

Literacy Lessons

KNOW YOUR AUDIENCE

at a glance

your Learning

These lessons will help you

- Develop problem solving skills, particularly in groups
- Use the writing process
- Understand other perspectives
- Understand behaviours expected in particular situations

your Literacy

Literacy is key. In these lessons, you will engage and boost your literacy by

- Keeping learning tasks authentic, e.g., by focusing on the underlying principles of learning
- Understanding others' perspectives is central to literacy
- Understanding the purpose, audience, form and goals of a piece of writing is fundamental to understanding the text and to composing your own writing
- Making inferences can be made about the meaning of your words and actions

Learning about your

Learning

Learning about your learning is powerful. Here are some questions you will think about to reflect on your learning in these lessons:

- Do you know what you know how to problem solve?
- Do you know what the expectations are about speaking, reading, and writing?
- Do you know what strategies to use?

About the lessons

Each Literacy Lesson includes the following parts:

- **Critical Learning**, which outlines the main goals of the lesson.
- **Materials and Interaction**, which lists the handouts, resources and collaboration you will need to complete the lesson. Use this as a checklist to prepare for your learning. The **blue-coloured text** in the lessons show when collaboration is required or recommended. To access the Internet addresses, use **CTRL + click** to follow the link.
- **Minds On**, which begins the lesson, turns your “mind on” to the learning of the lesson.
- The **Action!**, usually the main part of the lesson, is intended to engage you more deeply in the topic, and to exercise and develop your knowledge and skills.
- **Consolidation**, which concludes the lesson, allows you to strengthen and reflect on your learning.
- **Connections and Next Steps**, which provides suggestions for further study and gives direction about what follows the lesson.

Throughout the lessons, look for the **i**, information, and **a**, action icons in the lesson, and use them as a guide for your learning.

The image shows a collage of educational documents. At the top right is a page titled 'WRITING SURVIVAL SKILLS' with a sub-header 'Literacy Lesson 2.2'. It includes a table with columns for 'Active Listening', 'Proper Technique', and 'Review'. Below this is a document titled 'KNOW YOUR AUDIENCE' with a sub-header 'Literacy Lesson 5.4'. This document has sections for 'Critical Learning', 'Materials & Interaction', 'Minds On', and 'Action'. The 'Minds On' section contains a quote from Don Tapscott (2009) about digital communication. The 'Action' section lists uses for email. To the left, there is a document titled 'START SMART: ORIENTATION' with a 'Take Making' section and a 'Minds On' section.

Don Credits: 5.4: Netiquette: Composing Email

Knowledge and Skills	Seeking a Solution	Sharing a Solution	Business Etiquette	Netiquette	Set Your Cites
	5.1	5.2	5.3	5.4	5.5
<i>Self-understanding</i>					
Identify problem solving strategies most suitable for learning preference and strengths	✓				
Self-assess understanding of appropriate business behaviour			✓		
Understand attitudes toward email				✓	
Understand how reflecting increases learning	✓				
Use guiding questions to stimulate and focus reflection	✓				
Identify strengths as a speaker	✓				
Identify and reflect on accomplishments	✓				
<i>Problem Solving</i>					
Understand what problem solving is	✓				
Understand techniques for effective problem solving	✓				
Identify problems	✓				
Use a problem solving approach to find a solution	✓				
Understand the purposes of think-pair-share	✓				
Use guiding questions and a limited number of sticky notes as strategies to support reading comprehension	✓				✓
Apply problem solving approaches to specific situations	✓				
Use strategies to ensure understanding of the task and performance criteria (e.g., criteria listed in a rubric)			✓		
<i>Reading Knowledge and Skills</i>					
Understand characteristics, advantages, disadvantages of email				✓	
Understand how to find style guidelines and use them					✓

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KNOW YOUR AUDIENCE

Understand what an abstract is and how to use it					✓
Understand criteria for evaluating sources of information (trustworthy, accurate, current, complete, balanced)					✓
Understand why reference pages are included in research reports and essays					✓
Recognize APA or MLA style					✓
Use an abstract to decide whether or not to read the whole article					✓
Read an abstract as a reading comprehension strategy					✓
<i>Making Inferences</i>					
Understand how inferences can be made from words, actions and writing			✓		
Make inferences about the meaning of words and phrases			✓		
Make inferences about the writer of a memo			✓		
Use strategies to make inferences about the writer of a memo			✓		
<i>Writing Skills</i>					
Identify a purpose for writing		✓		✓	
Identify and writes for a specific audience		✓	✓	✓	
Understand how values, beliefs and experiences are reflected in writing			✓		
Control tone, e.g., keeps it business-like and appropriate for instructor-student communication		✓	✓	✓	
Locate multiple sources of information on 1 topic				✓	
Summarize information from multiple information sources				✓	
Organize information according to the audience's need to know		✓			
Write clearly and concisely		✓	✓	✓	✓
Understand the nature, purpose, and features of a memo or email or citation		✓	✓	✓	✓
Use accepted conventions and features of the form, e.g., memo or email or citation		✓	✓	✓	✓
Use a R.A.F.T.S. strategy to draft a memo and an email		✓	✓	✓	
Revise a memo, e.g., reorganizes to make it clear or to emphasize the most important point		✓			
Check for accuracy of facts		✓			
Edit a memo, e.g., by checking grammar		✓			
Use bulleted lists for clarity and conciseness		✓			
Adapt the writing process as necessary		✓			

Literacy

Lessons

KNOW YOUR AUDIENCE

Write in-role from the perspective of a college student or an instructor		✓	✓	✓	
Revise an email					
Create a checklist to guide revision				✓	
Compare 2 types of writing				✓	
Obtain and use feedback to inform revision			✓	✓	
Translate from 1 form to another				✓	
Use a sticky note strategy to summarize ideas					✓
Explain an author's ideas in own words					✓
Write a paragraph that includes a quotation from a source of information and that provides the name of the author and page number					✓
Take notes using cue cards or sticky notes without plagiarizing					✓
Write summaries that are approximately 1/10 the original length					✓

Seeking a Solution

Becoming an Effective Problem Solver

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Understand what is meant by “problem solving” ☑ Explain 5 strategies, or techniques, for problem solving ☑ Identify a problem, use a problem solving approach to arrive at a solution. 	<ul style="list-style-type: none"> • Access to the internet • Student Resource and Student Response page • 5 Sticky notes • <i>Problem Solved! A Guide for Employers and Practitioners</i>. Human Resources and Social Development Canada, available at http://srv108.services.gc.ca/english/general/Problem%20Solved%20-%20Employers%20-%20E.pdf • Work with a partner
Minds On	
<p>① Problem solving refers to a situation in which you have a goal, but have no known or routine way of attaining it. The process of problem solving involves understanding the problem, planning steps and using reasoning to reach your goal, or solution. Problem solving skills are highly valued at college, in the workplace, and in life in general. Often, problem solving results in making a decision about a course of action.</p> <p>① A think-pair-share strategy consists of 3 steps:</p> <ol style="list-style-type: none"> 1. think about the issue or question independently, 2. join a partner, 3. share your thinking with a partner and consider your partner’s thinking. <p>The steps are important for thinking process:</p> <ul style="list-style-type: none"> • you have an opportunity to access what you know and make personal connections, • you have an opportunity to benefit from someone else’s thinking, • you have an opportunity to articulate your thinking aloud, hear someone else think aloud, and then adjust as necessary by modifying, combining or adding ideas. 	<p>➡ Locate the guide, <i>Problem Solved! A Guide for Employers and Practitioners</i> at the internet address above. The first section, Problem Solving Techniques, outlines five different techniques, or strategies, for solving problems. The 5 techniques are:</p> <ol style="list-style-type: none"> 1. Five Whys Technique 2. Proact Technique 3. Creative Technique 4. Collaboration Technique 5. Plan, Do, Check, Act (PDCA) Technique <p>➡ If your situation allows, use a think-pair-share strategy to understand the 5 techniques:</p> <p>Step 1: Study 1 technique, formulating independently what it means</p> <p>Step 2: Join with a partner</p> <p>Step 3: Share your thinking and listen to your partner’s interpretation</p> <p>➡ In conversation with your teacher, on your Student Response page, explain:</p> <ul style="list-style-type: none"> • Which technique <i>you</i> are most likely to use when working independently and why • Which technique <i>you</i> are most likely to use when working on teams and why • Which technique <i>you</i> are least likely to use and why.
Action!	

➡ Read the scenario “The Problem with Group Work”, below:

Step 1: Use 5 sticky notes. Ask yourself as you read: What really is the root problem? How would I mostly likely handle the problem? Pause to answer these questions 5 times, each time jotting your thinking on a sticky note and placing at the appropriate place in the scenario.

Step 2: Complete the Student Response page organizer, “The Problem With Groups” that follows the scenario, referring back to the scenario as necessary.

Step 3: Work through “Problem-Solving” on Student Response page #2. This outline refers to Section 2 of “Problem Solved! A Guide for Employers and Practitioners”, which is transcribed for you.

Consolidation

ⓘ The trick with reflection is to avoid settling for an easy answer. Use guiding questions as an opportunity to assess your learning in an honest and meaningful way.

➡ Reflect on how well you solved the problem from the scenario using the following question prompts:

1. Which of the techniques described in “The Guide for Employers and Practitioners” would you have used to solve the problem in the scenario? Why?
2. How well do you think you solved the problem?
3. What might you do differently? Explain.
4. What have you learned about problem-solving that might help you to deal with other problems?

Connections and Next Steps

➡ Turn your learning into action:

- Who needs to hear about problem solving? A teacher? Employer? Classmate?
- Why does this individual or group of people need to know?
- What key ideas would you include in a report on problem solving?
- What format or medium would you use to convey your message?

Seeking a Solution – Student Resource

Becoming an Effective Problem Solver

The Problem with Group Work

SAMPLE SCENARIO

In one of your first-year college courses, your teacher has assigned you to work with three other students on a major research project. The assignment is worth 40% of the final mark and is due in four weeks. Your instructor indicates that by completing this assignment in groups, students will be provided with an opportunity to experience a workplace-like situation in which people must work collaboratively and constructively to produce a product. Your instructor argues that group work teaches students the benefits of teamwork and forces students to problem solve. There are a few stipulations that the teacher has highlighted. First, the groups are teacher-selected and no changes will be made. After all, employees don't necessarily choose who their co-workers are. Second, all group members will get the same mark. Third, the group must deal with any problems or issues that arise.

You are diligent and hardworking. One of the members in your group, Dan, is quite bright but tends to keep to himself. Another member of the group, Artie, is academically weak, but always works hard to do his part of the work. The final member of the group is Shelby. She is unmotivated and unreliable as the result of holding down two part-time jobs. She has managed to pass the course so far because she is bright and has done well on tests.

Your group has divided the tasks equally among all members and decided on meeting dates and times. You find that the other members look to you as group leader. At your next meeting date, you discover that everyone except Shelby has completed his/her share of the work. She apologizes and promises to have the work done by the next meeting date. Not surprisingly, by the next meeting date, she has completed only parts of last week's work and none of this week's work. Your group members are livid and insist that you do something. What do you do?

Seeking a Solution – Student Response #1
Becoming an Effective Problem Solver

THE PROBLEM WITH GROUPS Organizer

What do I know?	What can I do?
For example: <ul style="list-style-type: none">• I cannot consult with the teacher	<ul style="list-style-type: none">• Discuss the issue with Shelby to find out
Conclusions	

Seeking a Solution – Student Response #2

Becoming an Effective Problem Solver

Problem Solving

STEP 1: WHAT IS THE PROBLEM?

- What are the symptoms of the problem?
- What is the root cause of the problem — the *real* problem?

STEP 2: WHAT ARE THE POTENTIAL SOLUTIONS?

- Are there any factors that you need to consider when choosing a solution? (e.g., policies, procedures, etc.)
- What are the advantages and disadvantages of each possible solution?
- What are the consequences of each possible solution?

STEP 3: WHAT IS THE BEST SOLUTION?

- Which solution is the best overall? Why?
- Choose a solution and act on it!

STEP 4: IS THE PROBLEM SOLVED?

- Did the chosen solution solve the problem? If not, return to Step 1 to review the problem again. Try using a different approach.

From *Problem SOLVED! A Guide for Employers and Practitioners*. Office of Literacy and Essential Skills. Human Resources and Skills Development Canada.

<http://srv108.services.gc.ca/english/general/Problem%20Solved%20-%20Employers%20-%20E.pdf>. P. 9.

Teacher's Feedback:



Still to do: _____

Successful

Comments:

Seeking a Solution

Becoming an Effective Problem Solver

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Understand what is meant by “problem solving”
- Explain 5 strategies for problem solving
- Identify a problem, and use a problem solving approach to arrive at a solution.
- Prepare for Problem Solving-Writing Lesson 17

Minds On

- I understand 5 approaches to problem solving
- I know how and why to use a think-pair-share strategy
- I am aware of which problem solving techniques I am most likely and least likely to use

Action!

- I can use a guiding question and a limited number of sticky notes as a reading comprehension strategy
- I can apply a problem solving framework to a specific situation
- I can apply problem solving steps to a specific situation

Consolidation

- I understand why reflecting is important for learning
- I can use guiding questions to reflect on my thinking

Sharing a Solution

Writing a Memo to Resolve a Problem

Critical Learning	Materials and Interaction
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- ☑ Identify a purpose for writing
- ☑ Identify a specific audience
- ☑ Maintain a business-like tone for a difficult subject
- ☑ Select and organize information according to ‘need to know’
- ☑ Express ideas clearly and concisely
- ☑ Use an accepted (conventional) form
- ☑ Motivate the audience to take action

- Student Response Page: Sharing a Solution
- R.A.F.T. template
- Memo samples in the *Ontario College Writing Exemplars* available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf
- Consult with teacher

Minds On	
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❶ “Memo” is a short form for “Memorandum”. A memo is a brief, to-the-point communication within an organization or company. They can be directed to a small or large group. They are often used in businesses to

- Make announcements
- Confirm what has happened
- Request or send information
- Make a recommendation.

Because memos are used to track communication, it’s important to include the date and identify the topic and audience. Any action to be taken or request for information must be clearly identified, along with reasons.

Memos can serve as evidence, e.g., in legal situations.

- Do not write anything in a memo that you would not say in person.
- Never mention an individual in a memo without including that person in the distribution list.

➡ Reread “The Problem with Group Work” scenario, in Literacy Lesson 5.1, thinking about how to turn this thinking into action: As group leader, you need to communicate in writing the solution to the problem to people involved. Use a R.A.F.T.S, to plan your memo:

Role	Group leader
Audience	Who needs to know? Why them?
Form	See Lesson 6 See memos in the <i>Ontario College Writing Exemplars</i> at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf
Topic	What background does the audience need to know? What do you want them to do? How will you motivate them to do it?
Strong Verb	What action verb best expresses what you hope to achieve?

Action!	
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❶ The steps in the right-hand column are phases of the writing process. These are actions of effective writers. You may begin by following the steps as if they were a set of instructions, to be followed in order. Experienced writers make

- ➡ Draft a memo in which you communicate your ideas clearly and concisely.
- ➡ If possible, obtain [feedback from your teacher](#).

these actions work for them, often moving back and forth between them. For example, revision might alert you to the need to gather more information. During proofreading, you may realize you need to revise your paragraphs.

Consolidation

i Revision is hard work, but many effective writers say it's the most important and fun part of the process. Revision is "re-seeing" your work, looking at it with a fresh eye to see if it says, not what you intended to write, but what you *actually* wrote. Revision is about thinking, ideas, organization, support. Editing is about spelling and grammar. Avoid short-circuiting your revision by not jumping to editing too quickly.

i Good proofreading requires disrupting the tendency to go with the flow of what you've written. Strategies to do this include:

- Reading aloud to a partner
- Reading backwards, word by word or one sentence at a time
- Reading aloud as you pace around the room. Turn on every comma and stop on every period.

↻ Revise your memo and make any necessary adjustments. Have you

- made the purpose of the memo clear?
- stated your point clearly?
- included all the important information?
- checked everything according to "need to know"?
- organized your information logically?
- maintained a business-like tone?
- encouraged the intended audience to respond or take action?
- used headings and bullets

↻ Do a final proofreading:

- check your grammar, spelling, choice of words, punctuation?
- check your facts?

Connections and Next Steps

↻ Professional writers know that nothing is ever written completely alone. Writers are always engaging in group brainstorming and seeking feedback. Show your memo to 2 or 3 students:

- What do they understand to be the main point?
- Do they have enough information to understand the situation? Do they feel the tone is business-like and balanced?
- What do they believe they're being asked to do?

Sharing a Solution – Student Response
Writing a Memo to Resolve a Problem

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

Role	Group leader
Audience	Who needs to know? Why them?
Form	See Lesson 6 and memos in the Ontario College Exemplars at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf : What features do you need to incorporate into your memo?
Topic	What do you hope to achieve by writing this memo? What background does the audience need to know? What do you want them to do? How will you motivate them to do it?

Action!

➡ Draft your memo.

Consolidation

- ➡ Revise your memo and make any necessary adjustments. Have you
- made the purpose of the memo clear?
 - stated your point clearly?
 - included all the important information?
 - checked everything according to “need to know”?
 - organized your information logically?
 - maintained a business-like tone?

- encouraged the intended audience to respond or take action?
- used headings and bullets

➡ Do a final proofreading: Have you

- checked your grammar, spelling, choice of words, punctuation?
- checked your facts?

Connections and Next Steps

➡ Assess your work:

- What does your audience understand to be the main point?
- Do they have enough information to understand the situation?
- Do they feel the tone is business-like and balanced?
- What do they believe they're being asked to do?

Teacher's Feedback:



Successfully completed

Still to do: _____

Comments:

Sharing a Solution

Writing a Memo to Resolve a Problem

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Identify a purpose for writing
- Identify a specific audience
- Maintain a business-like tone for a difficult subject
- Select and organize information according to 'need to know'
- Express ideas clearly and concisely
- Use an accepted form
- Motivate the audience to take action

Minds On

- I can explain what a memo is, why they are written and how they are written.
- I can use a R.A.F.T. structure to plan a short piece of writing, e.g. a memo

Action!

- I can draft a memo using a R.A.F.T. strategy

Consolidation

- I can revise my memo and make any necessary adjustments.
- I can
 - make the purpose of the memo clear?
 - state my point clearly?
 - include all the important information?
 - check everything according to "need to know"?
 - organize information logically?
 - maintain a business-like tone?
 - encourage the intended audience to respond or take action?
 - use headings and bullets
 - check grammar, spelling, choice of words, punctuation?
 - check your facts?

Business Etiquette
Understanding Inferences

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Self-assess understanding of appropriate business behaviour ☑ Understand how your writing reflects your manners, skills and integrity ☑ Make inferences to appropriately to your boss and your colleagues. ☑ Read and understand rubrics and instructor’s feedback 	<ul style="list-style-type: none"> • Student Resource and Student Response Pages: Business Etiquette • Access to the Internet • Business Etiquette Quiz, Centennial College available at http://www.centennialcollege.ca/pdf/grads_uccesspack/JobOffer/busetquiz.pdf • Sample memos from <i>Ontario College Writing Exemplars</i>, available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf • Work with a partner
Minds On	
<p>① Knowing your audience means that you are mature enough to recognize and appreciate the point of view of others. Because of the variety in individual ages, backgrounds and preferences in the workplace, you cannot assume that everyone thinks alike. The Etiquette Quiz is a reminder of those differences and the impact they can have on the job.</p>	<ul style="list-style-type: none"> ➡ Locate Centennial College’s <i>Business Etiquette Quiz</i> at the internet address, above. Print a hard copy. Complete the quiz. Compare your responses to the answer key at the end of the quiz. ➡ With a partner, discuss <ol style="list-style-type: none"> 1. why the answer key choices are most appropriate 2. why the other choices on the quiz are inappropriate 3. what inferences or conclusions you draw.
Action!	
<p>① As evident from the quiz, above, other people draw conclusions about your manners, skills and intelligence from your words and actions.</p> <p>① Inferences are conclusions you draw by combining evidence from the text and what you already know. Making an inference</p>	<ul style="list-style-type: none"> ➡ Locate the Student Resource page “Business Etiquette” that follows this lesson. In the right-hand column is a memo written by a college student taken from <i>Ontario College Writing Exemplars</i>. In the left-hand column are prompts for you to complete. These require you to make inferences. ➡ Read the prompts first, preview the memo, read the memo using a highlighter to identify information you’re looking for, and then complete the question prompts.

requires you to use reasoning to go beyond the text. It is sometimes called “reading between” or “reading beyond the lines.”

- ➡ Reflect on the memo and the thinking you did to respond to the prompts:
 - What inferences do you make about the sender?
 - How did you arrive at those inferences?
- ➡ **With a partner**, revise and edit this memo so that the message is clear, and the tone is appropriate.

Consolidation

- ① Successfully completing assignments depends on
 - having the same understanding of the assignment’s instructions as your instructor
 - understanding the criteria used to evaluate that assignment

The introduction of the Ontario College Writing Exemplars provides sample rubrics and instructor feedback.

- ① You are asked to assume the role of the evaluator in this exercise to explain why an assignment was given a Level 2. Reversing roles not only encourages you to understand instructions from the perspective of your instructor, but also gives you a chance to practise revision and editing skills.

- ➡ Below the chart is the grade assigned to the memo as well as the evaluator’s comments. Take time to understand the instructor’s remarks; for example, what is clichéd language? **If possible, use a think-pair-share with a partner to think and talk through the comments. Each of you reads silently, trying to make sense of a comment. Then you share your thinking and together figure out if you’re both on track.**

- ➡ Assume that you are the instructor who has marked this memo, and the student, upset with the grade, has e-mailed you to request a full explanation of the level 2 it received.

Step 1: Before you reply, carefully read the descriptors on page 24 of the *Ontario College Writing Exemplars* that outline the expectations of this assignment.

- Which of these should you point out to the student?
- What constructive advice will you give for improvement?

Step 2: Write your e-mail:

- Use a R.A.F.T.S. (Literacy Lesson 2.4) to plan
- Explain the reasons for the grade
- Suggest ways to improve
- Be attentive to the tone of your e-mail.

Step 3: Exchange your work with a partner

for feedback—especially about how helpful the advice is and the tone.

Connections and Next Steps

➡ For some workplace humour, locate “The Ten Commandments of Office Etiquette” at <http://www.mohawkcollege.ca/Discover/Help/coop/studRes/OfficeEtiquette.html> .

- To what extent could these commandments apply to any situation?
 - In a workplace, why would a violation of these rules poison the professional environment?
 - Add a commandment of your own.
-
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Business Etiquette – Student Resource
Understanding Inferences

Memo

<p align="center">Inferences</p> <p>Inferences intended by the writer:</p> <p>I infer that “the doorstep” mentioned in the first sentence refers to ...</p> <p>I think that the writer’s reference to “the field” in the last line means...</p> <p>Inferences you can make about the writer from the text:</p> <p>Because the writer uses an inappropriate tone for a memo (“thumb down the teacher”), I think ...</p> <p>I infer that the writer does not have much experience in organizing events such as this party because...</p>	<p>TO: All Would-Be Graduates of Business Administration FROM: [Student’s Name] DATE: October 27, 2002 SUBJECT: LAST GET-TOGETHER BEFORE DEPARTURE</p> <p>At the doorstep to the next stage of your life, you all are invited to a party to celebrate our friendship and achievements.</p> <p>You must sample some of our classmates’ flash business cards. Why would you want to miss out the good chance to thumb down the teacher who put you down during the semester. Above all, you should laugh and talk our hearts out with each other for the last time.</p> <p>So, the banquet has been arranged as follows:</p> <p>Who: Every graduates and their familys (no more than 3) plus faculty members When: Following the commencement, around 3 p.m. Where: At the Seventh Semester, located beside the Food Emporium (The College granted the Room free of charge)</p> <p>Menu & Cost: \$20 for pork/salmon dish \$25 for roasted chicken dish (The food will be catered by a local restaurant)</p> <p>Please remember to let me know of your attendance by the 7th of November either by talking to me in person or by paying the fee according to the food that you wish to have. This will help the prompt reservation of food and seating.</p> <p>I know each of us, the third-year would-be graduates, is full of vigor and hope, and ready to make good of our dreams out in the field.</p>
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-This writing is a Level 2 Memo from *Ontario College Writing Exemplars*, p. 59

Note: This memo received a Level 2 evaluation. Comments about this memo in *Ontario College Writing Exemplars* are as follows:

“Follows memo format; stresses reader benefit; attempts graphic highlights [capitals on subject line], but overwhelmed by excess content; uses clichéd language; uses inappropriate tone (“thumb down the teacher”); contains grammatical inaccuracies.”

Business Etiquette – Student Response

Understanding Inferences

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

➡ Take the Business Etiquette Quiz, Centennial College:
<http://www.centennialcollege.ca/pdf/gradsuccesspack/JobOffer/busetquiz.pdf>

- ➡ Discuss:
- why the answer key choices are most appropriate
 - why the other choices on the quiz are inappropriate
 - what inferences or conclusions do you draw.
-

Action!

➡ Prompts:

Inferences intended by the writer:

- I infer that “the doorstep” mentioned in the first sentence refers to ...
- I think that the writer’s reference to “the field” in the last line means...

Inferences about the writer drawn from the text:

- Because the writer uses an inappropriate tone for a memo (“thumbs down the teacher”), I think ...
- I infer that the writer does not have much experience in organizing events such as this party because...

➡ Attach your revised and edited memo

Consolidation

➡ Fill in the R.A.F.T.S. Compose your memo from the point form notes.

<p>Role What role is the student playing?</p>	
<p>Audience Who is the intended audience for the memo? Who is expected to read it?</p>	
<p>Format What critical attributes of the memo does the writer include? Why is a memo an appropriate form in this situation?</p>	
<p>Topic What is the memo about?</p>	
<p>Strong verb (purpose) What is the purpose of the memo? What is the action verb that expresses the purpose?</p>	

➡ Attach the revised and edited version of the completed memo.

Connections and Next Steps

➡ Response to the workplace humour URL.

Teacher's Feedback



Successfully completed

Still to do: _____

Comments:

Business Etiquette

Understanding Inferences

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Assess your understanding of appropriate business behaviour
- Understand inferences implicit in your writing that reflect your manners, skills and integrity
- Use inferential thinking to respond appropriately to your boss and your colleagues.
- Read and understand rubrics and instructor's feedback

Minds On...

- I am aware of the importance of my body language, my words and my actions in a work environment
- I understand what inferences may be drawn from written communication
- I am sensitive to tone (attitude) in my oral and written communication

Action!

- I can make inferences from written communication about the writer's purpose and tone
- I can revise written communication to better appreciate the audience for whom it is intended
- I can interpret rubrics used to evaluate a writing assignments
- I can adopt the instructor's point of view and voice

Consolidation

- I can appreciate the role of etiquette in the workplace

Netiquette: Composing Email

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Summarizing information from multiple internet sources ☑ Understand email: my attitudes, advantages and disadvantages, comparison to memos, guidelines for writing effectively ☑ ‘Translating’ from 1 form to another ☑ Using writing process to compose and revise an authentic email 	<ul style="list-style-type: none"> • Student Response Page: Netiquette • Dennis G. Jerz. “Writing Effective Email: Top 10 Tips” available at http://jerz.setonhill.edu/writing/e-text/e-mail.htm • <i>Email Etiquette</i>. The Writing Lab & The Owl at Purdue and Purdue University, available at http://owl.english.purdue.edu/owl/resource/636/01 • Albion.com and Seth T. Ross. The Core Rules of Netiquette, available at http://www.albion.com/netiquette/corerules.html • Sample memos from <i>Ontario College Writing Exemplars</i>, available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf • Recommended interaction with another student

Minds On	
<p>📍 Don Tapscott (2009), who coined the term “Net Generation”, writes that those who grow up digital consider email to be a formal and professional way of communicating. For daily communication, this generation prefers faster and more interactive forms such as instant messaging. Tapscott writes that when Net Geners email a company, 80% expect a quick response—which doesn’t always happen.</p> <p>But email has its uses. At work, email is faster than arranging a meeting and talking.</p>	<ul style="list-style-type: none"> ➡ List the forms of communication you use, e.g., telephone, face-to-face meetings, instant messaging, social networking, email, and texting. In writing or in a conversation with your teacher or a classmate, identify the forms of communication you use most, those you use least, and the reasons why. ➡ Using a T-chart and working with a partner if possible, brainstorm advantages and disadvantages of email for college or work.

Action!	
<p>📍 Emails have many uses:</p>	<p>➡ Turn to your notes on memo writing from</p>

- to persuade others
- to provide information
- to approve a budget
- to arrange a meeting
- to extend a deadline
- to confirm a decision
- to grant permission to do something.

Whatever their purpose, emails require

- clear, brief, logical, and persuasive writing
- understanding of purpose, audience, and context. (Use a R.A.F.T.S.!))

For this reason, email can teach you a lot about writing.

- ① The ability to ‘translate’ from 1 form to another can show
- your flexibility
 - your control of a range of writing forms
 - your sensitivity to purpose, form and audience.

Literacy Lesson 2.4:

- Highlight memo features similar to e-mail features
- Underline memo features different from e-mail features.

➡ Search the term “Netiquette” with your Internet browser.

- Create a shortlist of guidelines for writing email.
- Suggestion: Begin with the 3 internet addresses, above.

➡ Select a Level 3 or 4 memo from the *Ontario College Writing Exemplars*. See internet addresses above.

Step 1: ‘Translate’ the memo into an email, using your best netiquette.

Step 2: Check your draft against your own guidelines and revise as necessary.

Step 3: Send your email to your teacher or a classmate. Ask the recipient

- if the email motivated an equally polite, concise and speedy response
- how to improve it.

Consolidation

① Something that is “Authentic” is “genuine”. Do whatever you can to make your learning, assignments and practice as authentic as possible, e.g., by adapting a writing assignment to a real situation, sending the email and learning from the response.

➡ Write an email to one of your instructors related to the class or an assignment.

Step 1: Use the R.A.F.T. organizer to clarify your purpose.

Step 2: Draft your email. (Save as a draft on the computer.)

Step 3: Print 1 copy to show to another student or your teacher for feedback.

Step 4: Revise your email, print it and attach it to your Student Response page.

Step 5: Ideally, send your email to its intended recipient!

Connections and Next Steps

① Organizations and institutions usually have “codes of conduct” that govern the use of internet and email.

➡ Do a search of your college website to determine whether there is a ‘netiquette’ or internet policy.

- What is the most important statement?
- What are the consequences of ‘breaking the rules’, or guidelines?

➡ From your observations and experience, how has technology, the internet, and email influenced

- What language we use?
 - How we communicate with each other?
-

Netiquette — Student Response
Composing Email

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

- ➡ Forms of communication you use
- Check (✓) most used
 - Underline least used
 - Give reasons for your preferences.

➡ Brainstorm advantages and disadvantages of email for college or work.

Advantages of Email	Disadvantages of Email

Action!

- ➡ Guidelines for Writing Email, e.g.,
- subject lines
 - greetings
 - paragraph length
 - language
 - tone
 - use of capitals, acronyms, and symbols
 - “flaming”
 - response times
 - other
-

Consolidation

	Questions to Consider	Your planning notes
Role	<p>What is your role or position?</p> <p><i>You are a college student. Identify yourself by including the course code, the timeslot in which it is taught (if more than one section is taught by the same person)</i></p> <p>What is your relationship to the intended audience?</p> <p><i>Unlike high school, college students are often on a first name basis with their instructors. Also, you are entitled to request one-on-one meeting with or coaching from your instructor. It's always best to make an appointment. Don't leave it until the last minute. Be courteous and respectful. Be aware that instructors have other classes and students and other demands on their time. Be aware if you are requesting an appointment outside the instructor's office hours.</i></p>	
Audience	<p>Who is the intended recipient of the e-mail?</p> <p><i>Be sure that you spell the name correctly.</i></p>	
Format	<p>What are your guidelines?</p> <ul style="list-style-type: none"> • Subject line • Greeting • paragraph length • language • tone • use of capitals, acronyms, and symbols <p>Remember: a request can be <u>both direct and polite.</u></p>	

<p>Topic</p>	<p>o What is this e-mail about?</p> <p>As a student in a course at college you are not only welcome, but expected, to conference with your instructor/professor.</p> <p>Be sure to identify specifics, e.g., the name of the assignment and due date.</p>	
<p>Strong verb (purpose)</p>	<p>What is the purpose of the e-mail?</p> <p>You could request a conference to</p> <ul style="list-style-type: none"> • Make sure you understand the task in an assignment • Request clarification of material in a textbook or lecture • Obtain additional feedback on an assignment so you can improve it • Request recommendations of readings or a student you could ask help from 	

Connections and Next Steps

➡ College Netiquette or Internet Policy:

- Most important statement
- Consequences

➡ How the Internet has changed:

- What language we use
- How we communicate
-

Teacher's Feedback:

Successfully completed

Still to do: _____



Comments:

Netiquette

Composing Emails

Literacy Learning Self-Assessment Checklist

Critical Learning

- Summarizing information from multiple internet sources
- Understand email: my attitudes, advantages and disadvantages, comparison to memos, guidelines for writing effectively
- 'Translating' from 1 form to another
- Using writing process to compose and revise an authentic email

Minds On

- I can reflect on personal communication preferences and my reasons for those preferences
- I can explain advantage and disadvantages of email as a form of communication

Action!

- I can compare 2 forms of writing to identify similarities and differences
- I can explain how an email is similar to and different from a memo
- I can explain what "netiquette" is
- I can locate multiple sources of information on a single topic on the internet
- I can summarize the most important points from multiple internet sources
- I can 'translate' 1 form (a memo) into another form (an email) because I understand both forms

Consolidation

- I can use a R.A.F.T. to generate ideas for an email
- I understand what "authentic" means
- I can use my notes and guidelines for writing email to draft an email
- I can seek feedback and use that feedback to make revisions

Connections and Next Steps

- I can identify the most important statement from a policy
- I can identify the consequences of (penalties for) breaking policy 'rules'
- I can draw conclusion from my own experience and knowledge about how technology is influencing our language and ways of communicating

Set Your Cites
Using Sources of Information in Research Essays

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Understanding what is meant by “authentic”, “reliable”, “trustworthy” ☑ Understanding what “plagiarism” means, how to avoid it, and what the consequences are ☑ Understanding what an abstract is and how to use it ☑ Understanding the how and why of locating and using required style guidelines, e.g., APA or MLA 	<ul style="list-style-type: none"> • Student Response Page: Set Your Cites • <i>Ontario College Writing Exemplars</i>, available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf • <i>Writing. Ask Me.</i> Conestoga College. Available at http://www.conestogac.on.ca/learningcommons/handouts.jsp • Martin, Brian (1996). “Technical Vulnerability.” <i>Technology in Society</i>. 12, 4, 511-523. Available at http://www.uow.edu.au/arts/sts/bmartin/pubs/96tis.html • <i>Policies.</i> Mohawk College. Available at http://www.mohawkcollege.ca/policies/corpussect7/C705.pdf • 5 Sticky notes • Work with a partner or teacher

Minds On	
<p>① There are many examples of articles, reports and advertising that (1) look authentic (genuine) and reliable (accurate) and (2) claim to be trustworthy. Reader beware: it is your responsibility to evaluate sources of information, including those cited on reference pages. Being able to do so requires background knowledge, healthy skepticism, and skill in reading critically.</p> <p>① The reference page uses an accepted or standard format. These expectations are usually published by a college, a department, or an instructor. Expectations are based on national standards. For example, APA, most often used for the social sciences, is from the American Psychological Association. MLA documentation standards are from the Modern Languages Association, and most often used for the Humanities.</p>	<p>➡ Locate the reference page for the short research essay “When Bed Backs Go Bad” on page 142 of the <i>Ontario College Writing Exemplars</i>. See the internet address above.</p> <ul style="list-style-type: none"> • As a potential reader of the essay, what are your first impressions? • Why do you think this page was included? <p>➡ Skim the reference page. Based on what you see, determine the following:</p> <ul style="list-style-type: none"> • Whether the references, or sources of information, are authoritative (Who wrote this? What are their credentials? Who sponsored it? What is their motive?) • Whether the information is current (Is it up-to-date?) • Whether the essay is informed by enough references to be complete and balanced

(Is there a variety of sources and perspectives? Is any key source or perspective omitted?)

- ➡ Locate Conestoga College's Ask Me page for writing at the internet address above.
- Select "APA: Documenting Print Sources" for clear instruction on how to format a citation for a print source.
- Select "MLA Documentation Style" for another method.
- Determine which style was used in "When Bad Backs Go Bad".

Action!

① It's not enough to have good sources of information. It takes good thinking and writing skills to use sources effectively.

- *Always* do more than cut and paste, or copy, others' ideas and words into your essay. Process the information by paraphrasing, summarizing, explaining, comparing and combining with other information.
- Learning how to process and integrate material from reference will help you avoid plagiarism (taking credit for others' ideas and words) and make your writing convincing (able to persuade the reader by overcoming doubts).
- Remember: plagiarizing "by accident" is not a defense.

① Research studies and essays often begin with an "Abstract", a 1-paragraph summary of the key ideas and arguments. Reading the abstract is an effective strategy for

- Deciding whether reading the entire article is worth your time and effort
- Preparing to read by previewing the main ideas and making predictions about what you'll read about.

➡ Locate Dr. Martin's essay "Technological Vulnerability", using the internet address above. The activity below shows you how to process information from a source and integrate it into your own writing.

Step 1: Read the abstract to get the "gist" (main topic and findings) of the essay. Write this in one sentence.

Step 2: Read the first 3 paragraphs of Dr. Martin's essay. As you read, jot down on sticky notes (maximum 5), phrases that seem to express the main idea of this section.

Step 3: In your own words and referring to the sticky notes, explain the meaning of Dr. Martin's term "technical vulnerability". Do not use the words 'vulnerability' or 'vulnerable' in your definition.

Step 4: Locate an example from the essay that makes your explanation clear. Avoid repeating Dr. Martin's exact phrasing.

Step 5: Compose 1 paragraph summarizing the main idea of the 3 paragraphs. Include Dr. Martin's name, his phrase "technical vulnerability" (in quotation marks), and your explanation.

➡ Locate Conestoga College's "Ask Me"

page for writing at the internet address above. Select “APA: Documenting Electronic Sources”.

- Write the entry for a reference page for an essay about technology in which you refer to Dr. Martin’s idea of “technical vulnerability”. Follow the directions and examples on the Ask Me page.
- Double-check your citation for accuracy—even of punctuation!

Consolidation

① Colleges have a stringent policy on plagiarism that is written and enforced. Often an electronic database like “turn-it-in” is used to screen papers for offences. You should be familiar with your school’s policy. See an example at the internet address above for Mohawk College.

- ➡ Complete the following activities from *Power Learning*:
 - “Try It! 5 Take Note” (page 110)
 - “Try It! 6 Working in a Group: Summarize, Don’t Plagiarize” (page 113)

Connections and Next Steps

① Many people think that reading should be easy, as if seeing the words downloads information directly into the brain. In fact, reading is an active process of making meaning. This is easy when content, vocabulary and form are familiar and when you have background information. But many information sources, especially in college, are challenging. *Everyone* needs to use reading comprehension strategies for *something*. Try out a variety of strategies to see which ones work for you.

You can:

- Make and adjust predictions to help monitor your understanding
- Use an appropriate graphic organizer to take notes
- Use a limited number of sticky notes to identify main ideas
- Do a series of think-pair-shares with a partner (read a small chunk silently and independently and then discuss your understanding with each other)
- Use a reciprocal reading approach, e.g.,

➡ **With a partner**, read the following sections from Chapter 4 of *Power Learning*. Use reading strategies, e.g., one person reads a paragraph or small section; the partner summarizes the main idea in his/her own words. Pause to ask questions, clarify meaning and make predictions together. Reverse roles. Continue this process.

1. Citing Sources (pages 109 & 111)
2. Acknowledging Others’ Ideas (pages 111-112)
3. Copy-and-Paste Plagiarism or Cyber-Cheating (page 112)
4. Evaluate: Remembering That Not All sources of Information Are Equal (pages 112 & 114).

➡ Write 2 new things you learned and 1 question you still have after reading these pages

summarizing, questioning, clarifying and predicting.

Set Your Cites – Student Response

Using Sources of Information in Research Essays

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

➡ Reference page for “When Bed Backs Go Bad”

- Your first impressions
- Why you think this page was included

➡ Reference page for “When Bed Backs Go Bad”

- Authoritative (Who wrote this? What are their credentials? Who sponsored it? What is their motive?)
- Current (Is it up-to-date?)
- Enough references to be complete and balanced (Is there a variety of sources and perspectives? Is any key source or perspective omitted?)

➡ Conestoga College’s Ask Me page for writing

- Whether “When Bad Backs Go Bad” reference page uses APA or MLA style
-

Action!

➡ “Technological Vulnerability”

- The “gist” in 1 sentence
- 3-5 sticky notes on first 3 paragraphs
- Meaning of “technical vulnerability” in your own words
- An example that illustrates “technical vulnerability”
- 1 paragraph summarizing the main idea of the 3 paragraphs, including the author’s name, his phrase “technical vulnerability” (in quotation marks), and your explanation.

➡ “APA: Documenting Electronic Sources”

- Reference page entry for Dr. Martin’s idea of “technical vulnerability”
-

Consolidation

➡ *Power Learning:*

- “Try It! 5 Take Note” (page 110)
- “Try It! 6 Working in a Group: Summarize, Don’t Plagiarize” (page 113)

Connections and Next Steps

➡ *Power Learning* reading

- 2 new things you learned
 - 1 question you still have
-

Teacher’s Feedback



Successfully completed

Still to do: _____

Comments:

Set Your Cites

Using Sources of Information in Research Essays

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Understanding what is meant by “authentic”, “reliable”, “trustworthy”
- Understanding what “plagiarism” means, how to avoid it, and what the consequences are
- Understanding what an abstract is and how to use it
- Understanding the how and why of locating and using required style guidelines, e.g., APA and MLA

Minds On

- I understand the purposes of reference pages
- I can evaluate the quality of citations on reference pages for authority, currency, completeness, balance
- I can recognize whether APA or MLA style is being used
- I can write a citation for an information source using APA or MLA style

Action!

- I understand what an abstract is
- I can summarize the gist of an abstract
- I can use an abstract to decide whether or not to read the whole article
- I can use an abstract to support reading comprehension by make and adjust predictions
- I can use a sticky note strategy to help me summarize main ideas
- I can explain ideas in my own words
- I can write a paragraph including exact phrasing from an author in quotation marks, providing an example, explaining in my own words, identifying the author, and providing reference page information about the source

Consolidation

- I can take notes from a source of information using cue cards or sticky notes without plagiarizing
- I can write summaries that are about 1/10 the length of the original without plagiarizing