possibilities
- consider in detail the various combinations of events that might occur
- handle certain types of scientific problem solving
- articulate their ideas about society.

At this stage, the school environment needs to offer programs aimed at improving language abilities and addressing communication needs. These programs should be experience-based, allowing students as active language users to explore the complex ideas with which they are experimenting. Meaning becomes clarified as these young people try out new ideas through speaking, listening, reading, writing, viewing, and representing experiences.

***4. An effective communicator considers purpose, audience, and context.***

This is the foundation for effective communication. Throughout Communication Studies 20, students should develop and refine their abilities to analyze

particular communication situations and respond appropriately.

***5. Communication is a joint, interdependent process, in which communicator and listener/viewer/reader are equally responsible for the outcome of the message.***

The communicator is responsible for providing a clear, relevant message; the receiver of the intended message must be committed to interpreting it. Effective communication depends on how well or how clearly meanings are shared. Communication is effective when the receiver interprets the message as the sender intended it to be interpreted, or is inspired to explore and formulate his or her own opinions, depending on the situation and the speaker's purpose. Throughout the Communication Studies 20 course, teachers should encourage students to develop their abilities as both communicators and interpreters of the communication efforts of others.

***6. Some standards apply to all communication forms (speaking, writing, and representing). Such standards include clarity, conciseness, concreteness, correctness, and completeness.***

**Clarity:** A speaker or writer is not successful if the listener or reader does not understand the message or the intention clearly. Therefore, deliberate steps need to be taken to ensure that the speaker's or writer's words and thoughts are perfectly clear. Words that are used need to be precise in their meanings. Writers and speakers need to use carefully-worded sentences which clearly express intended meanings. Writing and speaking vocabularies must be adapted to the appropriate needs of the audience. Also, suitable graphics and audiovisual aids should be used if they can help clarify material for readers, viewers, and listeners.

**Conciseness:** Concise communication is that which includes all of the necessary facts and ideas in the fewest possible words, without sacrificing meaning or artistry. Important ideas are easily recognizable when ambiguous "extra" words are eliminated. Trite or wordy expressions, rambling sentences, and unnecessary repetition must be omitted. Concise communication should include only the ideas and facts that are relevant to its purpose. Devices such as repetition should be used carefully and in a controlled manner.

**Concreteness:** Concrete communication is definite, specific, and vivid rather than general or vague. Whenever possible, exact words and figures should

be used rather than general words, as general words may have different meanings for the sender than for the receiver of the communication. Strong verbs in the active voice help make sentences definite. Concrete rather than abstract nouns and well-chosen modifiers can make messages vivid and forceful.

**Correctness:** Correctness in communication refers to use of the appropriate level of language (formal or informal), the employment of acceptable writing mechanics and usage practices, and the selection of language and expressions that are not discriminatory. Correctness also refers to accuracy. Information which is communicated needs to be as up to date and accurate as possible.

**Completeness:** A complete message contains all the facts and/or pertinent questions a listener, viewer, or reader needs for a communicator to achieve the desired results. Complete communication should provide all necessary information. When appropriate, the "who, what, where, when, why, and how" questions should be answered by the speaker/writer. A complete message which includes all the essential components is more likely to motivate the receiver than a message that is vague or obscure.

**7. All communication, for whatever purpose, can combine clarity with artistry.**

Although many of the objectives of this course are practical in nature, teachers and students should remember that efforts at communication are shaped by the individual communicator. Practical writing, speaking, and representing can be imaginative and can be driven by the same attention and commitment that drives all creative endeavours. In the field of communication there are many opportunities for the individual communicator to present information in a unique and imaginative manner, to express love of language, and to incorporate personal voice and vision.

**8. A body of exemplary texts is as necessary for teaching and learning in Communication Studies 20 as it is in required English language arts courses.**

Students learn by example. Teachers should provide students with exemplary models of speeches, reports, manuals, charts, web sites, etc. The bibliography for this course provides some guidance. Teachers should, over time, build up a bank of examples of professional and student work. Teacher and students should remember that people learn to speak well by listening to effective speakers,

and learn to write well by reading challenging and inspiring written material. This is as true in the area of communication as it is in poetry, for example, or drama.

**9. The teacher should ensure that the program is balanced by including:**

- *interpersonal, group, and public forms of communication*
- *communication experiences that relate to personal life, work, and lifelong learning*
- *communication experiences in all language processes.*

Effective communication in all its forms is essential to adult life. Although student needs and interests will vary, all students should come to see the value of effective communication in achieving success in whatever they undertake after high school (e.g., further education, cultural exchanges, family life, employment, entrepreneurship). Communication Studies 20 should offer students a wide range of experiences so that they come to understand the many facets of communication and their applicability throughout life.

**10. The teacher should ensure all modules and activities selected to comprise Communication Studies 20 be presented in a context of relevance to students' lives and futures.**

It is essential that communication concepts and experiences be presented within meaningful contexts. These contexts will vary according to student and community needs. Students should be involved whenever possible in decisions about module selection and communication projects. Specific concepts should not be taught in isolation but should, rather, be presented within the context of the students' own communication projects.

## **Western Canadian Framework**

The *Common Curriculum Framework for English Language Arts* (1998) was developed by the Ministries of Alberta, British Columbia, Manitoba, Saskatchewan, Northwest Territories, and Yukon Territory in co-operation with teachers and other educators from these provinces and territories. This collaborative effort resulted in the identification of common educational goals and student learning outcomes designed to prepare students for present and future language requirements. The *Common Curriculum Framework* articulates a shared vision and provides a basis for curriculum development in the respective jurisdictions.

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The process of developing common goals and outcomes allowed those involved to explore contemporary thought on specific language arts areas and topics. Among these was the area of functional or transactional writing and speaking. As a result, the most recent thinking about such writing and speaking is embodied in the five general outcomes that were derived for English language arts. These are as follows.

Students will listen, speak, read, write, view, and represent to:

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally and critically to oral, print, and other media texts
- manage ideas and information
- enhance the clarity and artistry of communication
- celebrate and build community.

The work of the western collaborators offers some essential ideas for teaching contemporary communication courses: that communication involves critical thought; that communication is a process of managing information and ideas; and that communication involves artistry in its means of disseminating information and/or inspiring thought.

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## **Core Curriculum Components and Initiatives**



# Common Essential Learnings

The Common Essential Learnings are those knowledge, skills, and attitudes that are to be developed across the curriculum. In Saskatchewan, they have been organized in six areas: Communication, Numeracy, Critical and Creative Thinking, Personal and Social Values and Skills, Technological Literacy, and Independent Learning. The incorporation of the Common Essential Learnings into the English language arts program will help students see the value of language arts concepts in school and throughout life. This is particularly true of the Communication Studies 20 course.

Teachers can find many opportunities in Communication Studies 20 for developing the Common Essential Learnings in an authentic manner. The objectives listed below are examples. When planning for the incorporation of the Common Essential Learnings in daily lessons, teachers should refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (Saskatchewan Education, 1988). Objectives for the Common Essential Learnings are available on Saskatchewan Education's Web site: <http://www.sasked.gov.sk.ca>.

## Communication

Students will:

- use language as a tool for learning and communicating
- listen, speak, read, and write with competence and confidence
- extend their language repertoires
- communicate in various formats for various audiences and purposes.

## Numeracy

Students will:

- read, interpret, and communicate facts and figures through reports, charts, and graphs
- recognize and create organizational patterns to communicate quantitative information.

## Critical and Creative Thinking

Students will:

- use language as an instrument of thought
- think reflectively, critically, and creatively
- generate and evaluate ideas, processes, and products
- listen and read analytically and critically

- make and justify decisions
- pose questions and seek clarification
- recognize bias and fallacies.

## Personal and Social Values and Skills

Students will:

- learn to interact, co-operate, and collaborate
- understand the importance of social responsibility and personal integrity in the use of language
- understand self and society more completely
- respect cultural perspectives that differ from their own.

## Technological Literacy

Students will:

- understand that technology is a tool to facilitate language learning and communication
- understand that technological developments provide benefits and risks
- learn how technology shapes and is shaped by their lives, society, and the environment.

## Independent Learning

Students will:

- develop a positive disposition toward lifelong learning
- learn knowledge, skills, and attitudes necessary to become lifelong learners
- use a variety of resources to assist their learning.

## Adaptive Dimension

The Adaptive Dimension is an essential part of all instructional programs. It encourages teachers

*... to make adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student.*

*(The Adaptive Dimension in Core Curriculum, Saskatchewan Education, 1992)*

The Adaptive Dimension addresses the importance of providing alternatives for students' learning and evaluation in order to promote optimum success for each student. Learning environments for students can be made more accessible through adapting

settings, methods, or materials. It is important for teachers to:

- identify students' strengths and needs and continually monitor progress
- accept, respect, and broaden the students' abilities, learning styles, language abilities, and interests
- increase curriculum relevance for students and respect their cultural backgrounds
- build background knowledge or experience for students when it is lacking
- use a variety of instructional and assessment strategies and procedures to accommodate individual abilities and learning styles
- vary the manner in which students are required to demonstrate their learning
- alter the pace of activities or lessons for students who need it
- vary the types of activities
- vary resources
- provide program enrichment and/or extension when it is needed
- encourage students to participate in planning, instruction, and evaluation
- provide additional practice for students
- provide options for students.

The Adaptive Dimension includes all practices teachers employ to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgment becomes the critical factor in successful learning experiences for students.

In the context of a language arts class, teachers need to be particularly sensitive to English as a Second Language (ESL) students and English as a Second Dialect (ESD) students. Teachers should consider the following guidelines for instruction and assessment:

- model respect for cultural and linguistic diversity by encouraging students to share their languages and cultures
- identify, acknowledge, and respect differences in verbal and nonverbal communication styles by encouraging students to learn and interact in ways that are culturally familiar to them
- extend, if necessary, time for ESL and ESD students to achieve the foundational and specific learning objectives and provide extra support, where possible
- ensure that teacher talk is clear and concise
- provide a variety of resources in English and in the students' first languages

- encourage students to use visual dictionaries to verify meanings or spellings of words
- pair students with fluent English speaking "buddies" for collaborative projects
- provide English language audiotapes
- when assessing students' oral language development, focus on conceptual understanding before pronunciation
- model positive and motivational feedback to develop self-confident, risk-taking language users and learners
- give all students the opportunity to reflect on their progress through self-assessment and evaluation.

## **Indian and Métis Content, Perspectives, and Resources**

*Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples, occupying a unique and rightful place in society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis students, and that changes to existing programs are also necessary for the benefit of all students.*

*(Indian and Métis Education Policy from Kindergarten to Grade Twelve, Saskatchewan Education, 1995)*

The inclusion of Indian and Métis content, perspectives, and resources promotes the development of positive attitudes in all students toward Indian and Métis peoples. Increasing an awareness of one's own culture and the cultures of others develops students' self-concept, promotes an appreciation of Canada's cultural mosaic, and supports universal human rights.

The inclusion of Indian and Métis content, perspectives, and resources in each curricular area fosters meaningful and culturally relevant experiences for Indian and Métis students. Teachers working with Aboriginal students must recognize that these students come from various cultural backgrounds and social settings including northern, rural, and urban areas. The language abilities of Indian and Métis students range from fluency in an Indian language, to degrees of bilingualism in an Indian language and English, to fluency in English. Teachers must understand and respect this diversity and use a variety of teaching strategies to assist Aboriginal students with English language development. Teachers are encouraged to use a variety of teaching strategies that build upon their

Indian and Métis students' existing knowledge of language and further extend their English language abilities. Knowledge of cross-cultural education, language acquisition theory, and second language teaching strategies will assist teachers in meeting the needs of individual students. It is crucial to use a variety of instructional, motivational, and assessment approaches that are sensitive to the range of Indian and Métis cultural values and ways of communicating.

Indian and Métis students in Secondary Level English language arts programs are in the process of becoming young adults. All facets of their identities, including their cultural identities, need to be reinforced and extended in order for them to maintain a positive sense of themselves, experience success in school, and graduate as articulate and literate citizens. Secondary Level Indian and Métis students continue to grapple with the complex factors at work in identity formation—gender, family, religion, socio-economic factors, and the nature of one's membership in society and the global community. The issues around identity for Indian and Métis students can be further complicated by the negative attitudes and perceptions they sometimes encounter in society at large. This can result in a serious loss of self-esteem and motivation to succeed in school. Teachers should recognize and counter these negative effects on identity and self-concept through anti-racist teaching strategies. Teachers should also affirm all students' cultural backgrounds and social environments, and foster personally meaningful and culturally identifiable experiences for Indian and Métis students.

All Saskatchewan teachers must integrate accurate and appropriate Indian and Métis content and perspectives in their English language arts program. Teachers have a responsibility to choose resources carefully and teach all students to recognize and discuss bias and stereotyping. *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992) can assist teachers and students in selecting resources and understanding forms of bias in resources that inaccurately portray Indian and Métis peoples. The document can help teachers plan classroom experiences that will increase awareness of such bias and develop students' oracy, literacy, and critical thinking abilities. Suggested Indian and Métis resources are included in bibliographies developed by Saskatchewan Education.

It is important that the English language arts curricula and classroom resources:

- reflect the legal, cultural, political, social, economic, and regional diversity of Indian, Inuit, and Métis peoples
- concentrate on positive and accurate images of Indian, Inuit, and Métis peoples
- reinforce and complement the beliefs and values of Indian, Inuit, and Métis peoples
- include resources by Aboriginal authors and speakers whenever possible
- include historical and contemporary issues.

## Multicultural Content, Perspectives, and Resources

A multicultural perspective addresses the major cultural groups in a country. Such a perspective should permeate the English language arts program through the reflection of all peoples' experience. Some guidelines for teachers follow.

- Students should be given opportunities to learn about concepts (racism, for example) by studying the real experiences of groups and individuals.
- The program should help students see historical events from a variety of perspectives. Students should understand the social, economic, and cultural history of people, not just military heroism or campaigns.
- The program should reflect an awareness of stereotyping and generalization. It should emphasize the differences between groups and individuals. For example, many Acadians speak French but some do not. Many Aboriginal people speak their language (e.g., Saulteaux) but many do not.
- The program should reflect an awareness that class, gender, region, and religion all influence individuals and that there is a fine line between generalizing and stereotyping.
- Teachers should choose resources that are representative of diverse cultural backgrounds, that are authentic, and that are free of cultural bias.

## Portrayal of Persons with Disabilities

Portrayal of persons with disabilities in writing and the mass media has been varied and often negative. Inappropriate information has engendered attitudes

ranging from feelings of pity or revulsion to expectations of superhuman powers of intellect or insight. It is critical that the language arts teacher use materials that portray persons with disabilities realistically and fairly.

Wherever possible, ability rather than disability should be stressed. Materials that imply that persons with disabilities must be cared for or pitied should not be used. Language of the materials should convey respect for the individuality of persons with disabilities. For example, "people with disabilities" or "has a disability" should be used rather than "the less fortunate", "afflicted", or "suffers from a disability".

Heim (1994) suggests that when choosing material for use, it is important to be aware that literature and media frequently portray people with disabilities in a stereotypical way. When evaluating material for use in Communication Studies 20, consider the following:

- Accurate, up-to-date language and information is used to describe the disability.
- Stereotypes frequently found in media portrayals of people with disabilities include: pitiable and pathetic, object of violence, a burden, and incapable of fully participating in everyday life. When using material that includes characters with disabilities, the resource should provide an insight into the feelings and thoughts of the character with disabilities, rather than using the characters as archetypes to provoke feelings and thoughts in the reader, listener, or viewer.
- Often a character with a disability is used as a vehicle for the growth of another character. The "normal" character gains sensitivity or awareness because of his or her relationship with the character with a disability. The character with a disability does not grow or change. This treatment is troubling because the character with a disability is relegated to a passive role and is not treated as a unique, whole individual.

## Gender Equity

Expectations based primarily on gender can limit students' ability to develop to their fullest potential. Therefore, it is the responsibility of schools to create an educational environment free of gender bias. While some stereotypical views have disappeared, others remain and endeavours to provide opportunities for all students must continue. The following suggestions from *Gender Equity: A*

*Framework for Practice* (Saskatchewan Education, 1992) may help teachers in the creation of an equitable learning environment. Teachers should:

- select resources that reflect the current and evolving roles of women and men in society
- have equally high expectations for both female and male students
- spend an equitable amount of time with all students regardless of gender
- allow equal opportunity for input and response from female and male students
- incorporate diverse groupings in the classroom
- model gender-fair language in all interactions
- discuss any gender-biased material with which students may come in contact
- seek a balance of male/female authors and speakers throughout the course
- acknowledge the accomplishments of women and men.

## Resource-based Learning

A resource-based curriculum encourages students and teachers to use a variety of resources in their learning and teaching. In the English language arts program, it is important for teachers to:

- consider a wide range of graphic, visual, auditory, and human resources in their course planning
- create a classroom environment rich in resources
- encourage students to read widely and listen to a variety of speakers
- model resource use by acting as a co-learner with students and by using a wide range of materials and resource people
- teach the skills of researching and locating materials
- encourage students to determine for themselves the skills and resources they need to accomplish a learning task
- incorporate resource-based assignments and projects for students
- collaborate with resource centre staff and other teachers in planning and teaching modules
- encourage students to explore a variety of sources, databases, and resource centres for both information and enjoyment
- encourage students to draw upon appropriate resources in their own communities.

Resource-based learning encourages students to develop research and study skills in order to find, analyze, and organize information from a variety of sources. Students learn best when such learning

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experiences are integrated into a meaningful context, such as a particular assignment. Teachers can assist students to develop these lifelong learning skills by giving them opportunities to learn and apply critical concepts, processes, and abilities.



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## **Objectives**



# Foundational Objectives

Foundational objectives are broad objectives that are to be developed throughout a course or level. They cannot be achieved or met through a single lesson or activity. Students, through a variety of developmental learning experiences, will gradually grow toward the achievement of the foundational objectives. The foundational objectives for Communication Studies 20 are as follows:

Students will:

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- practise the behaviours of effective, active listeners
- listen effectively in a variety of situations
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats
- recognize reading as an active, constructive process
- practise the behaviours of effective strategic readers
- view and interpret visual information critically
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids.

## Specific Learning Objectives

Learning objectives are the specific, lesson-related objectives through which the students achieve the foundational objectives. The following list suggests learning objectives for Communication Studies 20. However, it is essential that teachers adjust these as necessary for the modules they choose and according to their own students' abilities and previous experiences.

Teachers may also need to add learning objectives related to the particular activities they select as learning experiences. For example, if students are

working on interview projects, learning objectives should be developed to clarify learning expectations related to interview techniques. Learning objectives can also be related specifically to content from another subject area. For example, if the subject of a student's speech has to do with environmental issues, related learning objectives can be developed in collaboration with the biology teacher. The same is true of student experiences in the community.

The following learning objectives have been developed for Communication Studies 20. The boldface type indicates the foundational objective to which the learning objectives are related. The first section includes general objectives regarding communicating. The remaining sections are organized according to language process.

### Communicating

Students will:

- **recognize the importance of effective communication in various situations**
  - recognize the importance of effective communication in one's personal life
  - recognize the importance of effective communication in work and professions
  - recognize the importance of effective communication in lifelong learning experiences
  - select and apply appropriate methods of communication in various experiences
  - work collaboratively with others
- **recognize that communication is a multi-faceted process**
  - recognize that communication is an interactive process between sender and receiver
  - recognize the role of culture in communication
  - consider purpose, audience, and context in communication endeavours
  - approach communication experiences (both sending and receiving) as active, thinking participants
  - manage time and resources when planning communication experiences
- **recognize that communication involves problem solving and decision making**
  - think creatively and critically when speaking, listening, reading, writing, viewing, and representing
  - solve problems and make decisions as part of the communication process

- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities

## **Speaking**

Students will:

- **recognize that speech is an important tool for thinking, learning, and communicating**
  - recognize the need for formal and informal oral communication
  - speak to clarify and extend thinking
  - speak to express understanding
  - speak to persuade, demonstrate, or entertain
  - speak to share and present information
- **practise the behaviours of effective speakers**
  - practise basic oral communication skills
  - attend to voice, body language, and delivery of oral presentations
  - set clear objectives for speaking and organize talks in a logical manner
  - reflect on performance and activities for the purpose of self-assessment
- **speak clearly and confidently in a variety of situations**
  - deliver formal and informal talks of varying types and lengths
  - present arguments or information comprehensively and in a logical manner
  - participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing

## **Listening**

Students will:

- **recognize listening as an active, constructive process**
  - participate in oral communication experiences by listening critically and attentively
  - listen to make connections, interpret, or infer
  - listen to confirm, summarize, question, or predict
- **practise the behaviours of effective, active listeners**
  - recognize speaker's purpose, attitude, tone, and bias
  - analyze the way in which topics are organized, and identify speakers' techniques

- provide appropriate feedback

- **listen effectively in a variety of situations for a variety of purposes**
  - listen to understand and learn
  - listen to analyze and to evaluate
  - listen for personal pleasure

## **Writing**

Students will:

- **recognize writing as a constructive, meaningful process**
  - recognize the value of what is known as "the writing process"
  - use the writing process to organize their thoughts and discover new areas of knowledge
  - demonstrate the ability to transmit existing information with clarity and brevity
  - use specific concrete language to protect the integrity of the message
- **practise the behaviours of effective writers**
  - construct first drafts, rewrite, revise, edit, and proofread using appropriate writing strategies
  - confer with peers and teachers
  - analyze and evaluate their own and others' writing
- **write confidently in a variety of formats for a variety of purposes and audiences**
  - recognize various types of technical writing
  - practise writing for informational and practical purposes
  - experiment with co-operative writing for practical and relevant purposes

## **Reading**

Students will:

- **recognize reading as an active, constructive process**
  - read technical and informational material critically and with purpose
  - read to find meaning and interpret
  - read to make connections and gain information
  - read to confirm predictions and to evaluate
- **practise the behaviours of effective strategic readers**
  - demonstrate the ability to find and select relevant text

- 
- recognize patterns of organization within text (chronological, spatial, logical)

## Viewing and Representing

Students will:

- **critically view and interpret visual information**
  - determine the author's/speaker's purpose for including visual information
  - analyze visual information and make a judgement about its validity
  - use graphs, charts, maps, and other forms of visuals as sources of information
- **enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids**
  - design and create aids to illustrate, focus, reinforce, demonstrate, or attract attention
  - determine the need for aids based on relevance or interest
  - present aids to their best advantage at appropriate times in oral or written presentations
  - create computer-generated images, charts, transparencies, etc. using available software.

## Language Study

In addition to developing the knowledge, skills, and processes needed to communicate effectively through speaking, listening, reading, and writing, students need to develop an understanding and appreciation of the English language and how it is used. Because language is best learned contextually and through real communication experiences, Communication Studies 20 offers many opportunities for students to enhance their understanding of the following broad concepts:

- language varies according to audience, purpose, and situation
- language has structures and conventions
- language changes over time.



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## **Assessment and Evaluation**



# Purpose

The purposes of assessment and evaluation include the following:

- to facilitate and measure growth and progress in English language arts
- to gauge students' growth, development, and progress against stated learning objectives
- to inform students and parents/caregivers about the objectives of the program and student progress toward meeting them
- to provide education administrators and others with information regarding the effectiveness of programs.

## Definition of Terms

**Assessment:** Collecting information on the progress of students' learning using a variety of procedures (e.g., checklists, formal tests, inventories, self-assessment, language arts portfolios).

**Evaluation:** Making judgements on the basis of the information collected.

**Grading:** Assigning a mark based on the information gathered from assessment instruments.

**Reporting:** Conveying the results to students, parents/caregivers, and administrators.

## Principles of Student Evaluation

Given that the most important function of evaluation is the promotion of learning, the following principles should be reflected in the assessment and evaluation of students.

### **1. Assessment and evaluation reflect the stated learning objectives and are integrated with instruction.**

Assessment instruments, grading methods, and reporting to students and parents should mirror this principle. Assessment must be part of the planning process rather than an after-thought. Instruments teachers use must be appropriate and complementary to the instructional strategies used and to the objectives being developed.

### **2. Assessment and evaluation are continuous and purposeful.**

Frequent monitoring of learning allows the program to be responsive to the needs of the students. Assessment and evaluation should be continuous and should not occur only at report card time. Continuous assessment allows teachers to determine individual student needs and to adjust instruction as appropriate.

### **3. Evaluation expectations need to be communicated clearly at the beginning of the course, module, and learning experience.**

Students and parents should be informed of the objectives of the program, the means of assessment, and the criteria to be met. Where possible, evaluation expectations should be developed in consultation with students. Teachers also must maintain communication with parents concerning student progress.

### **4. Assessment and evaluation must be fair and equitable.**

Assessment and evaluation should be sensitive to cultural, linguistic, and community situations as well as to individual student needs and learning styles. Where possible, students should be provided with a variety of ways to demonstrate their learning. Students want to know where they stand and yet each responds differently to evaluation. Some students will regard a critical comment as a challenge that spurs them on to better work, while others are discouraged by criticism. As much as possible, these considerations need to be balanced against maintaining common, appropriate standards. Assessment and evaluation should be constructive for each student.

### **5. Assessment and evaluation should be balanced and comprehensive.**

Assessment and evaluation should address all language strands. In addition, means of assessment should be varied and balanced. For example, consideration should be given to:

- Teacher/peer/self-evaluation: Teacher created assignments, tests, and observations provide important evaluation information. In addition, peer evaluation can provide many opportunities for extending learning and for increasing student confidence and involvement in the learning process. Self-monitoring and assessment allow

students to become aware of their own learning and to enhance it.

- Content/process/product: Content, process, and product each play a role in assessment and evaluation. Students must know "what" they are required to learn (i.e., content), "how" they are expected to learn (i.e., process), and "what evidence" they will be required to produce as a result of that understanding (i.e., product). As much as possible, students should be introduced to a variety of ways to learn and demonstrate their learning. The content of the language arts program is based on the concepts surrounding language and various oral, print, and other media texts. The processes of the language arts classroom are speaking, listening, writing, reading, representing, and viewing. The products of the language arts course are the combined results of the content and processes (e.g., a report or speech).

## Diagnostic, Formative, and Summative Evaluation

Diagnostic evaluation should be done informally and continuously. It is used to assess the strengths and needs of students and to make program adjustments. It is used for "diagnosis" rather than "grading".

Formative evaluation should be conducted continuously throughout the course. It is used to improve instruction and learning and to keep both students and teachers aware of the course objectives and the students' progress in meeting those objectives. The results of formative evaluation are analyzed and used to focus the efforts of the teacher and students.

Summative evaluation occurs at the end of a unit of learning—e.g., the end of a module or semester. Results can provide information about the effectiveness of instruction and the effectiveness of a program. The results of summative evaluation should form only a portion of the data used to determine students' grades. An appropriate balance of formative and summative evaluation should be used.

## Language Arts Portfolios

The portfolio--or collection of students' notes, works-in-progress, research information, and completed projects--can be an effective way for students, teachers, and parents to observe student progress

over a period of time. Because portfolios are purposeful collections of student work, they can serve as the basis for evaluation of student effort, progress, and achievements in English language arts. A term-end portfolio, assembled by the student a few weeks before a reporting period, can include specially selected written products; audiotapes; videotapes of oral presentations and debates; and visuals such as posters, graphics, and photographs from the term. A multi-year portfolio can act as a showcase of the student's best work over time from several courses.

Students should understand the criteria for what to include in their portfolios and how to make the selection. Consideration might be given to the following:

- What kind of portfolio will the students compile—exemplary works, works-in-progress, journal notes, records of research, or some combination?
- What period of time will the portfolio cover?
- How will it be evaluated?
- How will it foster independent learning?
- How will it encourage the students to reflect on their work and growth?

The portfolio as a product is important, but the process of assembling an English language arts portfolio is just as important. As students select work to be included in the portfolio, they develop pride in their work and see clearly their own progress.

## A Suggested Evaluation Procedure

Teachers may consider the following suggested evaluation procedure.

**Step 1:** Determine what content, processes, and products will be emphasized in the course and in specific modules. Review the foundational objectives for the course and the specific learning objectives to be developed.

**Step 2:** Determine what strategies will be used to assess the content, processes, and products. Many assessment strategies can and should be used. Continuous assessment is essential. The following list is by no means complete:

- checklists
- anecdotal notes
- portfolios
- written assignments

- 
- speeches
  - self-assessments
  - peer assessments
  - teacher-constructed assessments
  - tests
  - interviews
  - conferences
  - reading and listening logs
  - journals.

**Step 3:** Consider how the objectives, expectations, and assessment and evaluation strategies will be shared with students, parents, and administrators.

**Step 4:** Decide how the various assessments will be translated into a grade. Remember that various assessments should be included, and that grades should not be based on a unit- or module-end assessment only.

## **Sample Assessment Forms**

The following pages include several checklists and anecdotal recordkeeping forms. These are samples only and are intended to give teachers ideas for the kinds of forms they can develop to assist them in continuous assessment. Teachers are encouraged to develop their own forms as applicable to the content of lessons and the type of instruction (e.g., small group work, student presentations). Teachers should keep in mind that both communicator and responder should be assessed, as both are players in the communication process (speaker and listener, writer and reader).

## Sample Self-assessment for Effective Communication

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Effective Communication	Usually	Sometimes	Rarely	Never
1. When other people speak to me, I am attentive and try to listen and understand what they are saying.				
2. When I do not understand what another person is telling me, I ask that person to explain the meaning.				
3. When I disagree with what a person is saying, I do so respectfully and in the spirit of constructive discussion.				
4. I enjoy discussing issues and hearing other people's opinions.				
5. When I speak to someone from another culture, I am aware that body language and manner of speaking might differ from my own.				
6. When I speak to someone whose first language is different from my own, I try to communicate clearly and listen attentively.				
7. When I am writing something, I think about who is going to read it, and why I am writing it.				
8. I consider the constructive comments of others about my writing without becoming defensive.				
9. When I have written something, I read it back to myself to be sure I said what I wanted to say.				
10. I enjoy reading for information and reading what other people have to say about something in which I am interested.				
11. I know how to search for information that I need.				
12. When I search for information I make sure I have a clear idea of what I want to find out.				

Based on the above, I describe myself as a communicator in the following way:

I could improve my communication abilities by:

## Sample Assessment for Formal Speaking

This form can be used for self, peer, or teacher assessment.

**Speaker:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Audience:** \_\_\_\_\_

**Rating Scale:** Excellent - 5 Very Good - 4 Good - 3 Fair - 2 Poor - 1

	<b>Comments</b>	<b>Rating</b>
<b>Content</b>		
• Research		
• Completeness		
• Accuracy		
• Relevance		
• Depth of Coverage		
<b>Delivery</b>		
• Organization (introduction, body, conclusion)		
• Voice (volume, pitch, rate)		
• Fluency (articulation, pronunciation)		
• Body Language (appropriate eye contact, gestures, posture)		
• Persuasion and Interest		
• Other		

Note: Some items listed above (e.g., pronunciation, eye contact) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.

## Sample Listening Self-assessment

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Listening Experience: \_\_\_\_\_

	Yes	Most of the time	Some of the time	Not at all
I tried to listen attentively throughout the presentation.  Comments:				
I took effective notes if I was expected to or if the speaker was presenting information that might be useful to me.  Comments:				
I was polite and showed consideration to the speaker.  Comments:				
I was able to determine important points or ideas in what I heard.  Comments:				
I thought about how the presentation might be relevant to me.  Comments:				
I thought about the speaker's perspective or point of view, whether I agreed or disagreed with him/her, and why.  Comments:				

## Sample Writing Assessment

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Writing Assignment: \_\_\_\_\_

Learning Objective	Progress Toward Meeting Objective
<ul style="list-style-type: none"><li>• Demonstrates the ability to transmit information with clarity and brevity.</li></ul> <p>Comment on where the student was at the beginning of the course:</p>	
<ul style="list-style-type: none"><li>• Uses the writing process.</li></ul> <p>Comment on where the student was at the beginning of the course:</p>	
<ul style="list-style-type: none"><li>• Confers with peers and teachers.</li></ul> <p>Comment on where the student was at the beginning of the course:</p>	

## Sample Self-assessment for Reading

**Name:**

**Date:**

**Selection:**

**Before I read this selection, I:**

Yes      No

- thought about the title and what it suggested the selection was about.
- previewed the whole selection or parts of it.
- thought about the subject or situation suggested by my preview.
- set a purpose for my reading.
- used other strategies including: (List any other strategies used before reading the selection.)

**While I read this selection, I:**

Yes      No

- created a dialogue with the writer (e.g., What is the writer saying? What is the main idea? How is it supported? What is the writer's viewpoint? What do I already know about this? What am I learning about this?).
- paraphrased or retold to myself what I was reading.
- imagined what places, people, events might look like, or imagined whatever the writer was explaining.
- connected my personal experience to what I was reading.
- made inferences from textual clues given by the writer.
- distinguished fact from opinion.
- predicted and then confirmed what the writer might say next.
- went back and reread confusing parts.
- checked words that I did not know the meaning of from context.
- used other strategies including: (List any other strategies used while reading the selection.)

**After I read this selection, I:**

Yes      No

- determined my initial impression of what I had read.
- discussed what I had read and my impressions with someone.
- reflected on what I had read.
- reviewed and summarized what I had read and learned.
- made notes in my journal, notebook, or in my head.
- reread and developed a more thoughtful interpretation of what I had read (e.g., considered why the writer wrote the text, what was being presented, and how it was constructed).
- evaluated what I had read and supported my judgements with references to the text.
- used other strategies including: (List other strategies used after reading the selection.)

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## Sample Assessment for Representing

Student's Name:

Purpose:

Audience:

Context:

Date of Presentation:

Rating Scale: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

Criteria	Comments	Rating
Content		1 2 3 4 5
•		
•		
•		
Organization		1 2 3 4 5
•		
•		
•		
Graphics and Visual Aids		1 2 3 4 5
• Design/Layout		
• Graphics/Animation		
• Visual Impact		
Use of Equipment		1 2 3 4 5
•		
•		
•		

Additional Comments:

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## **Sample Assessment for Viewing**

**Student's Name:**

**Presentation:**

**Date of Presentation:**

**Rating Scale:** 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

**Preparing for Viewing:**

- Prepared for viewing situation
- Set purpose
- Focused attention to task

Rating: 1 2 3 4 5

**While Viewing**

- Attentive during presentation
- Adjusted viewing strategies depending on the presentation and purpose
- Made notes, diagrams, or visual images of important and relevant material
- Remained open-minded and objective

Rating: 1 2 3 4 5

**After Viewing**

- Reflected on and interpreted message
- Evaluated message and presentation in an open-minded and objective manner
- Followed up

Rating: 1 2 3 4 5

**Comments:**

## Sample Portfolio Assessment

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Type of Assessment: Continuous End of Project End of Module End of Term

Rating Scale: Excellent - 5 Very Good - 4 Good - 3 Fair - 2 Poor - 1

Criteria	Rating	Comments
Portfolio showed evidence that student completed assignments.		
Student selected appropriate material.		
Portfolio showed evidence of student's understanding of project/module/course objectives.		
Portfolio showed evidence of student's pride in own work and commitment to communication projects/experiences.		
Portfolio showed evidence of student's understanding of the process of developing and organizing ideas.		

Other comments:



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## Course Overview



## Course Content

The content of Communication Studies 20 can be summarized in the following way:

- The course must be based on the foundational and specific learning objectives that have been set for Communication Studies 20.
- In order to develop these objectives, the course must attend to all language processes: reading, writing, speaking, listening, viewing, and representing.
- The course must comprise one compulsory module and a combination of optional modules, to a total of 100 hours of course time.

**Total Time:** 100 hours

**Compulsory Module:** Introduction to Communication (20 hours)

**Optional Modules:** Select from 15 provided (10 to 20 hours each)

## Objectives

The objectives are described in the section beginning on page 15 of this guide. In addition, the descriptions of each module include appropriate foundational and specific learning objectives, although the teacher should add other appropriate objectives and adjust the objectives as necessary for his or her particular topic and students. Student assessment and evaluation should be based on the foundational and specific learning objectives.

## Language Processes

The Communication Studies 20 curriculum focuses on further developing knowledge and skills in the language processes: speaking, listening, writing, reading, representing, and viewing. Although the emphasis shifts from module to module, the teacher should recognize the importance of all of the language processes in any communication and take them into consideration, as appropriate, when planning.

## Speaking and Listening

In Communication Studies 20, students will learn that the techniques they use while speaking affect what others actually hear them saying and how others respond to them. Students will practise organizing their thoughts and expressing themselves orally in different situations. Students will also learn how to be effective listeners and will examine how their listening behaviours affect a speaker's presentation. Opportunities should be provided for active participation in oral communication between two people, in small groups, and in large group situations.

## Writing and Reading

In Communication Studies 20, students will use what is known as the writing process to explore a subject, organize their thoughts, and create a clear and concise written product. Students will practise writing of a technical nature: writing which relies on perception, analysis, synthesis, and the transmission of information. Whether in a memorandum, a report, an article, or a manual, students will learn to express their ideas in a focused, succinct manner.

Students will read to analyze and summarize information and to evaluate their own comprehension. They will practise reading to locate information and solve problems. Through careful reading, students will learn to recognize the necessary fundamentals of effective technical or transactional writing.

## Representing and Viewing

Students will practise communicating their ideas by creating representational forms to accompany their spoken or written communication (e.g., posters, charts, diagrams, videotapes, multimedia presentations). Through viewing representational forms in a variety of media, students will acquire information, deepen understanding, and develop further their critical viewing abilities.

## Introduction to Modules

The Communication Studies 20 curriculum is designed to meet the needs of students requiring a variety of communication skills. Hence, it contains 15 optional modules, in addition to one required introductory module.

The compulsory module comprises 20 hours of instructional time. Each optional module can be

developed for 10 to 20 hours of instructional time. Therefore, the Communication Studies 20 course should be designed to include a minimum of five modules (at 20 hours each) and a maximum of nine modules (one 20-hour module and eight 10-hour modules).

The 16 modules are listed below:

**Module 1: Introduction to Communication**  
(compulsory)

**Module 2: Short Talks**

**Module 3: Short Forms of Written Communication**

**Module 4: Informational Talks**

**Module 5: Writing Technical Articles and Reports**

**Module 6: Persuasive Speaking**

**Module 7: The Art of Debating**

**Module 8: Persuasive Writing**

**Module 9: Writing and Presenting Proposals**

**Module 10: Enhancing Written and Spoken Presentations**

**Module 11: Communication and the Internet**

**Module 12: Job Search**

**Module 13: Interviewing**

**Module 14: Group Negotiation**

**Module 15: Writing Collaboratively**

**Module 16: Independent Study**

## **Independent Study Module**

Independent study offers students who are able the opportunity to work independently through community involvement, research, the development of special skills or techniques, or work study.

The Independent Study Module should always be selected for those students who are ready to design and carry out their own learning project. Teacher, student, and involved community members should together decide on the objectives, time lines, and methods of evaluation. Independent study should be based on the objectives for Communication Studies 20, although other objectives related to the project should also be developed.

In some cases, an Independent Study Module might be designed for a small group of students. Independent study might also involve collaboration with teachers in other subject areas. Modules that are not selected for the whole class might offer possibilities for independent study (for example, the Job Search Module).

**Note:** Communication is an essential aspect of personal, work, and learning experiences. Teachers should allow plenty of opportunity for students to examine and discuss various applications of classroom experiences in all modules. The success of the Communication Studies 20 program will depend on the students' recognition of communication as relevant to their lives beyond secondary school.

## **Selecting Modules**

Teachers should select modules based on the following considerations:

- students' previous experiences (e.g., if students have had no past experience with oral communication, teachers might want to emphasize oral communication abilities through their selection of modules)
- experiences that might occur in other classes (e.g., if Job Search is taught as part of Life Transitions, it should not be selected as a module for Communication Studies 20)
- student interest (e.g., if a particular class of students is highly vocal and seems to enjoy discussion, The Art of Debating would be an appropriate module)
- teacher expertise (e.g., if the teacher has expertise with the Internet, Writing for the Internet would be an appropriate module)
- community involvement (e.g., if there is a high degree of participation by a sector of the community, an appropriate module could be selected to facilitate its involvement)
- student readiness for independent study (e.g., this module should be selected for those students who are ready to undertake an independent study project)
- balance among the language processes (e.g., teachers should not select all oral communication modules or all written communication modules, although they might want to emphasize one according to student need).

**It is essential that teachers select a balance of modules so that students experience communication in all language processes (speaking, listening, reading, writing, viewing, and representing) and consider opportunities for interpersonal, group, and public forms of communication.**

The three examples on this page show different ways that a program could be built to achieve balance among the language processes.

### Example 1 (Total Time: 100 hours)

- Module 1: Introduction to Communication (20 hours)  
Focus: all language processes
- Module 2: Short Talks (10 hours)  
Focus: speaking, listening, representing
- Module 3: Short Forms of Written Communication (10 hours)  
Focus: Reading, writing, representing
- Module 10: Enhancing Written and Spoken Presentations (10 hours)  
Focus: Viewing, representing
- Module 11: Communication and the Internet (10 hours)  
Focus: Reading, writing, listening, viewing, representing
- Module 14: Group Negotiation (10 hours)  
Focus: Speaking, listening
- Module 15: Writing Collaboratively (10 hours)  
Focus: Speaking, listening, reading, writing, representing
- Module 16: Independent Study (20 hours)  
Focus: Student choice

The chart on page 43 displays the 16 modules from which teachers can build their Communication Studies 20 course.

The modules for Communication Studies 20 are presented in the guide in the following manner:

- module overview (description, objectives, suggested topics)
- teacher information (background knowledge useful for teaching the module)
- suggested activities and instructional strategies (a "starter list" to which teachers can add).

### Example 2 (Total Time: 100 hours)

- Module 1: Introduction to Communication (20 hours)
- Focus: All language processes
- Module 4: Informational Talks (20 hours)
- Focus: Speaking, listening, representing
- Module 5: Writing Technical Articles and Reports (20 hours)
- Focus: Reading, writing, viewing
- Module 10: Enhancing Written and Spoken Presentations (10 hours)
- Focus: Viewing, representing
- Module 12: Job Search (10 hours)
- Focus: Reading, writing, speaking, listening
- Module 13: Interviewing (10 hours)
- Focus: Speaking, listening, writing
- Module 16: Independent Study (10 hours)
- Focus: Student choice

### Example 3 (Total Time: 100 hours)

- Module 1: Introduction to Communication (20 hours)  
Focus: All language processes
- Module 7: The Art of Debating (10 hours)  
Focus: Reading, speaking, listening
- Module 8: Persuasive Writing (10 hours)  
Focus: Reading, writing
- Module 5: Writing Technical Articles and Reports (15 hours)  
Focus: Reading, writing, viewing, representing
- Module 13: Interviewing (15 hours)  
Focus: Speaking, listening, writing
- Module 11: Communication and the Internet (15 hours)  
Focus: Reading, writing, listening, viewing, representing
- Module 16: Independent Study (15 hours)  
Focus: Student choice



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## Modules



# Communication Studies 20 Modules

## Module 1: Introduction to Communication (compulsory module)

Time: 20 hours  
Purpose: To introduce students to the basic communication purposes and concepts.

## Module 2: Short Talks

Time: 10 - 20 hours  
Purpose: To provide students with experience in preparing and delivering short talks and special occasion speeches.

## Module 3: Short Forms of Written Communication

Time: 10 - 20 hours  
Purpose: To provide students with experience in preparing letters, memoranda, abstracts, and executive summaries.

## Module 4: Informational Talks

Time: 10 - 20 hours  
Purpose: To provide students with experiences in preparing and delivering informational talks designed to explain or demonstrate.

## Module 5: Writing Technical Articles and Reports

Time: 10 - 20 hours  
Purpose: To provide students with experience in preparing written technical descriptions and various types of written reports.

## Module 6: Persuasive Speaking

Time: 10 - 20 hours  
Purpose: To provide students with experience in clarifying a position, preparing arguments, and speaking to convince an audience.

## Module 7: The Art of Debating

Time: 10 - 20 hours  
Purpose: To encourage students to develop confidence in preparing, presenting, and defending arguments in a constructive manner.

## Module 8: Persuasive Writing

Time: 10 - 20 hours  
Purpose: To provide students with experience in clarifying a position, preparing arguments, and organizing a persuasive written report or article.

## Module 9: Writing and Presenting Proposals

Time: 10 - 20 hours  
Purpose: To provide students with experience in writing and presenting proposals for projects, funding applications, and entrepreneurial endeavours.

## Module 10: Enhancing Written and Spoken Presentations

Time: 10 - 20 hours  
Purpose: To introduce students to methods of enhancing written and spoken presentations using effective charts, graphics, audiovisual and/or multimedia aids.

## Module 11: Communication and the Internet

Time: 10 - 20 hours  
Purpose: To introduce students to mass communication via the Internet, and help them understand its potential for world-wide communication.

## Module 12: Job Search

Time: 10 - 20 hours  
Purpose: To provide students with experience in writing resumés, writing letters of application, and preparing for job interviews.

## Module 13: Interviewing

Time: 10 - 20 hours  
Purpose: To provide students with experience in planning and conducting interviews to research, explore, or problem solve.

## Module 14: Group Negotiation

Time: 10 - 20 hours  
Purpose: To introduce students to the concept of group negotiation and provide them with practice in problem solving and conflict resolution through negotiation.

## Module 15: Writing Collaboratively

Time: 10 - 20 hours  
Purpose: To introduce students to situations where team writing might be called for, and to provide them with organizational and group management skills.

## Module 16: Independent Study

Time: 10 - 20 hours  
Purpose: To provide students with an opportunity to develop an independent study project to further their understanding of some aspect of written, spoken, and/or visual communication.



# Module 1: Introduction to Communication

## Time

20 hours

## Module Description

This **compulsory module** is an introduction to Communication Studies 20. It provides students with rudimentary knowledge that can be applied and further explored in the optional modules that follow. Module 1 covers all language processes (speaking, listening, writing, reading, viewing, and representing) and considers communication from the communicator's and the receiver's points of view.

## Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to introduce students to the components of communication
- to convince students of the importance of understanding purpose, occasion, and audience in any communication situation.

## Foundational Objectives

Students will:

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communicating
- recognize listening as an active, constructive process
- recognize writing as a constructive, meaningful process
- write confidently in a variety of formats for a variety of purposes and audiences
- recognize reading as an active, constructive process

## Specific Learning Objectives

Students will:

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- consider the communicator's moral and ethical responsibilities
- recognize the need for formal and informal oral communication
- practise basic oral communication skills
- participate in oral communication experiences by listening critically and attentively
- recognize the value of what is known as "the writing process"
- practise writing for informational and practical purposes
- read technical and informational material critically and with purpose

## Topics

Components of Communication  
Purpose, Occasion, and Audience  
Culture and Communication  
Ethics in Communication  
Contexts for Communication  
Types of Communication

## Suggested Resources

- English language arts bibliography for grade 11
- Examples of various types of technical writing
- Recorded speeches and guest speakers
- Internet
- Examples of visual, audio, multimedia aids

# **Teacher Information for Module 1**

This section includes information that may be of use to the teacher in planning activities. However, teachers should keep in mind that communication is an evolving field. Many resources are available, and will continue to become available, containing up to date and much more extensive information than can be presented in a curriculum guide such as this one. The information in this section provides a basic introduction only to the field of communication. For more information, teachers should refer to the English language arts bibliography for grade 11.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

## **Components of Communication**

Communication is effective when a concise and clear message is delivered well, received successfully, and understood fully. The process of communication has the following distinct components:

- the sender
- the message
- the medium
- the receiver
- feedback.

## **Purpose, Occasion, and Audience**

All effective communicators must consider purpose, occasion, and audience when planning their presentations. Because the communication process involves both sending and receiving, it stands to reason that communication will be most effective when the writer or speaker considers the variables that will affect reception of his or her message.

## **Culture and Communication**

Culture refers to the human-made environment. "Culture includes all the material objects and possessions that a social group invents or acquires.

Even more important, it includes the group's less tangible creations: the shared customs and values that bind its members together and give them a sense of commonality" (Trenholm, 1995, p. 314).

It used to be that people communicated only with others inside their own cultural group. Customs and values affecting communication were shared and understood. This is no longer true. We now live in the "global village" and it is common for people to communicate interculturally, either in person or through advanced electronic communication methods. Today, intercultural communication affects people in their personal and social lives, the classroom, and the workplace.

To communicate interculturally, people must know their own practices regarding communication, and recognize that these are cultural and not necessarily universal. Attitudes are the biggest impediment to successful communication among cultures. Trenholm describes attitudes that diminish understanding as follows:

- stereotypes and prejudices
- assumptions of similarity
- culture shock
- ethnocentrism.

## **Ethics in Communication**

Communicators must always consider how their communication affects their audience and others involved with the project (e.g., employers, friends, co-workers). Communicators have ethical responsibilities to themselves, individual members of their audience or readership, and society as a whole.

As a person's use of written and spoken language reveals his or her inner self to others, communicators have a responsibility to avoid conscious misrepresentation of themselves, and to write and speak with an attitude of self-respect.

Spoken and written language should not be used consciously to mislead or convince people to take action which is not in their own best interests (e.g., sales persons persuading customers to overbuy or to buy products not suitable to their needs). Communicators have an ethical obligation to make their goal and its possible outcomes known to the audience, and not to mislead their audience in any way.

Communicators have an ethical responsibility to consider the values they impart through their activities. They must recognize the power of

language and their own potential to influence, and ensure that their spoken and written words reflect an ethical attitude toward society and humanity.

To help maintain fair and ethical behaviour, communicators should review a checklist such as the following:

- Have I used appropriate language that does not discriminate or stereotype by age, gender, religion, ethnic background, or ability?
- Have I prepared my speech or written document with an attitude of respect for my audience?
- Have I been honest in my presentation of information?
- Have I chosen words that might be misleading?
- Have I used logical rather than manipulative or exploitative arguments?
- Have I presented comparable facts in a similar fashion (e.g., listing sales figures) to avoid manipulating the reader/listener?
- Have I carefully considered the effects or consequences of my presentation?
- Have I made clear what is fact and what is opinion?
- Are my research sources reliable?
- Have I identified my sources and quoted accurately?
- Have I been careful not to use confidential or classified information?
- When presenting instructions or technical information, have I included enough information to avoid harming the audience in any way or damaging equipment?
- Have I warned the audience of all possible hazards in specific terms?
- Have I worked co-operatively with others involved in the project?

Guidelines for choosing appropriate language include the following:

- do not describe people in terms of stereotypes
- do not identify a person by sex, race, religion, ethnic background, or handicap
- use gender-neutral language.

## Ethics in Persuasion

Much communication is intended to persuade (persuade a friend to do something, persuade someone to adopt a certain point of view, persuade people to buy a product, persuade people to use certain safety practices, etc.). Informed communicators and audience members are familiar with persuasive devices. Writers and speakers should remember their ethical responsibilities and

not use dishonest or misleading persuasive appeals, neither in formal situations nor in their personal lives.

Many persuasive appeals are a part of daily life (e.g., in television and magazine advertising, in political and fund-raising campaigns). The degree to which such behaviour is acceptable in a community or society is subjective. It is the communicator's responsibility to use good judgement and always consider the needs of the audience or readership. It is the receiver's responsibility to be vigilant and to speak out against unethical behaviour in communication.

Guidelines for developing ethical principles in communication follow:

- **Be truthful.** It is unethical to be untruthful. Intentional untruthfulness damages all concerned.
- **Prepare adequately.** It is unethical to waste an audience's or reader's time. You have an ethical obligation to present ideas that you believe in and for which you have support.
- **Give credit to original sources.** It is unethical to present phrases, sentences, and ideas of others as if they were your own. When researching, keep track of all sources from which you derived material that was not your own. When you want to acknowledge a source while actually delivering a talk, you may refer to the name of the individual or the title of the general work. If you are presenting a relatively long talk that contains material from a number of sources, you may wish to make available a handout that lists your sources. In written work, credit your sources in the text, footnotes, or reference notes, as appropriate.
- **Become familiar with the term "intellectual property".** Intellectual property refers to ideas and creations that are not necessarily copyrighted, but do belong to one person. For example, some artists refer to their work as intellectual property. A theory of political science could also be referred to as intellectual property. When you use or refer to another person's intellectual property, you must credit him or her.
- **Do what you can to be a participant in the "global village".** Learn about the communication practices of other cultures. Gain knowledge to overcome stereotypes and prejudices so that you can treat all people with respect.

- **Do all you can to foster potential in yourself and others.** It is not ethical to mislead an audience intentionally or give listeners partial information which could result in them making poorly informed decisions. Communicators should not manipulate people for selfish reasons.

### Communicator's Code

As a communicator, committed to the highest standards of performance and ethical behaviour, I will:

- use language and visuals with precision
- prefer simple, direct expressions of ideas
- satisfy the audience's need for information, not my own need for self-expression
- hold myself responsible for how well my audience understands my message
- respect the work of colleagues, knowing that a communication problem may have more than one solution
- strive continuously to improve my competence in communication
- promote a climate that encourages the exercise of professional judgement.

(Adapted from Agency for Instructional Technology and South-Western Educational Publishing, 1996, *Communication Studies 2000 - Module Three, Workplace Writing - Learner's Guide*, p. 122)

## Contexts for Communication

Communication can be a simple verbal exchange between friends, or it can be a formal event that requires much preparation. Because it is an exchange, it always involves at least two language processes (for example, speaking and listening) and sometimes involves all language processes: speaking, listening, reading, writing, viewing, and representing.

Effective communication is necessary in one's personal life, in work and professions, and in lifelong learning situations. In this introductory module, students should come to understand that success in all of these is greatly enhanced by effective communication.

Within the communication contexts, people experience four types of communication: interpersonal, group, public, and mass.

## Teaching the Introductory Module

In this module, students should learn that the ability to communicate effectively is one of the most useful tools they can take away from secondary school. Whatever their plans are for their lives after Grade 12, the ability to communicate will help them enormously. For the teacher, the key to teaching this course successfully is encouraging students to understand the relevance of all activities, no matter what modules are selected.

In teaching the introductory module, teachers might proceed in the following way:

- Mini-lessons and activities on the module's major concepts:
  - components of communication
  - purpose, occasion, and audience
  - culture and communication
  - ethics in communication
  - contexts for communication
  - types of communication.
- Involvement of students in three major projects:
  - one that relates to personal life
  - one that relates to a workplace
  - one that relates to lifelong learning.
- Alternatively, three groups of students could work on three different projects (i.e., related to personal life, workplace, lifelong learning) and present their project to the rest of the class.
- In these major projects, students should:
  - identify the intended audience and purpose
  - establish the communication as interpersonal, group, or public
  - propose the content
  - propose the method of communication (panel discussion, persuasive talk, how-to manual, slide presentation, etc.)
  - incorporate any necessary visual or audio aids
  - present the project appropriately
  - reflect on the relevance of the project to personal life, the workplace, or lifelong learning
  - reflect on the various communication skills used in all aspects of the project.

# Suggested Activities for Module 1

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

## Components of Communication

### Activity: Communication Self-assessment

A teacher introducing this course may wish to have each student fill out a Self-assessment for Effective Communication similar to the one on page 26.

Students could make an assessment of their own responses, then discuss their responses in small groups, determining where individuals and groups can improve communication abilities, and deciding how they might set goals for improving communication.

This checklist is a sample only. Teachers may construct their own checklists, stressing communication knowledge and skills necessary for their particular classroom situations.

### Activity: Understanding Components of Communication

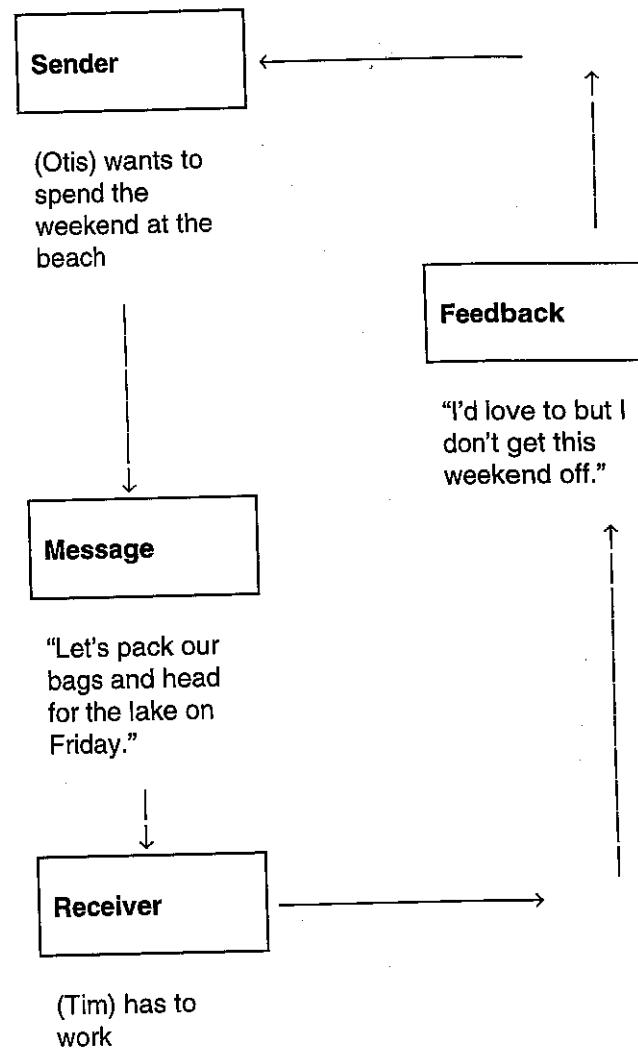
In order for any communication to take place, there must be a suitable medium, a sender, a message, a receiver, and feedback.

Have students independently or in groups create their own visuals showing how this happens. When they have their visuals constructed, ask them to add an example of a message being communicated, either in speech or in writing. Groups or individuals

may then explain their visuals to the rest of the class. (Each of these should be somewhat different).

A sample visual appears below.

### Medium = Conversation



### Activity: Visually Representing Communication

Have students work individually or in groups to make a collage illustrating their ideas about the communication process. They may use magazine clippings, sketches, and photographs.

### Activity: Recognizing, Reproducing, and Creating Symbols

Have students collect or reproduce common symbols that are used daily to communicate without words (e.g., the interact symbol for banking cards, stop signs, the red cross, tourist information centres). If they find some of the common symbols confusing, they might try redesigning them. Also, have students create their own symbols to be used without words.

(e.g., symbols for reading, viewing, or listening; symbols for school subjects or for sports). Suggest that students display their symbols to see if the messages are clear enough to be understood.

Discuss whether some symbols evoke differing responses in people depending on their backgrounds and experiences.

#### **Activity: Thinking About Daily Communication**

Have students divide a piece of paper into four parts labelled Speaking, Listening, Reading, and Writing. In each part, have students write down as many examples as possible of their activities in one day in each of these four areas. Then, in each of the four parts, write Viewing and/or Representing if they have used either of these two supporting processes to enhance speaking, listening, reading, or writing.

After filling in the four-part communication activity report, have students prepare a written summary of their individual communication experiences. Have students answer questions like the following:

- Which type of communication skill do you use most frequently?
- Choosing one of your examples, suggest how that skill could be reinforced by using one or more of the other communication skills.
- Which communication skill do you think is your strongest? Why?
- Which skill do you think needs the most improvement? Why?

Have students share their summary with a group or with the class and discuss possible ways of improving the different skill areas (e.g., working in pairs with someone who has strengths that counteract another student's weaknesses and vice versa).

#### **Activity: Communicating Without Words**

Involve students in a class exercise in which they communicate a message to the group (or to a partner with the group observing), using only body language, actions, and symbols (no words). The message might be one the teacher gives them or one they create themselves ahead of time. Some examples of messages follow:

- Ask directions to the nearest laundromat.
- Explain to a waiter in a restaurant that your meal is cold.
- Request a ticket to Calgary (from an airline company).

Receivers of the communication will state the message as they understand it and ask questions if they are confused. Questions may be answered with a nod or a shake of the head.

After the activity, have students discuss how they felt as communicators or as interpreters of the messages. Observers will discuss observed behaviours and reactions as well as their own reactions.

#### **Activity: Speaking to Give Directions; Listening to Follow Directions**

Have students participate in an exercise which asks them to follow spoken directions only, without the benefit of seeing any gestures, body language, or writing (e.g., listeners create a diagram similar to one which only the speaker sees, as the speaker gives directions for the diagram construction). Try this exercise two ways: first, with the listener not allowed to ask questions; then, allow listeners to ask questions. This exercise works well in pairs, with students taking turns at both speaking and listening/responding.

After the activity, have students discuss the exercise in pairs, and then in the larger groups.

#### **Activity: Communication Required for Occupations**

Have students individually chart the communication skills which will be needed for various occupations they are interested in, and state how these communication skills might be used. (An example appears on the next page.)

Students will learn from one another if they post their charts and discuss them with others.

## Communication Required for Various Occupations

<b>Work</b>	<b>Speaking</b>	<b>Listening</b>	<b>Writing</b>	<b>Reading</b>	<b>Representing</b>	<b>Viewing</b>
Emergency Medical Attendant	Speaking to patients, to hospital staff, and to other EMAs must be clear, precise, accurate, and as brief as possible	Calls coming in to the EMA's radio must be listened to very carefully	Reports to fill out after each call, to leave with the main office and the hospital	Reports of calls made by other attendants  Written instructions  Manuals for operating equipment  Trade publications (magazines, newsletters)	Mapping emergency routes  Constructing diagrams of treatment of injury (areas of body)	Under-standing maps, charts symbols, graphs
Automotive Service Technician						
Financial Planning Consultant						
Fashion Designer						

## Purpose, Occasion, and Audience

### Activity: Speaking for a Variety of Purposes

Have students selectively view portions of several different news, community, educational, or informational television programs during the length of a week, searching for and recording examples of speaking to inform, speaking to entertain, speaking to persuade, and speaking to explain. Students may then construct a chart to be shared with a classmate, a small group, the teacher, or the whole class, when the project is finished. A sample chart is shown below.

### Activity: Purpose of Technical Writing

To establish the difference between the purpose of technical writing (as opposed to the purpose of creative writing, for example), have students study a poem about a popular sport (e.g., figure skating, football, baseball, volleyball, skiing). Then, after responding to the poem and discussing it, students construct a technical description of how to play the sport depicted in the poem (or how to perform a technique correctly). This activity may be done individually or in groups. The opposite activity could also be done, starting with a set of technical guidelines (regarding canoeing, for example) then progressing to the writing of a poem or a creative piece of a different format.

### Sample Recording Chart: Various Purposes for Speaking

TV Show (Name, Date, Time)	Speaker and/or Topic	Speaker's Purpose	Target Audience	Viewer's Comments
1.				
2.				
3.				
4.				
5.				

### **Activity: Writing for the Audience**

Have students each locate a short passage (about 200 words) from a technical article addressed to an expert audience or addressed to a technician. If possible, each student should have a different article. Have each student rewrite the passage found so that it is clear and interesting to the general reader. (The original article should be from a familiar field of interest for the student.)

### **Activity: Document User Profiles**

Have students conduct a user profile analysis, imagining a particular scenario. For example, they will be producing a procedures manual for use of equipment in the visual art classroom or the chemistry lab. Have students design their own Reader Profile form, or adapt the one below. They should complete the profile for several typical users of the space for which they are writing the manual, and then prepare a brief report on their findings, summarizing how the information gathered might help them prepare the manual.

#### **Sample Reader Profile**

Purpose: To complete a user analysis for the document "Procedures for Use of Equipment in the Visual Art Room"

Reader's Name: \_\_\_\_\_

Reader's Position: Student Teacher Intern Teacher Maintenance Other \_\_\_\_\_

If student, what grade? \_\_\_\_\_

Ask sample readers to complete the following questions:

1. What is your educational background, especially in the area of visual art? \_\_\_\_\_
  
2. With what visual art equipment are you already very familiar? \_\_\_\_\_
  
3. How often do you use the equipment? \_\_\_\_\_
  
4. How will you use the procedures manual? Skim it \_\_\_\_\_ Study it carefully at one sitting \_\_\_\_\_ Read sections on a "need to know" basis \_\_\_\_\_ Use it to instruct others \_\_\_\_\_ Other \_\_\_\_\_
  
5. Would you be willing to give feedback on a draft of the document? \_\_\_\_\_
  
6. Is there a format you prefer for a document such as the one being prepared? \_\_\_\_\_
  
7. Is there a format for equipment or procedures manuals that you have found to be ineffective? \_\_\_\_\_
  
8. Do you think a manual such as this one will be useful to you? \_\_\_\_\_

## **Activity: Audience Analysis for a Speech**

Have students complete an Audience Analysis Checklist. Students decide the hypothetical audience for whom they wish to complete the checklist. The situations portrayed should be ones in which the students can realistically see themselves. For example, a student who has been sponsored by the local Rotary Club for a trip to Ottawa could complete a checklist for the Rotarians as audience members for a possible talk on the trip. A sample checklist appears below.

### **Sample Audience Analysis Checklist**

#### **Demographics**

Is the audience weighted toward a particular age? Children \_\_\_\_\_ Teens \_\_\_\_\_ Young Adults \_\_\_\_\_  
Adults \_\_\_\_\_ Seniors \_\_\_\_\_ Mixed \_\_\_\_\_

Is the audience more one gender than the other? \_\_\_\_\_

If so, why? \_\_\_\_\_

Does the audience comprise a particular cultural group or is it diverse? \_\_\_\_\_

Is the audience from a particular geographic area? \_\_\_\_\_

#### **Social Commonalities**

Work the audience members have in common: \_\_\_\_\_

Clubs/social groups the audience members have in common: \_\_\_\_\_

Education experiences the audience members have in common: \_\_\_\_\_

Other commonalities: \_\_\_\_\_

#### **Audience Characteristics Related to the Speech**

Interest in the topic: Low \_\_\_\_\_ High \_\_\_\_\_ Neutral \_\_\_\_\_ Mixed \_\_\_\_\_ Unknown \_\_\_\_\_

Prior knowledge of the topic: Great \_\_\_\_\_ Little \_\_\_\_\_ Some \_\_\_\_\_ Mixed \_\_\_\_\_ Unknown \_\_\_\_\_

Attitude toward the topic: Receptive \_\_\_\_\_ Antagonistic \_\_\_\_\_ Neutral \_\_\_\_\_ Mixed \_\_\_\_\_ Unknown \_\_\_\_\_

Other comments or information about the audience:

# Culture and Communication

## Activity: Language Barriers

Ask small groups of students to imagine that they are a delegation on personal or company business in another country and they do not know the language. Ask each small group to create a scenario related to their business. They should keep their scenario secret from other groups. The following are examples:

- they are to check out hotels, restaurants, and conference sites to see if they will be the right size and price range for an upcoming international conference
- they are looking for long-lost relatives
- they are owners of a small adventure holiday company trying to find information on climbing sites and guided expeditions in the area.

Have each small group try to communicate with another group to find the information needed, without using verbal language. Afterwards, debrief through discussion or journal writing. Ask students to think about the following questions:

- Is it possible to communicate without verbal language?
- What is necessary in order to do so?
- What attitudes might hinder communication?
- What attitudes might help?

## Activity: Guest Speaker

Invite an Elder or other expert on a particular culture to the classroom. Ask that person to speak to students about communication protocol and customs in the culture. (Find out ahead of time what protocol might be involved in inviting and thanking the particular guest.)

## Activity: Discussion

Discuss the following quote: "The difficulty with being thrust into a global village is that we do not yet know how to live like villagers; there are too many of 'us' who do not want to live with 'them'" (Porter & Samovar, 1991, p. 6).

Students might discuss the following questions:

- What is meant by the global village?
- What has created the global village?
- What are the advantages and disadvantages of living in the global village?
- What are the challenges?

- What does the global village concept mean for communication?

## Ethics in Communication

### Activity: Gender-neutral Language

Prepare ahead of time an article that is full of gender-specific nouns (e.g., fireman), phrases (e.g., fellow workers), and singular pronouns (he, she). Have students in small groups rewrite the article finding ways to avoid gender-specific language.

### Activity: Subjectivity of Ethics In a Society

Students might be asked to consider the subjectivity of ethics by looking at television advertising or political campaigns. They might discuss the degree to which emotional appeals are allowed and accepted as legitimate argument.

### Activity: Making Ethical Decisions

Technical writers strive not to deceive by omission. Sometimes this puts them in a difficult situation, if they are in conflict with what their supervisors or clients expect them to do. Sometimes writers must make ethical decisions which may not be in keeping with their supervisor's wishes.

Discuss omission as it relates to history. What people, events, and stories do the students know about that may have been omitted from history books and other documents? What are the reasons for and effects of this type of omission?

Ask students the following: Have you ever been in a situation where you told only part of the story? For example, Melanie asks you, "What did Jim say about me?" You state only part of what Jim said because you feel obligated to Jim not to tell everything, or perhaps because it is to your advantage not to tell Melanie everything.

In their journals, have students write about a time when they told just part of the story and misrepresented what really happened. Why did they leave out some of the story? Were they right to do it?

### Activity: Omission in Advertising

Have students examine several advertisements in magazines or newspapers to determine which ones have attempted to deceive by omission. Ask them to photocopy four or five of them (or clip them out if the magazine is not to be saved). Have students list

under each of their choices any information which is not provided for the readers, but which may be important in the final decision to purchase (or not to purchase) the product.

Ask each student to choose one of the advertisements and recreate it, making changes that would more accurately reflect a technical writer's responsibility to represent the facts.

### **Activity: Ethics in Persuasive Arguing**

Ask students to look for examples of advertisements, info-mercials, and speeches where persuasion plays a role. Have them bring recorded examples to class, if possible. What persuasive devices do the speakers use? Do the speakers use sound logic and reasoning, or do they use emotional appeals and appeals to audience needs? Are any of the persuasive devices used in an unethical manner? What makes something unethical? Have students discuss.

### **Activity: Correct Documentation of Sources**

Conduct a mini-lesson on when and how to credit sources in a speech and a piece of writing. Most Secondary Level students know how to credit direct quotations, but are unsure of the rules for indirect quotation and for use of intellectual property. Discuss the terms "intellectual property" and "public domain".

Have students write a brief report on a topic of interest to them. In this report they must include:

- one direct quotation
- one indirect quotation
- one reference to an idea or theory that belongs to one person (e.g., Einstein's theory of relativity).

The purpose is to familiarize students with proper and ethical crediting of words and ideas.

## **Sample Projects**

### **Sample Project: Marketing Presentation**

Note: This activity is adapted from Oberg, 1994, pp. 146-147.

Although an activity like this could apply in several sections of the guide, it is included here as a sample

activity to provide students with an opportunity to create a communication scenario. Students will work in groups and assume that each group is a marketing team with the responsibility for developing and presenting a marketing strategy for a product or service.

#### *1. The Activity*

Each group is to prepare a 10-12 minute presentation in which they:

- introduce the members of the group to the board of directors
- describe the product or service they will be marketing
- explain the strategy they will use to sell their idea
- explain the benefits of this product or service to both the public and their supporting corporation.

#### *2. Visual Aids*

Each group will prepare two visual aids: the first visual will display the name and logo of the group's agency; the second will be used in the group presentation to demonstrate either how the group's idea works, or what the benefits of the idea will be.

#### *3. Supporting Materials*

Each group will create a one-page handout which summarizes (using both print and visuals, if possible) the message of the presentation.

It is the responsibility of the group to decide what product or service they will market. Ideas may range from very common (e.g., a snow shovelling service) to original (e.g., making birthday cakes for pets). However, members of the group must remember that they need to gain approval from the board of directors. Therefore, they must be certain there is a market for the product or service, and that it is significantly different from other products or services already on the market. They need to show that they will be meeting a consumer need that is not being met at present.

#### *4. Presentation*

The groups will orally present their plans to the rest of the class. During the presentation each group member is expected to take an equal, active role. The listeners should take the role of company heads, who will determine whether the marketing plan is convincing. After each presentation, the company heads could meet in small groups and make a decision.

## **5. Assessment**

Following are samples of a peer assessment checklist, a self-assessment checklist, and a teacher assessment checklist for assessing students' presentation skills for this group activity (see pages 59-61).

## **6. Follow Up**

Following the assessment, each group should meet to discuss how it could improve its communication effort, focusing on the elements that help create a positive impression.

Each individual should also reflect on how he or she could improve oral communication abilities. Journal writing is one method of individual reflection. A teacher-student conference is another.

### **Sample Project: How-to Manual or Pamphlet**

Each student should select a product, process, etc. and create a how-to manual or pamphlet. The teacher should develop criteria to guide the projects and ensure that students experience various aspects of communication through their work. The following are examples:

- make use of at least two types of research
- include a visual aid of some kind
- create an attractive design for the manual or pamphlet
- design some sort of "field test" for the manual or pamphlet
- prepare an oral presentation of the project.

### **Sample Project: Writing**

Have individual students complete a technical writing assignment, seeing it through all the stages of the writing process. They can choose the type of project they want to do, but it should be approved by the instructor. They might choose to write a technical report, an information pamphlet, an annual report for a group they belong to, etc.

Integration with other subject areas should be encouraged. For example, a student might use a biology report for this assignment. The criteria for assessment will be different for each course (i.e., Biology, Communication Studies). In Communication Studies 20, assessment will be based on the style and effectiveness of the written communication. Teachers of the two courses should discuss the student's proposal so that expectations are clear.

## **Sample Project: Speaking**

Have individual students complete a speaking assignment, seeing it through all the stages from choosing a title to presenting the speech. They can choose the type of project they want to do, but it should be approved by the instructor. They might choose one of the following suggestions:

- a persuasive speech (such as a presentation to city council on a community issue)
- an entertaining speech (such as a keynote address at a banquet)
- an informative speech (such as a presentation of historical or technical information).

Integration with other subject areas should be encouraged. For example, there is no reason why a student should not connect an oral presentation for social studies with this assignment. The criteria for assessment will be different for each course. In Communication Studies 20, assessment will be based on the organization, presentation, and effectiveness of the written communication.

Such integration with other subjects gives a real purpose to a speaking assignment. However, it is important that teachers of the two courses discuss the student's proposal so that expectations are clear.

A sample assessment checklist for formal speaking appears on the following page.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Checklist for Assessment of a Formal Talk

Speaker: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor (teacher, student, other): \_\_\_\_\_

Use the following scale to assess each part of the presentation.

1 = Excellent    2 = Good    3 = Average    4 = Fair    5 = Weak

### **Introduction**

- The introduction gained audience attention.
- The introduction related the topic to the audience.
- The introduction revealed the organization of the talk.

### **Topic Selection and Statement of Purpose**

- The topic selected was appropriate for the audience.
- The topic selected was appropriate for the occasion.
- The statement of purpose was clear and appropriate.

### **Content**

- The main points were clearly identified.
- The speaker supplied supporting materials for each point.
- The talk was organized in a logical manner.
- Transitions were used to connect smoothly the various segments of the talk.

### **Attitude**

- The speaker demonstrated familiarity with the topic.
- The speaker demonstrated sincerity.
- The speaker demonstrated interest in the topic.

### **Delivery**

- The vocal aspects of delivery—pitch, rate, volume, enunciation, and fluency—added to the message.
- The bodily aspects of delivery—gestures, facial expressions, eye contact, and movement—added to the message.
- Visual aids were used appropriately to clarify the message.

### **Audience Analysis**

- The speaker demonstrated his or her sensitivity to the interest of the audience.
- The speaker adapted the message to the knowledge level of the audience.
- The speaker adapted the message to the attitudes of the audience.

### **Conclusion**

- The first part of the conclusion let the audience know that the talk was about to end.
- The conclusion reminded the audience of the central idea and of the main points of the speech.
- The conclusion stated precisely what action could be taken in response to the talk.
- The conclusion ended the talk in an upbeat manner that caused the audience members to respond positively to the speaker.

Note: Some items listed above (e.g., eye contact) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.

(Checklist adapted from Nelson & Pearson, 1981, pp. 263-264)

## **Sample Peer Assessment Checklist**

Speaker: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Three things that I liked about the talk are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Two suggestions for improvement are:

1. \_\_\_\_\_
2. \_\_\_\_\_

My overall assessment of the talk is: (Circle one) Excellent Good Average Fair Poor

My main reason for giving this assessment is:

## **Sample Self-assessment Checklist**

The following self-assessment form encourages each student to assess her or his own speaking efforts with a view to overcoming speech apprehension.

Rate yourself on a scale of 1-5 (5 being the best), showing how well you feel you accomplished the following; then comment to elaborate on your self-assessment.

<b>My Speaking Efforts</b>	<b>Further Comments</b>
<input type="checkbox"/> I co-operated with other group members and performed my share of the necessary tasks involved in planning the proposal.	
<input type="checkbox"/> I rehearsed my portion of the presentation, both by myself and with other group members.	
<input type="checkbox"/> When I was rehearsing, I paid attention to my voice and thought about how to improve any bad habits I have.	
<input type="checkbox"/> During my presentation, I focused my attention on the message and the audience.	
<input type="checkbox"/> I spoke slowly and distinctly.	
<input type="checkbox"/> I tried one or more physical relaxing technique(s) before and/or during my talk.	
<p>One thing I did well is: _____</p> <hr/> <hr/>	
<p>One area I will work on for my next talk is: _____</p> <hr/> <hr/>	
<p>I specifically plan to: _____</p> <hr/> <hr/>	

## Sample Checklist for Teacher Assessment of Student Presentation Skills

Speaker: \_\_\_\_\_

Date: \_\_\_\_\_

	Excellent	Good	Adequate	Poor
Speaker demonstrated knowledge of the topic.				
Ideas and substance of the presentation were easy to comprehend.				
Speaker used clear examples, evidence, and/or visuals to enhance the presentation.				
Speaker's use of language was appropriate for the style of presentation.				
Speaker used suitable gestures and body movements.				
Appropriate eye contact was maintained.				
Speaker articulated clearly.				
Speaker used suitable volume and voice variation.				
Speaker stayed on topic.				
Speaker responded suitably to questions (if applicable).				
Speaker interacted with others.				
Suitable closure was brought to the speaker's portion of the presentation.				

Note: Some items listed above (e.g., eye contact) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.



## Module 2: Short Talks

### Time

10 - 20 hours

### Module Description

This **optional module** provides students with experience in preparing and delivering short talks and special occasion speeches. This is a practical module, as it covers situations most people will be faced with during their working and personal lives. In addition, short talks such as impromptu speeches provide opportunities for students to become comfortable with oral speaking before undertaking more in-depth oral speaking projects.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to introduce students to oral speaking

### Foundational Objectives

Students will:

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- recognize reading as an active, constructive process

### Specific Learning Objectives

Students will:

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- recognize the need for formal and informal oral communication
- speak to express understanding
- speak to persuade, demonstrate, or entertain
- speak to share and present information
- practise basic oral communication skills
- set clear objectives for speaking and organize talks in a logical manner
- deliver formal and informal talks of varying lengths and types
- participate in oral communication experiences by listening critically and attentively
- read technical and informational material critically and with a purpose

### Suggested Topics

Special Awards or Tributes  
Acceptance Speeches  
Introductions  
Graduation Speeches  
Eulogies  
Welcomes  
Farewells  
Dedication Speeches  
Announcements  
Nomination Speeches  
Toasts  
Keynote Addresses  
Impromptu Speeches

### Suggested Resources

- English language arts bibliography for grade 11
- Transcriptions
- Recorded speeches
- Guest speakers

## **Teacher Information for Module 2**

This section includes information that may be of use to teachers selecting Module 2. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on preparing, rehearsing, and delivering a speech, teachers should refer to the English language arts bibliography for grade 11. In addition, they might wish to consult with people who work in the field of communication in their own community.

For short talks, students should:

- conduct any research necessary (e.g., find biographical information about a person being introduced)
- create an introduction, main body, and conclusion for the talk
- consider an organizational pattern for the talk (e.g., chronological order would be appropriate for a eulogy)
- create an outline from which to speak
- rehearse alone and in front of others
- work to overcome their fear of speaking
- establish contact with the audience when they deliver their speeches
- establish their presence as a speaker from the time they are introduced.

## **Special Awards or Tributes**

Occasions that might call for special award or tribute speeches include retirements, anniversaries, scholarship presentations, awards ceremonies, and honouring events. In planning to present an award, you should:

- refer to the award itself and to the occasion
- praise the recipient
- make the person's (or group's) accomplishments unique and concrete
- refer to those whom you represent
- make the actual presentation
- be prepared to pose for photographs.

## **Acceptance Speeches**

Acceptance speeches are those speeches made by a person accepting an award, a nomination, or other honour. Sometimes an acceptance speech is made

on behalf of a person who is absent. In preparing an acceptance speech, you should

- plan ahead of time the people you want to thank
- comment on what the award means to you
- be generous in your praise of others

## **Speech of Introduction**

The speech of introduction should last no longer than three minutes. The audience members need to know: the speaker's name, the speaker's qualifications to talk on the topic, and the title or subject matter of the speech. In preparing a speech of introduction, you should:

- keep the introduction low-key
- avoid clichés like "with no further ado"
- be careful not to pre-empt the speaker's topic
- be accurate
- be concise and focused.

## **Graduation Speeches**

Students can look at this topic in two ways: as students who might be speaking at their own graduation or as guest speakers at another graduation ceremony. In preparing a graduation speech, you should:

- choose a topic or subject that is neither negative nor controversial
- praise the graduates for their accomplishments and noteworthy activities
- recognize all of the people involved in the occasion
- turn the graduates toward the future.

## **Eulogy**

A eulogy is a speech of tribute delivered when someone has died. The person who delivers the eulogy is usually a relative or close family friend—someone who knew the deceased person well and can speak with authority and sensitivity about the person. When you deliver an eulogy:

- remember to provide comfort for the living
- if desired, include tasteful humorous recollections of the person who has died.

## **Speech of Welcome**

A speech of welcome is made by a single speaker to a group of individuals, with the purpose of extending

greetings and promoting friendship. It should be brief and sincere. Some guidelines include:

- make the person who is being welcomed feel sincerely wanted
- when welcoming guests, pay tribute to them for their work
- announce who the guests are, where they are from, and who they represent
- invite those you are welcoming to feel at home and participate in your community.

## Speech of Farewell

In a farewell speech, a person publicly says goodbye to a group of acquaintances. A speaker might also give a farewell speech to a departing individual on behalf of a group or community.

## Dedication Speech

The purpose of a dedication speech is to honour the occasion and to praise the spirit of progress which the dedication symbolizes. Dedication speeches are usually presented on the occasion of the success of a group enterprise (e.g., completing buildings, parks, swimming pools, or stadiums).

## Commemorative Address

Commemorative addresses are given during special ceremonies held to celebrate a past event (e.g. Canada Day, Remembrance Day, the hundredth birthday of your town).

## Additional Speeches

A variety of other situations and events may require that short speeches be presented. Included in these are announcements, speeches of nomination, installation speeches, and toasts. Speakers may also be called upon to give a keynote address, an after dinner speech, or an impromptu speech.

Students should be prepared to give short, clear **announcements** (that address who, what, when, where, why) whenever an occasion calls for such.

**Nomination speeches** first mention specific requirements attached to an office (e.g., duties, responsibilities), then announce clearly the name of the person being nominated, along with specific reasons for suggesting that candidate (e.g., the candidate's background and experience).

**Installation speeches** are given by people who have been installed into office. The speaker must thank supporters and ensure all present that they will be represented fairly. Installation speeches show that you accept the challenge of the office and that you look forward to working closely with other people. They should also outline some of your general future plans for the coming term.

There are many occasions when proposing a **toast** is appropriate: graduations, births, weddings, anniversaries, job promotions. Toasts should always be brief, meaningful, and sincere.

A **keynote address** is an inspirational talk and is generally presented at the beginning of a meeting or a conference. Its purpose is to motivate the audience, and it emphasizes the importance of the meeting or conference. It may also set the tone or the theme for other speakers.

An **after dinner speech** may present information or persuade, but its main purpose is to entertain. Subjects which are overly serious should be avoided (e.g., disease). The speaker should concentrate on thought provoking subjects and on infusing a little bit of humour. Personal anecdotes, if delivered well, can be effective.

An **impromptu speech** is spontaneous and unrehearsed. The speaker depends on his or her knowledge about a subject and does not prepare a formal speech ahead of time. People speak in an "impromptu" manner every day when they answer a question, take part in casual discussion, or express an opinion. Occasions when a person might be called upon to make an impromptu speech include club meetings, conferences, business meetings, and class discussions.

If you know you are going to be at a particular function or gathering, and there is any possibility you could be called upon to speak briefly, you should prepare a few comments and keep them in mind. Ask yourself: "What is likely to happen at this gathering? Who will be there? What will they probably say? Are there any controversial areas? Will people have questions for me? How should I respond?"

The goal of impromptu speaking is to learn how to present your thoughts on an idea, clearly, briefly, and in a reasonably organized way.

## **Suggested Activities for Module 2**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Choosing an Appropriate Topic for a Short Talk**

Have students individually generate a list of three or four possible topics on which they would be interested in giving a talk. For two of the topics, individual students should brainstorm a list of eight to ten things they already know about each topic. Then each student should create a short three- or four-sentence paragraph explaining why the other students in the class may be interested in each topic (informal audience analysis based on age, geographic location, background, and so on). Next, have each student comment on the originality and specificity of their two topics, and generate a one-sentence goal statement for a talk on each topic, explaining what it is that the audience should know as a result of listening.

After completing the above, students should pair up and read one another's lists, paragraphs, audience analyses, and goal statements. They should then spend some time discussing those with each other and making suggestions or asking questions. Allow time for revisions as needed. Students' revised work may then go into student portfolios or be further discussed with the whole class.

### **Activity: Using Non-print Resources**

Have students choose one of the topics they explored in the above activity. Ask them to locate and evaluate one non-print resource to be used in

preparing a talk. Their evaluation of the resource should be in the form of a short oral report to the class and the resource should be presented (for viewing, or partial viewing, or listening to) during the evaluation report. In the evaluation report, students should comment on the material's clarity, interest, specificity, correctness, and relevance.

### **Activity: Contacting Organizations, Individuals, and Resource Groups for Information**

Have each student choose a topic that relates in some way to their community (e.g., parking regulations, a public health issue, volunteerism in the community). Have students write, fax, e-mail, or approach in person appropriate people in the community for information about their topic (service groups, experts, Elders, professional organizations, etc.). When the material arrives, have each student select one piece of information (such as a fact, a chart, a graph) that he or she might use in giving a talk on the topic. Have students present briefly to the rest of the class (two or three minutes), explaining who they wrote to, what they received in response, and how they might use the information.

### **Activity: Creating Effective Titles**

Have students prepare a flyer advertising a talk that will be given at the school during noon hour. The talk can be on any topic they think would be of interest to students; the speaker can be a real person they admire or they can invent a speaker. They should choose a title for the talk, keeping the following in mind:

- keep the title short (three to ten words)
- make it provocative or catchy
- make it indicative of the purpose or content of the talk.

### **Activity: Talks for Real Occasions**

When opportunities arise for students to take a meaningful part in any school or community function involving speaking, take advantage of these opportunities (e.g., school awards presentations, career days, SRC meetings). Outline learning objectives; help students prepare, assess their contribution, and use their experiences to make evaluative judgments about growth in Communication Studies 20.

### **Activity: Visual Aids to Accompany a Talk or Speech**

Have students create an appropriate visual aid to accompany an oral presentation that they will be giving in this or any other class, or as part of an extra-curricular or volunteer activity.

### **Activity: Speaking Practice**

Have each student find a news item in a newspaper—a story which is particularly interesting to her or to him—and then develop a two- to three-minute talk which describes the story and the implications of the story.

Students should create checklists for themselves. An example is shown below.

Does my speech have:

- an introduction?
- a body (three to five main points)?
- a conclusion?

Did I:

- use a visual aid, if possible?
- put my outline on note cards?
- practise aloud?
- time my talk beforehand?

Students will deliver their talks either to the whole class or to a small group of their peers.

### **Activity: Practice in Rehearsing Talks**

Have students write notes about themselves, then give the notes to a partner, who will then prepare a short introduction, with opening and concluding statements. Ensure that each student makes a speaking outline on note cards. Students might videotape their partner's rehearsal. Then both could study and review the videotapes, critiquing their rehearsals together. The instructor and students can decide if they want to present the introductions to small groups or to the whole class.

Peer assessment of the talks could be carried out. A sample assessment appears at the end of this module.

### **Activity: Acceptance Speeches**

As a class, determine criteria for a good award acceptance speech. Make a checklist or other form that can be photocopied and used by the students.

Have the students watch an awards ceremony on television (the Academy Awards, Aboriginal Achievement Awards, Much Music video awards, etc.) and analyze three acceptance speeches based on the criteria. Discuss as a class. Who gave the best acceptance speech? Why? The worst? Why?

### **Activity: Introductions**

Have students introduce a classmate who is prepared to give a talk or introduce a guest speaker who has come to your school.

### **Activity: Thank-You Speeches**

Have a student thank a speaker who has given a presentation to your group.

### **Activity: Practising a Variety of Short Special Occasion Speeches**

In small groups, have students role play situations in which a short speech, or several short speeches, would be given. The group (in consultation with the teacher) will decide on the event, on the criteria for the speeches, and on the students' various roles. Some examples follow.

- You are proposing a toast to the parents of the bride. You are the bride's friend, and you are to toast her birth parents who are both present, although they are divorced and in the company of different spouses. The bride also wants her stepfather mentioned, with whom she has lived for eight years. The two couples are seated at separate tables and are pleasant to each other.
  - Reply to the above as the birth mother.
  - Reply to the above as the birth father.
- You are a member of a sports team that has been together for six years. You have all become close friends. The coach of the team is moving to New Brunswick and you have been chosen to present the gift to her or him at the farewell dinner. Your team members want you to combine humour and sincerity.
  - Give a thank-you speech as the coach.
- Give a eulogy for a deceased famous person you admire (e.g., an artist—Emily Carr; a musician—Glenn Gould; a sports figure—Arthur Ashe). Imagine that you are a close friend of the person you choose.

- Make an announcement that affects your whole school. Imagine that a significant change has been made in the rules regarding an issue such as smoking or lateness for class. You have been asked by the principal to explain to your class how the change will work and the reason for the change.

(Adapted from Barnard, 1996, p. 175)

#### **Activity: Impromptu Speaking**

Each student should place a common object in a large grocery bag and bring it to class. The teacher gathers the bags and redistributes them at random. The students then speak in turns. When it is a student's turn to speak, he or she removes the item from the bag received and delivers a short impromptu speech in which he or she tries to sell the object to the audience, following the guidelines established for impromptu speaking.

(Adapted from Beebe & Beebe, 1997, p. 431)

#### **Activity: Giving a Speech of Introduction**

Have each student think of three performers who were famous and are no longer living. Have students imagine that they have been given the honour of introducing these three at a special concert where they will perform. Have each student deliver a speech of introduction for this gifted trio. Students may choose performers who had different types of careers, like a folk singer, an actor, and a poet; or performers who had similar careers (e.g., three rock musicians). Students may give their speeches to the whole class or to small groups, depending on the time available.

#### **Activity: Keynote Addresses and After Dinner Speeches**

As a class, brainstorm a list of events at which a keynote address and/or an after dinner speech might be presented. Have each student choose an event and prepare an appropriate keynote address or after dinner speech.

Although in reality these speeches are often 15 or 20 minutes in length, ask students to keep their address to five minutes. Have them deliver their speeches to the whole class or to small groups, depending on the time available.

Remind students that keynote addresses are often inspiring and are connected to the theme of the conference or occasion at which they are presented.

This is an opportunity for those students with a particular interest or a strong point of view to explore it further.

Remind students that after dinner speeches are often entertaining and/or humourous. This is an opportunity for those students with a good sense of humour to apply it appropriately in their writing and speaking.

#### **Activity: Checklist for Oral Communication**

Have students plan to view a speech presented on television or on video (e.g., a Prime Minister's address, a demonstration by a gardener). Each student should complete the checklist for Visual Aspects of Oral Communication on the next page.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Peer Assessment Form for Short Talk

**Speaker's Name** \_\_\_\_\_

**Topic** \_\_\_\_\_

**Evaluator** \_\_\_\_\_

Circle the appropriate number:

1 = Needs work

5 = Excellent

The speaker:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| • created interest in the topic               | 1 | 2 | 3 | 4 | 5 |
| • demonstrated clarity of thought and purpose | 1 | 2 | 3 | 4 | 5 |
| • supplied necessary information              | 1 | 2 | 3 | 4 | 5 |
| • provided a logical flow of ideas            | 1 | 2 | 3 | 4 | 5 |
| • adapted presentation to audience            | 1 | 2 | 3 | 4 | 5 |
| • used suitable body movements                | 1 | 2 | 3 | 4 | 5 |
| • maintained appropriate eye contact          | 1 | 2 | 3 | 4 | 5 |
| • spoke with a pleasant, clear voice          | 1 | 2 | 3 | 4 | 5 |
| • used appropriate language                   | 1 | 2 | 3 | 4 | 5 |
| • showed interest in the topic                | 1 | 2 | 3 | 4 | 5 |

The main ideas in this talk were \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I liked about this talk is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One thing that could be improved in this talk is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sample Checklist For Visual Aspects Of Oral Communication

Speaker's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check superior, average, or weak column for rating in general. Circle specific sub-point applying to individual case.

	Superior	Average	Weak	
Attitude Toward Speech and Audience: • Positive				Attitude Toward Speech and Audience: • Indifferent
Appearance: • Appropriate • Neat				Appearance: • Inappropriate • Sloppy
Posture: • Poised				Posture: • Careless
Movement: • Purposeful				Movement: • Unnecessary
Use of Arms and Hands: • Natural				Use of Arms and Hands: • Distracting
Facial Expression: • Responsive				Facial Expression: • Lifeless
Eye Contact: • Appropriate				Eye Contact: • Inappropriate

### Comments:

Note: Some items listed above (e.g., eye contact) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.

(Adapted from Buys, 1974, p. 105)

## Module 3: Short Forms of Written Communication

### Time

10 - 20 hours

### Module Description

This **optional module** provides students with experience in preparing short forms of written communication, such as letters, memoranda, abstracts, and executive summaries. This is a practical module, as it covers situations most people will be faced with during their working and personal lives. In addition, the module provides opportunities for students to practise the writing process.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to introduce students to various short forms of written communication
- to encourage students to make use of what is known as “the writing process” to improve their writing

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats for a variety of purposes and audiences
- recognize reading as an active, constructive process

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- use the writing process to organize their thoughts and discover new areas of knowledge
- demonstrate the ability to transmit existing information with clarity and brevity
- use specific concrete language to protect the integrity of the message
- using appropriate writing strategies, construct first drafts, rewrite, revise, edit, and proofread
- confer with peers and teachers
- recognize various types of technical writing
- practise writing for informational and practical purposes
- read technical and informational material critically and with purpose
- read to make connections and gain information
- read to confirm predictions and to evaluate

### Suggested Topics

Letters  
Memoranda  
E-mail  
Abstracts  
Executive Summaries  
Minutes  
Log or Journal Entries

### Suggested Resources

- English language arts bibliography for grade 11
- Published examples of various short forms of written communication
- Unpublished examples of letters, memoranda, etc.
- Internet

## **Teacher Information for Module 3**

This section includes information that may be of use to teachers selecting Module 3. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on researching, organizing, and presenting written material, teachers should refer to the English language arts bibliography for grade 11. In addition, they might wish to consult with people who work in the field of communication in their own community.

For short forms of written communication, students should do the following, as appropriate to their writing task:

- select and narrow a topic
- think about their audience needs and expectations
- evaluate sources of information
- make notes from sources of information
- use the writing process
- select an organizational pattern
- consider the beginning and ending
- develop the main body
- use appropriate language, such as gender-neutral language
- edit and revise
- proofread for style and mechanics in order to present a positive image
- share their drafts with others and consider their comments
- present their writing in an appropriate format.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises.

### **Business Letters**

Letters may be written in either the "block" or the "modified block" style. In the block style, every line begins at the left margin. In the modified block style, the date and the complimentary closing begin at the centre point. In a modified block style, a letter may

or may not have indented paragraphs. The block style is the simplest and most common style.

### **Request or Inquiry Letter**

The request letter is used to request information, services, or products. The writer of a request letter should make it as easy as possible for the receiver to answer the request.

### **Reply to Inquiry**

The main purposes of replying to a letter of inquiry are: to maintain a spirit of good will (often referred to as public relations), to gain a potential customer, and to provide information. The person answering an inquiry should study the letter received and identify what the writer wants, and what questions are to be answered. In some cases, the age or occupation of the person requesting a reply might be important (if the person is a young student, for example, the answer should be worded accordingly).

### **Letter of Refusal**

Sometimes it is necessary to refuse a person's request. For example, the person may have asked for information that is confidential or for a service that cannot be provided.

### **Letter of Complaint or Claim Letter**

The purpose of a claim letter is to convince your reader that you are a fair and honest customer who is justifiably dissatisfied. Most letters of complaint will be related to consumer products, but they might also be complaints related to organizations such as city/town councils, service organizations, charities, and other non-profit groups.

### **Adjustment Letter or Response to Complaint**

An adjustment letter is a reply to a letter of complaint about a product. Its primary purpose is to deal with the complaint by granting the request for an adjustment, by refusing it, or by granting it in part. Whether the request is granted will likely depend on company guidelines and policy regarding adjustments and complaints. Some letters of complaint are about service or procedures, and these should be answered appropriately as well.

## **Sales Letter**

Sensitivity to the needs of the audience is very important in a sales letter. Potential customers need to know why they should buy the product or the service, donate to the charity, subscribe to the magazine or theatre season, etc. The writer must provide clear information to help them understand what the letter is promoting.

## **Letter to the Editor**

A letter to the editor is a written reaction to something read in a newspaper or magazine. Most newspapers and magazines publish a number of these letters. They can be heart-felt, serious, informed, and entertaining. However, the main purpose of a letter to the editor is to persuade.

## **Memoranda**

The memorandum (memo) is a form of communication used to relay information within a company, club, or other organization. The memo is usually concerned with only one topic and is kept as short as possible. The memo is conversational in tone but should be kept free of jargon, clichés, and slang. A memo is usually sent through inter-office mail, or it may be hand-delivered, depending on the content and how many people are to receive it. A memo may be written to just one person or it may be written from one person to an entire staff.

## **E-mail**

For many people, e-mail has replaced personal letters as a means of communicating with friends and acquaintances. In addition, e-mail is a convenient means of communicating for business purposes. The advantage of e-mail is its speed and low cost.

## **Abstracts**

Both lengthy technical articles and formal technical reports often contain abstracts. Abstracts enable readers to decide whether they will read the whole discussion or report.

An abstract of a report is a brief technical summary of that report, and can be useful both before and after the report reading. A copy of the abstract is either attached to, or placed within, the report. The two basic types of abstracts are descriptive and

informative. Generally, the informative abstract is preferred.

The **descriptive abstract** is sometimes called the "table of contents" abstract because it describes what the report is about. It does not state significant results, conclusions, or recommendations. It lists the topics covered in the report or article, giving equal emphasis to each.

The **informative abstract** summarizes the major information that a report or article contains. For a formal report, the abstract states the problem and its scope, the methods used, important results, conclusions, and recommendations.

## **Executive Summary**

The executive summary of a report is sometimes called the management summary or management overview. It is intended for managers and addressed to managers who need to know what is happening in various departments. Their time is too limited to allow them to study in detail the different projects undertaken by their organization. What managers need is a broad understanding of all the projects and how they fit together. The length of an executive summary will sometimes depend on the length of the report, but it is generally one page and never more than two pages.

## **Minutes**

Minutes are records of proceedings at meetings. Accurate minutes are extremely important, as a review of minutes is a way for all who were at the meeting to agree on what was said and decided. In addition, minutes are a way of communicating with those who were not present, and with those to whom a board or committee is accountable. Minutes kept over the years provide a record of a group's history and of decisions that affect finances, procedures, and membership. If any aspect of a group's operation is ever called into question, well-kept minutes can serve to protect those involved.

## **Log or Journal Entries**

Logs or journals can be very useful in some fields of work. Someone who meets with a lot of different people in his or her work might keep a log or journal as a personal record of meetings and what was discussed.

## **Suggested Activities for Module 3**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Workshopping**

Have students find an ad, letter to the editor, or very short article in the newspaper, TV guide, etc. Place students in small workshop groups (four or five students). Ask students to "workshop" the pieces they have selected and then rewrite them based on the other students' comments.

From an activity such as this, the teacher can determine what experience the students have with workshop groups and how much time they need to spend teaching the writing process and workshop methods.

### **Activity: Writing**

Have students write a brief report (less than a page) of an event that occurred in their school or community. Have them work through the steps of pre-writing, drafting, revising, and sharing or publishing. Again this activity will tell teachers how much experience their students have with the writing process.

### **Activity: Letter**

Ask students to think of some things that could be done better in a club or organization they are involved with (e.g., a sports group, a drama group, a 4-H club, a charity organization, the student representative council, a youth organization, a social club).

Have them create an outline which compares the way they think things should be done to the way things are currently being done. They should choose points of comparison suited to their purpose and avoid comparing insignificant details. Have them arrange their information in categories and/or groups.

When students have completed the outline of comparison, have them draft a letter or short report to the club president, group leader, governing council, or other authority. (They need not send their letter; it is simply an exercise.) In their letter, they should recommend changes and explain their recommendations.

### **Activity: Written Explanation**

Have students write a letter to a partner in class asking that this partner explain a certain process or a series of causes to them (e.g., how volcanoes are caused, what makes the northern lights appear, how the Gulf War started, why the Canadian dollar is worth less than the American dollar, how sugar is made). Have students research to find the answers to their partner's request, and then write their partner a brief letter explaining the causes or the steps in the process or event.

### **Activity: Business Letters**

Have the students collect examples of business letters with the help of parents and businesses in the community. If anonymity is important, have students black out names and signatures.

In small groups, have students examine a number of letters, looking at format and the parts of a business letter. Have students answer the following questions:

- How many of the letters were on letterhead?
- How many of the letters used a block style?
- How were the letters addressed? (E.g., Dear Ms Monroe; Dear E. Monroe; To whom it may concern; etc.).
- How many paragraphs did the letters contain?
- Were there any reference notations? If so, what were they?
- Are there any generalizations the students can make about the letters?
- Is there one letter the students believe is the best example of a business letter? Why?

Have each group present its findings to the class.

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### **Activity: Letter of Request or Inquiry**

Have students write a letter asking a person to speak at a meeting of an organization to which they belong, or write a letter to a person such as a former teacher or former employer, asking permission to use the person's name as a reference in a job application.

### **Activity: Letters of Inquiry and Response to Inquiry**

Prepare several appropriate scenarios for small groups of students; for example:

- a major industry in your area has laid off many workers
- the city/town council has decided it can no longer afford snow removal and all citizens will have to pay a special charge
- the local newspaper has decided it will no longer be covering sports events.

Organize students in small groups. Give each group a scenario. Have the group write a letter of inquiry in which they must ask at least three questions. They can choose the tone they want their letter to take, but they must take the task seriously.

Next, have the students pass their scenario and the letter they have written to another group. The groups must now imagine that they are the person receiving the letter of inquiry (e.g., the chairperson of a board, someone who works in public relations, the head of a company). They must answer the letter as that person.

Have the groups read aloud the scenarios, the letters of inquiry, and the answers.

### **Activity: Claim Letter**

Give the students the following scenario: A thermos they purchased is defective and now their new jacket has a series of stains caused by hot chocolate leaking from the thermos.

Have students write a claim letter to the manufacturer of the thermos. They can add other appropriate details to their scenario.

### **Activity: Sales Letter**

Have each student choose a product or service they are familiar with because of home, work, or school experience. Ask students to imagine that they are responsible for marketing this product or service to a

Ms Gillian Hope, purchasing agent for the firm MacIntyre Incorporated. Have each student write a sales letter promoting his or her product or service. Students should be specific regarding the items they have to offer, and their company's terms.

Some ideas for products include:

- cleaning supplies
- office materials or equipment
- car rentals or leases
- pre-recorded music for public places
- security service
- day-care service for employees.

### **Activity: Letter to the Editor**

Have each student clip or photocopy five letters to the editor from newspapers or magazines that they like to read. Make sure they record on the letters from which paper or magazine they are taken.

Have them meet in small groups and read the letters aloud to one another. Ask the groups to answer the following questions:

- What are the general characteristics of the letters? What do they have in common?
- Do they see any differences in the letters that may have to do with the publication? For example, are the letters in *Maclean's* different from the letters in *Elle* or *Spin*? What might be the reason for differences?
- Which are their favourite letters to the editor? Why do they like these ones? What characteristics do they have?

### **Activity: Letter to the Editor**

Have students find an article in a newspaper or magazine about which they have an opinion. They can be in agreement with the point of view expressed in the article, or they can disagree with it. Have them write a letter to the editor in reaction to the article.

### **Activity: Memo**

Imagine that you are the General Manager of a small publishing house. It is the fifth anniversary of the business. Write a memo to the five employees you work with, explaining what you have in mind for an anniversary celebration. This celebration involves publicity for the publishing house and its authors. Your purpose is to get feedback on your ideas.

### **Activity: Memo**

Ask students to think of a problem they have some ideas about solving (e.g., congestion in school hallways, damage done to school property, too little community recreational activity for teenagers, noise in the library, and so on). Have them briefly describe the problem and outline the actions they would take to solve it. Have them write a memo to the appropriate person, using the following guidelines in their memo:

- clearly state the problem
- explain the relationship between the problem and the solution, and why the solution is good
- describe any actions that need to be taken.

### **Activity: E-mail**

Have students compose and send an e-mail to a company asking a question about a product in which they are interested. The following are examples:

- Write to a music production company asking the date of the next release by a band they like.
- Write to a music production company asking for the touring schedule of a band they like.
- Write to a clothing manufacturer asking for the names of retail outlets in their vicinity which sell the company's clothing.
- Write to a provincial or state tourism department for information on camping or hiking spots.

### **Activity: Abstracts and Executive Summaries**

Have each student find a technical article on a topic in which he or she is interested. Have each student write an abstract and an executive summary for his or her article. The purpose of the activity is emphasize the difference between the two: the abstract is a technical summary for those who know about the topic, and the executive summary is for a person who wants the gist of the article, but does not need to know the technical details. The students can imagine the person for which each is written. The following is an example:

- The student chooses an article on a new piece of equipment for rock climbing. He or she can imagine that the abstract is written for members of a local rock climbing club (experts), and the executive summary is written for parents (non-experts) of a group of young people interested in climbing.

### **Activity: Minutes**

Arrange students in small groups. Provide each group with a scenario, within which they will conduct a meeting in role. The following are examples:

- They are a committee of students that has been struck to plan fund-raising events to raise money for the new student lounge in their school. At the meeting, they will brainstorm ideas, settle on several, and assign tasks to be completed by the next committee meeting.
- They are a group of citizens that has formed a committee to decide what to do about a new industry that has been developed up-wind from their community. They are worried about noxious fumes. At the meeting, they will decide on several actions and assign tasks before the next meeting.
- They are a group of journalists who have started a new magazine. They are planning their first issue. They are meeting to discuss story ideas and assign tasks before the next meeting.

One person in each group will take the minutes. That person will distribute the minutes to other group members, who will read them and suggest revisions if anything is not correct. After changes are made, the minutes can be handed in as a group project.

### **Activity: Log or Journal Entries**

As a class, brainstorm uses for logs or journals in various occupations. Have each student keep a log or journal for one week, that is related in some way to an activity in which he or she is involved. The first step is to settle on a specific purpose for keeping the journal, so that entries can be directed at the purpose. The following are examples:

- If students are in training for a particular sport, they can keep a record of their training activities. Their purpose might be to note the amount of time they spend on training in a week, and to note good and bad training days and try to decide what the reasons are for differences.
- If students are reading a book, they can keep a daily record of time spent reading and their reactions to what they have read that day. Their purpose might be to note the time spent reading, and the development of their thoughts about a particular book as it progresses.

- If students watch a lot of television, they can keep a record of their viewing patterns. Their purpose might be to discover the amount of time they spend watching television, what their favourite kind of television program is, and why they like that kind of program.
- If students play a musical instrument, they can keep a record of time spent playing or practising, what their favourite and least favourite aspects of playing are, and what that means to their practice regimen. (This could apply to students who take formal lessons or those who play in a band such as a rock band.)

Have students decide on a format for their entries that will be useful to them. Conduct a class discussion afterwards on what can be learned from keeping records such as log or journal entries.

#### **Activity: Historical Writing Project**

Have each student prepare a one- to two-page historical report on a different local historical site, geographical site, or community building that is at least fifty years old. The reports could be bound together in a booklet featuring the history of community buildings and sites.

- First, as a whole class, complete a common reader analysis checklist, as the targeted readers for these reports will likely all be the same (e.g., residents of the community, historians, other students).
- Next, each individual student must choose a particular building or site.
- Then, each student will brainstorm ideas, then research, outline, draft, and revise his or her report, which should not exceed 500 words.
- Peer editing and peer review should take place.
- The finished report should include one visual (e.g., a drawing, a photograph) and should be typewritten. The guidelines for effective formatting (e.g., effective use of white space and headings) should be followed.
- Each student might also create a plan for analyzing his or her report or for testing its usability (e.g., for clarity, comprehensiveness, accuracy).

The instructor and class will decide whether to have students carry out their plans for analyzing their

reports or testing them for usability, and whether to bind the reports together in a collection to make a booklet.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Assessment of a Memorandum

Student:

Date:

Purpose:

- ask and answer questions
- give short report
- reminder of appointment or meeting
- written record of action taken

Method of Distribution:

- inter-office mail
- bulletin board
- fax
- e-mail
- other:

Use the following scale to assess each aspect of the memo.

1 = Excellent      2 = Good      3 = Average      4 = Fair      5 = Weak

— Background Information (DATE, TO, FROM, and SUBJECT lines)

- identifies your name and name(s) of reader(s) (and, if appropriate, job position)
- identifies date
- identifies subject of memo

— Objective

- tells reader(s) the purpose of the memo
- relates clearly to the content of the memo

— Message

- includes a background paragraph (if it is needed)
- states the major points clearly and briefly
- presents the points in a logical order
- states clearly tasks or action that you and your reader(s) will carry out
- graphically differentiates main message from its accompanying explanation and details (by using headings to clarify the structure and content of the memo; using numbered, lettered, or bulleted lists appropriately; and underlining, italicizing, boldfacing, or capitalizing only key words related to purpose of the memo)

— Overall

- is clear, brief, and courteous
- states exactly what is wanted and when it is wanted
- uses appropriate tone and language conventions (including spelling, punctuation, and sentence structure)

Comments:

## Module 4: Informational Talks

### Time

10 - 20 hours

### Module Description

This **optional module** provides students with experience in preparing and delivering informational talks designed to explain or demonstrate. Students will learn to engage an audience, present information clearly, facilitate audience retention of information, and raise interest in their topic. The module also introduces the techniques of demonstrating.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to help students develop confidence in delivering information orally

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- recognize reading as an active, constructive process
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- think creatively and critically when speaking, listening, reading, writing, viewing, and representing
- consider the communicator's moral and ethical responsibilities
- speak to persuade, demonstrate, or entertain
- speak to share and present information
- practise basic oral communication skills
- set clear objectives for speaking and organize talks in a logical manner
- reflect on performance and activities for the purpose of self-assessment
- present arguments or information comprehensively and in a logical manner
- participate in oral communication experiences by listening critically and attentively
- read to make connections and gain information
- design and create aids to illustrate, focus, reinforce, demonstrate, or attract attention

### Suggested Topics

Audience Analysis  
Reports  
Informational Talks  
Demonstrations

### Suggested Resources

- English language arts bibliography for grade 11
- Transcripts of various kinds of reports
- Videotapes of reports and demonstrations
- Examples of "info-mercials"
- Recorded speeches
- Guest speakers
- Examples of visual, audio, multimedia aids (charts, graphs, photos, overheads, etc.)

## Teacher Information For Module 4

This section includes information that may be of use to teachers selecting Module 4. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on preparing, rehearsing, and delivering a speech, teachers should refer to the English language arts bibliography for grade 11. In addition, they might wish to consult with people who work in the field of communication in their own community.

To prepare and deliver informational talks, students should:

- undertake an audience analysis
- conduct any research necessary
- create an introduction, main body, and conclusion for the talk
- consider an organizational pattern for the talk
- develop appropriate visual aids
- create an outline from which to speak
- rehearse alone and in front of others
- work to overcome their fear of speaking
- establish contact with the audience when they deliver their speeches
- establish their presence as a speaker from the time they are introduced.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

### Audience Analysis

When delivering informational talks and demonstrations, it is essential for students to know their audience in order to determine how much information to present and in what degree of detail it should be presented. If the demonstration or information is intended to result in sales, then the presenter must know the audience needs. For example, if a presenter is demonstrating personal stereo equipment and discovers that 95% of the

people in the audience prefer CDs to cassettes, he or she may conclude there is no point in demonstrating cassette players. An audience analysis, then, can have a major effect on the presentation.

### Reports

A report is a presentation of factual information that is delivered as the result of an expressed need. Oral reports may be casual or very formal, depending on the situation. As a rule, an oral report should not be long, as audience members will lose interest after fifteen or twenty minutes, no matter how well it is delivered.

The following are important considerations for preparing and delivering an oral report:

- **The purpose.** Remember the reason the report is being given. Stick to the topic.
- **Accuracy.** A report is requested because people want facts and knowledge.
- **Brevity.** Listeners can attend for only so long. If a person tires of reading a report, he or she can take a break and come back to it. If listeners tire of an oral report, they stop listening and the speaker has lost the audience.
- **Appropriate language.** Use language the audience will understand, without diluting the information. If you are very knowledgeable about the topic (an expert) and the audience is not, you will have to present in language the audience can understand.
- **Visual aids.** When a person is listening rather than reading, it is difficult to comprehend lists or comparisons. Present these on charts or overhead displays. Consider giving handouts if the information cannot be comprehended easily by listening.
- **Organization.** Choose an organizational pattern that will allow the listener to follow your sense of logic or order.
- **Transitions.** Use transition words and phrases to give clues that you are moving to another point, or that something occurs as a result of something else, or that things happened in a particular order.

- **Ending.** End with a summary statement of some kind that clearly lets the audience know the main point, conclusion, or recommendation.

## Informational Talks

Speaking to inform is the process of orally delivering information to an audience. This process may require the speaker to give instructions, relate an experience, explain an idea, or describe a skill.

The purposes of informational talks include:

- to provide information to the audience
- to achieve audience understanding of the information
- to assist audience retention of the information
- to invite the audience to apply the new information.

Three broad categories of informative speaking are:

- descriptive talks, in which the speaker describes physical qualities, behaviour, or functions
- talks about processes, in which the speaker explains the relationship among events
- talks about concepts, in which the speaker explains ideas, theories, or principles.

## Demonstrations

The organization and preparation for a demonstration is very similar to that for an informational talk about a process. However, when speakers are demonstrating, they are explaining a process so the audience can do it. For example, if the purpose is to teach the audience how to perform cardiopulmonary resuscitation (CPR), the speaker wants the listeners to be able to reproduce the technique as a result of the demonstration, or at least learn the process well enough to become skilled with practice.

In demonstrating a process so the audience can learn to do it, you should:

- choose to demonstrate one procedure only
- limit your major steps to three or four
- preview the steps
- show (demonstrate) each step precisely and accurately
- reinforce the process through repetition
- summarize after each main part of the process
- conclude by reviewing the main steps again.

Remember to use audio-visual aids and graphics to your advantage to improve the pacing of your speech and to facilitate audience understanding. When possible, have a person from the audience help with your demonstration. If you need a volunteer, however, arrange for this in advance to ensure co-operation and to avoid the potential embarrassment of not having anyone come forward.

A demonstration is interesting and instructional when:

- your subject matches the audience, the time allowed, and the physical space available
- you know your subject well and are eager to share your knowledge
- you organize your materials well
- you rehearse until the delivery is smooth.

In order for students to learn how to conduct a proper demonstration, it is best if they choose a topic about which they are knowledgeable. For example, a hockey fan or a hockey player might demonstrate the signs and signals that a hockey referee makes. A dancer might demonstrate a particular dance technique.

## The Product Demonstration

The goal of a product demonstration is to show as many of the product's functional uses as possible within the limits of the space and time allowed. When the demonstration is finished the audience should have enough understanding, not only to use the product, but to understand why it fulfils their needs.

The audience for a product demonstration is generally a company's sales people or the potential customers. However, a product demonstration might also be appropriate if a person knows of a piece of equipment that might be valuable for peers, other club members, other employees, etc.

**Tip for Students:** Before giving a product demonstration, check out all your equipment to make sure it works. Do this in the room where you will be presenting so that you know if there is a problem before you begin (e.g., not enough power outlets).

## Suggested Activities for Module 4

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Choosing Topics for Informational Talks

Have students choose three of the topic areas below. Ask them to divide their paper into three sections and write one of the topic areas at the top of each section.

- extraordinary experiences you have had
- places you have travelled
- people who make you angry
- your background in sports
- computer games with which you are familiar
- your background in music (or painting, dance, theatre, other arts)
- experience with children or the elderly
- job experiences you have had
- hobbies or leisure time activities
- organizations to which you belong
- books you have read recently
- TV shows you watch.

Have students spend about five minutes jotting down subtopics for each of the three areas they choose. Then ask them to underline the one subtopic in each area which is of most interest to them. From the three underlined subtopics, have them select the one for which they have the most information or can find the most information, and which they can adapt to their specific audience.

(Adapted from Nelson & Pearson, 1981, p. 65)

### Activity: Making Points and Presenting Evidence

Have students research and then prepare an outline for a talk on a current topic—something which has been in the news in the past few months. Have them state their purpose and their audience. In their outline they should include:

- title
- introduction (attention-getting device, necessary background material, thesis statement)
- five main points plus the evidence to be used to support each of the main points
- conclusion (the thesis restated in a different way, a summary of the content, a powerful ending).

Have students exchange their outlines with a peer and comment on each other's outlines—in writing to begin with, and then in person. Have them discuss the comments in their pairs. Revisions may be made to the outline following this interchange.

Students should consider the following:

- **Clarity** - Can I understand the outline?
- **Conciseness** - Are there unnecessary words which may be deleted?
- **Completeness** - Is anything missing?
- **Correctness** - Are there errors which make the outline confusing?
- **Coherence** - Will a talk based on this outline be interesting to hear? Will it flow in a logical, convincing manner?

### Activity: Organizational Patterns

Have students watch any speaker on television, or find an audio recording or a transcription of a famous speech. Have the students take notes as they watch, listen, or read, and then decide which organizational pattern or combinations of patterns the speaker has used. Choices include:

- chronological
- spatial
- simple to complex
- cause to effect
- effect to cause
- problem and solution
- inductive order
- deductive order
- topical order
- comparison and contrast
- structure-function.

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### **Activity: Visual Aids to Accompany a Talk or Speech**

Have students create an appropriate visual aid to accompany an oral presentation that they will be giving in this or any other class, or as part of an extra-curricular or volunteer activity.

### **Activity: Report**

Arrange students in small groups. Have students present to their group a three- to five-minute report on an activity with which they have recently been involved. This might be the activities of a sports group, club, volunteer organization, course they are taking, etc. The purpose is to have students practise preparing a brief report and presenting a report orally.

### **Activity: Report**

Create with the students a number of scenarios in which a report might be required. Have each student choose a scenario and prepare a five-minute report accordingly. Students might come up with their own scenarios, although the teacher should review them to make sure the report topics are manageable. Have students present their reports to the class.

### **Activity: Parallelism in the Description of a Process**

Ask students to recall a past experience in which they organized something (e.g., a ski trip, a birthday party, a youth conference, a school spirit week). Have them list the steps in the process of organization and revise them until they are in parallel form. Next, have them create subheadings under each of these steps, and be certain the subheadings are put into parallel form as well.

This activity is valuable because when students are presenting steps, they will probably do so on an overhead display of some kind. Understanding parallel structure will help them put together a high quality presentation.

### **Activity: Explaining a Process**

Have students prepare a five-minute talk about a process. Their aim will be to explain the process clearly enough so that the audience will understand and remember it. They should choose a topic they are interested in and that they believe will interest the audience (other students). For practice, have students conduct an audience analysis.

Have students prepare an outline for their talk. They should limit the main points to four; if the process consists of more than four steps, they should condense the information. Have them pay particular attention to reinforcing the message and have them find ways to use visual aids. Remind them that their message will be assessed on the clarity of the outline, the explanation of the process, and the delivery.

### **Activity: Presenting a Descriptive Talk**

After students have used the method described above for making a topic choice, have them prepare and present an informational talk of five to eight minutes in length. Ask them to pay attention to the specific aspects of research, organization, preparation, and delivery.

### **Activity: Concept Talks**

Have students plan and deliver a short informational talk about a concept with which they are familiar. Students may wish to refer to a planning checklist (see next page). Be sure they have clear evidence and that they have analyzed their audience. This talk may be delivered to a small group of students rather than to the whole class, or it may be videotaped for viewing at a later date. See page 85 for a sample assessment.

### **Activity: Demonstration**

Using a topic from the list below, or choosing one of their own, have students plan and present a five-minute demonstration. Some "how to" topics which have been used successfully by students for demonstrations include the following.

How to:

- manicure fingernails
- play a particular game (e.g., chess)
- assemble an aquarium
- identify counterfeit money
- gift wrap and make bows
- pack a suitcase
- perform a card trick or a magic trick
- communicate using sign language
- make paper lanterns
- make balloon animals
- tie a neck tie
- re-pot a plant
- do a particular dance step
- make a vegetable dip
- make paper flowers.

### **Activity: Product Demonstration (Small Group)**

Have students demonstrate a product with which they are familiar to a group of sales people (the other group members). Ask them to plan their demonstration carefully and rehearse it several times before actually presenting it. Remind students that they are "in role" as sales people and should ask relevant questions relating to sales.

### **Activity: Listening to a Speaker**

Invite an architect or a real estate developer from your community into your classroom to discuss a proposed development. Students should be prepared to ask well-thought-out questions concerning the presentation (e.g., questions about construction, costs, safety, environmental concerns, timelines).

### **Activity: Practising Effective Listening**

Make arrangements for your class to listen to a speaker's talk scheduled for a particular date and time in your area (e.g., a political candidate's address to voters, a keynote address at a high school awards night, a public health nurse speaking about teens in crisis). Review listening skills with students and discuss the purpose of this task (to listen effectively). Have each student complete the Self-assessment Checklist for Effective Listening (see page 86), either during the talk or shortly after the talk.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

### **Sample Checklist for Planning Informational Talks**

- \_\_\_\_\_ Have you provoked interest in your topic early in your presentation so that the audience is eager to hear the information you are about to present?
- \_\_\_\_\_ Have you designed your talk to meet audience needs?
- \_\_\_\_\_ Have you organized your information with audience comprehension in mind?
- \_\_\_\_\_ Have you taken steps to help the audience remember the important parts of your talk?
- \_\_\_\_\_ Have you told your audience how they can apply the information?
- \_\_\_\_\_ Have you told the audience how you are associated with the topic?
- \_\_\_\_\_ Have you related the topic to the audience (e.g., shown them how it will enrich their lives)?
- \_\_\_\_\_ Have you related your new information to what the audience already knows (the strange to the familiar, the unknown to the known)?
- \_\_\_\_\_ Have you used audio or visual aids in your talk (film, slides, pictures, posters, graphs, audio tapes, video tapes, objects, people, or handouts)?
- \_\_\_\_\_ Have you placed important information strategically in your talk, to achieve maximum impact?
- \_\_\_\_\_ Have you made your information rewarding or beneficial to the audience, or provided for reinforcement in some other way?
- \_\_\_\_\_ Have you followed the basic procedure for planning a talk (e.g., topic selection, audience analysis, organization, introduction, conclusion, rehearsal, and delivery)?

(Adapted from Nelson & Pearson, 1981, pp. 212-213)

## **Sample Assessment for Informational Talks**

Following is a checklist that a teacher may use or adapt for the purpose of assessing an informational talk.

**Name of Speaker:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Specific Purpose of Talk:** \_\_\_\_\_

### **Purpose**

Was it clear? \_\_\_\_\_

Was it sufficiently narrow? \_\_\_\_\_

Was it accomplished? \_\_\_\_\_

### **Introduction**

Did it state the purpose? \_\_\_\_\_

Did it motivate listeners? \_\_\_\_\_

Did the speaker explain his/her qualifications to speak on the subject? \_\_\_\_\_

### **Body of the Speech**

Did it follow a clear organization? \_\_\_\_\_

Did it provide new and useful information? \_\_\_\_\_

Was an attempt made to relate unfamiliar information to familiar knowledge? \_\_\_\_\_

Were main points adequately developed? \_\_\_\_\_

Were transitions used between main points? \_\_\_\_\_

Were visual aids used effectively? \_\_\_\_\_

### **Conclusion**

Did it summarize important data or reinforce audience learning? \_\_\_\_\_

Did it end with a well-planned forceful closing? \_\_\_\_\_

### **Comments:**

## **Sample Self-assessment Checklist for Effective Listening**

After you have listened to a speaker's talk, complete the following:

Listener's Name \_\_\_\_\_

Speaker's Name \_\_\_\_\_

Purpose of Speech \_\_\_\_\_

Topic \_\_\_\_\_

Statement of Thesis \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main Points

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What did the speaker say to describe his or her expertise regarding the topic, or to show familiarity with the topic?

What response was the speaker wanting from the audience?

Did you have trouble completing this checklist? \_\_\_\_\_

If so, tell why.

Describe the barriers to effective listening, if any, which interfered with your ability to concentrate.

## Module 5: Writing Technical Articles and Reports

### Time

10 - 20 hours

### Module Description

This **optional module** is intended to provide students with experience in preparing written technical descriptions and written reports. The module offers students opportunities to explore reports in different disciplines so they can experience the range of reporting they might be called upon to undertake in various academic, vocational, or personal situations.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide opportunities for students to practise writing technical articles and reports in various contexts

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats for a variety of purposes and audiences
- practise the behaviours of effective, strategic readers
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

### Specific Learning Objectives

- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences
- select and apply appropriate methods of communication in various experiences

- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- think creatively and critically when speaking, listening, reading, writing, viewing, and representing
- manage time and resources when planning communication experiences
- consider the communicator's moral and ethical responsibilities
- demonstrate the ability to transmit existing information with clarity and brevity
- using appropriate writing strategies, construct first drafts, rewrite, revise, edit, and proofread
- analyze and evaluate their own and others' writing
- recognize various types of technical writing
- practise writing for informational and practical purposes
- demonstrate the ability to find and select relevant text
- recognize patterns of organization within text (chronological, spatial, logical)
- design and create aids to illustrate, focus, reinforce, demonstrate, or attract attention

### Suggested Topics

Technical Articles  
Various Types of Reports  
Designing Reports

### Suggested Resources

- English language arts bibliography for grade 11
- Published and unpublished examples of various types of reports and technical articles
- Various periodicals that contain technical reports and articles
- Examples of visual, audio, multimedia aids (charts, graphs, photos, overheads, etc.)

## Teacher Information for Module 5

This section includes information that may be of use to teachers selecting Module 5. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on researching, organizing, and presenting written material, teachers should refer to the English language arts bibliography for grade 11. In addition, they might wish to consult with people who work in the field of communication in their own community.

For writing technical articles and reports, students should do the following, as appropriate to their writing task:

- select and narrow a topic
- think about their audience needs and expectations
- evaluate sources of information
- make notes from sources of information
- use the writing process
- select an organizational pattern
- consider the beginning and ending
- develop the main body
- use appropriate language, such as gender-neutral language
- edit and revise
- proofread for style and mechanics in order to present a positive image
- share their drafts with others and consider their comments
- present their writing in an appropriate format.

**Note:** It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Many of the articles and reports discussed in this module are employment related. It is important that teachers ensure the module is relevant to students' lives. Studies might be connected to part-time jobs the students have or to students' career interests. It is not important that all types of reports and articles listed in the guide be covered.

## Technical Articles

Articles differ from other forms of technical writing in the following ways:

- they are written to inform rather than to initiate some specific action
- they are often published by an organization with which the writer is not formally connected (an independent journal, for example)
- they are written for a general wide ranging audience rather than a specific captive audience.

Technical articles are written to:

- publish the results of research
- highlight new developments in a particular field
- highlight the work of a prominent or innovative person or group in a particular field
- describe new products that have been developed
- describe new ways of solving old problems
- share important, sound information.

As articles are written to inform, the writer must have something to say that has not been said before. The topic must be of interest to a reasonable number of readers. Possible sources of topics for technical articles include:

- student research
- job experience
- the work of individuals or groups in science, the arts, and the applied arts
- new tools or equipment
- new methods, procedures, or techniques
- ways to do things better, quicker, cheaper
- hobbies or avocational interests.

Evidence presented in technical articles can come from:

- life experience
- facts learned in a review of information on the subject
- results of interviews
- results of research conducted in the subject area.

## Technical Description

Technical description provides readers with accurate details regarding a subject's physical features, composition, and appearance. Occasionally, a technical description will be a complete document in itself (e.g., an encyclopaedia, certain types of

technical handbooks). More often, technical descriptions become separate sections in longer documents such as the following:

- **Magazine Articles and Brochures**

Articles and brochures, especially those of a scientific or technical nature, often include descriptions of sites, mechanisms, or natural phenomena to enable readers to understand the subject better.

- **Reports**

Readers of reports generally need descriptions of locations and equipment before they can make decisions.

- **Sales Literature**

Both consumers and retailers need descriptions of products. Consumers need descriptions to make purchasing decisions, and retailers need them so they can advise their customers.

- **Manuals**

Consumer instructions manuals usually include descriptions that are helpful to readers in locating parts. Technicians need descriptions (e.g., of machinery parts) to help them locate problems and make repairs. Operators of equipment need descriptions of that equipment to assist them in understanding the operational procedures.

In planning a description, writers should consider which subjects readers need described, the types of information readers need, appropriate language and detail, and helpful graphic aids.

As articles are written to inform, the writer must have something to say that has not been said before. The topic must be of interest to a reasonable number of readers. Possible sources of topics for technical articles include:

- student research
- job experience
- the work of individuals or groups in science, the arts, and the applied arts
- new tools or equipment
- new methods, procedures, or techniques
- ways to do things better, quicker, or cheaper
- hobbies or avocational interests.

## **Technical Reports**

A report is "an objective, organized, presentation of factual information that answers a request or supplies needed data" (Pickett & Laster, 1996, p. 305). Reports vary in length, complexity, and formality depending on the audience and the purpose.

An **informal report** is a document containing two to five pages of text, not including attachments. An informal report is still a neat report, written in a format that suits the circumstances and the intended reader, and written to create the impression that valuable information is being presented. Informal reports sometimes take the format of a letter or memorandum.

A **formal report** is often bound and is generally ten or more pages in length. It usually includes the following separate parts: cover, title page, letter of transmittal, table of contents, abstract and/or executive summary, introduction, discussion sections, conclusion, recommendations, bibliography, and appendices.

### **Report Design**

The writer should always create an outline for the main body of the report, stating the focus, purpose, background information, introduction, body, conclusions, recommendations (if applicable), and supporting information.

## **Types of Reports**

The following are common types of reports:

- progress reports
- trip reports
- equipment evaluation reports
- laboratory reports
- summary reports
- archival data reports
- activities reports
- incidence or occurrence reports
- inspection reports
- investigation reports.

Teachers and students may know of other reports as well. Reports students read and write may be connected to studies in other subject areas (e.g., field trip report in science) and to students' extracurricular activities (e.g., volunteer activity report at a day care centre).

# **Suggested Activities for Module 5**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

## **Activity: Workshopping**

Have students find an ad, letter to the editor, or very short article in the newspaper, TV guide, etc. Place students in small workshop groups (four or five students). Ask students to workshop the pieces they have selected and then rewrite them based on the other students' comments.

From an activity such as this, the teacher can determine what experience the students have with workshop groups and how much time they need to spend teaching the writing process and workshop methods.

## **Activity: Writing**

Have students write a brief report (less than a page) of an event that occurred in their school or community. Have them work through the steps of pre-writing, drafting, revising, and sharing or publishing. Again, this activity will tell teachers how much experience their students have with the writing process.

## **Activity: Style Guides**

In small groups, have students obtain and examine various style guides. The purpose is to have students understand that various fields (e.g., social science, natural science, humanities, business, government) have different style guides for publishing articles. A visit to the class by someone

who uses style guides on a regular basis might be useful.

## **Activity: Questionnaire**

As a small group activity, have students brainstorm to select a research topic of interest and of relevance to the majority of group members. Then, have them create a questionnaire to be used in a survey which would enable the group members to gather information from a large number of people. Some guidelines follow:

- The questionnaire should be short enough so the respondents can fill it out in about three minutes.
- Determine precisely who you will send your questionnaire to and why. How will you know that you have a representative sample?
- Questions may be multiple choice, ranking, short answer, or short essay.
- Make certain that questions are phrased as specifically as possible, so the respondent knows exactly what information you want.
- Test your questionnaire out before being satisfied with its format.
- Make the questionnaire look attractive, so it invites participation. Remember that even with the most carefully constructed questionnaire, some respondents will misinterpret questions, provide useless answers, or fail to reply at all. Also, people who feel very strongly about an issue are more likely to reply than those who do not, so conclusions should never be drawn based on a small number of responses.

Students may wish to collect samples of actual questionnaires and study the formatting. As a follow-up to creating a questionnaire, ask students to write the accompanying letter or memo which will explain the purpose of the questionnaire and encourage people to respond.

## **Activity: Evaluating Sources**

Have students choose a topic on which they would be interested in writing a report. Ask them to find two books and two journal articles they might use for their research.

Have them evaluate each of the materials. They should consider:

- the author's academic credentials, publication record, membership in professional associations, awards, other factors that would give the author authority in this area

- 
- the publisher's reputation and publication history
  - the date of publication (their topic might require that references be recent to be credible)
  - clear and logical organization of information (headings, table of contents, etc.).

Have students choose which of their sources they believe will be the best and explain why. They could either write this in a paragraph to be handed in, or present to a small group.

#### **Activity: Exploring Organizational Patterns**

Ask students to think of a task which they have done often (e.g., making lunch, driving a car, doing the family wash, changing a tire). Have them free-write directions for this task, assuming that their reader has never done it and needs very specific instructions. Then, have them select two different possible patterns of development for organizing the information needed to complete the above task. They should explain why they chose these two patterns, why they are appropriate, and how the information would be organized under each.

#### **Activity: Strategies for Beginning and Ending**

Have students find and skim a technical article in a field in which they are interested. Have them carefully examine its beginning and ending. Ask them to determine what strategies the writer chose in writing both the beginning and the ending of the article. Ask students: "Were the writer's choices good ones in your opinion? Why or why not? What did the writer accomplish in creating the beginning and ending?" Do they see any ways they might use the same strategies in their own writing?

#### **Activity: Technical Article**

Have students write an article designed for a trade journal in their field of interest. They should begin by researching such journals and examining their contents, and they should obtain a style guide appropriate to that journal. They should include illustrations and other graphics as appropriate. They should identify the journal and include a copy of the journal's style guide or requirements for authors.

#### **Activity: Positive Attributes in Technical Writing**

In this activity, each student's task will be to write a description of another student's current part-time job or recent summer job. The purpose of the activity could be to put a booklet together for future high school students interested in possible work experiences.

As a whole class, generate a list of the kinds of information that would be most helpful in the description (e.g., location, salary, hours of work, responsibilities, skills required, special uniform and/or equipment involved). Also, construct a reader analysis checklist (readers will be students like themselves).

Students will pair up; each will interview the other to determine the relevant details concerning the other student's job. Then, each will organize the job information collected (placing the information in the proper categories) and write a draft of the other's job description. (If there are students who do not have part-time or summer jobs, consider adding a section on other student activities. For example, some students might be heavily involved in amateur sport or music activities.)

Next, each student will assume the role of the other's supervising director or manager. Students will read each other's drafts, checking to see if the drafts are: correct, complete, orderly, accurate, useful, direct, smooth, and brief. Each student (manager) will make suggestions for revision.

Students will revise their drafts according to suggestions made by their "managers". Students will submit to the instructor their first drafts, their notes from their "management review", and their revised drafts.

As a follow up, students might consider putting their pieces together into a handbook for other students. If they do this, they should focus on making it accessible and "user friendly."

#### **Activity: Small Group Evaluation of Page Design**

Students will work in groups of three or four. Each group will locate an example of technical writing (from the library or other source), such as a company's yearly report or a training manual. Each group will then:

- Analyze the document's page design by examining headings, lists, print emphasis, and white space.
- Prepare a brief written report of their findings.
- Create an alternate page design which, in the group's opinion, has just as much or more reader appeal than the original.
- Prepare a short group presentation (using an overhead projector or display panel) in which the group displays and comments on the original page design, and displays and comments on their group's alternative design.

### **Activity: Instruction Manuals**

In groups of three to five, have students study an instruction manual or an assembly manual (perhaps several could be brought to class and the group could choose to work with one). Examples include:

- instructions for playing a board game
- instructions for playing a card game
- assembly instructions for putting together a model train and tracks
- installation instructions for a new computer software program.

Have the group go through the instructions step by step, putting an item together or learning how to complete a process. Be sure the entire task will not take any longer than 25-30 minutes, and that the group chooses a task for which the necessary equipment is available to them.

A group leader should assign various tasks (e.g., someone to read the instructions, someone to record the group's problems, perhaps someone to record the group's conversations on audio tape). When the task is complete, the group should plan both an oral and written report of their experiences, particularly noting any problems which were encountered and why. If the group feels that changes in the instructions would make the task easier, they should write out and demonstrate them.

### **Activity: Visual Aids in a Written Document**

Have students create an appropriate visual aid to accompany any written document that they are working on or have prepared for this class, or any other class, following guidelines for creating effective visual aids.

### **Activity: Activities Report**

Have students prepare an activities report related to a school or extracurricular activity in the past week.

### **Activity: Progress Report**

Have each student prepare a progress report of his or her individual educational program at school to date. Students should design their report for presentation to parents. The report will likely include: required courses taken and those remaining to be taken, electives taken and remaining to be taken, total credit hours transferred from other schools, additional credits, withdrawals, incompletes, marks, major area of interest and possible career

development, extracurricular activities, and accomplishments.

### **Activity: Investigative Report**

Have students prepare an investigative report on a subject that is a major concern in the community. Consider a fairly complex problem that will require a gathering of facts from printed sources. Also, have students plan to interview at least two people for information or opinions. Subjects for this report might be:

- the rising number of break-ins and theft in the community
- the need for more day care centres
- the need to provide transportation for seniors
- the need for a new or updated recreation facility (swimming pool, skating arena).

Consider publishing the students' reports in a special school publication.

### **Activity: Investigative Report**

Have students imagine that they work for a private investigation agency. In pairs, have students role play a scene in which a client comes to an investigator with a problem. Have them reverse roles, so that each student ends up with a problem to investigate. Some examples might include:

- a client wants the investigator to find a missing person
- the client wants the investigator to find a stolen race horse
- a bank wants the investigator to find out which employee is stealing money from clients' accounts
- a client wants the investigator to prove the neighbours' cats are ruining his rose bushes
- the post office wants the investigator to find many sacks of missing mail.

Each student then prepares a report for the client with the results of the investigation. They might include drawings, videos, or Polaroid photographs. Remind students that, although they can have fun writing up their imaginary investigations, they should fulfil the requirements of writing a good report. A Sample Checklist for Report Accuracy is shown on page 94.

### **Activity: Equipment Evaluation Report**

Have small groups of students prepare an equipment evaluation report of a set of sports equipment in the

school (e.g., football equipment, volleyball equipment) or of equipment in another department of the school (e.g., industrial arts, biology). They should conduct interviews with appropriate people (e.g., team members, coaches, teachers, students) to help them determine the condition of the equipment.

#### **Activity: Archival Data Report**

Ask students to assume they (or their parents) have just taken out a new insurance policy on their house against theft and fire. Have students prepare a full description (archival data report) of their room and its contents to keep on file as a record of what was insured in case of a loss. This report will be filed away in a safety deposit box for reference in case it is needed at some future time.

#### **Activity: Trip Report**

If a number of students are going on a trip or excursion (e.g., museum, drama festival, sports trip, yearbook seminar) have them plan on writing a trip report when they return. They will do the necessary preliminary planning of a trip report before their departure, to enable them to record the necessary information to bring back with them.

#### **Activity: Writing Technical Descriptions**

Give students the following scenario: Appliances for You Inc. needs descriptions of its small home appliances for use in its booklet of instructions to purchasers. Besides the operating instructions, the company needs a description of the appliance and its components for its customers' information.

Have each student choose a small home appliance such as a mix-master, hair dryer, or coffee maker and write a technical description of it for inclusion in the booklet. Students should include operating instructions as well.

#### **Activity: Incident Report**

Ask each student to bring an article from the newspaper which describes a crime that has been committed (car theft, bank fraud, vandalism, etc.). Have the students imagine that they are the first police officers on the scene. They must write an incident report, describing what happened, who was interviewed, and what action is being taken.

#### **Activity: Incident Report**

Give students the following scenario: They work in a large office building. There has been an incident in which an elevator stalled between floors because it was carrying too much weight. Several people were in the elevator, in addition to a trolley carrying some heavy equipment being delivered. When the elevator stalled, the people inside discovered the emergency phone was out of order, and they were trapped for over an hour. One person panicked and fainted. The person is now threatening to sue the building owner.

Have each student write an incident report. They should:

- describe what happened
- explain how it happened that both freight and people were in the same elevator
- explain how it happened that the phone was out of order
- explain what was done to appease the dissatisfied person
- explain what was done to ensure the incident does not happen again
- make recommendations.

#### **Activity: Reading Technical Documents**

Have each student locate a technical document in his or her field of interest (e.g., a report, an article, a set of instructions) to read through for understanding. As this reading takes place, the student will keep a running commentary (or complete a checklist) of his or her reactions, thought processes, successes, areas of difficulty, and conclusions. The commentary/checklist may be recorded in a written manner or on an audio cassette. A sample recordkeeping form is shown on pages 95-96.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## **Sample Checklist for Report Accuracy**

### **Content and Writing Style**

- The report addresses a realistic problem
- The report addresses a significant problem
- The report contributes to the solution of the problem
- The report is free from awkward constructions and choppy sentences
- The report is direct in style and approach (verb oriented, concise)

### **Format**

- A cover sheet is present and properly formatted (if a cover sheet is required)
- The necessary elements of the report are present and properly located
- Plain white paper is used
- Margins (top, bottom, and side) are present and spaced correctly
- Page numbers are present
- Headings and subheadings are present and used correctly
- Sufficient graphics are included (e.g., lists, tables, diagrams, illustrations )

### **Organization**

- Sections and subsections are in the proper order
- Sections and subsections are properly balanced
- Sections and subsections are organized internally
- The report contains no unnecessary sections or subsections
- The report follows the general guidelines for its type

### **Usage and Mechanics**

- Each page is free from spelling and typographical error
- Each page is free from problems with punctuation
- Abbreviations and capitalization follow conventions
- All verbs agree with corresponding subjects
- All pronouns agree with corresponding antecedents
- Headings, subheadings, and listed items are grammatically parallel
- The report is free from dangling modifiers

### **Comments:**

(Adapted from Stratton, 1984, pp. 21-22)

## Sample Recordkeeping Form: Reading a Technical Document

Document Title and Author: \_\_\_\_\_

### Purpose

The author's purpose in writing this document is: \_\_\_\_\_  
\_\_\_\_\_

My purpose in reading this document is: \_\_\_\_\_  
\_\_\_\_\_

### Previewing

The table of contents tells me: \_\_\_\_\_  
\_\_\_\_\_

Introduction (notes): \_\_\_\_\_  
\_\_\_\_\_

First few paragraphs (notes): \_\_\_\_\_  
\_\_\_\_\_

The most useful section of the document for my purpose is : \_\_\_\_\_  
\_\_\_\_\_

Other notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

continued ...

... continued

### **Reading the Document**

Questions I asked and connections I made between my questions and my purpose in reading:

Question 1: \_\_\_\_\_

Connection to my purpose: \_\_\_\_\_

Question 2: \_\_\_\_\_

Connection to my purpose: \_\_\_\_\_

Points needing clarification: \_\_\_\_\_

Possible discussion points: \_\_\_\_\_

Paraphrasing of the most important passage in the document: \_\_\_\_\_

Unfamiliar words and their dictionary definitions: \_\_\_\_\_

### **Follow Up**

Additional points I noticed after re-reading (e.g., sections that became clearer, logic of sequence): \_\_\_\_\_

Questions that remain unanswered: \_\_\_\_\_

Sources I might go to for answers: \_\_\_\_\_

# Module 6: Persuasive Speaking

## Time

10 - 20 hours

## Module Description

This **optional module** provides students with experience in clarifying a position, preparing arguments, and speaking to convince an audience. Students will have opportunities to explore various situations where they might be called upon to give a persuasive speech. They will also examine persuasive speeches from the point of view of the listener, and come to understand techniques used by speakers who are trying to convince. Students will also examine moral and ethical issues related to persuasion techniques.

## Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to encourage students to see the benefits of being able to speak persuasively in various situations
- to provide students with opportunities to practise speaking persuasively

## Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- recognize reading as an active, constructive process
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

## Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences
- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- approach communication experiences (both sending and receiving) as active, thinking participants
- solve problems and make decisions as part of the communication process
- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- speak to persuade, demonstrate, or entertain
- set clear objectives for speaking and organize talks in a logical manner
- reflect on performance and activities for the purpose of self-assessment
- deliver formal and informal talks of varying types and lengths
- present arguments or information comprehensively and in a logical manner
- participate in oral communication experiences by listening critically and attentively
- read to make connections and gain information

## Suggested Topics

- Bringing about Change  
Persuasive Goals  
Organizing a Persuasive Speech  
Persuasive Strategies  
Critical Listening

## Suggested Resources

- English language arts bibliography for grade 11
- Books on logic and reasoning
- Published and recorded persuasive speeches
- Guest speakers

## **Teacher Information for Module 6**

This section includes information that may be of use to teachers selecting Module 6. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on preparing, rehearsing, and delivering a speech, teachers should refer to the English language arts bibliography for grade 11. In addition, teachers might wish to consult with people who work in the field of communication in their own community.

To prepare and deliver persuasive speeches, students should:

- undertake an audience analysis
- conduct any research necessary
- create an introduction, main body, and conclusion for the talk
- consider an organizational pattern for the talk
- create an outline from which to speak
- rehearse alone and in front of others
- work to overcome their fear of speaking
- establish contact with the audience when they deliver their speeches
- establish their presence as a speaker from the time they are introduced.

Note: Persuasive speaking is an area in which students should pay particular attention to ethical considerations. Persuasion can be self-serving (e.g., persuasive sales techniques). Sometimes speakers justify the use of unethical methods by convincing themselves they are right and know better than the audience. When a speaker asks audience members to alter their beliefs, opinions, or behaviour, the speaker must be sure he or she is using facts and sound logic rather than unethical methods.

### **Purposes**

Students are probably unaware of all the times they use persuasive speaking in the course of a day. Speaking to convince friends to watch one television program over another is an example of persuasive speaking. Sometimes people are frustrated by their inability to express themselves in order to convince others, even though they feel they have good reasons and sound arguments. This module will

encourage students to become more confident in putting forward their points of view.

Students are exposed to the persuasive speaking of others on a daily basis as well (e.g., a television commercial in which a famous athlete tries to convince them to use a particular brand of shampoo). Politicians, spiritual leaders, sales people, and activists all use persuasive speaking as part of their daily communication activities.

This module will encourage students to develop their persuasive speaking abilities within ethical contexts. Through the exploration of persuasive techniques, they will also learn to be effective listeners and decision makers in response to the persuasive speaking of others.

### **Bringing About Change**

Persuasive speakers plan to secure behavioural changes in their listeners by influencing thinking and motivating action. Persuasive speakers attempt to modify their listeners' attitudes and values, and alter their listeners' beliefs. Attitudes, values, and beliefs are interconnected, but differ in their meanings.

### **Organizing for Persuasive Speaking**

#### **Choosing a Topic**

Students should keep the following three guidelines in mind when they are selecting a topic for their persuasive speech. Good topics are:

- controversial
- clear
- supported by evidence.

#### **Stating the Proposition**

Your proposition must be in the form of a declarative sentence which states a claim. There are four general types of propositions: propositions of fact, value, policy, and definition.

A **fact claim** is a statement about how things were in the past, how they are in the present, or how they will be in the future. A fact claim is not a fact; it only claims to be a fact. What makes it arguable is that the speaker has no direct way of establishing the truth of the claim. For example, "The Earth is round" is a proven fact. "In our right-handed world, left-handed people are discriminated against" is a fact claim. A persuasive speaker must provide

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arguments which build a case in favour of the claim, showing that the claim is probably true, or at least is more likely true than false.

**Value claims** are arguable statements concerning the relative merits of something which is measured subjectively (e.g., "Victoria is a better place to go for summer vacation than Calgary"). What makes a value claim arguable is that different people may disagree on the criteria used to evaluate something (e.g., weather, live entertainment, water sports). Differing value claims may be used to argue the value of a variety of topics (e.g., movies, styles of living, community organizations). Defending a value claim involves offering a set of criteria for consideration, defending the set of criteria as legitimate, and showing how applying the criteria justifies the claim.

A **policy claim** is a statement regarding the merits of one course of action as opposed to other courses of action. What makes a policy claim arguable is that, even though people and institutions may not be totally certain about the proper course of action to take, they still must act. To argue in defence of a policy claim is to state that, given the knowledge we have at the present time, it is best to act in the manner proposed rather than in some alternative way.

A **definition claim** is a statement telling how a particular word or phrase should be defined in a certain context. A definition claim is arguable because different people use the same word in contradictory ways. Therefore, the claims made by different people may also be contradictory, when these claims are based on their own special interpretations of word usage and meaning.

## Principles of Persuasion

Students should keep the following principles in mind when they are preparing persuasive speeches:

- People are more likely to change their behaviour if the proposition asks for a small change rather than a large change in their lives (e.g., trying one vegetarian meal rather than becoming total vegetarians).
- People are more likely to consider changing their behaviour if the change will benefit them more than it will cost them. Consider the costs to the audience in terms of money, time commitment, energy, and skill.

- People are more likely to change their behaviour if the change meets their needs. Needs vary in different communities, in different schools, and in different individuals.
- People are more likely to change their behaviour if suggested change is approached gradually in the talk. Move from arguments which the audience will find most acceptable to those which the audience will find more difficult to accept.

## Using Persuasive Strategies

Three basic strategies used in persuasion are appeal to reason, appeal to audience emotion, and appeal to audience needs. Speakers should remember their ethical responsibilities and not use dishonest or misleading persuasive appeals.

## Listening Critically to Persuasive Speaking

The critical listener raises certain questions concerning the meaning of what is said and the intention of the speaker. The critical listener analyzes the persuasive speech, yet withholds judgement until there is enough data for drawing conclusions. Some questions the critical listener might ask include:

- What is this speaker's goal?
- Is the problem as important as this speaker says it is?
- Is there enough evidence presented to justify an acceptance of the speaker's claim?
- Are there pieces of evidence or arguments which have not been introduced?
- Has the speaker provided sources for the data which is presented?
- Does the speaker cover up the main issue through the use of less important examples or details?
- Is the speaker sincere?
- Are the speaker's arguments logical?
- Has the speaker tried to manipulate me by appealing to certain emotions or needs that I have?

Listeners will add questions or change them to suit their own purposes and needs, depending on the uniqueness of each persuasive talk.

## Suggested Activities for Module 6

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessment checklists for persuasive talks are provided at the end of this module.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Audience Analysis

As a class, discuss generally how speakers adapt their message for each audience by selecting different evidence in support of main points (or by selecting different main points). For example, if students were trying to gather support for a new public swimming pool in their community, how would they convince an audience of parents? Local business people? Teenagers? City/town council?

In small groups, ask students to select one of the topics below. Have students record changes they would make in their presentations for the four different audiences listed. This activity may be submitted as a written group assignment or as an oral group assignment, or may be used as a starting point for small group or whole class discussion.

#### Topics:

- Join our Aerobics Class
- Retirement Planning—Don't Wait
- You Need a Kitten
- Volunteer at Your Local Hospital or Nursing Home

#### Audiences:

- Vice presidents of major companies
- Retired people
- High school seniors
- Teachers

(Adapted from Brownell, 1996, p. 255)

### Activity: Transitions

Have students find a transcription of a famous persuasive speech. Have them identify all the transitions used by the speaker to take the listener from one idea to the next.

### Activity: Sales Talks

This activity may be done in groups or with the whole class. It also has possibilities for role playing buyers and sellers in action. The teacher and students may elaborate on or embellish sales conditions. Different students may prepare to take on a variety of roles, or one student may simply prepare a talk using one of the depicted scenarios.

Give students the following scenario: Today you have been asked to help with the summer clearance sale at Shelby's Sports Equipment. Most merchandise is on sale: all athletic equipment is 30% off, some athletic clothing and accessories are 50% off, and some athletic and aerobic shoes are 40% off. Now that you have been given the sales guidelines, you are ready to use your skills to persuade customers to buy Shelby's merchandise.

1. Your first customer is a professional marathon runner. She wants to replace her top-of-the-line running shoes and her lightweight running outfit. In addition, she wants several headbands and 100% cotton socks. You are pleased to note that you have all the items and all are on sale. You are even more pleased that you recognize the customer because she is a frequent store shopper and a local celebrity.

First analyze your audience member (shopper); then draft a two- to three-minute sales pitch to the customer, identifying the persuasive strategies you will use. Finally, speak to your customer, persuading her to purchase the items.

2. Your second customer is a sports "buff." He collects all types of sports t-shirts, caps, and jackets, but is especially proud of his collection of these items displaying the local teams' names. In fact, he specifically came to Shelby's sale to purchase several local teams' clothing items. While you carry the items he wants, none of them is on sale; however, plain t-shirts, caps, and jackets are. You want to make the sale, but the customer is insisting on being given the sale price of 50% off. You have decided to try to sell him the plain versions of the items he wants because they are on sale.

Analyze your audience (customer); then draft a two- to three-minute sales pitch to the customer, identifying the persuasive strategies you will use. Present this talk to your customer, persuading him to purchase the plain versions of the items that are on sale.

3. Your final customers are a group of amateur Olympians, with their trainers. They are pricing clothing, accessories, and shoes for their next competition and have visited several stores to compare prices. They want you to discuss the items they need and give them the best deal you can. A quick, private discussion with Mr. Shelby reveals that the group can have an additional ten percent off all sale items because of the large sale.

Complete your audience analysis. Then, draft a two- to three-minute sales pitch to the customers, identifying the persuasive strategies you will use. Think of some visual aids you might use for these visitors, who may not be familiar with Shelby's sales policy. Then, speak to your customers, and use financial considerations to your best advantage. If they insist that the regular sales prices are not enough, remember that the store owner himself gave you additional guidelines. Use all these facts to your best advantage.

Students and teachers could create other scenarios for the above activity, related to the students' own community and interests.

(Adapted from Chapey, 1989, pp. 115-16)

#### **Activity: Visual Aids to Accompany a Talk or Speech**

Have students create an appropriate visual aid to accompany a persuasive oral presentation that they will be giving in this or any other class, or as part of an extra-curricular or volunteer activity.

#### **Activity: Types of Persuasive Evidence (Group Activity)**

Have students in small groups study each statement below and determine what it would take to convince them to accept that particular position. How much and what type of evidence would it take to persuade the students to agree with the statement?

Have students take turns within the group sharing their responses and discussing the differences among group members.

Statements:

1. It is best to have just two children.
2. University is a waste of time.
3. It is important to have a state-of-the-art computer.
4. Space aliens are living on earth.
5. Be an organ donor.
6. Listening is the most important communication skill.

Note: Instructors should shorten, lengthen, or adapt this list, as desired.

(Adapted from Brownell, 1996, p. 258)

#### **Activity: Understanding Reasoning**

In their notebooks, have students make a list of five statements they know to be true. Then have them determine what type of reasoning each of their conclusions is based on (inductive, causal, analogy, deduction). Discuss as a class.

#### **Activity: Studying Persuasive Talks**

Find examples of historical persuasive speeches by politicians, spiritual leaders, and activists. Study the speeches to determine the structure, the appeals, and the type of reasoning used by the speaker. Be sure to include speakers from various cultures, and both male and female speakers.

#### **Activity: Guest Speaker**

Invite someone to class who regularly makes persuasive speeches in his or her work or other activities. The guest might be a local business person, sales person, activist, union leader, politician, etc. Ask the guest to speak to students about what he or she considers when speaking persuasively. Have students prepare questions beforehand, related to persuasive speaking.

#### **Activity: Planning and Presenting Persuasive Talks**

Have each student plan and present a three- to five-minute persuasive speech on a topic of personal interest. They should consider the following:

- what goal they are trying to achieve
- what values, attitudes, and beliefs they might encounter in their audience
- what attitudes and beliefs they are trying to alter
- what action (e.g., read the newspaper every day) or non-action (do not smoke) they want their audience to take

- what type of reasoning they will use
- what other appeals they might use
- how they will convince the audience they know what they are talking about
- how they might begin and end their speech with strong arguments.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Teacher Assessment Checklist for Persuasive Talk

**Speaker's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

Circle the letter which best represents the student's ability:

V = Very Good

G = Good

A = Adequate

W = Weak

<b>Content Presented</b>					<b>Voice of Speaker</b>				
Relevance of Subject Material	V	G	A	W	Volume				
Personal Knowledge	V	G	A	W	Rate				
Personal Interest	V	G	A	W	Variety (Pitch)				
Audience Involvement	V	G	A	W	Inflection				
Introduction	V	G	A	W	Articulation				
Organization and Body	V	G	A	W					
Solution Proposed	V	G	A	W					
Conclusion	V	G	A	W					

<b>Language of Speaker</b>					<b>General Appearance of Speaker</b>				
Appropriateness	V	G	A	W	Presentation				
Fluency	V	G	A	W	Facial Expression				
Expression	V	G	A	W	Posture/Body Positioning				
Vividness	V	G	A	W	Gestures				
Usage	V	G	A	W	Movement				
					Appropriate Eye Contact				

**Comments:**

Note: Some items listed above (e.g., eye contact) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech, and adapt their assessment instruments accordingly.

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## **Sample Peer or Teacher Assessment for Persuasive Talk**

Student's Name:

Purpose:

Audience:

Context:

Date:

Rating Scale: 1 = Excellent   2 = Good   3 = Average   4 = Fair   5 = Weak

1 2 3 4 5   Preparation

- Identified purpose.
- Analyzed audience (including which attitudes, beliefs, and values were important in relation to topic).
- Researched topic to the point of having some expertise in the matter.
- Analyzed benefits and shortcomings of proposition.
- Considered possible arguments that could be presented opposing proposition.
- Considered the use of reason an important strategy in presentation.
- Considered ways to enhance the appeal of talk.

1 2 3 4 5   Strong and effective opening

- Stated clearly the claim or proposition.
- Showed an understanding of the audience's beliefs and attitudes.
- Tried to win audience's good will in first few sentences.

1 2 3 4 5   Clearly organized and logically presented body

- Placed best argument either first or last.
- Used reason in the arguments presented.
- Used a justifiable and ethical appeal to audience emotion (if applicable).
- Stated ethical intention and used ethical language.

1 2 3 4 5   Strong and effective ending

- Summarized main points of the talk.
- Restated proposition.

1 2 3 4 5   Delivery

- Used appropriate volume and diction.
- Used appropriate pacing.
- Demonstrated sincerity.

Comments:

## Module 7: The Art of Debating

### Time

10 - 20 hours

### Module Description

This **optional module** is intended to help students develop confidence in their abilities to prepare, present, and defend logical arguments. The confidence to speak about an issue in a situation where people disagree does not come easily to most students. Debating encourages students to think through all sides of an issue and speak out in a constructive manner. In this module, students have the extended time needed to develop their debating skills, and explore the application of debating skills to life situations.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to develop students' confidence in presenting positions and arguments

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- practise the behaviours of effective, strategic readers
- recognize that speech is an important tool for thinking, learning, and communication
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- practise the behaviours of effective, active listeners

### Learning Objectives

- select and apply appropriate methods of communication in various experiences
- work collaboratively with others

- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- solve problems and make decisions as part of the communication process
- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- demonstrate the ability to find and select relevant text
- speak to clarify and extend thinking
- speak to persuade, demonstrate, or entertain
- attend to voice, body language, and delivery of oral presentations
- set clear objectives for speaking and organize talks in a logical manner
- present arguments and information comprehensively and in a logical manner
- participate in oral communication experiences by listening critically and attentively
- listen to make connections, interpret, or infer
- listen to confirm, summarize, question, or predict
- recognize speaker's purpose, attitude, tone, and bias
- analyze the way in which topics are organized and identify speakers' techniques

### Suggested Topics

Propositions  
Proof  
Debate Formats  
Strategies  
Types of Debates (academic, legal, parliamentary)

### Suggested Resources

- English language arts bibliography for grade 11
- Books on debating
- Transcripts or recordings of debates
- Field trips and guest speakers
- Local debating groups or clubs

## **Teacher Information for Module 7**

People encounter situations in which they find themselves in an argument—with a friend, with a co-worker, or with a clerk in a store. Most people do not know how to argue logically while staying calm. Many people are intimidated by arguments and do not know how to put their ideas forward confidently. Sometimes arguments are interpreted as “fights” and hard feelings result.

Arguments do not have to be seen as negative experiences. They can, instead, be seen as an exchange of ideas, and people can develop the ability to discuss opposing opinions without becoming angry.

Debating is a way of arguing constructively. Through debating, students can:

- develop positive attitudes toward the intellectual exchange of ideas
- develop an interest in the investigation of issues and problems
- become more adept at developing and putting forward ideas
- learn to think quickly
- learn to work as a team
- develop leadership skills
- develop speaking and listening skills.

The information on debating presented in this module is basic. Teachers should refer to the English language arts bibliography for grade 11 for more extensive and detailed information on debating. In addition, they might consult with a local debating club, if one exists. Individuals with debating experience might visit the class and/or act as judges for the students’ debates.

**Note:** It is not intended that the information here be taught routinely, outside of the context of students’ communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

## **Debating as a Speaking and Listening Activity**

In a debate, speakers must speak spontaneously, even though they have prepared their arguments ahead of time. It is essential that debaters listen carefully to each speaker and then quickly plan how they will present their own arguments in the most strategic manner.

In many classrooms, debates occur on a “one-shot” basis. That is, debating is presented as an activity; students participate in one debate and then they move on to other activities in the subject area (e.g., social studies). This module presents the opportunity for students to develop their speaking and listening skills by participating in several debates and debating activities. The speaking and listening skills so essential to debating develop over time as students practise, and as they reflect on their own and others’ presentations.

### **Definition**

This module focuses on formal, academic debate. An academic debate is usually about an hour long. Two teams argue opposite sides of a “proposition” in an orderly manner, following agreed upon rules. Teams argue their proposition using reasoning and evidence.

### **The Proposition**

The proposition is the arguable statement. An affirmative team argues in favour (e.g., that high school mathematics curricula should be the same in every province in Canada). The negative team argues against the proposition. The negative team usually argues in favour of the current position or situation, as the proposition is usually in support of a change to the way things currently are.

A good proposition for a debate is one that:

- can be argued on both sides
- contains a single idea
- is relevant and significant
- is controversial.

There are two types of debate propositions. One is based on action or policy (that something should happen; e.g., that tobacco advertising should be banned in Canadian publications). The other is based on values (that one position or belief is qualitatively better than another; e.g., that 20th century music is not beautiful to the ear).

## Proving the Arguments

The key in debating is the proof of arguments. Proof can be in the form of either logical reasoning or evidence.

Logical proof is based on common sense and common knowledge. Value debates usually use this type of proof, which is more subjective. Debaters use logic and common sense to build a convincing case.

Evidence includes facts and statistics from reliable sources. Action or policy debates usually use this type of proof, although they may use both types.

## Time Keepers and Judges

Because formal debates follow established procedures and rules, a time keeper is necessary to keep track of each person's speaking time and the time given to teams to prepare arguments and rebuttals during the debate. Preparation time is usually set at one to two minutes between speakers. If a team takes longer, the time is subtracted from the speaking time.

The time keeper has cards that he or she holds up to let debaters know how much time has passed. If a speaker has eight minutes to speak, the time keeper holds up cards counting down from the time allotted (eight minutes, seven minutes, six minutes, etc.).

The judge or judges determine the winner of the debate, based on the proof provided by the teams and the effectiveness of their arguments and presentation. The judge might be the teacher, a panel of teachers, guest(s), or class members. Judging should always be based on debate criteria.

## Debate Procedures

There are several different academic debate procedures that the teacher and students might explore. The standard debate is described below.

Standard debate teams usually have two people on each side, although teachers can adapt this format to include more students. The standard format uses two types of speeches: constructive speeches and rebuttal speeches. The constructive speeches are those that present the side's arguments. The rebuttal speeches are those that the side develops during preparation time to try to counteract the arguments of the opposing side.

The **standard debate format** is usually as follows:

1st affirmative constructive	8 minutes
1st negative constructive	8 minutes
2nd affirmative constructive	8 minutes
2nd negative constructive	8 minutes
1st negative rebuttal	4 minutes
1st affirmative rebuttal	4 minutes
2nd negative rebuttal	4 minutes
2nd affirmative rebuttal	4 minutes

Preparation time can be set at either one or two minutes between speakers. Teachers can include more students by having students present in teams, rather than as an individual. For example, the person presenting 1st affirmative could be 2 students presenting for 4 minutes each.

The **cross examination debate format** is similar to the standard format, except for the addition of question periods (or "cross examinations") after each speaker. The format is usually as follows:

1st affirmative constructive	8 minutes
cross examination	3 minutes
1st negative constructive	8 minutes
cross examination	3 minutes
2nd affirmative constructive	8 minutes
cross examination	3 minutes
2nd negative constructive	8 minutes
cross examination	3 minutes
1st negative rebuttal	4 minutes
1st affirmative rebuttal	4 minutes
2nd negative rebuttal	4 minutes
2nd affirmative rebuttal	4 minutes

The **Lincoln-Douglas debate format** is also described in the activity section of this module.

## Arguing the Affirmative

Because the affirmative side is the one proposing a change and calling for action, the onus is on the affirmative to prove its position should be adopted. This is called "burden of proof." The affirmative side needs to put together its arguments in order to convince that change is necessary and will make things better than they are now. This involves:

- pointing out problems with the current situation (the "status quo")
- convincing that the problems are significant
- pointing out benefits of the proposed change
- finding reliable experts to back up the claims
- predicting what the opposing arguments will be and developing counter arguments

- planning for a logical flow in the presentation of arguments.

## Arguing the Negative

The negative side's task is simply to defeat the affirmative's position. This involves:

- developing arguments in defence of the present system or status quo
- convincing that any problems referred to by the affirmative are insignificant
- developing reasons for opposing the affirmative's proposition
- finding reliable experts to back up the opposition
- questioning the affirmative's proof.

## Debate Speakers

The following chart outlines speaker responsibilities:

Speaker	Responsibility
1st affirmative constructive	presents reasons for change and a solution
1st negative constructive	challenges affirmative's definition of terms and topicality, and refutes affirmative's contentions or advantages
2nd affirmative constructive	rebuilds affirmative's case, refutes major negative arguments, and extends remaining affirmative arguments
2nd negative constructive	presents objections to affirmative's plan (based on workability, solvency, and disadvantages)
1st negative rebuttal	refutes, extends, and develops the case arguments introduced by the 2nd affirmative
1st affirmative rebuttal	responds to all negative arguments (2nd negative constructive and 1st negative rebuttal)
2nd negative rebuttal	selects and extends most important negative arguments
2nd affirmative rebuttal	answers negative's objections and re-establishes affirmative case

(From Goodnight, 1996, p. 24)

Note: There are many specific, structured strategies for arguing both affirmative and negative positions in debating. Teachers should refer to resource materials on debating for further, more detailed information.

## Suggested Activities for Module 7

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessments for debate are provided at the end of this module.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Propositions

Discuss the characteristics of good debate propositions. Have each student write one or two propositions he or she would like to debate. Students might arrive at these by looking through newspapers for issues that interest them.

Discuss the propositions as a class, looking at each one in terms of characteristics of good propositions. Revise them until they are good, debatable propositions. Discard the ones that cannot be revised. Keep the revised propositions for future use and reference.

### Activity: Terminology

Discuss debating terms with which students might not be familiar. The following list includes a few examples:

- status quo
- burden of proof
- cross examination
- constructive speech
- rebuttal
- value debate
- *prima facie* case
- solvency
- stock issues.

Have small groups of students create a crossword puzzle using debate terminology.

### Activity: Proof

Discuss the two kinds of proof: logical arguments and evidence.

Return to the list of propositions created and revised by the students. As a class, decide which of them are action propositions and which are value propositions. Decide which type of proof would be appropriate for arguing each proposition (logical reasoning, evidence, or both).

### Activity: Strategies

As a class, research and/or discuss various debate strategies. When students have discovered a number of different possible strategies, have small groups choose a strategy to explore further. Make sure that an equal number of affirmative and negative strategies are explored.

Ask each group to do a presentation to the class on its strategy. The purpose is to teach the rest of the class. Students should be creative in their method of presentation: role play, re-enactment, video example, whole class participation, etc.

### Activity: Strategies

Have students work in small groups. Ask each group to choose a proposition from the master list. Have the group plan a strategy for arguing the affirmative. Next, have them plan a strategy for arguing the negative. Have each group present its strategies to the whole class.

### Activity: Lincoln-Douglas Debate (or other debate format)

Have students work in groups of four to debate using the Lincoln-Douglas format (two debaters, one judge, one time keeper). The purpose is to have students practise their debating and quick-thinking skills.

The Lincoln-Douglas debate is usually reserved for value debates and has only one person on each side. Relatively more time is given to cross examination because arguments in value debates can be developed subjectively and are not necessarily based on researched evidence. The quick-thinking skills of the debater come into play.

The format for the Lincoln-Douglas debate is usually as follows:

affirmative constructive	6 minutes
cross examination	3 minutes
negative constructive	7 minutes

cross examination	3 minutes
affirmative rebuttal	4 minutes
negative rebuttal	6 minutes
affirmative rebuttal	3 minutes

Because these debates involve only two students, teachers can provide many different opportunities for students to pair up and debate appropriate issues. Students could work in groups of four: two debaters, one time keeper, one judge.

Allow three class periods for this:

- class 1 - students work in pairs to select a value proposition and develop arguments (one student affirmative and one student opposed)
- class 2 - two students debate (remaining two in the group act as time keeper and judge)
- class 3 - the other two students debate.

#### **Activity: Guest Speaker**

The following are suggestions for guest speakers:

- Invite a lawyer to the class. Ask him or her to talk about the role of debating in law and to explain how legal debate differs from academic debate.
- Invite a politician, political scientist, or political journalist to the class. Ask him or her to talk about the role of debating in politics and to explain how parliamentary debate differs from academic debate.
- Invite someone from a local debating society to the class. Ask the person to talk about debate procedures and to explain the benefits of being involved in academic debating.

Before the speaker is to come to class, have students prepare questions.

#### **Activity: Formal Debate**

Have students work in teams to prepare and present a formal debate using either standard or cross examination format. Invite guests to be judges.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## **Sample Assessment for Debate**

This form can be used for the assessment of an individual or a debate team by self, by peers, or by the teacher.

**Debater(s):**

**Rating Scale:** Excellent - 1 Very Good - 2 Good - 3 Fair - 4 Poor - 5

	<b>Rating</b>	<b>Comments</b>
Preparation		
Organization and presentation		
Analysis of issue		
Evidence		
Rebuttal		
Challenge to opponents		
Response to questions		

## Sample Parliamentary Debate Assessment

Debaters: \_\_\_\_\_

Date: \_\_\_\_\_

**(Government Leader)** Low High

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

**First Speaker (Negative)**

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

**Second Speaker (Affirmative)**

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

**Second Speaker (Negative)**

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

**Third Speaker (Affirmative)**

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

**Third Speaker (Negative)**

Analysis	1 2 3 4 5
Evidence	1 2 3 4 5
Organization	1 2 3 4 5
Delivery	1 2 3 4 5

Total \_\_\_\_\_

- |   |
|---|
| 1. Government Leader<br>5 min.            |
| 2. First Speaker (Negative)<br>5 min.     |
| 3. Second Speaker (Affirmative)<br>5 min. |
| 4. Second Speaker (Negative)<br>5 min.    |
| 5. Third Speaker (Affirmative)<br>5 min.  |
| 6. Third Speaker (Negative)<br>7 min.     |
| 7. Government Leader Rebuttal<br>2 min.   |

(Mowbray & George, 1992, pp. 67-68. Used with permission of Pembroke Publishers Ltd.)

## Module 8: Persuasive Writing

### Time

10 - 20 hours

### Module Description

This **optional module** provides students with experience in clarifying a position, preparing arguments, and organizing a persuasive written report or article. Students will have opportunities to read and respond to the persuasive writing of others, and decide what it is that makes an effective piece of persuasive writing. Students will also examine moral and ethical issues related to persuasion techniques.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to encourage students to see the benefits of being able to write persuasively
- to provide opportunities for students to practise writing persuasively

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats for a variety of purposes and audiences
- practise the behaviours of effective, strategic readers
- enhance written presentations with appropriate visual, audio, multimedia, and other aids

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- think creatively and critically when speaking, listening, reading, writing, viewing, and representing
- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- use the writing process to organize thoughts and discover new areas of knowledge
- demonstrate the ability to transmit existing information with clarity and brevity
- use specific concrete language to protect the integrity of the message
- confer with peers and teachers
- analyze and evaluate own and others' writing
- demonstrate the ability to find and select relevant text
- recognize patterns of organization within text (chronological, spatial, logical)

### Suggested Topics

- Types of Persuasive Writing  
Persuasive Strategies  
Direct and Indirect Patterns of Organization  
Voice  
Credibility

### Suggested Resources

- English language arts bibliography for grade 11
- Published examples of persuasive writing
- Letters to the editor from local and national newspapers and magazines
- Newspaper and magazine editorials

## Teacher Information for Module 8

This section includes information that may be of use to teachers selecting Module 8. However, teachers should keep in mind that the information provided here is basic; that the field of communication is an evolving one; and that new resources, including multimedia resources, will continue to become available. For more information on researching, organizing, and presenting written material, teachers should refer to the English language arts bibliography for grade 11. In addition, they might wish to consult with people who work in the field of communication in their own community.

For persuasive writing, students should do the following, as appropriate to their writing task:

- select and narrow a topic
- think about their audience attitudes, values, and beliefs
- evaluate sources of information
- make notes from sources of information, relating to arguments and evidence
- use what is known as the writing process
- consider the reasoning process and types of reasoning
- select an organizational pattern
- consider the beginning and ending
- develop the main body
- edit and revise
- proofread for style and mechanics in order to present a positive image
- share their drafts with others and consider their comments
- present their writing in an appropriate format.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises.

## Persuasive Objectives

The purpose of persuasive writing is generally to bring about attitudinal and/or behavioural change in the readers. Writers must first try to identify the readers' current position, then decide if they want to:

- **shape** readers' attitudes on a topic about which they know little or have not given serious thought

(e.g., convince them that drinking water should/should not be fluoridated)

- **reinforce** existing attitudes about which they would like readers to feel even more strongly (e.g., convince them that they should be vigilant in their concern for high quality health care)
- **reverse** attitudes they want readers to abandon (e.g., convince them to like something which they now dislike or persuade them that a problem exists where they feel everything is fine).

## Planning Persuasive Strategies

Persuasive writers must plan the strategies they will use to gain reader support for the actions they recommend and the positions they advocate.

Possible persuasive strategies include: emphasizing benefits for the readers, addressing readers' concerns, showing sound reasoning, and presenting reliable evidence.

### Emphasizing Readers' Benefits

The writer explains to readers how they will benefit from performing the action, taking the position, or purchasing the product recommended. If the targeted readers are members of an organization, the writer might stress organizational objectives and organizational growth needs.

### Addressing Readers' Concerns

It is always a good strategy for persuasive writers to try to predict what the readers' responses will be. They should try to counteract any negative thoughts or arguments that could possibly arise in their readers' minds.

### Showing Sound Reasoning

Sound reasoning is the persuasive writer's best weapon. In many cases, it is not enough merely to identify the benefits of taking a position or an action. The writer needs to persuade readers that the decisions or actions recommended will actually bring about benefits, and explain why (e.g., the new equipment recommended will reduce costs because ...; the product modifications recommended will boost sales because ...).

Sound reasoning is essential when writers are drawing conclusions from a group of facts. Writers must persuade readers that the conclusions drawn are justified in the light of real evidence.

## The Reasoning Process

In order to have confidence in the writer, readers must understand the following: the writer's claim, the evidence, and the line of reasoning.

- The **claim** is the position the writer wants readers to accept.
- The **evidence** consists of observations, facts, and other information provided in support of the claim.
- The **line of reasoning** is the connecting link between the claim and the evidence—the reasons given for believing that the evidence proves the claim.

## Presenting Reliable Evidence

Reliable evidence is the kind of evidence readers are willing to accept. This varies, depending on the field. For example, in many business situations, personal observations and anecdotes by knowledgeable individuals are accepted as reliable evidence. In scientific fields, certain experimental procedures are accepted as reliable, whereas common wisdom and ordinary observations are not. A writer needs to use common sense to determine what type of evidence is needed.

**Note:** Persuasive writing is an area in which students should pay particular attention to ethical considerations. Persuasion can be self-serving and manipulative. Students should be reminded to consider their readers' needs, and to build a case using facts and logic rather than unethical methods.

## Organizing to Create a Positive Response

It is not only the variety and amount of information that is critical in a communication, but also the way in which readers **process** that information. As a persuasive writer, you must carefully choose the organizational pattern which best suits your purpose. You must also ensure that all the parts of your persuasive piece fit together tightly.

## Direct Pattern of Organization

In a direct pattern of organization, the writer's main point is stated first. Evidence and other related information are given afterwards. For example, if a writer is recommending that a company make a particular purchase, he or she would begin with the recommendation, and present the arguments in favour of the purchase.

The direct organizational pattern works well when your readers' initial response is all important (e.g., you have worked out a solution to a problem, or you have good news). The direct pattern also works well when you are recommending a course of action, or presenting an analysis which you expect your readers to view favourably.

## Indirect Pattern of Organization

An indirect pattern of organization postpones the "bottom line" statement until all the evidence and related information have been presented. You would first discuss the situation; then, make your recommendations **after** presenting your arguments. By using an indirect pattern, the writer can prepare readers for the recommendations about to be made (e.g., by discussing goals and strategies beforehand). The indirect pattern is particularly useful when you are conveying information which your readers might view as threatening. The indirect pattern avoids the risk of inciting readers' initial negative reactions. However, it can frustrate the reader who wants to know the "bottom line" first.

## Choosing an Appropriate Voice

The **voice** you choose to write in is an important element of your persuasive strategy; it represents both the role you assign yourself and the role you assign your readers. For example, if you intend to write for your peers, but you assume the voice of a superior authority, your readers may resent their implied role as inferiors. If your audience responds to your voice in a negative way, it will not receive your message openly.

## Establishing Your Credibility

Your credibility is the belief your readers have regarding whether you are a good source of information and ideas. When people believe you are credible, they are more likely to accept the things you say. If people do not find you credible, they may refuse to consider your ideas seriously, no matter how soundly you present your case.

## **Suggested Activities for Module 8**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. A Sample Assessment for Persuasive Writing is provided at the end of this module.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Workshopping**

Have students find an ad, letter to the editor, or very short article in the newspaper, TV guide, etc. Place students in small workshop groups (four or five students). Ask students to workshop the pieces they have selected and then rewrite them based on the other students' comments.

From an activity such as this, the teacher can determine what experience the students have with workshop groups and how much time they need to spend teaching the writing process and workshopping methods.

### **Activity: Writing**

Have students write a brief report (less than a page) of an event that occurred in their school or community. Have them work through the steps of pre-writing, drafting, revising, and sharing or publishing. Again, this activity will tell teachers how much experience their students have with the writing process.

### **Activity: Recognizing Persuasive Writing Objectives and Patterns**

Have each student find two persuasive messages of one to two pages each in length (e.g., memos, reports, marketing letters, articles). Ask the students to:

1. Identify the writer's objective(s).
2. Determine (and comment on) the persuasive strategies used :
  - What are they?
  - Do they work well? Explain.
  - Could different strategies be equally effective in this particular situation?  
Elaborate.
3. Comment on the pattern(s) and voice being used, indicating whether they believe they are appropriate.
4. State whether they, as readers, found the persuasive piece convincing. They should provide reasons to justify their statement.

Ask students to hand in their responses in a written format, with copies of the articles or messages attached.

### **Activity: Organizational and Personal Objectives**

Have students work in small groups. Ask groups to brainstorm 10 statements that they could argue persuasively; for example:

- people should not smoke
- rock music is better today than it was in the 80s
- schools and workplaces should ban junk food vending machines
- students should go to school only half a day and have a job placement for the other half.

Have students record their statements for later use.

Next, have them research the objectives of three organizations in their community: places of business, clubs such as 4H, charities, sports groups, music groups, etc.

Next, have each person in the group put forward two long-term personal goals (to get a good education, to have adventures, etc.).

Each group should now have a list of arguable statements, a list of organizational goals, and a list of personal goals. The task is to have each group look at the arguable statements and decide if any of them could be argued using the organizational or personal goals if the circumstances were appropriate. Have students go through the statements one by one, and then present their findings briefly to the rest of the class.

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### **Activity: Journal Entry—Recalling Persuasive Tactics**

Have students write a journal entry about a situation in which they tried to persuade an adult to make a particular decision or to take a certain action:

- convincing a parent to let them go away for the weekend
- convincing a teacher to let them hand in an assignment late
- convincing a coach to let them play a certain position.

Have students describe the person, the situation, and the person's attitude before they made their persuasive effort, and the outcome they desired. Ask students to decide whether they needed to bring about a change in attitude to achieve the desired outcome and, if so, whether that change involved shaping, reinforcement, or reversal. Then ask students to describe their persuasive strategies. For example, if they anticipated counter arguments, have them identify the arguments and explain how they dealt with each.

Did their persuasive effort work? Have students think about how they might argue differently if they were to make their argument again.

### **Activity: Counter Arguments**

Create a number of different scenarios to give to small groups of students. The following are three examples:

- a group of students is putting forward the argument with teachers and principal that they should get a week away from regular classes to organize and carry out fundraising activities for local charities
- art students in the school are putting forward the argument that they should be allowed to paint the outside of the school with murals
- a group of part-time employees at a local fast food restaurant is arguing with the employer that a union would be beneficial.

Give each small group a different scenario. Have the group imagine at least three counter arguments to its position, and then decide how to deal with these.

### **Activity: Planning and Designing a Promotional Brochure**

Give students the following scenario: You have a summer job as an assistant recreation director for youth, in an area where there are many elementary school children. You have access to a gymnasium and a park, and an operating grant which allows you to hire two helpers.

Have students briefly outline a program they might offer. Then have them prepare a promotional brochure describing their program, to be sent to parents and to schools before the summer break. Students should use appropriate persuasive strategies and patterns of organization in their brochure.

### **Activity: Creating a Promotional Poster**

Have students design a promotional poster to be posted in their school, inviting students to come out and support a fundraising drive for one of their favourite charities. Before constructing the poster, students should prepare an outline which includes their persuasive objectives, strategies, pattern, and voice. In their outline, they should also state how they will attempt to establish their credibility.

### **Activity: Studying Propaganda**

Propaganda is a form of persuasion. As a class, discuss propaganda and various techniques. In small groups, have students select one aspect of propaganda and undertake a group project, to be presented in some way to the rest of the class. Possible topics include:

- propaganda in journalism
- propaganda in World War II
- propaganda during the Gulf War
- propaganda in China during the Cultural Revolution
- propaganda in American movies.

In their project, students should focus on persuasion techniques that are used in propaganda. They might also focus on ethics and propaganda.

### **Writing a Persuasive Article**

Have students choose a controversial arguable topic, taking one side of the argument. Have each student write an editorial for the daily newspaper, stating his or her view and attempting to persuade readers.

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Have students prepare an outline first, in which they analyze their reading audience, state their objectives, plan their strategies, choose appropriate patterns, and establish credibility.

#### **Activity: Writing Short Persuasive Pieces**

- In the format of a letter, or in the format of a newspaper advertisement, have students plan and create an appeal to obtain financial backing for a school team or club.
- Have students take the role of an author and create a written description of their latest book. This description must be designed to persuade people to buy the book.
- Have students take the role of a film script writer and write a description of their latest movie idea. They must then prepare a written "pitch" to film producers, trying to convince them that they should produce the movie.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

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## Sample Assessment for Persuasive Writing

Student's Name:

Purpose:

Audience:

Date:

Rating Scale: 5 = excellent 4 = very good 3 = good 2 = fair 1 = poor

1 2 3 4 5      Considers and addresses an audience whose views may differ from own.

1 2 3 4 5      Anticipates opposing arguments.

1 2 3 4 5      Clearly states position on an issue that will interest the audience.

1 2 3 4 5      Presents points clearly and logically.

1 2 3 4 5      Supports positions with valid evidence and logical arguments (e.g., facts, statistics, examples, reasons, expert opinions) and responsible appeals to emotion.

1 2 3 4 5      Reinforces arguments, if appropriate, with charts, graphs, and tables.

1 2 3 4 5      Ends in a way that prompts readers to take a certain course or action, or to reconsider their thinking.

1 2 3 4 5      Writing is clear, coherent, and complete.

1 2 3 4 5      Writing is free of errors in sentence structure, usage, capitalization, and punctuation.

Comments:

## Module 9: Writing and Presenting Proposals

### Time

10 - 20 hours

### Module Description

This **optional module** is designed to provide students with experience in writing and presenting proposals for projects, funding applications, and entrepreneurial endeavours. Students will examine the various situations in which they might be required to write a proposal, and explore factors that make proposals successful in achieving the goals of the company or individual who presents them.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to introduce students to various situations in which proposal writing might be required of them
- to provide opportunities for students to practise writing proposals

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats for a variety of purposes and audiences
- practise the behaviours of effective speakers
- listen effectively in a variety of situations
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences
- work collaboratively with others

- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- consider purpose, occasion, and audience in communication endeavours
- manage time and resources when planning communication experiences
- demonstrate the ability to transmit existing information with clarity and brevity
- using appropriate writing strategies, construct first drafts, rewrite, revise, edit, and proofread
- confer with peers and teachers
- analyze and evaluate their own and others' writing
- practise writing for informational and practical purposes
- practise basic oral communication skills
- set clear objectives for speaking and organize talks in a logical manner
- reflect on performance and activities for the purpose of self-assessment
- provide appropriate feedback
- design and create aids to illustrate, focus, reinforce, demonstrate, or attract attention
- create computer-generated images, charts, transparencies, etc. using available software

### Suggested Topics

- Types of Proposals
- Planning and Organizing a Proposal
- Informal and Formal Proposals
- Feasibility Studies and Reports

### Suggested Resources

- English language arts bibliography for grade 11
- Examples of various types of proposals
- Guest speakers whose businesses or careers involve proposal writing (e.g., artists, scientists, entrepreneurs, consultants, etc.)
- Internet
- Examples of visual, audio, multimedia aids

# Teacher Information for Module 9

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

## Definition of Terms

**Proposals** are documents intended to persuade readers to adopt an idea, service, or product. Proposals can be directed to decision makers within an organization (in-house proposals), to clients outside an organization (e.g., sales proposals), or to associations which fund certain activities (grant proposals). Proposals may be presented in a short, simple format (informal proposals) or a lengthier, more detailed format (formal proposals). Proposals may be requested by the reader or submitted without request.

**Feasibility Studies** are documents written to study the practicability of a proposed change (e.g., policy, product, service, course of action). They are often conducted as a result of a proposal, and they examine details such as costs, effects, and alternatives. Although feasibility studies are objective in reporting facts, the **feasibility reports** (which arise from the studies) are designed to help readers decide to:

- adopt or reject the idea discussed
- adopt one of the alternatives presented.

Feasibility studies may be internal (done within an organization itself) or external (requested by clients outside an organization).

## Writing Proposals in Response to Requests

Requests for proposals may appear in newspaper advertising sections, inter-office mail, newsletters, electronic bulletin boards, etc. Organizations might also invite individuals or companies to submit proposals.

The following are examples of this type of proposal:

- A high school is adopting new school colours, a new mascot, and a new logo. The administration and student council ask for written proposals from students.
- A clothing company wants a new image, to be established by an extensive advertising campaign. The company calls for proposals from advertising companies.
- A branch of the provincial government wants to conduct a study on provincial parks to determine whether services are adequate for the number of people using each park. The branch calls for proposals from independent consultants and consulting agencies.
- An arts organization is hosting a national conference and wishes to contract the organization of the conference. It calls for proposals from individuals and public relations companies.

The following guidelines apply to writing such proposals:

- learn everything possible about the organization or prospective client
- tailor the proposal to fit the needs of the organization or client
- recognize all the critical factors that will be used in the assessment of the proposal
- anticipate any objections that could occur
- avoid subtlety and humour in the proposal; also avoid weak general phrases
- use appropriate graphics to highlight the ideas.

## Planning and Organizing a Proposal

Readers of proposals generally have four main concerns that proposal writers should address:

- **The problem.** Explain why you are making your proposal and why the readers should be interested in it.
- **The solution.** Describe what you propose to do or make, and explain how it relates to the problem you describe.
- **Costs.** Explain what your proposed activity or product will cost, and why it is worth the cost.
- **Your capability.** Explain how readers will know they can depend upon you to deliver what you promise.

## Writing Proposals for Personal Projects

These are usually proposals for funding and are initiated by the individual or group making the application. The following are examples of such proposals:

- A dance group wishes to host a national dance festival in its home city. The group sends a proposal for funding and a request to use city-owned venues to the municipal government.
- The biology department of a university wishes to conduct a scientific research project. The department prepares a proposal for funding to be submitted to a federal research funding agency.
- An individual visual artist proposes to create a new series of art works. The artist makes a proposal to a provincial arts agency, requesting funding for research and materials.
- An entrepreneur wishes to start a small business. He or she prepares a proposal for start-up funding through a special program designed to encourage small business development.
- A group of students proposes to run a yard-care business during the months of July and August. The group develops a proposal for funding to advertise its business and purchase materials through a special federal program designed to encourage summer employment for students.

The following are tips for preparing such proposals:

- make inquiries before preparing your proposal
- carefully answer any and all questions on application forms
- summarize your project in a few sentences
- find out who will be assessing your proposal
- do not be modest about your qualifications
- focus on significance
- express confidence in your ability to carry out the project.

## Conducting Feasibility Studies and Writing Reports

A manager who needs to make a choice from a number of competing programs or alternatives often instructs a member of the staff to conduct a feasibility study and write a feasibility report. A feasibility study is usually a staff activity in which an

employee (or a small group of employees) gathers data on two or more alternatives, analyzes the data, and draws some conclusions. The feasibility report is the end product of such a study. It is a document which discusses alternatives and makes recommendations, supported by data. The feasibility report is sometimes called a recommendation report or an analytical report.

When a person conducts a feasibility study, he or she assesses the practicability and desirability of pursuing some course of action. The study consists of gathering data, analyzing it, and drawing conclusions. The writer does not begin the report until the study is complete. Therefore, when the writer begins, he or she knows what the conclusions are, and what the recommendations will be.

**Note:** The writer of a feasibility study is not necessarily the person who conducted the study. Sometimes writers are hired just to write the report. In such cases, the writer works closely with the person or team that conducted the study, and all communication skills are important: listening, speaking, reading, writing, viewing, and representing.

## The Feasibility Study

The following are steps in conducting a feasibility study:

- ***Articulate the problem.***

Be sure that all participants are clear in their understanding. State the problem in a sentence or two and get agreement from all involved.

- ***Identify a set of reasonable alternatives and a number of evaluation criteria that fit the problem.***

Be sure to consider alternatives which are suitable as solutions to the problem. Also, take care to choose criteria to measure alternatives fairly.

- ***As data is gathered, add or delete alternatives or criteria as necessary.***

Sometimes, the alternatives and criteria finally discussed in the report are different from those used to begin the study, because what seems to work at first might prove to be unsuitable after the research has been completed.

- **Determine the weight given to each of the various criteria.**

The manner in which criteria are selected and the weight assigned to each criterion will largely determine the result of the study (and therefore what will be reported). In many feasibility studies and reports, the criteria used are not given equal weight. It is very important to consider carefully the weighting assigned. Logical reasons for the weighting must be provided.

## Planning and Organizing the Feasibility Report

All feasibility reports are written to help decision makers choose between two or more courses of action. Even when a feasibility report focuses primarily on one course of action, the reader is considering one or more other courses (e.g., an alternative not recommended or the option of leaving things the way they are).

Before beginning the report, the writer should assess the purpose, audience, and situation. The primary audience for feasibility reports is always decision makers who will ask a variety of questions. There might also be a secondary audience (e.g., the public, shareholders, others with an interest in the outcome).

### Questions to be Answered by the Report

Following are some basic questions asked by decision makers when they read feasibility reports. In nearly all situations these questions remain important.

- **Why are these alternatives important to consider?**

The writer may need to provide a detailed explanation of the problem to ensure that the readers appreciate the importance of considering the alternatives.

- **Are the criteria reasonable?**

If readers are going to choose from alternative courses of action, the alternatives must be evaluated in terms of specific criteria. Be sure the criteria reflect the needs and aims of the organization, and also that the criteria are explicitly stated.

- **Are the facts reliable?**

If decision makers are going to take action based on the report, they must be certain that the facts are reliable.

- **What are the important features of each alternative?**

Present an overview which highlights each alternative's key features.

- **How do the alternatives measure up against the chosen criteria?**

Readers want to know the results of the evaluation of the alternatives in terms of the criteria.

- **What are the overall conclusions regarding the merits of each alternative?**

Decision makers need to understand clearly the conclusions because these conclusions play an important role in their decision making.

- **What is the final recommendation?**

In the final analysis, readers must choose one course of action. Expertise on the subject will provide credibility for the alternative recommended.

## **Suggested Activities for Module 9**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. A Sample Reader Analysis for Proposal Writing is provided at the end of this module.

Note: Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Informal Proposals (Individual or Group)**

- Have students write an informal proposal (one to five pages) to the school administration, proposing arrangements for a class field trip. Have students choose a field trip in which they would be interested.
- Have students write an informal sales proposal to a local convenience store to stock and sell crushed ice drinks.

Students can be encouraged to come up with their own scenarios and proposal writing ideas.

### **Activity: Formal Proposals (Individual or Group)**

Have students imagine the following situation: Their school at present has no canteen and no cafeteria; the nearest café is 12 blocks away. Ask students to write a formal proposal to the Board of Trustees, in which they propose that they be allowed to set up a student-run cafeteria.

### **Activity: Business Proposal**

Have students work in small groups. Give students the following scenario: The federal government has created a special program through which students can apply for assistance to operate a summer

business. The maximum amount of the start-up grant is \$1,000.

Have each group of students create a list of criteria for students applying for the grant (who is eligible, what the money can be used for, how grant recipients will report back at the end of the summer, etc.). Have each group create the questions for an application form.

Next, have groups exchange their criteria and application forms. Each group will write a proposal for a project based on another group's criteria.

### **Activity: Proposals in Response to Requests**

Ask students to check newspapers for requests for proposals (business, the arts, feasibility studies, etc.). As a class, discuss whatever requests are found. Discuss information provided in the request and possible ways to write a proposal in response.

Have students work in small groups to write hypothetical proposals in response.

(Note: If no requests can be found, the teacher could write two or three for discussion purposes.)

### **Activity: Arts Funding Proposal**

Have students write to municipal, band, provincial, or federal councils to find out what funding grants are available to arts groups such as dance companies, orchestras, theatre groups, art galleries, film makers, and publishers. They might ask about travel grants, special project grants, operational funding grants, and production grants for film.

When they have the information, have them work in small groups on one of the following scenarios:

- They are a local rock band who want to travel to a recording industry trade show in another province to audition and try to get a recording contract. All the Canadian recording companies will be there looking for new talent.
- They are a group of young actors. They all have experience working in other theatres. Now they want to produce, on their own, a play by a local playwright. Their community has agreed to let them use the community centre for free, but they need money to purchase or rent equipment such as lights and costumes, to hire personnel (director, technician, stage manager, set designer), to pay the playwright for his or her work, and to advertise their show.

- They are a group of dancers. They want to attend a special two-week techniques workshop in another province.
- They are a small film company. They have a script that they want to produce using as much local talent as possible.

Have students work in their small groups to complete hypothetical applications, according to what they found out in their research. Encourage them to use their imaginations in creating details for their applications. Some students can take the role of business or marketing manager for the above arts groups.

(Note: The teacher/students can create other scenarios as appropriate.)

#### **Activity: Understanding Segments of Feasibility Reports (Individual or Group)**

Have students identify several problems facing their community (e.g., inadequate water supply, quality of water, sidewalk and/or street repair, traffic and parking, recreation for youth, park facilities).

- For each, have students clearly identify several alternative solutions or courses of action, and list them.
- For any three problems, have students list the possible criteria that might be used to evaluate the feasibility of possible solutions.
- For any three problems, have students identify the people who would have the primary responsibility in making the management decisions regarding the solutions to the problems.

#### **Activity: Feasibility Study and Report (Individual or Group)**

Give students the following scenario: You are the physical education instructor in charge of an Outdoor Education Program which takes place every spring in your school division. This program involves students from different grade levels as well as students from various schools in the division. You have received word from the school division administrators that they are prepared to consider the purchasing of canoes (or back packs or sleeping bags) for the project. They want you to conduct a feasibility study and write a feasibility report.

Have students conduct the research necessary to evaluate three or more alternate types or brands of the identified equipment (feasibility study), and prepare a feasibility report recommending one type

to be purchased. Have students present data on the alternatives, interpret the data, establish criteria, draw conclusions, and make a recommendation. They should not simply do a consumer report. They should tie their evaluation to a particular use of the equipment and to a particular set of circumstances. They should use a minimum of three criteria.

#### **Activity: Feasibility Study and Feasibility Report (Small Group)**

Ask students to conduct a feasibility study on two local facilities suitable for a graduation banquet for their school's Grade Twelve graduating class. Then have them write an informal or a semi-formal feasibility report (500-750 words) to the school administrator, comparing the two facilities and recommending the one they consider to be the best.

#### **Activity: Proposal Plus Feasibility Study and Report (Group Project)**

As a class, have students decide on a problem in their school building that needs fixing. In teams of three or four, have them devise a plan for addressing the problem, and then write a proposal addressed to the administrators explaining their solution.

Working with the same team, have students read through all of the proposals (excluding their own), conduct a feasibility study of the proposals, and write a feasibility report recommending which proposal should be accepted.

(Adapted from Markel, 1996, p. 194)

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Reader Analysis for Proposal Writing

**Subject:** \_\_\_\_\_

**Overall Purpose:** \_\_\_\_\_

### Readers' Profile

- Who are the primary readers? \_\_\_\_\_
- Who else might read my proposal? \_\_\_\_\_
- How will the readers' professional responsibilities influence what they will look for in my proposal?  
\_\_\_\_\_
- How well do the readers understand technical and specialized terms I might use? \_\_\_\_\_  
\_\_\_\_\_
- Do the readers have any communication preferences I need to consider?  
\_\_\_\_\_

### Readers' Informational Needs

- What will the readers' main questions be?  
\_\_\_\_\_

### Readers' Attitudes

- What attitudes regarding this proposed project do readers have at present?  
\_\_\_\_\_
- What attitudes do I want them to have?  
\_\_\_\_\_
- What are the readers' attitudes toward me at present?  
\_\_\_\_\_
- What do I want them to be?  
\_\_\_\_\_
- What might the readers' initial responses to this proposal be?  
\_\_\_\_\_
- How might I deal ahead of time with any negative responses they might have ?  
\_\_\_\_\_

# Module 10: Enhancing Written and Spoken Presentations

## Time

10 - 20 hours

## Module Description

This **optional module** introduces students to methods of enhancing written and spoken presentations using effective charts, graphics, audio visual, and/or multimedia aids. Teachers should consider collaboration with design and visual art teachers. Those teachers with access to computer labs and expertise (their own, other teachers', and community members') should include computer-generated presentations and other computer technology.

## Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to introduce students to methods of enhancing written and spoken presentations

## Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

## Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences
- select and apply appropriate methods of communication in various experiences
- work collaboratively with others
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication

- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- think creatively and critically when speaking, listening, reading, writing, viewing, and representing
- consider various types of reasoning
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- design and create aids to illustrate, focus, reinforce, demonstrate, or attract attention
- determine the need for aids based on relevance or interest
- present aids to their best advantage at appropriate times in oral or written presentations
- create computer-generated images, charts, transparencies, etc. using available software

## Suggested Topics

Characteristics of Effective Graphics  
Using Graphics and Visual Aids  
Elements and Principles of Design  
Layout  
Types of Graphics  
Audio Visual Aids  
Computer-generated Graphics  
Computer Presentations

## Suggested Resources

- English language arts bibliography for grade 11
- Examples of various types of visual aids
- Books on design
- Computer hardware (e.g., scanners)
- Computer software (e.g., Microsoft PowerPoint, Adobe Photoshop)
- Guests (graphic designers, computer graphics experts)
- Internet

## Teacher Information for Module 10

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

In this module, the Communication Studies 20 teacher might consider collaborating with the Visual Art teacher in the school if he or she has particular expertise in the area of graphic design. In addition, Computer Science teachers might be able to assist with specialized computer programs.

### Graphics and Visual Aids

Graphics and visual aids can enhance both written and oral presentations. The following are advantages of using graphics and visuals. They can:

- communicate what words cannot
- appeal to visual learners
- provide a picture that will aid memory and retention
- save space and record information in a concise manner
- clarify relationships, such as numerical relationships
- chart trends
- dramatize comparisons
- reveal what an object looks like
- illustrate the steps or stages in a process, and their relationship to one another (e.g., linear, recursive)
- entice the readers/listeners and hold their attention.

Just as successful writing and speaking require careful thought and clear planning, so do successful graphics. Before students begin to construct a graphic, they should consider the following:

- The technical specialization of their readers/listeners. Is the presentation for a general or a specialized audience?
- The amount of experience their readers/listeners will have with the subject matter. If they are

"experts", they will want graphics with more detailed information.

- The language skills of the readers/listeners. Language used in the visuals should be appropriate to the audience.
- Any cultural factors that may affect the readers'/listeners' interpretation of the graphics. Some viewers will perceive instructions and graphics in a way different from the speaker's/writer's intention.
- The type of information to be presented. Every graphic should be designed to provide a certain type of information in a clear and simple way.

Note: Teachers should remind students to keep their graphics and other aids free of stereotyped depictions of cultures and genders. For information on stereotyping and bias teachers can refer to *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education*, Saskatchewan Education, 1992.

### Characteristics of Effective Graphics

Graphics should be included in order to achieve communication objectives. They should help the communicator to:

- demonstrate what something looks like (e.g., machines, geological formations, internal organs)
- demonstrate how to do something (e.g., how to add toner to a photocopy machine)
- demonstrate how something is organized (e.g., the relationships among the various departments and divisions of an employee's company)
- clarify the relationships among various pieces of data (e.g., survey research, laboratory research, observed events or situations)
- support arguments (e.g., visual information can be used to prove points statistically)
- make specific information easier to find (e.g., graphics such as tables can help pinpoint a needed bit of information much more quickly than a lengthy prose paragraph).

To be effective, graphics must be labelled correctly, with clear informative titles. Readers should not have to guess what years statistics are from, or what the bars on a graph represent. If the information

presented is from another source, the source must be fully cited.

Finally, to be effective graphics must be fully integrated with text. The communicator should always think of a graphic from the point of view of the reader/listener and try to predict comprehension of the total communication. Conclusions to be drawn from the visual should be clearly stated.

The sample checklist on page 134 can help students determine the effectiveness of their graphics and visual aids.

## Planning for the Use of Graphics

Visual aids may be used to:

- **Clarify numerical relationships.** Some speeches require that the speaker compare the quantities or qualities of one thing with those of another. It is easier for the listeners to understand these comparisons if they can visualize them (e.g., with a pie graph).
- **Chart trends.** A trend is an activity which occurs over time, like birth rates or sales progress. An appropriate visual will naturally lead the eye to follow the progression of the trend (e.g., a line graph).
- **Dramatize numerical comparisons.** Visual aids may also be used to dramatize two or more magnitudes, especially when the difference in them is important (e.g., bar graphs).
- **Reveal what an object looks like.** If the size, shape, or colour of an object is important to understanding its significance, the speaker can show illustrations of the object or bring an example of the object itself. The speaker may also wish to show visually the relationship of an object's parts to one another (e.g., through drawings, photographs, models, real items).
- **Clarify process relationships.** When a speaker is explaining the stages of a process, he or she can use visual aids to keep the chronological order of steps clear in the listeners' minds (e.g., flow charts).

Before students begin to construct a graphic, they should think about who will view it and what type of information it will convey. Considerations include the following:

### • Expertise of Viewers

Ask yourself if the graphic is for the general public, for technicians, or for technical professionals. If the viewer has limited experience, make the graphic simple and obvious. If the viewer is an expert, the graphic can be detailed and can include technical language and symbols.

### • Cultural Considerations

Cultural issues may interfere with the understanding of graphics, even when you have made your graphics multilingual. Some readers perceive instructions differently from others. Many cultures have "taboos" of which the graphic designer should become aware. Different readers may assign different meanings to colours, shapes, and objects.

### • Type of Information

Every graphic should be designed to provide a certain type of information in a clear and simple way. Many aspects of the overall presentation, including graphics, depend on the type of information to be conveyed.

## Graphic Design

The first step in transmitting a visual message is creating a design. A basic design is decided upon before illustrations and wording are chosen. Design elements and design principles are combined with creative ideas to craft the message.

Graphic designs may be created manually or by using computer software. Although the field of design is changing rapidly because of computer technology, knowledge of design elements and principles can help the designer make decisions about overall look and the placement of objects or symbols.

Note: Saskatchewan Arts Education and Visual Art curricula provide additional information about design elements and principles. There are many appropriate resources on design listed in the Arts Education bibliographies. Teachers should note that elements and principles are described somewhat differently in different resources.

## Types of Graphics

There are many different types of graphic aids which can be produced manually, or with the assistance of computer software or other technology. The choice of which type to use will depend on the content of the presentation and the needs of the audience. Some examples include: tables, bar graphs, pictographs, line graphs, pie charts, photographs, drawings, diagrams, maps, flow charts, organizational charts, and lists.

## Planning For Incorporating Audio Visual Aids

When speakers have decided to use some form of audio visual aid, they should chart exactly how and when the aid will be used. They can do this by using a **Storyboard** with sections of the talk listed in one column, and the audio visual aids listed in the other.

In preparing the aids they have decided on, students should consider the following:

- Where can I get the aid?
- Will it cost me or the school anything?
- If I order it, will it get here on time?
- Will I have the equipment to use it (e.g., an LCD panel, a slide projector, etc.)?
- Will I have it on hand for practising?
- Will it be dangerous to my audience?
- Will it be seen and heard clearly?
- If it is electrical or mechanical, can I operate it? Can I find someone else to operate it while I do the talking?

## Using Audio Visual Aids in Oral Communication

Audio visual aids refer to recordings, film and video clips, overhead displays, and other technology-based aids. When used properly, they maintain audience interest in oral communication. The more senses involved in the presentation, the greater the learning.

Used properly, audio visual aids can add much to a presentation. They can make a talk more interesting, illustrate an important point, provide added information and support, and help the listeners remember the presentation. Some guidelines include:

- **Practise.** Set up the aids ahead of time and practise using them a number of times. If possible, use the space in which you will be

giving the talk so you can check details such as adequate number of outlets and extension cords.

- **Make certain all members of the audience can see and/or hear your aids.** Visuals must be large enough for everyone to see and placed in a spot where they are visible to all. Audio materials must be loud enough and clear enough for everyone to hear.
- **Be sure that your visuals are neat and professional looking.** Neat visuals such as overheads show your effort and tell the audience that you care enough about them to take time in preparing for your presentation.
- **When presenting, do not gaze at the visual aids.** Check them quickly to see if they are correct and in order; then, speak to your audience, not to your aids.
- **Keep aids simple.** Each aid should illustrate one idea, with a clear point or focus. If you wish to present something more complex, you may be able to build it up gradually with overlays, as you guide the audience through your presentation, step by step.
- **Expose the aids only when needed.** Audio visual aids should be used only at the point in the talk where it helps the listeners understand the speaker's idea. If an aid is displayed in advance, the listeners may be distracted by it.
- **Avoid giving handouts during your talk.** Most talks (with the exception of talks at workshops and training sessions) will suffer if the listeners have handouts while the talk is being presented.
- **Use blackboards or flip charts when appropriate.** If listing responses from the audience is part of your presentation, blackboards or flip charts are useful. If you ask for responses, it is a good idea to record them somehow. Otherwise, your audience will think you are not really listening to them.
- **Always be careful not to get "tied" to the mechanics of your aids.** Remember they are aids only; if an aid overwhelms or dominates your talk, it must not be used. If it is too complicated, find another way to make your point.

## Suggested Activities for Module 10

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessment forms are provided at the end of this module.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Design Elements and Principles

Have students collect several posters which have been used to advertise different events or products. Have each student select one and identify the design elements and the design principles which have been used in their construction, and describe how they are used. Have them present their findings to the class.

### Activity: T-shirt Design

Have students choose an event or theme; then have each student design a t-shirt commemorating it. Students should pay attention to design elements and principles. They could, perhaps, choose one of the designs and organize a fundraising activity by producing and selling t-shirts. Design elements and principles could be explored further by individuals and groups designing and creating posters or advertisements for the fundraising endeavour.

### Activity: The Effect of Using Graphics

To illustrate that graphic images (for many people) are recalled better than words, have students try the following exercise:

1. Try to memorize these pairs of words by forming a sentence containing both words.

television	foot
sandal	lake
mansion	spider
scissors	tulip
cinnamon	bicycle
wheel	tree
chair	tractor

After you have constructed your sentences, cover the right column. Try to remember the words associated with each word in the left column.

2. Try to memorize these pairs of words by forming a mental picture which includes both objects.

frog	spark plug
window	canoe
bugle	horse
queen	bus
bird	propeller
zebra	train
truck driver	fountain

Again, cover the right column and try to remember the word associated with each word in the left column.

How well was each list recalled? What conclusions can you draw regarding how you remember information?

This exercise may be done individually, then discussed in class or responded to in student journals. Or, it may be done in pairs with the teacher or partner making up alternate lists of words for recall.

### Activity: Graphics as a Means of Attracting Attention

Give students the following instructions: Skim two pages of a daily newspaper for five to eight minutes; then, put the newspaper away. Write a brief description of two or three entries which caught and held your attention. Get the newspaper out again. Examine your choices to see if they contained graphics (e.g., photographs, charts, diagrams, or drawings). Determine what else (in addition to graphics) may have captured your interest.

Have students write a three- to four-sentence commentary for each piece of news in which they were interested, explaining why their attention was

captured. Students may wish to discuss their individual reactions in small groups, sharing their observations with one another. A group recorder may summarize the group's conclusions regarding the use of graphics and other visuals in the daily newspaper.

#### **Activity: Practice in Planning, Designing, and Creating**

In groups or individually, have students plan, design, and create one or more of the following, keeping in mind the importance of the message:

- signs (e.g., road signs, bill boards, store front signs, realtor's signs)
- flyers or pamphlets (e.g., sales flyers, coupon booklets, informational pamphlets)
- packaging for products (e.g., games, toys, cereals and/or other food)
- labels (e.g., for clothing, records, cleaning supplies)
- dishes and household items (e.g., coffee mugs, glasses, commemorative plates, lunch bags)
- cloth items (e.g., sweatshirts, quilts)
- commercial items (e.g., book covers, business cards, letterheads, postage stamps)
- posters (e.g., calling attention to community or school events, organizations, charities worthy of support, relevant campaigns).

#### **Activity: Graphics to Accompany Instructions**

Have students create a drawing that they could use in a set of instructions for operating a piece of equipment of their choice (e.g., a clock radio, a motorcycle, a carpet shampooper, a lap-top computer). The object should have at least six to eight parts that are important to show in a set of instructions. Remind students to think about who their readers are, and (if it is not obvious) how they will use the product. They should label important parts and include a title for their drawing.

#### **Activity: Photographs as Aids**

Ask students to find three "informative" photographs in journals, textbooks, or other publications in their field of interest. For each photograph, they should answer the following questions:

- What does the photograph illustrate, who is the intended audience, and how is the audience supposed to be affected or assisted by the photograph?
- What information is provided by the photograph?

- Have any unnecessary details been included? Explain.
- What angle of view has the photographer chosen and why?
- Has the writer supplied explanatory labels or a caption? Would additional text or labels help? Would fewer be better?
- Could this writer have achieved the intended purpose more effectively with a diagram or a drawing instead of a photograph? Why or why not?

#### **Activity: Flow Charts**

Have students create a flow chart describing a process with which they are familiar. Have them provide appropriate labels and a title for their graphic. They should not show more than 10 or 12 steps. If their process has more steps, they should show only the major steps, not all of the sub-steps. Their audience is someone who will be carrying out the process they illustrate.

Example of processes include:

- making cookies
- applying for a job
- tying shoe laces
- changing oil in a car engine
- doing a skateboard trick.

#### **Activity: Organizational Charts**

Have students create an organizational chart for an organization that has at least three levels. They may choose a club to which they belong, a business in the community, a government department, a city council, a band council, a store, and so on.

#### **Activity: Pie Charts**

Ask students to keep track of how much money, in total, they spend over the following week. Write down exactly what they pay and what they are paying for each time they spend money. When the week is finished, have them categorize their purchases or expenses in five or six groups. Students should create their own groupings (e.g., drinks, food, gas, entertainment, clothes). Ask them to add up the total amount spent in each category as well as the total amount spent during the week. They should then calculate the percentage of the total for each category and construct a pie chart. Ask them to write a one- or two-sentence

summary of findings, which they can include at the bottom of the chart.

#### **Activity: Mapping**

Ask students to photocopy the portion of a town map, city map, reserve map, or rural municipality map that includes where they live. They should then simplify the map to show their home, transportation routes, and those places they visit regularly (a friend's home, corner store, bank, place of work, YMCA, etc.).

Have students decide which places are important to include and how to label their map. They should include the routes they take when going from place to place. They should be prepared to explain their map and its various features to a small group.

#### **Activity: Graphs**

Have students design graphs or tables that will provide the following information for their school:

- the change in student population over the past five years
- the change in faculty population over the past five years
- the male/female distribution of the students and faculty
- school football team's record of wins and losses over the past three years
- variations in attendance from month to month.

Students or teachers may have alternate suggestions for information they would like to represent in graph format. As a follow-up activity, a group of students may wish to prepare a technical article which discusses this information and draws conclusions. The article could then be submitted to the student newspaper, the local community newspaper, or the parent newsletter for consideration for publication.

#### **Activity: Visual Presentations**

Have students prepare a two- to four-minute oral presentation which incorporates an audio or visual aid (e.g., how to make a Japanese lantern, how to construct gift boxes from old greeting cards, how to play a musical instrument, how to make a child's pinwheel, how to use different golf clubs). Have students present their talk to a group of students or to the whole class.

After the presentations, each presenter should write a paragraph of self-assessment, commenting in particular about:

- the value of the aid
- the ease or difficulty experienced in locating/making, and using the aid
- time spent preparing for the presentation
- response of the audience
- personal satisfaction or dissatisfaction with the presentation
- ideas and recommendations for future oral presentations they would give using audio or visual aids.

#### **Activity: Computer Presentation**

Have students plan a short explanatory talk on a topic of their choice. Suggestions include the following:

- eating a healthy diet
- the differences among various TV talk shows
- types of contemporary music
- the rules of a particular sport (e.g., football, ringette).

Have students create visuals to accompany their talk using a computer software program (e.g., PowerPoint). Their visuals should include important points of text. They may also include graphics, if appropriate. Students can use black and white, or they may decide to use colour.

Have students present to each other in small groups or to the whole class, if time permits.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Graphics Checklist

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Criteria:**

- \_\_\_ Is my main idea clear and immediately recognizable?
- \_\_\_ Do the details I have included support my main idea?
- \_\_\_ Does my subject matter stand out from the background I created?
- \_\_\_ Are my annotations clear?
- \_\_\_ Is this graphic the most appropriate one for my purpose?
- \_\_\_ Is my graphic convincing? Will sceptical viewers trust it?
- \_\_\_ Is it free of stereotyped images?
- \_\_\_ Is every word, point, line, and symbol necessary?
- \_\_\_ Is my graphic easy to see and understand under actual viewing conditions?
- \_\_\_ Can this graphic be reproduced clearly and economically?
- \_\_\_ Does the graphic follow conventions which are familiar to viewers?
- \_\_\_ Does the graphic fit into the text?
- \_\_\_ Is the graphic pleasing to look at?

**Comments:**

(Adapted from Barnum & Carliner, 1993, p. 214)

## Sample Assessment for Page-design in Documents

Name:

Document:

Purpose:

Audience:

Date:

Rating Scale: 5 = Excellent 4 = Very good 3 = Good 2 = Fair 1 = Poor

1 2 3 4 5      Consistency

- 
- 
- 

1 2 3 4 5      Organization

- 
- 
- 

1 2 3 4 5      Technical Aspects

- Columns
- Typeface
- Type sizes
- Line spacing
- Justification
- Margins
- Titles and captions

1 2 3 4 5      Organization of Facts and Figures

- 
- 
- 

1 2 3 4 5      Creativity and Originality

- Symbols and designs (fresh, logical, and interesting)
- Balance
- Attractive to target audience

1 2 3 4 5      Overall Presentation

- Cover
- Introduction
- Body
- Conclusion
- Charts and illustrations
- Appendices

Comments:

## Sample Assessment for Visual Presentation

Student's Name:

Date of Presentation:

Purpose of Presentation:

Audience:

Context:

Medium Chosen:

Rating Scale: 5 = Excellent 4 = Very good 3 = Good 2 = Fair 1 = Poor

1 2 3 4 5      Planned and prepared presentation based on purpose, audience(s), and other factors

1 2 3 4 5      Included all information needed by intended audience(s)

1 2 3 4 5      Used the appropriate format for message effectively

1 2 3 4 5      Used clear and appropriate organization

1 2 3 4 5      Used clear, concise, correct language

1 2 3 4 5      Employed appropriate principles of design

- message quick to grasp
- all elements belong together
- aesthetics (e.g., balance, movement, perspective)

1 2 3 4 5      Used appropriate typeface

- size
- position
- special effects (e.g., shadowing and embossing effects)

1 2 3 4 5      Included appropriate artwork (e.g., line drawing, cartoons, clipart, graphs, charts, icons)

- appropriate
- visual impact
- placement

1 2 3 4 5      Recognized and effectively presented key talking points

- active verbs
- clear language
- uniform points and free of excess words

1 2 3 4 5      Overall presentation

- ensured audience understood key ideas
- included elements that added to the interest level and effectiveness of the presentation
- concise writing
- effective graphic design
- clarity, accuracy, conciseness, correctness, completeness

Comments:

## Module 11: Communication and the Internet

### Time

10 - 20 hours

### Module Description

This **optional module** is intended to introduce students to the Internet, and help them understand its tools and its potential for world-wide communication. Students should explore the unique challenges of communicating via the Internet and searching for information on the Internet. They should examine the Internet's potential for interpersonal, group, and mass communication. They should also explore Internet-related issues such as etiquette, security, and propaganda.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to explore the Internet as a source of information and a communication vehicle

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize writing as a constructive, meaningful process
- write confidently in a variety of formats for a variety of purposes and audiences
- practise the behaviours of effective, strategic readers
- enhance spoken and written presentations with appropriate visual, audio, multimedia, and other aids

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- recognize the role of culture in communication
- recognize that communication is an interactive process between sender and receiver
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- think creatively and critically when speaking, listening, reading, writing, viewing, and representing
- consider various appeals to an audience
- consider the communicator's moral and ethical responsibilities
- demonstrate the ability to transmit existing information with clarity and brevity
- use specific concrete language to protect the integrity of the message
- recognize various types of technical writing
- practise writing for informational and practical purposes
- experiment with co-operative writing for practical and relevant purposes
- demonstrate the ability to find and select relevant text
- create computer-generated images, charts, transparencies, etc. using available software

### Suggested Topics

Implications for Communication  
Internet Tools  
Web Pages and Sites  
Finding and Evaluating Information  
Internet History and Issues

### Suggested Resources

- English language arts bibliography for grade 11
- Various Web sites on the Internet
- Computer hardware
- Computer software
- Guests with expertise

Note: An essential aspect of using the Internet is the evaluation of information for reliability, authenticity, and bias.

## **Teacher Information for Module 11**

The Internet is relatively new technology to most schools, teachers, and students. It is expected that this module will be chosen in one of three situations:

- where the Communications Study 20 teacher has Internet expertise
- where the Communication Studies 20 teacher is without expertise, but is in a situation where he or she might team teach or collaborate with another teacher who has expertise
- where students and teachers are without expertise but wish to use this module as an opportunity to learn about and explore the Internet.

Because the Internet is evolving and changing, and because there are many good, comprehensive resources available, the Teacher Information section of this module will provide only brief descriptions of possible topics. Teachers are encouraged to focus on the Internet as a communication device—as both a source of information and a means of communicating with other people.

**Note:** It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

### **Tools**

The following are basic Internet tools that should be explored by students in this module.

**E-mail:** refers to electronic mail and allows the user to send and receive messages. Through the use of e-mail, students can communicate with others around the world. They can also participate in discussion groups.

Students can also learn to send "attachments" or attached supplementary documents or files with their e-mail messages.

**World Wide Web:** is a system of Web pages and sites. Software called a "Web browser" allows the user easily to access any of these. They can include text, visuals, and sound. Individuals, companies, and interest groups such as artists, musicians, consumer groups, government agencies, museums, tourist bureaus, and schools can establish Web sites.

"Hypertext" links can lead to more information or other sites on the Web. One document might be linked to another, which the user can access simply by clicking on a word, phrase, or symbol.

"Browsers" are means of accessing the World Wide Web (Netscape, for example). The following are the types of services accessible with a Web browser such as Netscape:

- Web pages
- searches (using a search engine such as Yahoo)
- listserv archives
- Usenet news
- hyperlinks to library and other bulletin board services.

**Gopher:** is an Internet tool that provides access to information through a menu system. The items on the menu allow you to move through the Internet in an organized way. Because Gopher sites are located and/or organized by a "server", they are not all available on the World Wide Web. On the other hand, neither do Gophers give access to all the sites on the World Wide Web.

**Bookmarks:** allow you to make your own menu. When you locate a site to which you want to return, you can add it to your bookmark list and then return to the site simply by clicking.

**Listservers:** are groups to which Internet users can subscribe. They are organized around a particular interest (e.g., writers' listserv, educators' listserv). When you have subscribed, you receive messages posted by others in the group. Listserv messages come to your personal mailbox.

**Newsgroups:** are also special interest groups, but messages, questions, and documents are posted centrally rather than to your personal mailbox. Internet users can access a newsgroup on a particular topic—cultural anthropology, for example. However, users must understand that posted material is not vetted and users must evaluate the material's credibility.

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**Chat Lines:** are Web sites where users can send written messages to each other and reply in "realtime"; that is, the person receiving the message sees it as soon as it is typed and can reply immediately.

The above are only a few of the services and tools teachers and students might explore using the Internet.

## Finding and Evaluating Information

When researching a topic using information in an Internet site, students need to watch for the following:

- Contradictions, inconsistencies, or errors in spelling, punctuation, grammar, or mathematics
- Author credentials not given
- Date of entry or last update missing
- Appeals to emotion: flattery, fear, guilt, or sympathy
- Requests or demands for money, especially credit card numbers
- Instructions to pass a communication along to other people
- Opinion statements beginning with "I think", "could", "might", and "believe"
- False logic, or use of one or two cases as proof
- Oversimplified statements
- Unsupported claims
- Inappropriate or inequitable vocabulary -- obscene, racist, sexist, or anti-religious language.

## **Suggested Activities for Module 11**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessments are provided at the end of this module.

How the teacher proceeds with the module will depend on students' experience and knowledge, and the equipment and software available. Teachers might begin with mini-lessons on topics or tools, and then develop activities and projects that enable students to learn and practise. For example, the teacher might conduct a mini-lesson on e-mail and then develop an activity that requires students to use e-mail.

Teachers might also ask individual students or small groups to learn about a particular Internet topic and then report back to the large group. For example, a small group of students could prepare a presentation on methods of searching for information on the Internet.

Students should also explore research topics that require them to use the Internet as a source of information. These could be connected to other subject areas such as Biology, Visual Art, or Social Studies. They might be on topics related to students' post-secondary interests (e.g., post-secondary programs, cultural exchanges, employment in other countries).

Exploration of Internet-related topics or issues is also important. The following are examples:

- security and the Internet
- evaluating Internet information for bias
- information overload.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: E-mail**

Have students compose and send an e-mail message to a company asking a question about a product in which they are interested. The following are examples:

- Write to a music production company asking the date of the next release by a band they like.
- Write to a music production company asking for the touring schedule of a band they like.
- Write to a clothing manufacturer asking for the names of retail outlets in their vicinity which sell the company's clothing.
- Write to a province or state tourism department for information on camping or hiking spots.

### **Activity: Using the Internet as a Source of Information**

Have students select a country and/or specific area they would like to visit. Ask them to find travel information using the Internet (how to get there, where to stay, what to see, etc.).

### **Activity: Reports**

Have students explore a broad topic such as "How the Internet has affected world-wide communication" or "How e-mail has affected personal communication". Students can present their findings in written or oral reports.

### **Activity: Consumer Information**

Have students choose a consumer issue and research it using the Internet. They should include summary statements about how the Internet has affected the availability of consumer information.

### **Activity: The Internet and Politics**

Have students search for information on a political issue or topic using the Internet. Encourage them to make summary statements about how the Internet may affect journalism and the role of the journalist. They might access a newsgroup for this activity.

### **Activity: Web Site Design**

Have students create their own Web page or a Web site for their school.

### **Activity: Web Exchange**

Have students locate another school that wishes to participate with them in designing a collective Web site. The school could be anywhere in the world. The two schools could co-develop a site on a topic of common interest, or they could compare their communities and cultures.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

### **Activity: Web Site Review**

Discuss criteria for evaluation of Web sites. Have each student evaluate and review a Web site, much in the same way a student would do a book review. Students could present their reviews in written form or orally to the rest of the class.

### **Activity: Favourite Web Sites**

Have each student find three favourite Web sites. Each student should complete an assessment checklist for each site (see sample checklist on page 143). Then, as a class, organize the Web sites by heading or topic (e.g., music, games, travel, politics, etc.). Make a chart for the classroom. Create a system of bookmarks for the sites.

### **Activity: Gopher Sites**

Have each student find a Gopher site that interests him or her. Create a master list, with directions and notes on each site.

### **Activity: Visual Art on the Internet**

Students with a particular interest in visual art might be given the task of finding a Web site created by a visual artist. They should explain the Web site to other students and make comments on how the Internet might affect the work of visual artists in the future.

### **Activity: Interactive Web Sites**

Ask small groups of students to find an "interactive" Web site. (They might begin by researching current computer publications, which often give information on the latest Web sites.) Have groups explain the Web site they discovered to other groups, focusing on the interactivity and how it works.

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## Sample Assessment of Basic Internet Skills

Student's Name:

Activity or Project:

Audience:

Purpose:

Date:

	Yes	No	Comments
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Understands basic terminology:

- user ID
- password
- account
- log on
- log off
- online
- upload
- download
- e-mail
- attachment
- Internet etiquette (or "netiquette")

Demonstrates the following:

- log on and log off
- read and send e-mail
- use Internet etiquette
- navigate the Internet main menu
- retrieve information using Gopher
- retrieve information using a browser such as Netscape, Internet Explorer, etc.
- create and use bookmarks
- use a search tool to locate information
- upload a file
- download a file

Comments:

(Based on Heide & Stilborne, 1996, p. 56)

## Sample Checklist for Assessing Internet Information

### 1. Who created the site?

- What are the author's qualifications? \_\_\_\_\_
- Does the author belong to a recognized organization? \_\_\_\_\_
- Does the home page include an organization's logo? \_\_\_\_\_
- Did I arrive at the site through links from a reputable site? \_\_\_\_\_
- Does the home page list the author's postal or telephone address? \_\_\_\_\_
- Can I determine the author's bias and motivation for writing? \_\_\_\_\_

### 2. Is the information accurate?

- Is the information free from error? \_\_\_\_\_
- Are there spelling, grammar, typographical, or mathematical errors? \_\_\_\_\_
- Does the author include a bibliography that lists sources of information? \_\_\_\_\_
- Is statistical data contained in graphs or charts, and are the sources for these acknowledged? \_\_\_\_\_
- In a research document, does the author show how data were gathered and analyzed? \_\_\_\_\_
- Does the information contradict facts already gathered? \_\_\_\_\_

### 3. Is the information current?

- Is the publication date provided? \_\_\_\_\_
- Does the home page tell when the site was last updated? \_\_\_\_\_
- Is the content of the site up-to-date? \_\_\_\_\_
- Does the document state when statistics were gathered? \_\_\_\_\_

### 4. Is the information balanced and objective?

- Is the objective or mission of the site indicated? \_\_\_\_\_
- Is the author's point of view balanced? \_\_\_\_\_
- Does the author acknowledge controversy surrounding issues? \_\_\_\_\_
- Does the author present more than one perspective related to an issue, or discuss the advantages and disadvantages of positions, techniques, products, etc.? \_\_\_\_\_
- What strategies is the author using to sway the opinion of the audience? \_\_\_\_\_
- Does the site contain advertising? \_\_\_\_\_
- Is the advertising clearly separated from the main text? \_\_\_\_\_
- Does the site include text or visuals that contain biases or stereotypes? \_\_\_\_\_

### 5. Is the information complete?

- Does the site give a broad overview or deal with topics in detail? \_\_\_\_\_
- Are there topics that need to be included? \_\_\_\_\_
- Is each topic explored in sufficient depth? \_\_\_\_\_
- How does the information compare with that in other sites? \_\_\_\_\_
- Does the site contain rich information in a well-written style? \_\_\_\_\_
- Does the site provide links to other useful resources? \_\_\_\_\_
- Does the site contain a table of contents or web map to help find and organize information? \_\_\_\_\_
- Does the site contain a *Frequently Asked Questions* area or allow e-mail to get more information? \_\_\_\_\_
- Do all links work? \_\_\_\_\_
- Are links text-based (underlined as a Browser setting) or graphic (buttons, maps)? \_\_\_\_\_
- Are links clearly labelled? \_\_\_\_\_

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## Module 12: Job Search

### Time

10 - 20 hours

### Module Description

This **optional module** is intended to provide students with experience in writing résumés, writing letters of application, and preparing for job interviews. The focus in this course should be on a job search as a process of both written and oral communication. Students should learn that communication abilities will assist them greatly in acquiring a job and succeeding in a work situation. This module should not be selected if job search is a topic covered in another course in the school.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide opportunities for students to practise all communication activities associated with searching for and acquiring a job

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- listen effectively in a variety of situations
- recognize writing as a constructive, meaningful process
- write confidently in a variety of formats for a variety of purposes and audiences
- recognize reading as an active, constructive process

### Specific Learning Objectives

- recognize the importance of effective communication in work and professions

- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- solve problems and make decisions as part of the communication process
- attend to voice, body language, and delivery of oral presentations
- reflect on performance and activities for the purpose of self-assessment
- participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing
- participate in oral communication experiences by listening critically and attentively
- listen to understand and learn
- demonstrate the ability to transmit existing information with clarity and brevity
- practise writing for informational and practical purposes
- read to make connections and gain information

### Suggested Topics

Researching to Learn about Job Requirements  
Types of Résumés  
Letters of Application  
Interviews  
Questioning Techniques

### Suggested Resources

- English language arts bibliography for grade 11
- Examples of job ads from newspapers, employment centres, etc.
- Examples of letters of application
- Guest speakers involved in interviewing and hiring

## **Teacher Information for Module 12**

This module has been included in Communication Studies 20 because all aspects of the job search process involve communication skills and abilities. However, job search is often included in other courses such as Life Transitions, so teachers wishing to select this module should consult with other teachers in the school to make sure they will not be duplicating instructional experiences. In addition, preparing a cover letter with résumé is an objective in the English Language Arts 20 course.

Job search can be organized as follows:

- preparing a résumé
- searching for a job
- preparing for an interview
- follow-up.

Note: It is not intended that the information here be taught routinely, outside of the context of students' communication experiences. Teachers may incorporate the information in mini-lessons or other learning activities, as need arises. Such mini-lessons may be conducted with the whole class, small groups, or individual students, depending upon need.

### **Preparing a Résumé**

A résumé is a list of personal and professional information. Although résumés are useful in a number of circumstances (e.g., when applying for a scholarship), the primary purpose of an individual's résumé is to get that person a job interview. The résumé, then, must attract a potential employer's attention and provide the relevant information in a succinct and logical manner.

Résumés can be prepared in several ways, but the important thing to remember is that they should be prepared so that:

- all relevant information is provided
- all information is accurate
- information is readable and succinct
- highlights or special qualifications stand out in some way.

Information is usually presented chronologically, with most recent experience first. Headings include:

- Name and Address
- Work or Professional Objective
- Recent Accomplishments
- Education
- Work Experience
- Volunteer Experience
- Summary of Skills
- Special Interests
- Awards.

The above list is in an order common on résumés. However, the order of headings might vary, depending on the job being sought. For example, if a person is applying for a job in a day care centre and he or she has extensive volunteer experience working with children, Volunteer Activities might come before Work Experience on the résumé for that particular job.

Guidelines for writing résumés are as follows:

- Begin with your name, address, and telephone number.
- Use heading sizes, columns, boldface type, and white space to your advantage.
- Avoid fancy paper, illustrations, and "clip art".
- Use a word processing program if at all possible.
- Spend time thinking about the skills you have and what you have learned from various experiences you have had.
- Spend time thinking about how you want to organize your résumé.
- Keep the résumé brief and to the point.
- Include a brief description with any volunteer or work experience you have.
- Include a list of references.
- Write a cover letter tailored for each job application.

### **Searching for a Job**

The truth is, most jobs are never advertised. Therefore, in addition to watching the paper and employment bulletins for job advertisements, a person seeking employment must make personal contacts and do his or her own search for available jobs. The following are tips:

- realize that a job search takes time
- let your friends and relatives know you are looking for a job
- use the telephone to save time

- canvas businesses and organizations to find out about unadvertised jobs
- contact someone in the field in which you wish to work to ask for advice about finding a job.

Many students are uncertain of the type of job they might be able to acquire. They can begin by listing their skills and strengths. Then they can try to match jobs with the things at which they think they would be good. The yellow pages of the phone book can be useful. There might be businesses and organizations listed that students have not considered. If there is a student employment office in the community, students should certainly register their names and make a visit to ask for advice.

## Canvassing Employers

When a person has compiled a list of possible places of employment, he or she should canvas the employers to find out if there are any openings. The following are tips:

- Use the telephone if the list is long. Ask for the manager or the personnel office, introduce yourself, and say that you are wondering if there are job openings. If there are, ask what the procedure is for applying.
- If someone has provided you with a personal contact, definitely contact the employer in person. Make an appointment, explaining who you are and who gave you the employer's name. Take your résumé with you.
- If you wish to canvas employers by mail, first find out the name of the person to whom you should write. You can find this out by calling the company and asking whoever answers the phone for the name of the person responsible for hiring. In your letter, briefly explain that you are looking for a job and are wondering if there are any openings. Explain why you are interested in working for the company or organization, and ask what the procedure is if there are any openings. Be very brief and to the point.

## Preparing for an Interview

The job interview is perhaps the most important step of the job search. A person who has a poor interview will probably not get the job, even if he or she has a good résumé. It is essential, then, for candidates to prepare for a job interview.

The job interview has two purposes. A candidate should use the job interview to:

- convince an employer that he or she can do the job
- gather information about the job and its responsibilities.

The following are tips for preparing for a job interview:

- ***Research the job and the company or organization.***

The more you know, the better you will be able to answer questions. If you have prior knowledge about the job, and the company or organization, you will impress the employer. It will be obvious that you have come prepared.

- ***Predict what questions you will be asked.***

Imagine yourself in the position of the employer. What questions would you ask? Consult with family and friends who might know something about the type of job for which you have applied. Ask them what questions they think you will be asked. If you have friends who have similar jobs (e.g., in a fast food restaurant) ask them what questions they were asked in their interviews. Compile a list of questions and try answering them.

- ***Review your résumé.***

You will probably be asked questions that relate directly to your résumé. Review the information you have in your résumé so you can answer confidently. Look for items on your résumé that are directly related to the position for which you are being interviewed.

- ***Rehearse.***

Practise your interview ahead of time with the help of a friend or family member. Give that person the list of questions you think you will be asked. Practise responding. This rehearsal will help you be confident and self-assured in your interview, even if you feel nervous. In fact, preparation helps in getting rid of nervousness.

## The Interview

Dress appropriately.

Go alone.

Arrive a few minutes early.

Be ready to shake hands and introduce yourself.

Listen carefully to questions you are asked.

Ask for clarification if you are not sure what a question means.

Answer clearly and briefly.

Be positive, focusing on what you can do.

Ask questions about the job for clarification and to show you have thought about it ahead of time.

When you sense the interview is coming to an end, try to summarize your interest and then stop talking.

Thank the potential employer for considering you.

- What things went especially well?
- How could I improve my next job interview?

Note: There are many good resources on writing résumés and searching for a job in the English language arts bibliography for grade 11. They contain various examples of résumé formats and cover letters. Teachers should use these and other resources they know. In addition, parents and people from the community can help if they come to the class and tell students what they are looking for in job candidates, and what they consider a good job application to be.

## The Follow-up

Most employers contact candidates fairly quickly after an interview, although this is not always the case. There may be some reason why the job cannot be filled right away. It is appropriate if you have not heard within a week to ten days to call and ask, "Has the position been filled?" If it has, the candidate might ask if his or her résumé can be kept on file in case another position becomes available. He or she might also send a very brief thank you letter to the employer.

Perhaps the most important aspect of follow-up is reviewing the interview in order to learn from the experience. The candidate can ask himself or herself the following questions:

- Did I do enough research about the job ahead of time?
- Was I positive about my skills and attributes?
- Did I talk too much or too little?
- Were my answers clear and concise or did I ramble?
- Did I remember to ask questions about the job?
- Were they good questions?

## Suggested Activities for Module 12

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Résumés

Discuss, as a whole class, what makes a good résumé. List criteria. Have students collect as many examples of résumés as they can find in books and other resource materials. Discuss the various résumés, and the pros and cons of different formats. Have students decide, as a class, the best format for the types of jobs for which they are likely to be applying.

### Activity: Résumés

Have each student prepare his or her personal résumé.

### Activity: Guest Speaker

Ask an employer from the community to come to the class and speak to students about what he or she is looking for in a job candidate and a job application. Have students prepare questions ahead of time, perhaps in small groups. The following are examples:

- What type of résumé do you think is the best?
- What do you look for in a cover letter?
- What would lead you to decide to interview a candidate based on his or her application?
- Does your company or organization advertise job openings or are they filled through unsolicited applications and word of mouth?

### Activity: Panel Discussion

Ask three people to come to the class as part of a panel discussion on the topic "Student Employment." Give each person one aspect of the topic. The following are examples:

- the ideal student employee
- what can be done about student unemployment
- how a student should search for a job
- achieving employment equity in student jobs
- balancing the needs of the student and the needs of the employer.

Have students select one student to introduce each of the panellists, one student to be the panel moderator, and one student to thank the panellists at the end of the class.

Each panellist will present for five minutes. Students then ask questions based on the content of each panellist's talk.

### Activity: Job Search

As a class, discuss various categories of jobs for which students might apply (e.g., service industry, retail, labour). Divide students into groups and assign each group a category. Have the groups do an extensive search of specific companies and organizations in each of the categories, using a variety of methods (e.g., newspaper want ads, word of mouth, yellow pages). After students have generated a list, they should phone the companies and organizations, asking if they hire students, and what the procedures are for applying, and to whom a student should address inquiries or applications.

When students have completed their investigation, a master list can be created and kept for student reference.

As a whole class, students should then discuss generally what their findings were. For example, they can discuss:

- what percentage of the places they contacted hires students
- what the most common procedures are for making application
- how many of the places have an application form and how many ask for résumés only
- how many of the places said they advertise job openings.

### **Activity: Cover Letters**

Have students select three different part-time or summer jobs they think they could do. Have them write three different cover letters, based on their personal résumés. They should tailor the letters to suit the three different jobs.

### **Activity: Practice Interviews**

Have students select a job they think they are qualified to do, based on their personal résumés. They are to imagine that they have applied for the job and have been invited for an interview. Have students work in pairs to compile a list of interview questions, and to practise interviewing each other based on the questions.

### **Activity: Role Play**

Have each student select, from newspaper job advertisements, a job that is being advertised. Students should clip or copy their ad.

Students are to imagine that they are qualified for the job they selected. Ask them to prepare a hypothetical résumé listing their experience and qualifications. They can use their imaginations, but they should be reasonable.

Next, have students work in pairs and exchange their job ads. They should now imagine that they are the employer doing the hiring for their partner's job ad. They should think about the kind of qualifications they will be looking for and generate a list of ten questions for potential candidates.

Students should now interview each other for the jobs, based on the ad and the applicant's résumé.

After the interviews, the class can discuss the two roles. What is it like to be conducting the interview? What is it like to be interviewed? What things do the students think an employer is looking for during a job interview?

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Module 13: Interviewing

### Time

10 - 20 hours

### Module Description

This **optional module** is intended to provide students with experience in planning and conducting interviews to research, explore, or problem solve. The module stresses that interviewing is a form of communication, and encourages students to see the importance of having a clear purpose and planning questions ahead of time. At the same time, it will show how flexibility and quick thinking allow the interviewer to explore new directions as they arise during the interview process.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide students with opportunities to explore interviewing as a communication endeavour

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- practise the behaviours of effective speakers
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- practise the behaviours of effective, active listeners
- listen effectively in a variety of situations
- write confidently in a variety of formats for a variety of purposes and audiences

### Specific Learning Objectives

- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- work collaboratively with others
- select and apply appropriate methods of communication in various experiences
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- consider purpose, occasion, and audience in communication endeavours
- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- solve problems and make decisions as part of the communication process
- practise basic oral communication skills
- set clear objectives for speaking and organize talks in a logical manner
- participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing
- participate in oral communication experiences by listening critically and attentively
- listen to make connections, interpret, or infer
- recognize speaker's purpose, attitude, tone, and bias
- listen to understand and learn
- listen to analyze and to evaluate
- practise writing for informational and practical purposes

### Suggested Topics

Interview Format  
Questioning Strategies  
Types of Interviews

### Suggested Resources

- English language arts bibliography for grade 11
- Books on interviewing techniques and questioning strategies
- Examples of print interviews
- Video and/or audio recordings of interviews
- Guests with experience interviewing

## **Teacher Information for Module 13**

Interviewing is a two-way communication process that allows for the interchange of ideas and information. For maximum effectiveness, interviewers need to:

- become aware of any protocol regarding the interviewee
- prepare questions ahead of time
- anticipate the interviewee's perception of the interview
- inform the interviewee of how the information collected during the interview will be used
- focus the interview process toward the specific purpose
- employ concentration skills
- convey respect for the interviewee
- listen carefully for major ideas
- recognize nonverbal messages
- time questions effectively and supply transitions
- provide feedback frequently and effectively
- respect the information provided by the interviewee.

The interviewee needs to:

- know how the information will be used
- participate willingly in the interview
- be prepared to deal with specific as well as general ideas
- provide responses which are clear and specific
- avoid discussing extraneous or unrelated information
- correct misunderstandings and ask for feedback to be certain that messages are interpreted correctly.

## **Interviewing Cues and Approaches**

The communicator in a personal interview can employ effective verbal cues by:

- using language that is simple, appropriate, accurate, and clear
- using examples, explanations, active verbs, statistics, and transitions.

The communicator can employ effective nonverbal cues by:

- making appropriate eye contact
- using appropriate body language which indicates interest

- allowing appropriate distance between interviewer and interviewee (this varies among cultures)
- having an appearance which sends a strong message about self-image and attitude
- having a relaxed posture which tends to create a feeling of friendliness.

A directive approach is preferred for most interview situations. With the directive approach, the interviewer establishes the purpose, controls the interview, and plays a dominant role in the kinds of questions that he or she directs to the interviewee.

If the interviewer uses the less common non-directive approach, he or she plays a less active role, and allows the interviewee to control the interview. Interviewers might use the non-directive approach if they want background information on a new project, if they need detailed information about events, or if this approach is culturally appropriate.

**Note:** Formats and protocol for interviews vary from culture to culture. Effective communicators make sure ahead of time that they understand any cultural factors that may play a role in the interview situation.

## **General Format for an Interview**

Most interviews follow a similar format: the opening, the body of the interview (which consists of questions, responses, and perhaps discussion), and the closing.

### **Opening**

The basic purposes of the interview opening are to establish rapport and to orient the interviewee. The interviewer can establish rapport by making whatever gestures are culturally appropriate (e.g., eye contact, handshake, bow). The orientation phase is usually controlled by the interviewer, who establishes the purpose of the interview and indicates topic areas or procedures.

### **Body of the Interview**

The body of the interview is composed mainly of questions, responses, and the discussion that results from the questions.

The interviewer must first develop an interview guide, which is an outline of the topic to be

discussed during the interview. Next, an interview schedule is drawn up, consisting of questions that are developed, based on the guide.

Interview guides can be developed around a cause-effect, space, time, topical, or problem-solution sequence. The interview schedule should consist of general questions and probing questions the interviewer will have prepared in advance. Sufficient "pause time" should be given after a question to allow the interviewee to form a thoughtful response.

## Closing

An interview closing is intended to create a favourable lasting impression. There are several ways to close an interview, including:

- The clearing house question (e.g., Is there anything else you would like to discuss?)
- The statement of appreciation (e.g., Thank you for giving me the opportunity to explain the advantages of our new software system.)
- The signal that time is up.
- Announcing plans for the next meeting.
- The personal inquiry, used to build trust and rapport (e.g., How did you enjoy your vacation at your cottage?)
- The summary (e.g., repeating important information plus areas of agreement and disagreement).
- Non-verbal cues (e.g., standing up, breaking eye contact, shaking hands).

An effective interviewer will usually use a combination of ways to end the interview successfully.

## Types of Questions for Interviews

Effective questions are clear, simple, free from bias, relevant to the purpose, and capable of being answered. When developing interview questions, keep the following guidelines in mind:

- Questions should be limited to about twenty words; question clarity is reduced as the question grows longer.

- Questions should be developed according to what the interviewer wants to discover.
- Each question should have a specific purpose.
- Questions should be worded for clear understanding by the interviewee.

## Types of Interviews

Note: The following are broad categories which might have several sub-categories (e.g., job interview, consumer survey, needs assessment). Teachers should include specific types that are appropriate for their students' needs and interests.

### Information Gathering Interview

Information gathering interviews are conducted by writers and speakers to gather information from other people (e.g., graphic designers, subject matter experts, and other team members). The main purpose is to gather as much information as possible from the other party.

### Information Giving Interview

This type of interview is a method of instruction; the primary purpose of the interviewer is to give information. In the information giving interview, the interviewer provides information to the interviewee. The interview is still directive, as the interviewer will develop an interview guide and schedule the interview, generally consisting of two parties. Occasionally, the interviewer will converse with several interviewees. A typical example of the information giving interview is the orientation of a new employee to the interviewer's company.

### Problem Solving Interview

In day to day workplace situations, problem solving interviews are common. Managers, supervisors, and employees frequently become involved in problem solving activities. It is important that a supportive climate be created and maintained.

## **Suggested Activities for Module 13**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Openings and Closings**

Give students the following scenario: They have been hired to write a report and are to interview an expert for information. Students can choose the topic. The following are examples:

- First Job Search
- Car Maintenance
- Water Pollution
- Effects of Rail Line Closures.

Have students write an opening and closing for their interview.

### **Activity: Openings and Closings**

Have students write an opening and closing for an interview in which they are providing information about their company's practices and procedures to a new employee.

### **Activity: Problem Solving Interview**

Randomly divide the class into two groups. Call one group #1 and the other #2. As a whole class, brainstorm a list of problems that interest the students. These can be within the school or the community, or they can be problems the students know about from current events. Post the list.

Have students work in pairs of one #1 and one #2 student to plan and conduct a problem solving

interview. The two students together should choose a problem from the list. The #1 students will be the interviewers.

Have students work again in pairs to plan and conduct another interview, with the #2 students being the interviewers. They should choose a different problem from the list.

As a class, discuss how the roles of interviewer and interviewee were different, even though both were working together to solve the problem.

### **Activity: Observing and Evaluating Listening Behaviours**

Tune into a television news interview that you can view with your students, for the purpose of observing effective (or ineffective) listening behaviours. Ask students to evaluate the listening skills of both the interviewer and interviewee. Questions that students should be prepared to discuss can be brainstormed before viewing the interview, so the students can make notes concerning these questions as they observe the interview. A list of questions might include the following:

- Are the messages being understood by both people? Provide details.
- Are there any barriers to effective listening on either person's part? If so, elaborate.
- Is the communication open and respectful?
- Does the listening posture of each person show that he or she is focused on the message and the speaker? Observe nonverbal feedback.
- Does each person appear to have a clearly defined purpose for listening?

Use the list of questions that the class generates as the basis for either whole class or small group discussion regarding the interview.

### **Activity: Information Gathering Interview**

Have students team up with a classmate and decide who will become the interviewer and who will become the interviewee in an information gathering interview. The topic might be the interviewee's hobby, particular job experience, or knowledge related to travel. The interviewer will prepare a set of interview questions, conduct the interview (taking written notes), and prepare a written summary of the interview. The interviewee will listen attentively to questions, respond in as clear a manner as possible, and help to maintain a positive climate.

### **Activity: Role Play**

Organize a variety of role play scenarios in which students can practise problem solving, information gathering, or information giving interviews. Have them work in pairs to plan their interviews, and to develop criteria for the peer assessment.

### **Activity: Questioning Strategies**

Have students, as a class, choose a topic that interests them. The topic should be broad (e.g., a social issue or a current political issue). Have half the class develop a list of open-ended questions about the topic, while the other half develops closed-ended questions. As a whole class, discuss the questions and choose the best questions that might be put to an expert on the topic.

### **Activity: Interview Project**

Have each student conduct an information gathering interview with a person who is working in a field in which the student is interested. Students should begin by writing a letter of request in which they ask the person if she or he would be available for an interview, and what time and date they might meet. In some cases, personal contact might be more appropriate.

Each student should create an interview guide and check it with the teacher. Also, students should prepare questions ahead of time. (E.g., What is a typical day like for someone in this position? What are the best and worst aspects of your job? How much travel is normally a part of your routine? How often is the work of employees appraised?)

When students have completed their interview, they should leave an Interview Assessment Form (see following page) with their interviewee to be filled in and mailed back to the teacher. They should provide a pre-addressed stamped envelope.

Students should submit a report consisting of a summary and analysis of the information they gathered during the interview. The summary should state why they chose this interviewee, the interviewee's background or qualifications, main points learned from the interview, and general and specific information regarding the field.

The analysis should explain how the information the students gathered might help them decide whether they would like working in that field. It should also

state whether the interview fulfilled their expectations.

Students should also do a self-assessment, in which they present their impressions regarding:

- how they handled the interview
- problems they encountered
- the climate or atmosphere they set
- the positive aspects of the interview
- what they learned.

Teachers should assess students on:

- their letter to request an interview
- the assessment form sent in by the interviewee
- their summary, analysis, and self-assessment.

### **Activity: Interview Project**

Have students select a setting in which they could conduct several interviews and compile a "day-in-a-life" report. The following are examples of settings:

- seniors' home
- seniors' activity centre
- bank
- children's day care centre
- grocery store
- police station
- hospital ward
- movie or TV show set
- radio station
- YMCA or other gym
- newspaper office.

Students should complete a project proposal in which they identify the setting, the range of people they will interview, the nature of their report, timelines, and assessment criteria.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## Sample Interview Assessment Form

Student's Name \_\_\_\_\_

Please circle the appropriate number for each question (1 indicates poor; 5 indicates excellent).

How well prepared was the student? ( 1 2 3 4 5 )

Comments:

Did the student speak clearly and with ease? ( 1 2 3 4 5 )

Comments:

Did the student make effective use of the time allotted? ( 1 2 3 4 5 )

Comments:

Did the student maintain adequate control of the interview? ( 1 2 3 4 5 )

Comments:

Was the student flexible enough to explore new directions as they arose? ( 1 2 3 4 5 )

Comments:

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewee's Name \_\_\_\_\_

Job Title \_\_\_\_\_

Workplace Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Workplace Telephone Number \_\_\_\_\_

## Module 14: Group Negotiation

### Time

10 - 20 hours

### Module Description

This **optional module** introduces students to the concept of group negotiation and provides them with opportunities to practise problem solving and conflict resolution through negotiation. The module approaches negotiation as communication. It suggests a process for problem solving and provides guidelines for working in small groups. Students should also explore various practical applications for conflict resolution and negotiation.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide opportunities for students to practise group negotiation skills and learn the value of group problem solving

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communication
- speak clearly and confidently in a variety of situations
- recognize listening as an active, constructive process
- practise the behaviours of effective, active listeners
- listen effectively in a variety of situations

### Specific Learning Objectives

- recognize the importance of effective communication in one's personal life
- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- work collaboratively with others
- recognize that communication is an interactive process between sender and receiver
- recognize the role of culture in communication
- approach communication experiences (both sending and receiving) as active, thinking participants
- make decisions and solve problems as part of the communication process
- consider various types of reasoning
- speak to clarify and extend thinking
- speak to express understanding
- speak to persuade, demonstrate, or entertain
- speak to share and present information
- present arguments and information comprehensively and in a logical manner
- participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing
- participate in oral communication experiences by listening critically and attentively
- listen to make connections, interpret, or infer
- listen to confirm, summarize, question, or predict
- recognize speaker's purpose, attitude, tone, and bias
- provide appropriate feedback
- listen to understand and learn
- listen to analyze and to evaluate

### Suggested Topics

Problem Solving  
Consensus  
Conflict Resolution  
Negotiating Skills

### Suggested Resources

- English language arts bibliography for grade 11
- Books and videos on problem solving, conflict resolution, and negotiation
- Guest speakers with experience negotiating, or who use negotiation in their jobs

## **Teacher Information for Module 14**

One of the most challenging forms of communication is group negotiation. In situations where group negotiation is called for, a group of individuals is often not in agreement. The group must find a way, sometimes with the help of an outside person, to arrive at a solution that is acceptable to everyone. Sometimes this is not possible and a solution must be settled upon that is acceptable at least to the majority.

For effective group negotiation to take place, skills and abilities in speaking and listening are essential. Those involved in group negotiation must be able to express their views and ideas clearly and must listen effectively to the views and ideas of others.

### **Group Problem Solving**

Group negotiation is, essentially, group problem solving. Through problem solving, a group can find ways to overcome obstacles and to reach its goals. A problem can usually be solved satisfactorily when the group uses a process which enables them to work through the problem in an organized, logical, and respectful manner.

A "talking circle" format might be used at some point in order to encourage all members to present their ideas and express their feelings appropriately.

### **Talking Circles**

The purpose of the talking circle is to allow all people in a group to speak without being interrupted. Speakers come to understand that their own viewpoints are valid and important. Listeners learn to empathize and respect the opinions of others.

Talking circles work as follows:

- Group members are seated in a circle.
- An object (e.g., a stone, a key chain, a book) is passed from person to person around the circle.
- As each person receives the object, it is his or her turn to speak. When that person is finished speaking, he or she passes the object to the next person.
- A group leader facilitates the discussion by acknowledging contributions in a non-judgemental way.
- Only the person holding the object speaks.

- A participant may "pass". Silence is an acceptable response.
- No "put downs" are allowed.
- Comments are addressed to the issue and not to persons involved.

### **Consensus and Voting**

Consensus is complete agreement by all group members. Consensus is the desired outcome for group negotiation. Group problem solving should be aimed at achieving consensus.

However, achieving consensus is not always possible. For example, if political process is viewed as group negotiation, a country such as Canada rarely achieves consensus in parliament. Minority views are upheld and decisions are made, after the negotiation process, by voting.

Union negotiations can also be viewed as an example of group negotiation. Two sides begin with opposing and often far-apart positions. During negotiation, compromises are made until the sides are close enough together that a proposal can be put to a vote. Again, in such cases, consensus is rarely reached, but negotiation allows two groups to reach a decision that is satisfactory to the majority.

In their group problem-solving experiences, students should be encouraged to build consensus through negotiation, and by developing their speaking and listening skills. However, if consensus cannot be reached, voting is an option.

### **Conflict Resolution**

Conflict is a difference of opinion which can develop when members of a group have opposing concerns or competing ideas. In group work, some conflict is unavoidable. Students should learn how to recognize causes of conflict, and they should learn how to manage conflict so it will serve a constructive purpose. Group conflict is constructive when it stimulates members to find new ways of solving a problem, and when it takes the group forward toward the achievement of its goals.

The key to managing conflict is to keep group discussion focused on current issues, and to concentrate on common interests instead of on personal positions.

## Managing Conflict

Strategies which will help keep a group thinking positively and working productively follow. Although the following points apply to all group members, the chairperson in particular should:

- **Welcome all ideas and suggestions.**

Be sure to cultivate a climate of openness. Reactions to ideas should always be reactions to what was said, rather than to who said it.

- **Keep team goals in mind.**

A group has a purpose for working together. Personal differences need to be set aside when pursuing team goals.

- **Willingly exchange information and ideas.**

Teams consist of people with diverse backgrounds and ideas. If some members withhold information, it could destroy the team spirit and lead to failure.

- **Respect all other group members.**

Let others know what value they have to contribute. Listen attentively and encourage others to participate. All participants have the right to voice their opinions. Make sure that everyone has an opportunity to speak.

- **Let members know that the criticism of ideas is not a personal attack.**

If the group does not accept a person's ideas, this does not mean they are rejecting that person. Their ideas may still spark a discussion that will help solve a problem.

- **Encourage group members to negotiate their differences.**

Identify common interests when differences occur, and build on those interests. Team members can compromise without abandoning all of their ideas. Occasionally, a mediator may be asked to assist in situations where serious conflict is difficult to resolve. Mediators have experience in separating the issues from the personalities of group members.

- **Address negative behaviours.**

When group members argue, show apathy, or reject new ideas, attempt to find out what is causing this negative behaviour. Then, address the cause. It may be necessary to "draw out" one or two particular group members and involve them more in the group process.

## Negotiating Skills

Negotiating skills are important for participants in both large groups and small groups. Group members must be skillful in negotiating to arrive at decisions. They need to practise the following positive group behaviours:

- Recognize that the background and history of any conflict are important; listen as these are explored.
- Set goals which are realistic.
- Be objective in the presentation of facts and arguments.
- Listen carefully, and reflect on what is said.
- Resolve conflicts when necessary; clarify and solve problems.
- Examine different options and consider new ideas.
- Adjust attitudes and ideas by making reasonable compromises.
- Exhaust all possible answers to "what if" and "why not".
- Base decisions on criteria agreed upon by the group.

## **Suggested Activities for Module 14**

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles. Sample assessment forms are provided at the end of this module.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### **Activity: Brainstorming (Whole Class or Small Group)**

Have students practise the steps of brainstorming:

- identify problem
- generate and record many creative solutions without evaluating them
- set criteria for evaluating the suggestions
- evaluate suggestions according to criteria.

The purpose is to learn to withhold judgement in order to encourage participants to generate many creative solutions. For this activity, students should identify a problem that is relevant and interesting to them.

### **Activity: Role Play**

Have students role play various situations in which a group of people must work together to solve a problem (or problems) in the workplace. Provide a brief history of the circumstances and/or conflict leading up to the interaction. Make role cards for group members in which their positions, their ideas, and their attitudes are outlined clearly. (They are not allowed to show other members their cards.)

For example, in a hospital setting, you may have a head nurse, two doctors, one member of the maintenance staff, two nursing aides, two registered nurses, one laboratory technician, and one x-ray

technician. Think of a problem or conflict that would require group negotiation to solve. Have this role-playing group work through the negotiating process to end up with a solution to the problem or a resolution of the conflict.

### **Activity: Research**

Have students research the following terms: consensus, mediation, arbitration, binding arbitration. Have them write a brief report containing definitions and examples of situations in which they might be used.

Have students find one newspaper article that describes a situation in which one of the above was employed and include a copy of the article with their report.

### **Activity: Labour Negotiations**

Have each student find a newspaper write-up reporting on labour negotiations that have occurred recently in the province or community. Students should conduct research regarding events which led to the need for negotiation (on both sides), and details about the points of negotiation.

Have students make a chart in which they draw three columns. In each of the two outside columns, they should list the demands of the employees and the demands of the employers respectively. In the centre column, they should list the areas in which compromise either could occur or has occurred (if there has been a settlement).

If a settlement has been reached, students should summarize what the settlement meant for each side in terms of gains and compromises. They should also note how long the negotiations took, and what other people were involved, if any.

### **Activity: Role Play**

Using the information in the two outside columns from the above activity, have students role play the negotiations in small groups.

### **Activity: Practising Negotiating Skills**

Give students the following scenario: Alan and Beatrice Hewitt have decided that their teenage son and daughter should assume some of the household tasks, which are: taking out the garbage, feeding the cat, washing the dishes, doing the laundry, and cleaning the refrigerator. It is up to the son and

daughter to negotiate who takes which chores.  
Have students role play their negotiation in groups of two.

#### **Activity: Group Negotiation**

Have small groups of students select an issue and role play negotiations, ensuring that all parties who would be involved in the particular negotiations are represented. Other students might play the role of mediator or arbitrator. Include plenty of time for research and the preparation of each interest group's case.

The following are examples of negotiations students might explore:

- First Nations land claims negotiations
- negotiations regarding a change in minimum wage
- civic issue (such as smoking regulations)
- school issue (such as rules regarding spares)
- union contract negotiations.

#### **Activity: Guest Speaker**

Invite a guest to class who deals with negotiations in his or job. The person could be a union negotiator, a management representative in contract negotiations, a land claims negotiator, a marriage counsellor, a mediator, etc. Have students prepare questions ahead of time.

Note: Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

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## Group Discussion Self-assessment

**Student Name:**

**Date:**

**Yes    No    Comments**

Do I arrive on time?

Am I usually prepared?

Do I speak clearly?

Do I ask questions for clarification?

Do I listen carefully?

Do I make my ideas clear through example or illustration?

Am I willing to compromise?

Am I sincere?

Am I able to approach others, and make them feel welcome and worthwhile?

Do I try to include everyone?

**Additional Comments:**

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## Sample Assessment of Teamwork Skills

Student Name:

Date:

**Rating Scale:** 1 = Excellent    2 = Very Good    3 = Good    4 = Fair    5 = Poor

1 2 3 4 5      Actively participated in a group.

1 2 3 4 5      Understood and contributed to the group's goals.

1 2 3 4 5      Planned and made decisions with others and supported the outcomes.

1 2 3 4 5      Respected the thoughts and opinions of others in the group.

1 2 3 4 5      Sought a team approach and exercised "give and take" to achieve group results.

1 2 3 4 5      Understood and worked within the culture of the group.

1 2 3 4 5      Led, when appropriate, mobilizing the group for high performance.

Comments:

(Based on the *Employability Skills Profile: The Critical Skills Required of the Canadian Workforce*, The Conference Board of Canada, 1992)



## Module 15: Writing Collaboratively

### Time

10 - 20 hours

### Module Description

This **optional module** introduces students to situations that might require them to write as a member of a team. The module stresses the importance of communication skills in such a situation, and examines the differences between individual and team writing, both in purpose and process. The module encourages students to extend their organizational and group management skills.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to encourage students to see the value of effective communication in any type of team writing

### Foundational Objectives

- recognize the importance of effective communication in various situations
- recognize that communication is a multi-faceted process
- recognize that communication involves problem solving and decision making
- recognize that speech is an important tool for thinking, learning, and communication
- recognize listening as an active, constructive process
- recognize writing as a constructive, meaningful process
- practise the behaviours of effective writers
- write confidently in a variety of formats for a variety of purposes and audiences
- recognize reading as an active, constructive process

### Specific Learning Objectives

- recognize the importance of effective communication in work and professions
- recognize the importance of effective communication in lifelong learning experiences

- select and apply appropriate methods of communication in various experiences
- work collaboratively with others
- recognize that communication is an interactive process between sender and receiver
- approach communication experiences (both sending and receiving) as active, thinking participants
- manage time and resources when planning communication experiences
- solve problems and make decisions as part of the communication process
- speak to share and present information
- participate in co-operative speech activities such as problem solving, decision making, negotiating, and interviewing
- participate in oral communication experiences by listening critically and attentively
- use the writing process to organize thoughts and discover new areas of knowledge
- confer with peers and teachers
- practise writing for informational and practical purposes
- experiment with co-operative writing for practical and relevant purposes
- read technical and informational material critically and with purpose

### Suggested Topics

- Team Communication  
Managing Collaborative Writing Projects  
Preparing Manuals  
Other Forms of Team Writing (e.g., television)

### Suggested Resources

- English language arts bibliography for grade 11
- Books or articles on team communication and team management skills
- Examples of various written materials prepared by a team
- Articles about or interviews with team writers (television sit com teams, for example)
- Guest speakers

## **Teacher Information for Module 15**

All of the effective writing practices featured in this curriculum apply just as validly to writing that is co-authored as they do to independent writing.

However, when a writer works as part of a writing team, there are additional challenges to be met.

Effective writing teams know why they exist and what they intend to accomplish. They know their responsibilities, resources, strengths, and weaknesses. They know how to communicate well.

Some characteristics of effective team communication are listed below:

- Team members listen to each other.
- The team leader listens to all group members.
- Every group member feels free to speak openly and honestly.
- Individual members seek the approval of the team before action is taken.
- Information is shared willingly, not hoarded.
- Members of the team are not hesitant about bringing up bad news or problems.
- In addition to communicating well among themselves, team members (both individually and collectively) communicate well with other groups.

## **Managing Collaborative Writing Projects**

Writing in groups presents a unique challenge. Individuals have different interests, different backgrounds, and different attitudes toward writing. Following are several processes which are necessary for the management of effective team writing experiences.

### **Team Building**

Students working on a project will spend a great deal of time together, and at some point may be asked to put team goals ahead of their own. Therefore, they need to make a conscious effort to learn more about each other.

Practising basic democracy is another aspect of team building. Every member needs to be given a chance to speak, and respect must be shown for each person's ideas.

### **Analysis of the Task**

The group must analyze the task to be done so that each member has the same interpretation. They must consider the major questions to be answered concerning the writing project (e.g., What is the purpose of this document? Who is going to need it?).

### **Management of the Writing Itself**

The writing task should be divided into sections. The group can then decide which individuals or teams will work on each section, and plan how long each activity should take. The most common ways to do this are to make an outline of the document or an outline of the steps that will occur in the writing process. Either approach may be used to divide up the tasks.

When the group members have identified the work that is to be done, they must make some decisions regarding the following:

- **Group versus individual work.** Decide which activities are to be done as a group and which are to be done by individual group members. Be realistic about expectations. Do not waste group time if an individual can do the task well. However, do not assign an individual a task which will require group consensus every step of the way.
- **Equivalency of tasks.** Each group member should have an equal amount of work. This will help the group complete the job as quickly as possible, and will ensure fairness. Before agreeing on individual assignments, review the tasks as a group and try to determine how much time each task will take. Some activities will be more difficult than others. Even after estimating task difficulty, it may be necessary to re-estimate part way through the project and adjust accordingly.
- **Best use of individual skills.** Make every effort to give the right assignments to the right people. Match up individual skill with a job that utilizes that skill. If group members are comfortable with each other, they will be less

hesitant to state their own strengths and weaknesses.

## Management of Time

Time deadlines affect group writing tasks constantly. Not only must the group find a common time to get together, but they must see that each section of the project gets accomplished in a reasonable amount of time.

To keep the writing on schedule, it is a good idea to post a large chart or graph on the bulletin board, displaying both the names of the sections to be completed and the estimated dates of completion (e.g., a type of line graph or bar graph). As each task is finished it can be shaded in; everyone can then see at a glance how the work is progressing. An alternate idea would be to post sections of the work itself, using a type of storyboard format.

## Management of Document Stages

In a large writing project, keeping track of the document itself can be a problem, both at the beginning when the work is so spread out, and later on when individuals start making revisions. Often, writers complete as many as six or eight revisions. It becomes difficult to know if the version you are reading is the latest one. Writers need to find a way to keep track of what is being written.

## Management of Style and Format

It is a good idea for the group to develop a style and format guide at the very beginning of the writing project. The group should consider questions like the following:

- How many illustrations (and of what type) should be included in the document?
- Will processes be explained in point form (with numbers or bullets) or paragraph form?
- Which technical terms will be used and which are necessary to define?
- Will abbreviations be allowed, and if so, which ones?
- What size should the type, margins, and headings be?
- What style guide will be used? Which spelling conventions?

Agreement and understanding regarding basic style and format will make the final editing of the document an easier task.

## Conflict Management

Conflicts of both personalities and ideas are common in writing groups. Groups need to face these conflicts and respond to them directly.

If there appears to be a personality conflict between two group members, other members should take steps to resolve the conflict as soon as they become aware that it exists. They need to find the source of the problem. For example, does one group member feel over worked? Is credit for work done being given in an unfair manner? If group members know what the problem is, there is a good chance they can find a way to reach a satisfactory resolution.

Careful management of group meetings are essential for all members to remain receptive to new ideas. One or two group members should not be allowed to dominate group discussion. One technique that will allow for more individual involvement is that of polling each member every so often. The group leader or meeting chairperson can ask each group member in turn what she or he thinks of an idea, giving all members time to talk. As a result there will be more ideas, more discussion, and better solutions.

## Suggested Activities for Module 15

This section includes brief descriptions of activities that teachers can use for this module. The activities are suggestions only, and teachers should adapt and add other activities appropriate for their students and teaching styles.

**Note:** Teachers should take care to introduce all activities within the context of their applicability to effective communication in personal life, work, and lifelong learning. Activities and projects should be relevant to students' lives, and whenever possible students should create their own scenarios for communication projects. Mini-lessons related to module content and language processes should be taught to individual students, small groups, or the whole class as demanded by need.

### Activity: Consensus

Have students work in teams of four or five. The task is to have the team reach consensus on the solution to a problem related to the school somehow. The following are examples:

- neighbours complaining about large groups of students congregating to smoke on the street in front of the school
- students unable to participate in both sports and arts activities because of scheduling conflicts
- students having to go home for lunch or bring lunch because there is no cafeteria in the school.

Students can proceed by defining the problem, brainstorming solutions, evaluating possible solutions, and selecting a solution. They should be reminded that consensus means all group members agree. If a solution is objectionable to even one group member, it should be discarded if that member cannot be convinced to change his or her mind.

### Activity: Listening

The purpose of this activity is to have students practise listening to the opinions of others.

Have students work in groups of four or five. Assign each group an issue for discussion. The issue statement should be worded in such a way that a person could agree or disagree with it. The following are examples:

- Students should not be allowed to leave the school during spares.
- Drivers' licenses should not be issued to people under the age of seventeen.
- Retail stores should not be allowed to sell products in packages that are not recyclable.

The groups should proceed in the following manner:

- The group should allow five minutes of time for each individual to think about the statement, decide on an opinion, and jot down reasons.
- After everyone has formulated an opinion, one person will state and defend his or her opinion with reasons.
- The next person must paraphrase what that person said before giving his or her own opinion, and so on.

### Activity: Practice in Writing Step By Step Instructions

Have students prepare a set of instructions (25 to 30 steps) for some process with which they are very familiar: how to teach a dog to sit, how to take a bus from La Ronge to Saskatoon, how to tie a fly for fly-fishing, how to do a skateboard trick.

Students should make ample use of notes, cautions, and warnings. They should organize their instructions into five or six groups under appropriate subheadings, and create diagrams or illustrations as appropriate.

### Activity: Collaborative Writing Practice

This project should be done in groups of three or four students.

Give students the following scenario: Your local Chamber of Commerce, which is updating its tourism brochure, feels that certain attractions in your town or city should be described in more detail. Your team has been asked to draft a 250 word description of sites and activities which might be of interest to tourists. Three to five photographs should be used to clarify the description.

Have students work as a team to brainstorm, research, outline, draft, and revise the material which will be submitted to the Chamber of Commerce.

### Activity: User Manuals

Have students collect several user manuals from home and the classroom (manuals for appliances,

cars, games, computer software, etc.). In small groups, have students compare three different manuals. They should consider the following:

- purpose of the manual
- amount of detail
- headings
- format
- inclusion of diagrams
- level of language
- user friendliness
- other appropriate considerations.

When they have examined the three manuals, they should make a judgement about which manual is the most effective for its purpose. They should present their findings to the rest of the class, explaining the reasons for their selection.

#### **Activity: Group Project**

For this project, students will work in a group of four or five. The project will take place in two stages.

**Stage 1:** Have students "invent" a new product. This product can be practical (e.g., a remote control with which you can control all electronic appliances in your house) or fanciful (a vehicle for space travel). Students should draw diagrams of their invention and imagine as many details as they can.

**Stage 2:** Have students work as a team to create a user manual to accompany their invention. The manual should be 15 to 20 pages in length. Students should complete their manual in as professional a manner as possible, including diagrams as appropriate. Upon completion of the document, put the manuals on display. Have each group complete a group self-assessment form such as the one on the next page.

#### **Activity: Television Writing**

Television writing is often undertaken and managed by writing teams. If students are interested in this type of writing, have them undertake a group writing project related to a television program (sit com, current events documentary, etc.).

Have students work in a small group to prepare a script for a television program. Have each group complete a group self-assessment form such as the one on the next page.

#### **Activity: Comic Book**

Comic books are also often created by writing teams. The team might create the story idea; then, the tasks could be divided up. Students especially interested in this form might work in a small team to create their own comic book (writer, illustrator, story editor, perhaps).

Have each group complete a group self-assessment form such as the one on the next page.

**Note:** For this module different groups of students might work on different team writing projects, according to their interests. One group of students might choose to write the script for a television sit com; another group might write an instruction manual; another pair of students might work collaboratively to create a comic book, etc.

**Note:** Teachers should conclude each module with discussion or other reflective activity that encourages students to make and understand connections between the module and communication in people's personal lives, work experiences, and lifelong learning.

## **Sample Group Self-assessment Form for Team Writing Project**

**Title of Writing Project:**

**Group Members:**

1. How were individual and group tasks decided?
  2. What type of schedule was drawn up, and what alterations, if any, were made?
  3. How were group meetings worked into the team schedule? Were they useful?
  4. What methods were used to keep group members updated on the progress of the document?
  5. Was any conflict experienced by the group? If so, how was it managed?
  6. Would you say this was successful team writing project? If so, what made it successful? If not, what prevented it from being successful?

## Module 16: Independent Study

### Time

10 - 20 hours

### Module Description

This **optional module** provides students with an opportunity to develop an independent study project to further their understanding of some aspect of written, spoken, and/or visual communication. The project could relate in some way to one of the optional modules of the course (a particular interviewing project, for example) or could be a work study project involving the community in some way (work study with a graphic designer, for example). The focus of the project should be communication.

This module should always be selected for those students who are ready for independent study. Small groups of students might develop an independent study project, in which case individual contributions should be planned and closely monitored.

### Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide an opportunity for students to apply their communication skills and abilities in a project that relates in some way to their own lives and interests

### Foundational Objectives

To be selected from the foundational objectives of Communication Studies 20 by teacher, student, and others involved in the project.

### Specific Learning Objectives

To be selected from the specific learning objectives for Communication Studies 20, and created as appropriate to the particular project (by teacher, student, and others involved in the project).

In addition, students will:

- participate in describing and refining the project
- participate in defining tasks, products, and assessment and evaluation procedures
- participate in setting timelines
- work independently.

### Suggested Topics

Communication project with a mentor

Work study project

Participation in a community-based or school-based communication activity (e.g., debating society or club, Toastmaster Club, storytelling group)

Promotional project (e.g., of a recreation site)

Sales and marketing project

Organization and management of a panel discussion or forum

Creation of a manual

Creation of a Web site

Other student-generated and teacher-approved project

### Suggested Resources

- English language arts bibliography for grade 11
- Teachers and community members
- Appropriate books, articles, videos, etc.
- Appropriate computer hardware and software
- Internet
- Other, depending on individual projects

## **Teacher Information for Module 16**

The purpose of independent study is to give students an opportunity to explore and manage a project of interest to them. Through independent study, students develop the ability to take charge of their own learning experiences. They learn how to set goals and learning objectives, organize the learning experience, and assess their own learning. Teachers should encourage independent study for all students who can work in a self-directed manner.

Students can select either an individual project or a collaborative project.

### **Individual Project**

The student will select one of:

- Communication study (oral, written, and/or visual) in a subject area of the student's choice by special arrangement with the subject teacher.
- Communication study with a mentor outside the school, similar to a work study project (e.g., working on a project with a public relations or design company in the community).
- Membership and full participation in a community-based or school-based group communication activity (e.g., Toastmasters Club, storytellers' group, debating club).
- Student-generated (teacher-approved) idea.

### **Collaborative Project**

Select one of:

- Panel discussion and forum.
- Creating and presenting pamphlets/promotional literature regarding a particular site or organization.
- Creating and presenting sales and marketing literature (e.g., catalogues, price sheets, advertising bulletins, brochures) for a particular company or occasion.
- Team television, radio, film, magazine, or comic book writing project.
- Student-generated (teacher-approved) idea.

### **Time Management: Individual or Collaborative Project**

Although times will vary in each different situation, guidelines for project time allotment should be drawn up by the student(s) and approved by the teacher. If another person is involved (e.g., a mentor from the community), that person should also be involved in setting the work schedule.

Following is a sample time schedule for a communication project:

<b>Activity</b>	<b>Hours</b>
Research and Setting of Project Goals and Learning Objectives	4
Teacher-student Consultation	1
Preparation of Contract for Teacher Approval	1
Development of Project	10
Presentation of Project	1
Final Report on Project	3
Total	20

Individual projects may require very different time schedules and different activity descriptions. The important thing to remember is that there must be a satisfactory set of timelines agreed upon, so the student(s), teacher, administrator, and others involved know what will be done when, and how each aspect of the project will be assessed.

A sample contract for an independent study project appears on the following page.

**Note:** Teachers and students should remember that not just the final product will be assessed. All aspects of the project should be assessed according to Communication Studies 20 objectives and other learning objectives as determined by the student(s) and teacher.

## Sample Contract for a Communication Independent Study Project

**Student Name** \_\_\_\_\_

### Project Description

Briefly describe your project. Identify your purpose and audience.

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### Objectives

Identify the learning objectives for the project. These should come from the learning objectives for Communication Studies 20 and from the demands of the particular project.

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### Research

Where will you find your information? What kinds of activities will gathering the information involve (e.g., interviewing, library visits, multimedia study, writing to experts)? How will you evaluate your sources?

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### Organizing Your Project

Outline the steps you will take to organize your project. How will you construct your introductory portion of the project, the main body, and your concluding sections? What will you actually do? How will you present the project?

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### **Time Allotment**

You will have a maximum of \_\_\_ hours of class time to spend on this project. Construct a time schedule and establish due dates for the major steps in your project. List important dates and responsibilities.

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### **Resources**

Will you need to book special equipment, supplies, or facilities for your project? If so, at what time in your schedule will this be necessary? Pay particular attention to audio-visual resources you will need.

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### **Assessment**

Your project will be assessed at various stages. Assessment criteria will be determined in advance by you and your teacher. At what points in your project would you like assessment to take place? Consider the use of peer and self-assessment as well as teacher assessment. Write down assessment criteria.

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Date \_\_\_\_\_

Teacher \_\_\_\_\_

Student \_\_\_\_\_

Principal \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

(Sample Contract adapted from Saskatchewan Education, 1996, *Arts Education 10, 20, 30: A Curriculum Guide for the Secondary Level*, pp. 180-181)

## Sample Project Assessment Form

Student Name:

Date Submitted:

— Individual Project

— Group Project

Group Members:

- 1.
- 2.
- 3.
- 4.

— Met Requirements

— Met Timelines

Rating: 5 = excellent 4 = very good 3 = good 2 = fair 1 = poor

1 2 3 4 5      Planning

- Overall
- Clear Purpose
- Realistic Goals
- Realistic Timelines

1 2 3 4 5      Research

- Appropriate Approach
- Complete
- Varied Sources

1 2 3 4 5      Work Habits

- Initiative
- Effort
- Co-operation
- Dependability
- Use of Time
- Task Completion

1 2 3 4 5      Final Product

- Clear
- Convincing
- Complete
- Well-organized
- Technical Aspects

1 2 3 4 5      Final Presentation

- Clear
- Convincing
- Appropriate Examples
- Appropriate Pacing
- Technical Innovation

Summary Assessment:



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