Communications 12

Module 1
Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's *Communications 12 course*. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Communications 12 course consists of three modules, the blackline master CD, *Communications 12 Companion Website*. Communications 12 is available in both print and online versions. Communications 12 components can be purchased individually. All are available from Open School BC.

To order, contact:

Open School BC Customer Service Team
Phone: 250-356-2820 (Victoria)
1 888 883 4766 (Toll-free)
info@openschool.bc.ca

or visit our website at

http://www.openschool.bc.ca/

Journal Entry 1.1: Personal Literacy

A self-evaluation—We are all uniquely equipped with certain talents. If we become aware of what those are, then we will be better able to develop our abilities and make the most of them. So, let's consider your strengths and weaknesses in communication in general. Maybe you are a good listener, but you are terribly nervous when giving a presentation. Maybe you are the king or queen of a chat room but you fall apart when meeting someone for the first time.

Also, consider your results on the evaluation of new literacy. What literacies are your strengths? What literacies need development? What do you think about the results? Celebrate what you are already great at and reflect on what areas need improvement.

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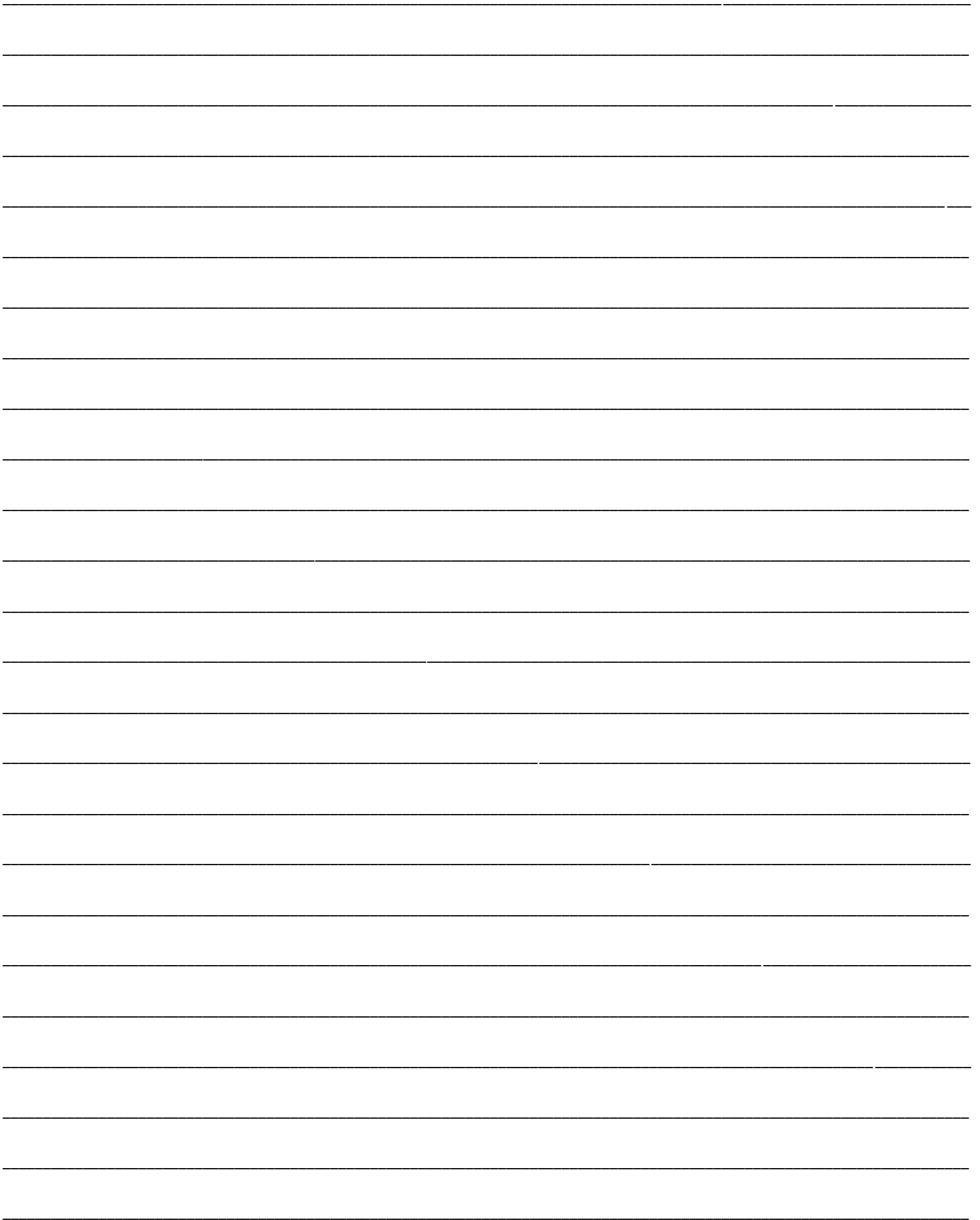
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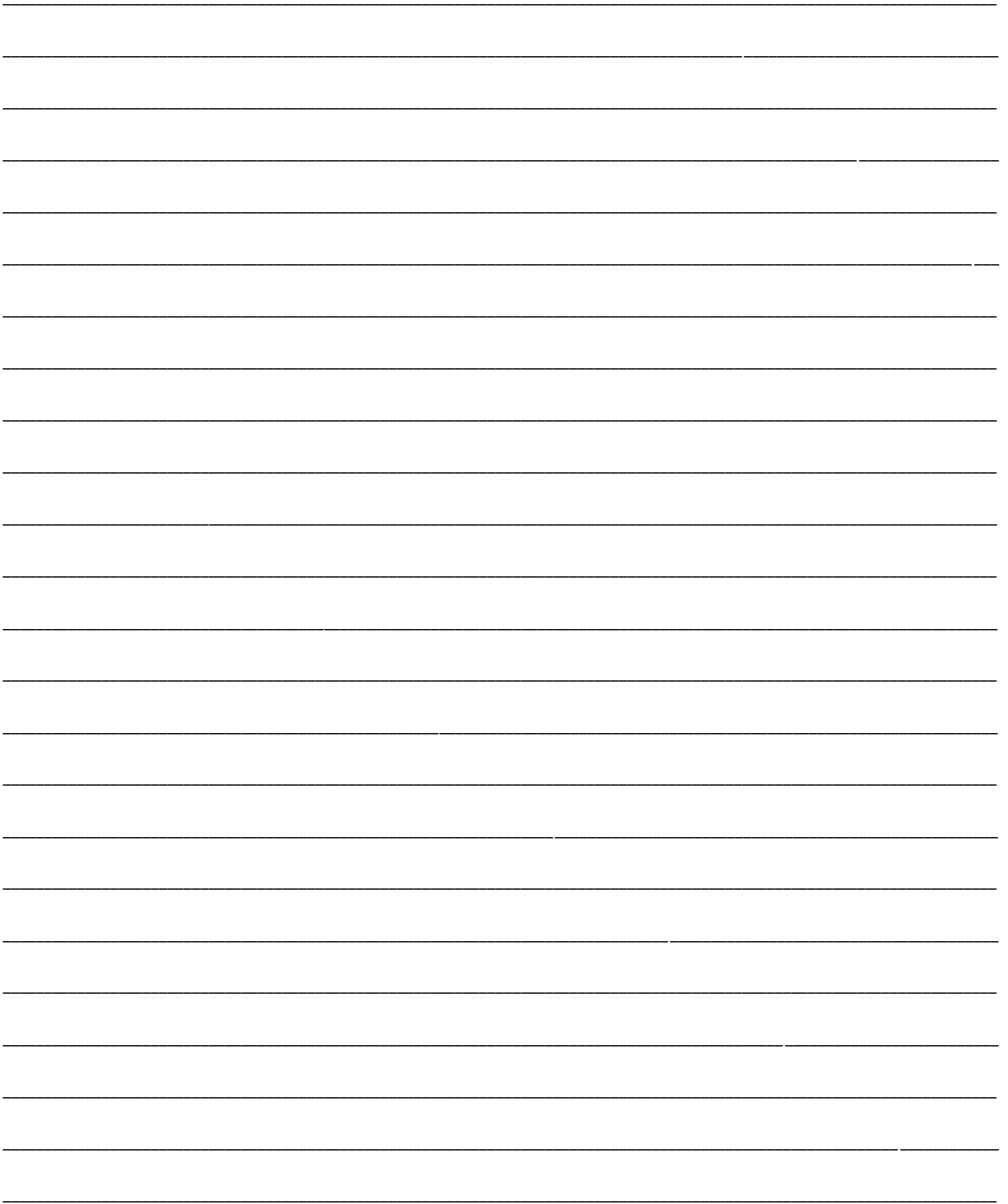
Journal Entry 1.2: E-literacy

Based on your viewing of the video "e-Literate," reflect on the following questions:

      ☐   Should all Canadian students have access to the Internet?

      ☐   What are the pros and the cons?

Use examples from the e-Literate video and the article "Media Statistics" to support your ideas.

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Journal Entry 1.3: Are you media aware?

In your journal entry, reflect on the following questions.

- Do you believe the positive influences of the media outweigh the negative consequences? Why?

- What would you recommend to lessen the negative impact of media?

Make sure that all of your responses are in full sentences.

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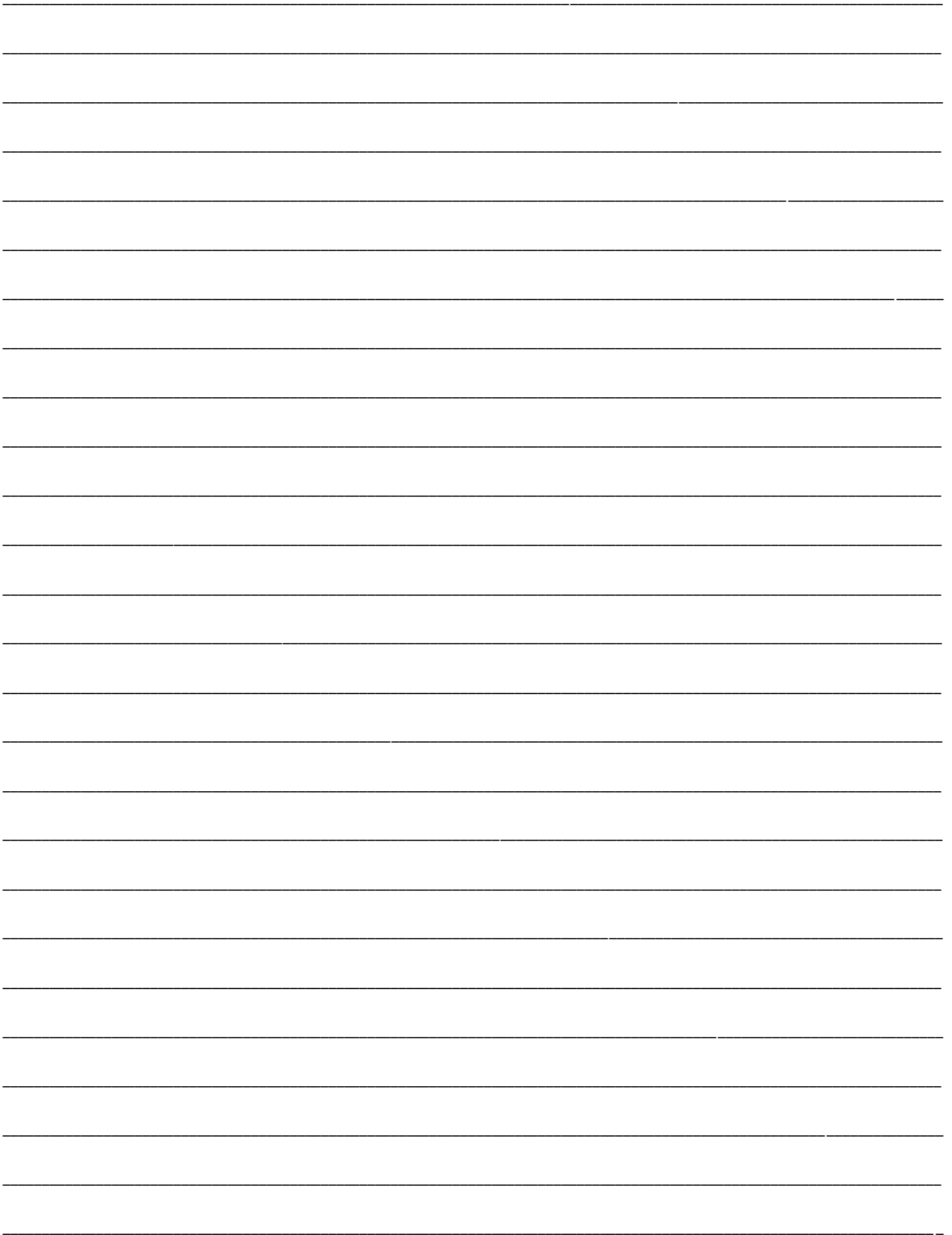
Activity 1

21st Century Literacy

The aim of *Communications 12* is to help you to become aware of and develop all of your literacies.

Review the information contained in 21st Century Literacy and complete the Literacy Pop-up Quizzes to help evaluate your New Literacy strengths!

>   *Communicate!* CD > Media Literacy > 21st Century Literacy Assessment

The Communication Process

Step 1: Three Steps to Effective Communication

Before you begin your first major assignment for Communications 12, take a few minutes to learn the basic steps involved in creating almost any type of communications product, from a paragraph or multi-paragraph composition to a poster or slideshow.

Now review the multimedia resource, *Three Steps to Effective Communication* This will help you in the process of creating a communications product.

>   *Communicate!* CD> Media Literacy > Three Steps to Effective Communication

Step 2: Reading: "The Fun They Had"

Now read Isaac Asimov's "The Fun They Had" in your textbook (*Between the Lines 12*, page 5). This is a science fiction story set sometime in the future when teachers are mechanical and books are on TV and not on paper.

Before you read, figure out *what you already know*.

Have you heard of the author before? Have you heard anything about this story/article? What does the title make you think of? Can you predict what the book or story or article will be about? Do you have any questions already?

Taking a moment to ask these sorts of questions will make you a more aware and careful reader.

Section 1 Assignment: Part 1

Creative Project

Select ONE of the following creative presentation options.

Option A: Cultural Literacy Creative Project—An Annotated Interview

Interview someone who went to high school at least 20 years ago. If you have no one to interview, create a fictional character or use a character from history, and imagine what his/her answers would be.

Create a minimum of ten questions that will lead to responses that are not just "yes" or "no." You may want to use "The Fun They Had" (*Between the Lines 12*, page 5) to get ideas of things that might have changed. Record or take detailed notes of the person's answers and then submit a transcript with observational notes. See the example below for ideas.

> An interview with Gladys Gladdy, Age 76.
>
> *Interviewer:* Tell me about your first memories of high school.
>
> *Gladys Gladdy:* Well, I remember that there was quite a commotion in my house about what I was going to wear. I was the only girl in my large family to continue on at the high school level and my father really wanted me to look smart. We lived in a smallish town so I already knew everybody at school, including the teachers. My math teacher is the one I will never forget though—Mr. Thom. I was so scared of him because he did not think that girls should study math and science. But he came around and was kind to me once he saw how good of a math student I was.
>
> Notes: Wow. The issue of being a girl in school is important to her. It sure isn't that way now. Boys and girls are equally present in schools. I wonder why it used to be this way.

OR

Option B: Informational Literacy Creative Project—A Library or Web Tour

Find ten resources on the subject "The Future of Schools." You must include some books, Web pages, and magazine or newspaper articles. Other resources are out there too—people to interview, videos, online blogs, conferences, meetings, classes, poetry, or short stories. Once you have found your ten resources, consider how you would organize them to show someone your age. Think of it as a sort of tour. If you were in a library, where would you go first, second, third? If you were on the Web, where would you go first, second, third?

Arrange your ten sources as a presentation, such as:

- A cartoon with a square for each resource - this would be done in a word processor with pictures and

captions

- A chart that lays out the ten resources as below (though you will want to change the format as you see fit)—include images; find a creative way to make your presentation interesting

Resource	Description	Evaluation
1. "ABC" by John Smith	A book about how education has changed in the last 100 years.	A great starting place for your research.
2. Juliana Mann at UVic	She is an education prof. who does research on future trends in education. (250) 704-1234	She is willing to offer students a 5 minute interview.
3. –10. Etc…		

OR

Option C: Visual Literacy Creative Project—The School Poster or Children's Book

Create a poster for a school from the future. Be sure to include the school's motto, logo, images, and ideas that best represent the school's main features. Do this in a word processor.

OR

Option D: Technological Literacy Creative Project—The Tech Presentation

Take any of the topics above and create a digital presentation of some sort. A few examples are:

- a video presentation

- an audio presentation (You have several options: using a tape recorder, CD burner, mp3 file or. wav file.)

- a Web page with graphics and hyperlinks

- so you have another high tech idea you would like to try out? Just ask your teacher for approval first

Assessment Guidelines

Option A: Cultural Literacy	
Your teacher will be looking for great questions and a well-organized transcript. You will also have to make interesting and thoughtful notes throughout.	
Minimum of ten questions	/2
Questions are open-ended and appropriate (Each question is out of two)	/20
Transcript Organization	/6
Transcript Presentation	/6
Notes	/12
Total	**/46**

Option B: Informational Literacy Project

Your teacher will be looking for an excellent and diverse collection of resources. You will also have to present a well-formatted and well-organized tour of your resources.

Minimum of ten resources	/2
Resources have been carefully selected and are appropriate (Each resource is out of two)	/20
Tour Organization	/12
Tour Presentation	/12
Total	**/46**

Option C: Visual Literacy Project

Your teacher will be looking at your ability to understand, design, and create a visual presentation.

Word Usage (relevance, spelling, grammar)	/10
Poster Organization	/12

Poster Presentation	/24
Total	**/46**

Option D: Technological Literacy Project

Your teacher will be looking at your ability to know what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively.

Word Usage (relevance, spelling, grammar)	/10
Tech. Organization	/12
Tech. Presentation	/24
Total	**/46**

Section 1 Assignment: Part 2

The Impact of an Age

Here is your opportunity to reflect on the Information Age and how it has had an impact on your life. In particular, you will look at your use of computer technology.

Make a list of all your technology usage, including the Internet, email, MSN, downloading music, shopping, and gaming. Estimate how much time you spend per week using these features of the online world. Then answer the question: How would your life be different without a computer, without access to the Internet? If you rarely use a computer or the Internet, how do you manage in the wired world without going online?

Your answer should be approximately 125–150 words.

The following table may be helpful:

Technology	Hours/Week	Examples
Cell Phone	16–18 hours per week	I recently spent two hours on the phone with my best friend!

Evaluation Guidelines	Marks
Response Scoring Guide × 3	/12
Total	**/12**

Section 1 Assignment: Part 3

Netville or Not

Read the newspaper article, "Logged on to the Guy Next Door" in *Between the Lines 12* (page 36).

"Logged on to the Guy Next Door" re-tells the story of how a community was a part of a social experiment to see if the Internet makes people more or less social. A whole neighbourhood was wired with a high-speed network; in a community of 109 homes, 64 were wired together. What do you think happened to the neighbours that were connected? Read on to find out.

Pros and Cons Poster

Imagine that a computer company hoping to develop Netville 2 has approached your neighbourhood. After attending a meeting at a local recreation centre, you must decide whether or not to join the networked community.

Prepare a list of the pros and cons of joining Netville 2. Gather your points and make a visual presentation of whatever decision you have made. This one page poster will be distributed at future meetings and will be put up on bulletin boards in your community. Whether you are for or against Netville 2, you want to convince others that your point of view is the right one.

Critically important in the Information Age is the presentation of information. Whether you are reading an ad in a magazine, a brochure in the mail, or a show on television, how the information is presented will be just as important as the information itself. Before creating your own visual presentation, learn some basics about how to create an effective visual presentation.

To learn about the fundamentals of poster design, view the multimedia resource, Visual Design.

Communicate! CD > Viewing > Visual Design

Evaluation Guidelines	Marks
Visual Scoring Guide × 3	18
Total	/18

Refer to the Visual Scoring Guide in the Scoring Guides and Checklists section of the Module Appendix.

Section 1 Assignment: Part 4
From the Me-Generation to the E-Generation

Do you consider yourself technologically savvy? Do you program your DVD player for your family, put all your schedules and phone numbers into your cell phone, burn your own CD's, take endless pictures with your digital camera, and then post them on the Web? If so, you have the new literacies—you are e-literate. You quickly and easily adapt to new technologies and media and then make any new gadgets or software a part of your day-to-day functioning. Would you agree that this is what defines today's youth? Do you consider yourself a part of the Y-generation?

A novel entitled *Generation X* (1991), written by a Canadian writer and artist named Douglas Coupland, gave an identity to the generation born from the mid-1960s through to the 1970s. The "Xer's" were the first generation that expected to be financially worse off than their parents. They were also referred to as "slackers" due to a "Why Me" attitude of self-doubt.

The previous generation is called the Baby Boomers—this generation of people was born after the Second World War, from roughly 1946 to 1964. Also called the Me-Generation, for their emphasis on personal success, boomers are the largest generation simply due to the fact that the post-war era saw birthrates soar.

After the X generation, there is said to be the Y-generation—all those who were born in the 1980s, and into the early 1990s. This group is often referred to as the "echo boomers" because of the return to the interest in material success. "Yer's" feel that the world is theirs to explore and exploit.

But what about the generation born at the turn of the 21st century? What do they value? What are the defining characteristics of this group of youth? How will they be different from previous generations?

Step A: Reading: "Turning the Generations Upside Down"

Read "Turning the Generations Upside Down" in *Between the Lines 12* (page 208). This selection explores how the different generations respond to developments in technology.

> Getting ideas:
> Right after you have read or viewed something take a moment to transform your ideas into understanding.
>
> Quickly just write down everything that has come to mind. Write all that you know without censoring, without editing. Spelling and grammar do not matter here… just get your ideas out.

Step B: Compare and Contrast Chart

With the different generations mentioned in "Turning the Generations Upside Down" in mind, select two generations to compare and contrast. Complete the Compare and Contrast Chart.

Step C: Compare and Contrast Collage

Use the compare and contrast notes you have just made to create a compare and contrast collage. Represent the two generations you've chosen side by side on a piece of paper. You will want to include images and phrases that represent each generation. You must also create a visual way to show the separation or the connection between the two generations.

Use the *Visual Design* multimedia resource to review how to create a visual design product.

> *Communicate!* CD > Media Literacy > Visual Design

Hint: Use the Visual Design Checklist before you submit your work. You can create this collage in a word processing document, on paper, or you can take a digital photo of the collage to submit. You could mail the collage to your school, but be sure to alert your teacher if you are doing this.

Step D: Explanatory Paragraph

Write a 150-word paragraph explanation that explains your image and phrase choices for each generation.

Use the Paragraph Essentials resource to review the basics of paragraph writing.

> *Communicate!* CD > Writer's Resource > Paragraph Essentials

Hint: Use the Producing Ideas Template to help generate and organize your ideas. Use the Final Editing and Proofreading Checklist before submitting your work.

Evaluation Guidelines	Marks
Compare and contrast chart, 1 mark per box	/6
Compare and contrast collage, Visual Design Scoring Guide × 2	/12
Explanatory paragraph, Composition Scoring Guide	/6
Total	**/24**

Refer to the Visual Scoring Guide in the Scoring Guides and Checklists section of the Module Appendix.

Compare and Contrast Chart

Compare/Contrast	Generation	Generation
Central values of this generation (what are the kinds of things that this group wants/desires?)		
Core words or phrases (what are the phrases or words or mottos that this group has?)		
What images or symbols might represent this group?		

Section 1 Assignment: Part 5

To Cell Phone or Not to Cell Phone

An important aspect of being a literate and responsible member of society is the ability to consider an argument, or an idea, and then seek to understand, clarify opinions, and use your own voice to respond.

In the media world, such a focused presentation of ideas is called an editorial. An editorial presents a concise opinion of a member or a group from within a newspaper, radio station, or magazine (online or in print).

Step A: Reading: "Cellphones"

Read, "Cellphones" by Rex Murphy in *Between the Lines 12* (page 168).

This editorial uses exaggeration and humour to criticize the use of cell phones while driving.

Step B: Reviewing Composition Writing

Before writing your editorial, open Multi-paragraph Composition for a review of composition writing.

> *Communicate!* CD > Writer's Resource > Multi-paragraph Composition

Step C: Select a Topic

Choose one of the following topics:

- Should students be allowed to carry or use cell phones at school?

- Should parents limit the number of hours children have with TV?

- Should parents monitor their children's Internet use?

Step D: Produce Ideas

Complete the Producing Ideas Template. Consider that an editorial should:

- start with a startling fact or idea or image

- present a clear argument or idea

- have a central idea supported with ideas/facts/opinions

- have sentence make sense

- have multi-paragraphs

- is persuasive and convinces your readers to think as you do

- uses transition words to link ideas and paragraphs

- avoids slang and name-calling

- concludes with a memorable last word

Step E: Write Your Editorial

Your editorial should be at least 300 words.

Hint: Use the Final Editing and Proofreading Checklist to review your work before your submit the editorial.

Evaluation Guidelines	Marks
Producing Ideas Template/Completion	/5
The editorial, Composition Scoring Guide × 3	/18
Total	**/23**

Section 1 Assignment: Part 6

Journal Entries

What Is a Journal?

A journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in *English 12*. Your journal is, more specifically, a way to practice using the concepts and ideas studied in your course work. The journal will be collected and marked at the end of each section.

Typically, people writing in a journal, diary, or Web log use reflective writing, especially when relaying events from their personal life, expressing an opinion, or sharing their feelings about anything. Reflective writing is especially useful as a tool to help you connect to and cement with your learning. Any journal should include reflective writing; it helps learners to not only remember what they learned, but also to express their feelings about a topic. It also enables students to share questions about their course performance and express any connections felt between current and past learning as well as any thoughts for the future.

The following sample of journal writing is also an example of reflective writing.

> I thought the article about needle exchange depots was balanced in how it addressed both sides of the issue. I wouldn't want to have a needle exchange near my house because I have kids and I don't want them exposed to local crime. But I think they are really necessary in helping to reduce illness and the spread of disease.

The intention is for you to have a personal place to take note of, and pride in, all that you have read, learned and enjoyed in this challenging and rewarding course. Submitting your journal also gives your teacher insight into your learning process.

There are no specific guidelines for the recommended length of an entry, but in general you should aim for 125 words unless otherwise specified. Although you are not marked on the quality of your written expression, avoid spelling or grammatical errors, and write in the first person. Complete each journal entry in the space provided.

How Will My Journal Be Evaluated?

You will submit your journal to your teacher at the end of each section. You must submit work of good quality to earn full marks. Do not wait until the last minute to scribble down a few quick ideas.

When you submit all the entries from one section, your teacher will mark each journal entry, based on the Journal Scoring Guide. Each journal entry is worth 4 marks.

Evaluation Guidelines	Marks
Journal Scoring Guide per entry	/4
Total	/4

# Journal 2.1: What brands do you buy?

Think of all the purchases, big and small, that you have made this week or this month. What purchases stand out as a particular brand? Certainly, we are all prone to this need for particular brands. For example, *Campbell's* soup is associated with the comforts of home and hearth—a strong emotional appeal, whereas *Lipton's* soups are more associated with an active lifestyle and with the convenience to cook quickly and easily. As a result of the different emotional appeals, some people will only buy *Campbell's* soup, others like the *Lipton's* varieties. The interesting question to ask is, "Why?"

Why do you seem to prefer certain brands to others? Think about food products, clothing, beverages, fast-food restaurants, magazines, or footwear. Consider especially the influence of advertising on you. Are you trying to attain a certain promised lifestyle? Or has a specific emotional appeal gotten to you? Your response should be 125–150 words.

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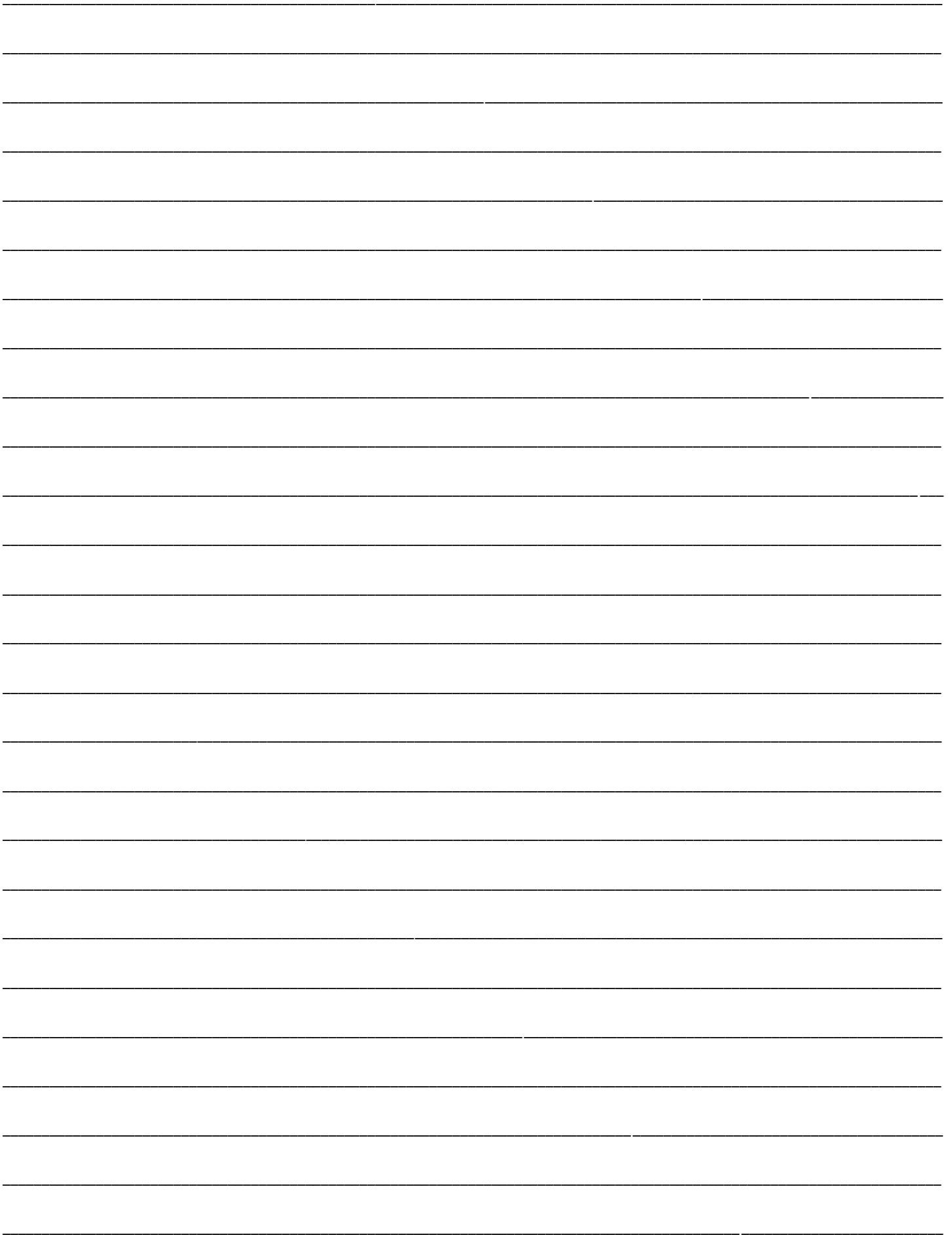
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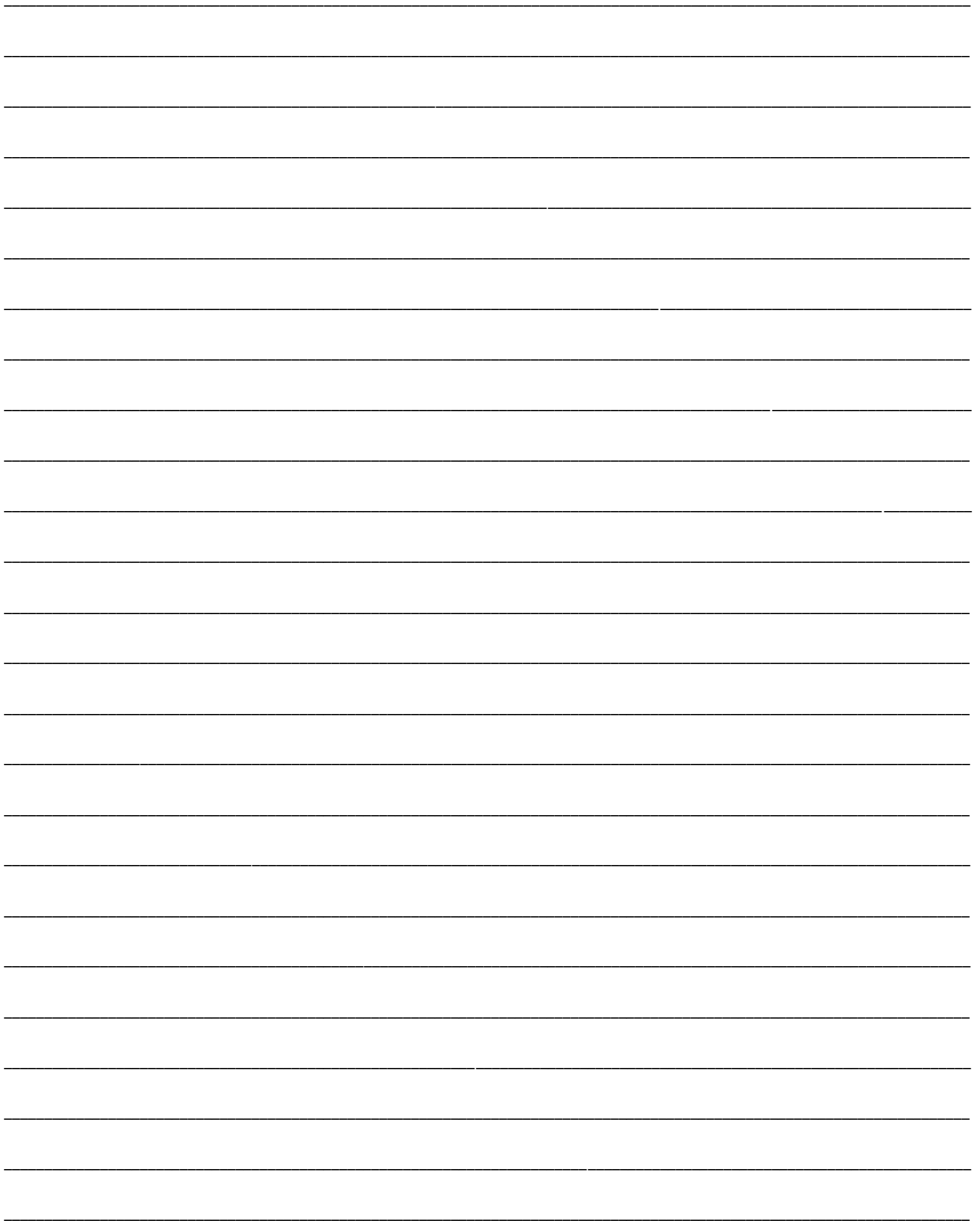
Journal 3.2: The Impacts of PSAs

After viewing the advertisements on the previous page, respond thoughtfully to these questions.

- ⬚ Which advertisement most got your attention? Why?

- ⬚ Which advertisement least moved you? Why?

- ⬚ Do you think the emotional appeals of these PSAs work? Will people who see these ads be more cautious when drinking? Explain.

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Section 2 Assignment: Part 1

An Advertising Collection

Browse around your home or go to the library or newsstand and pull together a collection of magazines. Try to find magazines that serve all different kinds of niche markets—a teen magazine, a high fashion magazine, a men's magazine, a sports magazine, or a home décor magazine. Then take the time to peruse—not the articles—but the advertisements.

From those magazines clip out or photocopy as many ads as you are interested in—10 to 15 ads should do as a minimum. This will now be your source file for the remainder of this section. You will be able to use these ads to complete a number of assignments and journal entries that follow.

Step A: Five Advertisements

Select five advertisements that represent a few niche markets (including two that target you). Decide who is the target audience for each ad and explain how it is that you know. Keep your copies of the ads, since you may be asked more information about them. See the template that follows to guide your response.

Advertisement Description	Target Audience	How I Know
The *Gap* ad—a young girl is standing in a strange twisted position with her eyes cast down. She is wearing black pants and a black tank top. The caption says, "Classic Black, Classic Gap."	Girls and women ages 12–19. People like me.	The magazine is for young women—*Seventeen* Magazine. The model is really young looking—maybe only 13. And her clothes look too mature for her—like she wants to act older than she is. A lot of girls in this age group can't wait to be all grown up.

Step B: Targeted Ads

Respond to the following questions:

- How effective are these targeted ads?

- Are you buying more goods and services because of these ads?

Explain your responses.

Evaluation Guidelines	Marks
Completed table	/15
Response Scoring Guide × 2	/8
Total	**/23**

Refer to the Response Scoring Guide in the Scoring Guides and Checklists section of the Module Appendix.

Section 2 Assignment: Part 2

Buy Nothing Day

Christmas is less than a month away and there is an incredible sale on the perfect sweater for your Mom, but you can't buy it. You have the money, but it is November 28th, *Buy Nothing Day!* As you have become more aware of the impact and influence of advertising, you have decided to become more socially responsible and participate in *Buy Nothing Day*.

Step A: Reading: "Buy Nothing Day Provokes Pause for Thought"

Read "Buy Nothing Day Provokes Pause for Thought" in *Between the Lines 12* (page 194).

Context Statement: This newspaper column considers the questionable value of consumerism and introduces the history of *Buy Nothing Day*.

Step B: Record Your Thoughts

Your task will be to do ONE of the following:

Option 1: Letter to the Editor

In a *Letter to the Editor*, respond to the question posed in the last paragraph: But does this much consumption actually increase anyone's well-being?

Or

Option 2: Small Business Owner

Imagine you own a small business. Write in as the business owner with your thoughts on how *Buy Nothing Day* has an impact on your business.

For either option, use the Producing Ideas Template to organize your ideas. This template will be submitted to your teacher for evaluation. The following list can help guide this process.

- Keep it short and concise—150–200 words. Be clear about what you are writing. A newspaper will shorten your letter to suit its format; the more it has to cut, the less control you have of what gets printed.

- Lead with your most important information.

- Focus on one main point. State your views firmly but politely.

- Write in short paragraphs, with no more than three sentences per paragraph.

⯀ If possible, suggest a course of action that you or readers could take.

⯀ Avoid personal attacks or slang.

Step C: Write a Letter

Based on your Producing Ideas Template, write your letter to the editor.

A *Letter to the Editor* is a letter to a newspaper or magazine that contains a brief response to an article read in the publication. Letter format is the same as any business letter.

For a quick review on letter writing, go to:

> *Communicate!* CD > Writer's Resource > Sample Business Letter

Be sure to use the Final Editing and Proofreading Checklist before submitting this section assignment.

Evaluation Guidelines	Marks
Producing Ideas Template 5 marks for completion	/5
Letter to the Editor Business letter scoring guide × 3	/18
Total	/23

Refer to the Producing Ideas Template and the Final Editing and Proofreading Checklist in the Scoring Guides and Checklists section of the Module Appendix.

Section 2 Assignment: Part 3

One Ad—One Emotional Appeal

Every advertisement is hoping to reach its target audience with a specific emotional appeal. Can you see through an ad and determine what it's trying to do?

Step A: Movie Posters and Advertisements

View the six Movie Posters and Advertisements (Unit 4) in *Between the Lines 12* (pages 180-190).

Read with a pencil in your hand and a notebook beside the book.

When something stands out or you don't understand a phrase or word, write it down, noting the paragraph and page number. Making informal notes like this will help you to stay interested as you read and will help you to understand everything after you have read.

Step B: Print Ad Assessment

Select the ONE advertisement, not the product or message, which most appeals to you. Then, complete the Print Ad Assessment.

OR

Select ONE ad from your own source file. Then complete the Print Ad Assessment.

Step C: Emotional Appeal

Consider your results, and ask yourself "How does this ad work its emotional appeal?" You may choose to read the questions on the opposite page of the ad for ideas and inspiration.

Based on your ideas, complete the Producing Ideas Template.

Step: D: How Ads Work

Write a 200-word paragraph describing how the ad's emotional appeal works. Use the Final Editing and Proofreading Checklist before submitting your paragraph for evaluation.

Use the Formats to Follow - Paragraph Essentials for a review of paragraph writing.

Evaluation Guidelines	Marks
Print ad assessment 10 marks for completion and thoughtfulness	10
Producing Ideas Template Completion	5
Emotional appeal paragraph Information text scoring guide × 2	12
Total	**/27**

Section 2 Assignment: Part 4

Claiming What?

Now that you have learned about "Weasels in Wonderland," it is your turn to identify some of these language claims in advertising

The language of advertising is rich with misleading claims. Using the types of claims outlined in *Weasels in Wonderland*, find at least five ads in your source file from Section 2 Assignment Part 1. Each ad should demonstrate a different claim. In a word processing file, describe the claim and goal of the advertiser. Use the entry below as an example.

Advertisement	Claim Language	Type of Claim(s)	Goal of the Advertiser
Gap Ad	"Classic Black. Classic Gap."	This is sort of a combination of Flatter the Audience (saying that you are classic) and saying nothing at all— Glittering Generality... the clothes are classic. So what?	To make a girl feel that if she has these Gap clothes that she will be "classic" and therefore better.

This assignment is worth 8 (4 × 2) marks. Use the response grading guideline.

Evaluation Guidelines	Marks
Response Scoring Guide × 2	8
Total	**/8**

Refer to the Response Scoring Guide in the Scoring Guides and Checklists section of the Module Appendix.

Section 2 Assignment: Part 5

The Power of Parody

Adbusters is an organization that has a very clear bias—they are anti-consumerism and anti-advertising. They are also famous for putting together some of the most influential and biased Public Service Advertisements. They do not profit from their ads—their end goal is to educate people and to help them become more socially aware and less consumerist. All of the ads that they create use a very persuasive technique called parody or spoof—an imitation of the style of something in order to ridicule it. *Adbusters'* spoof ads make fun of famous ads or brands.

To view two examples of spoof ads, go to the *Communicate!* CD and review the following resource:

> *Communicate!* CD > Media Literacy > Adbusters Parody Ads

The first ad uses the Ronald McDonald brand and image in a compromising position—with his mouth taped shut by grease and Ronald McDonald's eyes bulging with worry. Without much effort, this parody suggests that McDonald's doesn't tell everyone how greasy and unhealthy their food is. In the second spoof, a patient is in an emergency room experiencing heart problems. The ad links the language "heart attack" with "Big Mac Attack!" The ad suggests that eating too many Big Macs will lead to serious health problems, such as heart attacks.

Now that you have had an opportunity to analyze the world of advertising and its impact on your habits as a consumer, you are now empowered with the ability to critically take apart an ad. It's your turn to be an adbuster!

To view more spoof ads, go to the Communications 12 Companion Website and link to the Adbusters website.

Instructions:

Create your own print ad that mocks or parodies a real advertisement or a consumerist point of view.

Step A: Parody Ad

Decide on the ad you want to parody and the message you want to communicate
- ⬚ The communications objective is the essence of your message. If you decide to tackle a fashion ad, then decide what your message is—Is it that fashion causes eating disorders, that fashion is for idiots, or that fashion is a waste of money?

Decide on your target audience
- ⬚ For whom is your message intended? If you're speaking to teenagers, then your language may be more conversational. But if you are speaking to a more educated audience, for example to convince them to stop drinking and driving, then you will have to use more formal language. Your target audience will guide much of how you put your ad together.

Decide on your format
- ⬚ The obvious choice is to make a poster. How you put it together is up to you.

Develop your concept
- ⬚ What is your central image? What is your main headline or slogan? Do you have a logo? What is your emotional appeal?

The visual

     ⬚   Research indicates that 70% of people will only look at the visual in an ad, whereas only 30% will read the headline. So aim to have a dominant visual in your ad.

The headline

     ⬚   Make it short and snappy and make it emotional! Use one of the techniques outlined in *Weasels in Wonderland*.

The copy

     ⬚   Here's where you make the case. If you have compelling arguments, make them. If you have persuasive facts, state them. But don't overwhelm the audience with information. Two strong arguments will make more of an impression than a dozen weaker ones. Finally, be clear, be precise, and be honest.

Edit! Edit! Edit!

     ⬚   Make sure that there are absolutely no spelling errors, typos, grammatical problems, or formatting mistakes. If you are unsure, pass your ad around to friends and family to see what they think.

Check the *Visual Design* multimedia resource for help in designing your parody ad.

     Communicate! CD > Media Literacy > Visual Design

You can create this ad on paper or on the computer. If you create the ad on paper, you can take a digital photo of it and submit that file or you can submit your paper copy in person or in the mail.

Step B: Written Defence

Write a 150-word description of how and why you decided to design your ad as you did. Use some of the advertising terms that you have been learning about in this module (bias, branding, logo, advertising claims, slogan, parody, etc.).

Use the Final Editing and Proofreading Checklist before submitting your work.

| Evaluation Guidelines	Marks
Parody ad Visual Design Scoring Guide × 4	24
Written defense Composition Scoring Guide	6
Total	**/30**

Refer to the Visual Design Scoring Guide and the Composition Scoring Guide in the Scoring Guides and Checklists section of the Module Appendix.

THE NEW LITERACIES FOR A NEW WORLD

Being able to read and write are no longer the "basics" that they used to be. Today's students must be able to navigate the information highway in an increasingly digital and networked world.

Today's students use cell phones, digital cameras, and computers unthinkingly; they download music and videos, and waste away hours in online chat rooms. But how good are today's students at interpreting the words and images they encounter in our increasingly information over-loaded world? How well can they communicate in multiple formats what they are learning in the classroom?

The abilities to think critically and communicate in an engaging way are skills that need to keep pace with their technological expertise.
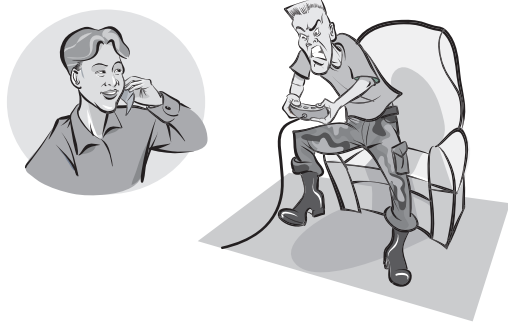
 "It's not enough for students to master PowerPoint and Excel (computer software programs). They need to think critically about how they translate data and information into effective communication," says Karen Bruett, director of Education and Community Initiatives for Dell Computers.

It must be asked, "What do students today really need to be learning?"

In order to be equipped for an ever-changing world, students must know how to access, assess, and apply information in a wide variety of ways.

Cultural Literacy is the ability to talk about your culture, your world, from being familiar with street signs to knowing historical references, to understanding the most recent slang. Cultural literacy demands interaction with the culture and reflection of it. Moreover, a person can have a sort of multi-cultural literacy if they understand and appreciate and can move between two or more cultures.

Informational Literacy is the ability to know how to learn. If you are informationally literate, you know how and where to find and use information.

Visual Literacy is the ability to understand, describe, and evaluate images and video. Designing and creating visuals is also an important skill in an information driven world.

Technological Literacy is the ability to know what technology is: how it works, what purposes it can serve, and how it can be used efficiently and effectively.

To be literate in a full and complete sense means you must be able to write and read, but also, to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information.

Young Canadians in a Wired World

Young Canadians in a Wired World — Phase II *(2003 - 2005)* is the most comprehensive and wide-ranging study of its kind in Canada. Building on baseline research conducted in 2001, the study looks at the online behaviours, attitudes, and opinions of more than 5,200 children and youth from grades 4 to 11, in French and English language schools, in every province and territory.

Conducted by ERIN Research for the Media Awareness Network and funded by the Government of Canada, the *YCWW II* research provides a snapshot of the kinds of technologies kids are using, the ways in which those technologies shape their social experiences, the challenges young people encounter online and the impact of parental involvement on kids' behaviour. It also highlights some key changes that have taken place since the baseline research in 2001.

Overall, the story is very positive. The majority of young Canadians have integrated the Net into mainstream activities which strengthen their connections to their real world communities and enrich their social interactions with peers. At the same time, however, offensive content and risky situations on sites young people favour and their own concerns about privacy invasions and authenticating online information raise serious questions about how to provide them with the tools they need to wisely navigate the Net.

Young Canadians are more connected than ever

- Access is almost universal. Ninety-four percent of young people say they go online from home, compared with 79 percent in 2001. Sixty-one percent report having high-speed access.

- Many students report that they have their own Internet connection. In total, 37 percent have their own Internet-connected computer. Twenty percent of Grade 4 students access the Internet through their own personal computer. That number climbs to 51 percent by Grade 11.

- Points of access include more than computers. Twenty-three percent of students report having their own cell phone, 44 percent of which have Internet capability. Fifty-six percent of students' cell phones have text messaging and 17 percent have cameras.

- Twenty-two percent of students have their own Webcam. In Grade 11 that number is 31 percent.

Kids are active users of the technology

- Use of email has increased since 2001. Eighty-six percent of students report that they have email accounts, compared with 71 percent in 2001. Seventy-two percent of these are free Web-based accounts such as Hotmail.

- Playing games online is the favourite weekday activity for younger students. Eighty-nine percent of Grade 4 students report playing games online. Games decrease in popularity by grade while instant messaging increases.

- Twenty-eight percent of Grade 4 students use instant messaging on an average school day, a number that jumps to 43 percent in Grade 5; by Grade 11 that number is 86 percent.

- Chat rooms rank last out of preferred ways to socialize online. When asked what they would do online if given some free time on the Net, only six percent of girls choose visiting chat rooms, compared with 62 percent who choose talking to friends on instant messaging.

- Young people use the Internet to access traditional media content. By Grade 8, three-quarters (77 percent) of young people download and listen to music on their computer and one-third (33 percent) download TV shows and movies from the Internet.

Kids use the Internet to extend their existing social networks and develop new ones within their community

- When kids were asked to describe a memorable Internet experience, the largest category of experiences (15 percent) involved connecting with friends and making new friends. (Eighty percent of those experiences were described as good ones.)

- Of the young people who report having a good experience when meeting an Internet friend, the majority report meeting a friend of a friend, or a friend of a family member (often living nearby).

- A growing number of youth report using the Internet with other people rather than alone. This is not necessarily supervised use but "social use" – with friends or siblings. In 2001 slightly more than half said their home Internet use was mostly solitary, while in 2005 that number dropped to one-third.

The Internet is the main choice for schoolwork, but students say they want better authentication skills

- From Grades 6 to 11, three-quarters of kids report doing schoolwork online on a "daily or almost daily" basis.

- When students are asked how they like to get their information for school assignments, the Net is the clear winner over books from a library. Sixty-two percent of Grade 4 students prefer the Internet, while 38 percent choose the library. Ninety-one percent of Grade 11 students prefer the Internet, with only nine percent choosing the library.

- Despite their preference for the Net, young people recognize the drawbacks of getting information online. When students are asked what Internet-related subjects they would like to learn about in school, the top choice for 68 percent is "How to tell if information you find on the Net is true or not."

- While the majority (58 percent) say they enjoy using the Internet for their schoolwork, almost half (47 percent) feel it makes no difference to the quality of their work.

Mainstream Websites expose young people to inappropriate content and risky situations

- Almost one-third of the 50 favourite Websites listed by kids incorporate material that is violent (28 percent) or highly sexualized (32 percent). Kids in Grades 8 and 9 include these sites in their list of favourites most frequently.

- There is a link between visiting offensive Websites and having negative experiences in the real world. Young people who report being bullied and sexually harassed in the past school year also report the most visits to offensive Websites.

For some young people the Net is a vehicle for bullying and sexual harassment

- The Internet offers young people a place where they feel anonymous. In this environment, a majority (59 percent) say they have assumed a different identify. Of those students, 17 percent say they pretended to be someone else so "I can act mean to people and not get into trouble."

- Thirty-four percent of students in Grades 7 to 11 report being bullied, while 12 percent report having being sexually harassed.

- Among those who report being bullied, 74 percent were bullied at school and 27 percent over the Internet. For those who report sexual harassment, the situation is reversed. 47 percent say they were harassed at school, while 70 percent were harassed over the Internet.

- Of those young people who report being sexually harassed over the Internet, over half (52 percent) say it was someone they knew in the real world.

Young people are aware of privacy issues but often give out personal information online

- Ninety percent of students' top 50 Websites have registration procedures in which visitors are asked to submit personal information. Almost one-third of young people say they would give their real name and address to sign up for a free email account (30 percent) or to create an online profile on a site like MSN (27 percent). Nineteen percent would give this information to enter an online contest.

- Kids are more likely to divulge personally identifiable information on a commercial site than in an interactive area such as a chat room. Only seven percent of students would reveal their name and address in a chat room or in a profile on a dating site. However, one-third (34 percent) of kids would give their email address in a chat room.

Kids' favourite online spaces are commercialized environments

- Almost all (94 percent) of students' top 50 sites include marketing material.

source:

Final Editing and Proofreading Checklist

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

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

B Check language (Is it easy to follow?)

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

C Check format

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

D Check grammar, punctuation and spelling

Grammar:

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

Punctuation:

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

Spelling:

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

Learning Log

4 — **Wow!**   **Your learning log response is detailed and lively.**

- ❑ The learning log entry is specific and directly responds to the assigned question or task
- ❑ Purposeful and appealing communication
- ❑ Accurate, insightful, and complete response
- ❑ Your response shows that you take pride in your work

3 — **Good!**   **Your learning log response is effective and responsive.**

- ❑ The learning log entry responds to the assigned question or task
- ❑ Purposeful communication, but may not be entirely focused
- ❑ Mostly accurate and complete response - with some insight
- ❑ Your response shows that you take some pride in your work

2 — **A Pass!**   **Your learning log response is weak and under-developed.**

- ❑ The learning log entry is unspecific and lacks focus
- ❑ Developing but unclear communication
- ❑ An incomplete response
- ❑ Your response shows only minimal pride in your work

1 — **Not Yet**   **Your learning log response is inaccurate and incomplete.**

- ❑ The learning log entry does not specify the task
- ❑ Weak communication
- ❑ An incomplete and/or inaccurate response
- ❑ Your response shows little or no pride in your work

0 — **Not At All**   **Your learning log response is not answered or barely answered.**

Producing Ideas Template

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

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

Business Letter Scoring Guide

6 ➤
Wow!

Your **superior** paper is clear, complete, and to the point.

- Follows proper business letter format
- Task or problem identified and communicated **effectively**
- Word choice and overall tone are professional
- Specific course of action proposed; suitable closing statement
- May contain a **couple of writing errors**

5 ➤
Strong!

Your **effective** response is clear and to the point.

- Follows proper business letter format
- Task or problem identified and communicated
- Word choice and overall tone are **acceptable**
- Specific course of action proposed; suitable closing statement
- May contain a **handful of minor writing errors** that do not interfere with meaning

4 ➤
Good!

Your **competent** paper is **generally** clear.

- Follows business letter format, though may contain minor errors
- Task or problem communicated, but may be vague
- Includes some of the necessary details
- Word choice and tone may be minimally acceptable
- Course of action may be vague; closing statement may be absent or unsuitable
- A **number of errors** in writing, but meaning is still clear

3 ➤
A Pass!

Your **adequate** response is barely acceptable.

- Follows basic business letter format, though may contain errors
- Task or problem poorly communicated; may be unclear or disorganized
- Word choice and tone may be minimally acceptable
- Course of action **may be absent or vague**; closing statement may be absent or unsuitable
- **Numerous errors may interfere with meaning in some places**

2 ➤
Almost!

Your **inadequate** response is unclear and disorganized.

- **Does not follow business letter format**
- Task or problem **may not be identified**
- Course of action may be absent or vague; closing statement may be absent or unsuitable
- Word choice and tone may be **unacceptable**
- **Errors may interfere with meaning**

1 ➤
Not Yet!

Your response is **unacceptable.**

- An **attempt** to respond was made
- The response **does not demonstrate an understanding of the passage**
- **Much information is missing and the format is incorrect**

0 ➤

- **The product is off topic or difficult to understand.**

Composition Scoring Guide

6 ➤
Wow!

Your superior paper is developed with originality, energy, and flair.

- Writing is purposeful, focused, and on topic
- Details and examples are used **effectively**
- Sentences are **controlled** and varied in structure
- Word choice is **appropriate**, precise, and often sophisticated
- May contain **a couple of writing errors**

5 ➤
Strong!

- Your **effective** paper is clear and fairly well developed.
- Writing is purposeful and logical
- Supporting details are well chosen
- Sentences are **controlled** and varied in structure
- Word choice is **appropriate** but expression may be awkward
- The **handful of minor writing errors** do not interfere with meaning

4 ➤
Good!

Your **competent** paper is on topic and **generally** clear.

- Writing is **articulate** but unimaginative
- Sentence structure is simple
- Expression is **simplistic**; some attempt at more complex word choice
- **A number of errors** in writing, but meaning is still clear

3 ➤
A Pass!

- Your **adequate** paper addresses the topic, but development is weak.
- Ideas are **repetitive** and often simplistic
- Paragraphs exist but may only be a few sentences each
- **Awkwardness** in sentence structure interrupts flow
- **Numerous errors** may interfere with meaning in some places

2 ➤
Almost!

Your **inadequate** paper fails to achieve assignment purpose.

- Genuine **attempt** at a full and structured development
- Content may be **repetitive**, unfocused, or weak
- Word choice is **basic** and often informal
- Sentence structure is **simple** containing fragments and run-ons
- **Numerous errors** interfere with meaning
- May demonstrate lack of proficiency in English language

1 ➤
Not Yet!

Your response is **unacceptable.**

- An **attempt** to respond was made
- Writing has little or no sense of purpose or organization
- May be too short (one paragraph for an essay)
- **Significant number** of errors creates uncontrolled development

0 ➤

- **The response is off topic or difficult to understand.**

Information Text Scoring Guide

6 **Wow!** Your **superior** response shows a thorough understanding of the passage and question:

- ❑ Response is accurate, clear, and complete
- ❑ Argument is logically developed and with 3 relevant details from the passage
- ❑ Clearly explains how details support the argument
- ❑ May make relevant connections to personal experience or an external point of view
- ❑ May contain a **couple of writing errors**

5 **Strong!** Your **effective** response show a clear understanding of the passage and question:

- ❑ Response is clear and complete
- ❑ Argument is logically developed with some supporting details from the passage
- ❑ Explains how details support the argument
- ❑ May make connections to personal experience or an external point of view
- ❑ May contain a **handful of minor of writing errors**

4 **Good!** Your **competent** response shows an understanding of the passage and question:

- ❑ Response is reasonably clear and organized
- ❑ Argument is developed with some supporting details from the passage
- ❑ Some explanation of how details support the argument
- ❑ May make connections with experience
- ❑ **A number of errors** in writing or content, but meaning is still clear

3 **A Pass!** Your **adequate** response shows some understanding of the passage and question:

- ❑ Response may be unclear in places and incomplete
- ❑ Argument may not be fully developed and shows a lack of logic
- ❑ Includes some details but may not be well explained
- ❑ Some support may not be related clearly to the question
- ❑ **Numerous errors** may interfere with meaning in some places

2 **Almost** Your **inadequate** response shows an incorrect understanding of the passage and question:

- ❑ Response may be unclear or incomplete
- ❑ Ideas are not developed or may simply restate the passage
- ❑ There is little or no support from the passage
- ❑ Some support may not be related clearly to the question
- ❑ **Numerous errors** interfere with the meaning

1 **Not Yet** Your response is **unacceptable:**
- ❑ An attempt to respond was made
- ❑ Response **does not demonstrate an understanding of the passage**
- ❑ **Significant number** of errors creates uncontrolled development

0 **The response is off topic or difficult to understand**

Journal Scoring Guide

4 ➤ Wow!

Your Journal response is reflective, detailed, and lively.

Content—what is said:
- Specific, accurate information
- Well chosen examples and details
- Insightful reflections and connections to broader issues

Written Expression—how it's said:
- Obvious purpose for writing
- Interesting and engaging to the reader
- Intentional organizational structure

3 ➤ Strong!

Your Journal response is reflective, effective, and solid.

Content—what is said:
- Accurate but general information
- Appropriate details and examples
- Basic reflections and connections to broader issues

Written Expression—how it's said:
- Sense of purpose is apparent
- Good development but unoriginal
- Clear organizational structure

2 ➤ Almost

Your Journal response is minimally developed and weak.

Content—what is said:
- Brief and generalized information
- Obvious or unrelated examples and details
- Few reflections and connections to broader issues

Written Expression—how it's said:
- Purpose is hard to determine
- Minimal development and unoriginal ideas
- Loose organizational structure; difficult to follow

1 ➤ Not Yet

Your Journal response is inaccurate and incomplete.

Content—what is said:
- Presents brief and possibly inaccurate information
- Response is a summary or a single idea rather than a reflection

Written Expression—how it's said:
- Sense of purpose is not evident
- Response is too brief to evaluate
- Disorganized structure makes the response difficult to understand

0 ➤ Not at All

- The response is off topic or difficult to understand

Oral Communication Scoring Guide for Poetry Reading

	Preparation	Delivery
4 ➤ **Wow!** Your oral interpretation is thoughtfully considered, engaging, expressive, and illuminating	• substantial preparation is evident	• pitch is used consciously and successfully to convey emotions, and to engage and entertain audience • pauses are very effectively employed to improve meaning and/or dramatic impact • volume is used for effect, and speaker is heard throughout the presentation
3 ➤ **Strong!** Your oral interpretation is passable and basic; more effective expression is required	• adequate preparation is evident	• the emotion conveyed using pitch does not always fit the content; voice does not consistently engage and entertain audience • pauses are satisfactorily used to improve meaning or impact • volume is used for effect, and speaker can be heard most of the time
2 ➤ **Almost** Your presentation is weak and underdeveloped. More attention to the presentation is required	• little preparation is evident	• pitch is rarely used, or the emotion it conveys often does not fit the content • pauses are intentionally used, but are not effective in improving meaning or impact • regular problems with delivery lead to difficulty understanding or following parts of presentation • volume is minimally used for effect, and speaker is not easily heard for most of the reading
1 ➤ **Not Yet** Your presentation is inaccurate or incomplete	• no preparation is evident	• pitch is not used to convey emotion • pauses are not intentionally used • frequent problems with delivery lead to difficulty understanding or following most of the presentation • volume is too soft to be heard
0 ➤ **Not at all**	• You did not submit a recording of, or deliver an oral interpretation of a poem.	

Paragraph Scoring Guide

6 → Wow!
- Forceful topic sentence that directly addresses the topic
- All ideas are relevant and directly support the topic sentence
- Logical sequence of ideas; effective concluding sentence
- Sentences are controlled and varied in structure
- Word choice is appropriate and precise: few mechanical errors

5 → Strong!
- Clear topic sentence that addresses the topic
- Most ideas are relevant and generally support the topic sentence
- Logical sequence of ideas; strong concluding sentence
- Sentences are mostly controlled and varied in structure
- Word choice is appropriate and accurate; some mechanical errors

4 → Good!
- Adequate topic sentence that addresses the topic
- Ideas support the topic sentence but are general or obvious
- Some logic in the sequence of ideas; adequate concluding sentence
- Sentences and word choice are simple with an attempt at variety
- A number of writing errors, but meaning is clear

3 → A Pass!
- Simple topic sentence that attempts to address the topic
- Some ideas support the topic sentence but are general or obvious
- Attempt at logical sequence of ideas; concluding sentence present but ineffective
- Awkwardness in sentence structure and word choice
- Numerous errors may interfere with meaning in some places

2 → Almost!
- Topic sentence is present, but may not address the subject
- Ideas attempt but do not logically address the topic
- Sequencing of ideas is confusing; concluding sentence present but ineffective
- Awkwardness in sentence structure and word choice
- Numerous errors may interfere with meaning in some places

1 → Not Yet!
- Topic sentence absent or does not address the topic
- Ideas and writing have little or no sense of purpose
- Maybe too short to adequately assess
- Awkwardness in sentence structure and word choice
- Significant number of errors creates interferes with meaning

0 →
- The product is off topic or difficult to understand

Paraphrase Scoring Guide

	Content	Delivery
4 ➼ **Wow!** Paraphrase is **outstanding** and **engages** the audience	• Main idea is exceptionally well paraphrased • Language is vivid and sophisticated	• Voice is used consciously and successfully to enhance paraphrasing • Delivery engages and/or entertains audience
3 ➼ **Good!** Paraphrase **achieves its purpose** and maintains **audience interest**.	• Main idea is clearly paraphrased • Language is appropriate but not varied	• Voice is appropriate and correct but may not enhance the paraphrase • Maintains audience interest
2 ➼ **A Pass!** Paraphrase is **minimally accomplished** and does not engage the audience.	• Main idea is clearly paraphrased • Language is appropriate but not varied	• Voice problems interfere with paraphrase delivery in places • Audience may struggle to understand or follow communication
1 ➼ **Not Yet** Paraphrase is **inadequate** and **does not maintain** audience interest.	• Main idea is not paraphrased • Language is consistently used incorrectly	• Voice problems may interfere with delivery • Audience is unable to understand or follow the paraphrase
0 ➼ **Not at all**	• Paraphrase is **too brief** to evaluate or **not attempted** at all.	

Response Scoring Guide

4 ➠
Wow!

Your response is detailed and lively.
- The submission is specific and directly responds to the assigned question or task
- Purposeful and appealing communication
- Accurate, insightful, and complete response
- Your response shows that you take pride in your work

3 ➠
Good!

Your submission is effective and responsive.
- The submission responds to the assigned question or task
- Purposeful communication, but may not be entirely focused
- Mostly accurate and complete response—with some insight
- Your response shows that you take some pride in your work

2 ➠
A Pass!

Your submission is weak and under-developed.
- The submission is unspecific and lacks focus
- Developing but unclear communication
- an incomplete response
- Your response shows only minimal pride in your work

1 ➠
Not Yet

Your submission is inaccurate and incomplete.
- The submission does not specify the task
- Weak communication
- An incomplete and/or inaccurate response
- Your response shows little or no pride in your work

0 ➠
Not At All

Your submission response is not answered or barely answered.

Visual Design Scoring Guide

6 ➤
Wow!

- Your superior product is thoughtful, creative, and well designed
- Product has a clear purpose and sense of audience
- Includes significant and relevant details
- Layout is balanced and logically organized
- Effective use of titles and headlines; important elements are clearly emphasized
- Strong visuals add to the product
- May contain some minor errors

5 ➤
Strong!

- Your effective product is clear, organized, and well designed
- Product has a sense of purpose and audience
- Includes most significant details
- Layout is balanced and logically organized
- Appropriate titles and headlines with some elements emphasized
- Effective visuals add to the product
- May contain a handful of minor errors or gaps

4 ➤
Good!

- Your competent product is acceptable
- Product has some sense of audience and purpose
- Some details may be missing or repeated
- Organization is present but may lack balance
- Acceptable titles and headings with some elements emphasized
- A number of errors; some gaps present

3 ➤
A Pass!

- Your adequate product is minimally acceptable
- Weak sense of audience and purpose
- May contain irrelevant details or some details may be missing
- Lack of organization and balance
- Titles, headings, and visuals may be weak or missing
- Numerous errors; gaps are present

2 ➤
Almost!

- Your inadequate product is incomplete and unclear
- Product doesn't address audience or purpose
- Details are irrelevant or missing
- Some visual support but lacks balance
- Titles and headings are weak or missing; visuals less than acceptable
- Numerous errors interfere with meaning

1 ➤
Not Yet!

- Your product is unacceptable
- An attempt was made
- The product does not demonstrate an understanding or the purpose
- Significant information is missing; layout is inappropriate

0 ➤

- The product is off topic or difficult to understand

Visual Design Checklist

General Check

- ❑ the product is appropriate for and appeals to its audience
- ❑ a headline near the top clearly identifies the product's purpose
  (may be accompanied by an applicable graphic)
- ❑ only relevant information is included
- ❑ information is divided into small, easily readable chunks,
  often presented as lists or tables
- ❑ chunks of information are identified with titles where appropriate
  and are arranged in a logical order
- ❑ graphics are used to add context, interest, and balance
- ❑ important location and/or contact information is located near the bottom
- ❑ a persuasive or summarizing statement, or action phrase,
  may be included near the bottom

Design Element Check

Type

- ❑ the typeface(s) used are readable and complement the mood of the product
- ❑ no more than 2 different typefaces are used
- ❑ headlines are 18–24 pt, bold
- ❑ body copy is very readable and 9–12 pt
- ❑ bold is used to emphasize
- ❑ italic is used to differentiate
- ❑ type alignment looks balanced and easy to read

Graphics

- ❑ graphics which illustrate information are placed close to the
  corresponding text
- ❑ small graphics may be used to achieve balance
- ❑ lines may be used to separate elements

White space

- ❑ white space is provided to separate elements and achieve an uncluttered look

Colour

- ❑ colour may be used to add interest and attract the eye to important information
- ❑ there is enough contrast between type and the background colour

Composition

- ❑ the composition complements the page size and proportions
- ❑ elements are not too close to the page edge
- ❑ the elements are visually balanced on the page