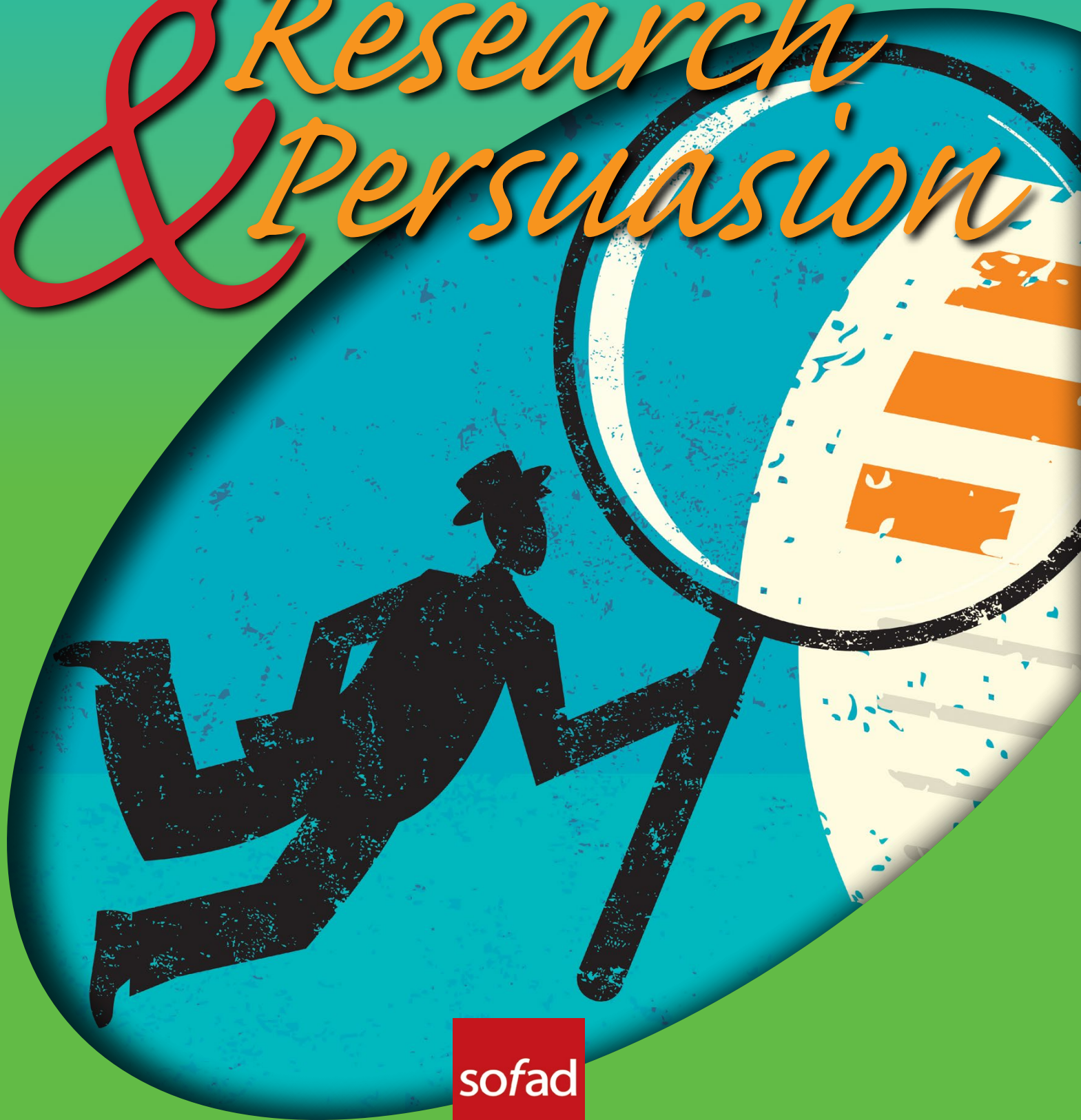


# ENGLISH

ENG-5103-3

# *Research & Persuasion*



sofad



# ENGLISH

ENG-5103-3

## *Research & Persuasion*



sofad

## **English Research and Persuasion**

**Project Manager:** Paul Fournier

**Writer:** Heather Davis, Writing instructor,  
Bishop's University

**Content Editor:** Wendy Sturton

**Copy Editors:** Keith Boeckner  
Joan Polfuss Boeckner

**Proofreader:** Claudia de Fulviis

**Graphic Design:** H  l  ne Meunier

**Cover Design:** H  l  ne Meunier

**Illustrations:** H  l  ne Meunier

**Rights Agent:** Nicole Cypihot

**Video and Audio Production:** CRAEON Workshop  
Les Films David Chaumel

First Printing: Fall 2016

   SOFAD *All Rights Reserved.*

All rights for translation and adaptation, in whole or in part, reserved for all countries. Any reproduction by mechanical or electronic means is forbidden without the express written consent of a duly authorized representative of the SOFAD.

This work is funded in part by the *Minist  re de l'  ducation et de l'Enseignement sup  rieur du Qu  bec* and by the *Canada-Quebec Agreement on Minority Language Education and Second Language Instruction.*

Legal Deposit—2016

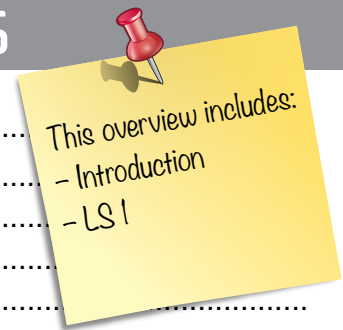
Biblioth  que et Archives nationales du Qu  bec

Library and Archives Canada

ISBN-978-2-89493-558-3 (Print)



ISBN-978-8-89493-559-0 (Digital)

# TABLE OF CONTENTS







<b>Introduction</b> .....	VI
<i>English, Research and Persuasion in Your Program</i> .....	VI
About This Learning Guide .....	VI
Please Note! .....	VI
Structure of the Learning Guide .....	VII
Knowledge: Textual and Linguistic Elements .....	VIII
Tiles .....	VIII
Learning Evaluation Situations to Prepare for the Final Exam .....	IX
Getting Guidance .....	IX



## LEARNING SITUATION 1 • LS1

<b>Believe It or Not</b> .....	1
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> Seeing is believing .....	2
<b>Activity 2</b> Rumour has it .....	7
<b>Activity 3</b> A grain of truth .....	13
<b>Activity 4</b> Much ado about nothing .....	26
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 5</b> To each his own .....	33





## LEARNING SITUATION 2 • LS2

<b>Play Politics</b> .....	35
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> In the public eye .....	36
<b>Activity 2</b> Inside information .....	39
<b>Activity 3</b> All things to all people .....	49
<b>Activity 4</b> Do I make myself clear? .....	54
 <b>APPLY AND PRODUCE</b>	
<b>Activity 5</b> Say a mouthful .....	59
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 6</b> For your information .....	60
 <b>EVALUATION</b>	
<b>Learning Evaluation Situation 1</b> .....	61




LEARNING SITUATION 3 • LS3

<b>Speak Volumes</b> .....	63
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> The root of the problem .....	64
<b>Activity 2</b> Find out a thing or two .....	67
<b>Activity 3</b> Band together .....	76
<b>Activity 4</b> Two can play this game .....	81
<b>Activity 5</b> Think on your feet .....	88
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 6</b> So far, so good .....	94






LEARNING SITUATION 4 • LS4

<b>It Stands to Reason</b> .....	95
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> For your information .....	96
<b>Activity 2</b> In the public eye .....	102
 <b>APPLY AND PRODUCE</b>	
<b>Activity 3</b> Inside information .....	114
<b>Activity 4</b> Speak your mind .....	122
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 5</b> Off the record .....	131
 <b>EVALUATION</b>	
<b>Learning Evaluation Situation 2</b> .....	132

LEARNING SITUATION 5 • LS5

<b>Strike a Happy Medium</b> .....	133
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> Play it safe .....	134
<b>Activity 2</b> The nuts and bolts .....	137
<b>Activity 3</b> Read through .....	145
<b>Activity 4</b> Listen to reason .....	158
<b>Activity 5</b> Go the extra mile .....	168
 <b>APPLY AND PRODUCE</b>	
<b>Activity 6</b> Back to the drawing board .....	172
<b>Activity 7</b> Put two and two together .....	176
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 8</b> The paper trail .....	180

LEARNING SITUATION 6 • LS6

<b>Root of the Problem</b> .....	183
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 1</b> Explore all avenues .....	184
<b>Activity 2</b> A rough idea .....	189
<b>Activity 3</b> A gold mine .....	199
<b>Activity 4</b> Reach a conclusion .....	205
 <b>APPLY AND PRODUCE</b>	
<b>Activity 5</b> In plain language .....	214
 <b>EXPLORE AND DISCOVER</b>	
<b>Activity 6</b> Listen to reason .....	218
 <b>REFLECT AND EVALUATE</b>	
<b>Activity 7</b> A bright idea .....	224
 <b>EVALUATION</b>	
<b>Learning Evaluation Situation 3</b> .....	225
 <b>REVIEW OF LINGUISTIC ELEMENTS</b> .....	227
<b>ANNEX A</b> .....	239
<b>ANNEX B</b> .....	240
 <b>ANSWER KEY</b>	
LS1 .....	248
LS2 .....	251
LS3 .....	254
LS4 .....	257
LS5 .....	259
LS6 .....	262
REVIEW OF LINGUISTIC ELEMENTS .....	265
 <b>CREDITS</b> .....	267
 <b>FEEDBACK FORM</b> .....	269

# INTRODUCTION

## **English, Research and Persuasion in Your Program**

*English, Research and Persuasion* is a 75-hour course. It is the third of three Secondary 5 courses in the English Language Arts program in Diversified Basic Education.

The three main competencies required by the Ministry will be developed in this course.

Competency 1: Uses language/talk to communicate and to learn

Competency 2: Reads and listens to written, spoken and media texts

Competency 3: Produces texts for personal and social purposes

You will receive three Secondary V credits for passing the final exam for this course in an adult learning centre.

The other two courses needed to complete the Secondary V English Language Arts program are:

ENG-5101-1 English and Plays (25 hours)

ENG-5102-2 English and Written Narratives (50 hours)

## **About This Learning Guide**

This learning guide was developed for adult learners who are registered in individual and classroom learning programs or in distance education.

Each learning situation (LS) in this workbook includes activities that relate to real-life contexts. The activities will help you develop the competencies for this course. In this learning guide, you will first analyze the credibility and accuracy of information (LS 1). Then, you will analyze and discuss reports and speeches meant to influence public opinion (LS 2). Next, you will build formal arguments to prepare for an informal debate as part of public consultations (LS 3). In the next situation, you will learn the skills needed to give your opinion in an argumentative essay (LS 4). Then, you will read research papers and make sense of information from various sources to present credible information supporting your view (LS 5). Finally, you will do your own research to learn more about a subject, in order to interpret and evaluate sources before writing your own research paper (LS 6).

## **Please Note!**

### **Icons**

You will encounter several icons in the learning guide.



Video clip: This means you have to watch a video.



Audio clip: This means you have to listen to an audio clip.



 This means Internet resources are available.

Students with Internet access can consult video clips, audio clips, and Web links as follows:




- If you are using the ebook version, click on the icon.
- If you are using the paper workbook, go to

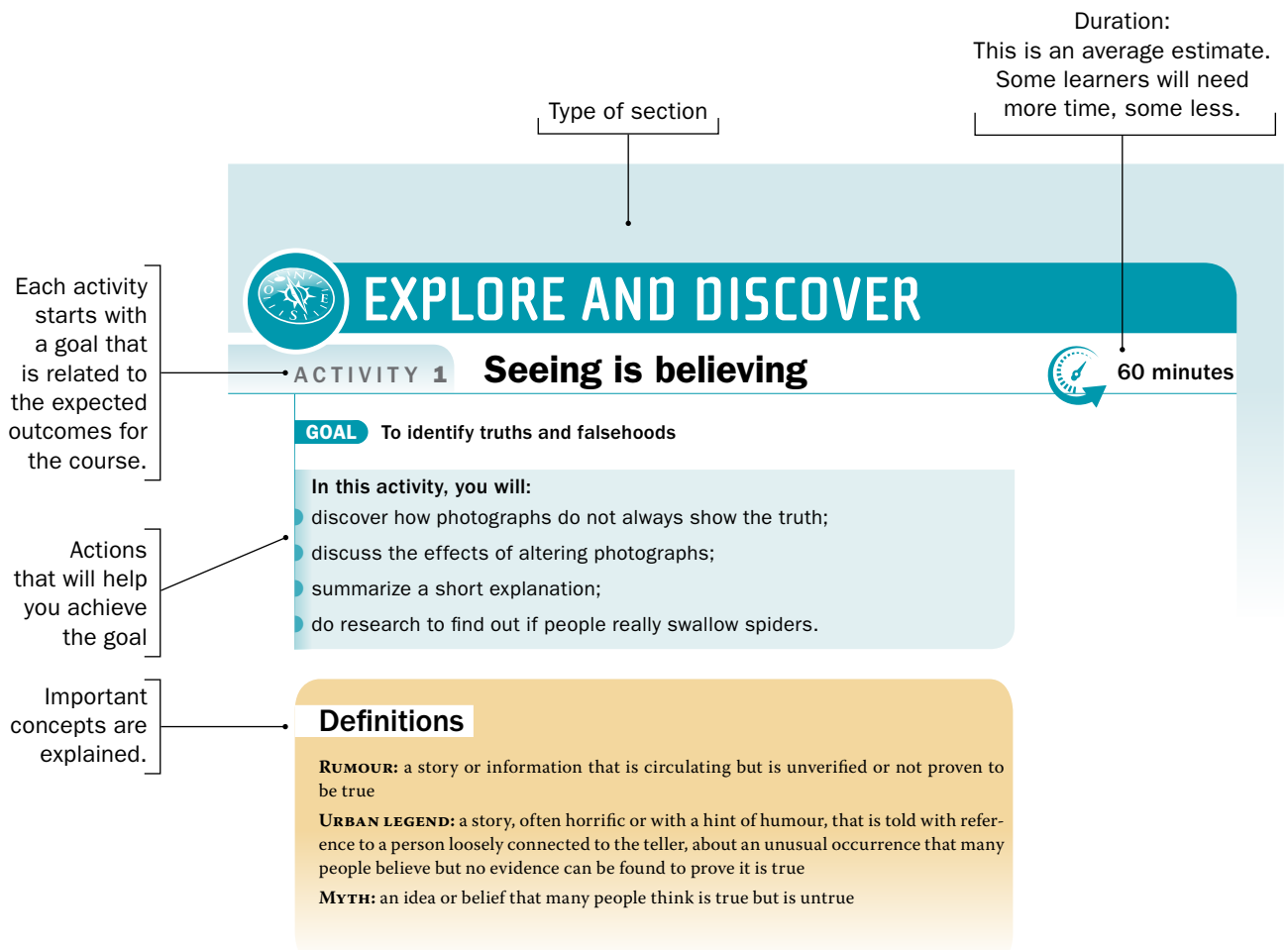
<http://cours.sofad.qc.ca/ressources/>  
and follow the Diversified Basic Education links.

If you do not have access to the Internet, use the resources provided by your teacher or tutor.

## Structure of the Learning Guide

There are three types of sections in this workbook:

-  **Explore and Discover:** These sections help you to analyze and plan interviews.
-  **Apply and Produce:** These sections give you a chance to mobilize your knowledge and skills by applying what you learned.
-  **Reflect and Evaluate:** These sections encourage you to explore the resources needed to achieve a task and may include questions to help you evaluate how well you performed a task.



## Knowledge: Textual and Linguistic Elements

Textual and linguistic elements are included whenever they will be useful in a task. Some elements not covered in the learning situations appear in the Review of Linguistic Elements section.

### Writing Templates

Whenever you are expected to do a structured writing task you are provided with a template.

The left-hand column details what you are expected to include and will help guide you in the task. Once you have written your ideas on the right, you can double-check on the left whether you have structured your ideas correctly.

Structure	Content	Body Language
Introduction		
Thematic statement		
Point #1		
Point #2		
Point #3		
Conclusion		
Closure statement		

### Answer Key

You will find the Answer Key (AK) at the end of the workbook, page 247. The number on the right shows the page number in the Answer Key.



## Tiles

Tiles provide you with extra information related to a task.

### Cultural tiles

These tiles include information that will deepen your understanding of the task.

**CULTURAL TILE**

TED (Technology, Entertainment, Design) is a non-profit, non-partisan foundation whose mission is to spread ideas. The foundation organizes conferences and makes the videos accessible to promote the distribution of free knowledge. Many well-known researchers and successful people have given talks that are available to everyone.

### Hint tiles

Hint tiles may include help for structuring tasks, or simply indicate how to avoid some common mistakes in grammar or text formatting. Hints appear whenever relevant.

### Hint

#### What is the difference between facts and opinions?

A **fact** is something that can be checked and proven to be true.

A **claim** is something that some people say is true or is a fact, but they cannot provide proof to convince everyone.

An **opinion** is what a person believes, a belief or a position not necessarily shared by others.

An **interpretation** is how a person explains or understands a situation or results.

## Did You Know? tiles

These tiles present useful additional information.

### Did you know?

**Connotative language:** A connotation is a cultural or emotional association (positive or negative) that the word suggests. The association is separate from its literal meaning. For example, red roses have a romantic connotation. Be careful who you give one to.

## ICT tiles

Information and Communication Technology tiles provide links to extra online tools offering complementary information that can help your learning.

### ICT

To find out more about parks, go to the SOFAD website at <http://cours.sofad.qc.ca/ressources/> or use the sources provided by your teacher or tutor.

## Evaluation Situations to Prepare for the Final Exam

Evaluation Situations are homework assignments that will be graded by your teacher or tutor.

The Evaluation Situations are designed to help you get ready for the final exam. They encourage the development of the

competencies required to pass the course and provide some practice of the textual and linguistic knowledge required to succeed.

Three Evaluation Situations are available: one after Learning Situation 2, one after Learning Situation 4, and one after Learning Situation 6.

The Evaluation Situation after Learning Situation 2 requires you to compare two persuasive texts.

In the Evaluation Situation after Learning Situation 4, you will write an argumentative essay.

In the final Evaluation Situation, after Learning Situation 6, you will present your research paper orally.

We suggest that you obtain a grade of 60% or more in the Evaluation Situations before doing the final exam for this course.



### You must now do Evaluation Situation 1.

If you have not received the Evaluation Situation from your teacher or tutor, you can download it from the SOFAD website by going to <http://cours.sofad.qc.ca/ressources/>.

You can then do the Evaluation Situation and submit it to your teacher or tutor.

## Getting Guidance

In order to help you succeed, your teacher or tutor at the learning centre will offer guidance and support as you work through the course. He or she can answer your questions and will grade your Learning Evaluation Situations. Make sure to obtain the schedule, email address, and phone number of your teacher or tutor so that you can communicate with him or her when necessary.

## Extra Materials

The learning guide for this course is accompanied by:

- video clips
- audio clips
- Learning Evaluation Situations

All of this material is available at <http://cours.sofad.qc.ca/ressources/>.

If you need extra help with grammar, your teacher or tutor may also recommend a grammar book or online exercises to help you with the required linguistic knowledge.

# Believe It or Not

Have you ever heard these claims floating around on the Internet?

*The average person swallows eight spiders per year.*

*Facebook has removed photographs of military amputees from their network, deeming them “offensive.”*

Do you know if these claims are true? With a lot of false information floating around, how can you find out what is true and what is false? To find out, you need to evaluate the source of this information and do research to find sources that you can trust. You will do this in the first activity.

In this situation, you will be a student at an adult learning centre. Behind the centre is a park, a dirty, run-down patch of grass with a few trees called Eastview Park. Lately there have been some unusual visitors to the park: people in suits taking pictures and surveyors using equipment to take measurements. A woman even claims she saw the mayor. Rumours are circulating. Everyone is wondering what’s going on.

You want to find out which information is true and which is false. But how do you know what to believe?

You will analyze sources to see if they are credible, accurate, and objective. You will read and analyze commentaries. Commentaries express the writer’s opinion and try to persuade others to agree with his or her point of view. They may include facts and statistics and expert opinions, but they don’t always include complete information. They often include only the information that promotes or defends the writer’s point of view.

Your task is to figure out the truth.

**Goal of Learning Situation:**

To analyze and discuss the credibility, accuracy, and objectivity of information found in commentaries

**ACTIVITIES**



**1 Seeing is believing**



**Goal:** To identify truths and falsehoods



**4 Much ado about nothing**



**Goal:** To discuss and analyze commentaries



**2 Rumour has it**



**Goal:** To identify bias and objectivity in personal opinions



**5 To each his own**



**Goal:** To reflect on your own understanding of objectivity, bias, and sources of information



**3 A grain of truth**



**Goal:** To evaluate and compare sources of information



# EXPLORE AND DISCOVER

## ACTIVITY 1

### Seeing is believing



60 minutes

**GOAL** To identify truths and falsehoods

**In this activity, you will:**

- discover how photographs do not always show the truth;
- discuss the effects of altering photographs;
- summarize a short explanation;
- do research to find out if people really swallow spiders.

#### Task 1: Internet rumours and urban myths

##### Definitions

**RUMOUR:** a story or information that is circulating but is unverified or not proven to be true

**URBAN LEGEND:** a story, often horrific or with a hint of humour, that is told with reference to a person loosely connected to the teller, about an unusual occurrence that many people believe but no evidence can be found to prove it is true

**MYTH:** an idea or belief that many people think is true but is untrue

Your grandmother lives in a seniors' residence not far from your school. She often calls to tell you about unlikely stories that she thinks are true.

You don't mind helping your grandmother find out the truth because you know that some people take advantage of seniors who don't know how to tell true information from scams. These stories can come via the Internet, by email, or be passed on by friends who don't know better. You have told her never to say yes to something or to take action before checking with you first.

Today she calls to tell you her latest. She says, "Facebook is removing photographs of military amputees from their network. They are removing pictures of veterans who are missing an arm or a leg. And do you know why? They say the pictures are offensive!"

You can tell by how loudly she is speaking that she is upset.

"How can they do that?" she yells into the phone. "These are the people who served our country. They lost parts of their bodies because they were protecting our freedoms! Who is this evil Facebook because I'm going to call him and give him a piece of my mind!"

While your grandmother goes on ranting, you do an Internet search to find out the truth about her claim.

This is what you find on Snopes.com. Read the information so that you can explain it to your grandmother.

Since at least August 2013 a message has been circulated via Facebook claiming the social networking site was removing posted photographs of military veterans who had lost limbs due to amputation or injury, reportedly because Facebook has deemed such images to be “offensive” and a violation of the company’s community standards.

However, there is absolutely no basis for asserting that Facebook has taken such an action or implemented such a policy.

No published Facebook guidelines make reference (directly or indirectly) to this class of photograph being unacceptable, and many images featuring amputees and other persons with missing limbs (including both military personnel and civilians) have long been plainly viewable on that social networking site.

Moreover, the content of this message belies its claim, as the message has been posted and shared on Facebook countless times despite its inclusion of a supposedly-banned photograph of a military amputee.

Read more at: Snopes. Updated 2015, October 15. Facebook removing amputee photos.  
Retrieved from: <http://www.snopes.com/computer/facebook/amputees.asp#ySuASP72bk1VjU0O.99>

**1** Write a summary of the explanation so that your grandmother will understand.

---



---



---



---



---

Your grandmother has another horrifying piece of information to share. She says, “Margaret, who lives across the hall says she heard that the average person swallows eight spiders per year. I tell you I am never going to fall asleep again.”

Do some research to find out whether or not this is true.

Some websites are dedicated to debunking or disproving popular Internet rumours and myths. You can use these websites or others to find out the truth.



# ICT

To find out more about websites that debunk rumours and myths, go to the SOFAD website at <http://cours.sofad.qc.ca/ressources/>.

**2** Is it true or false that the average person swallows eight spiders per year? Explain.

---

---

---

## Task 2: Do photographs show us the truth?

We like to think that seeing something with our own eyes is evidence that it's true. But does a photograph show us the truth?

First, it depends whether the photo has been altered or not.

Photos can be altered using computer programs. This picture shows how women's faces are often altered in advertisements.



**3** Do you think that the altered photograph above shows the truth? Explain.

---

---

**4** What effect does the altered photo have on its audience?

---

---

Here is a case where people were removed from a photograph. In two Orthodox Jewish publications, Hilary Clinton and Audrey Tomason were removed from this photo of President Barack Obama with top aides in the White House, taken in 2011.

**5** Why do you think the two women were removed?

---

---

**6** What effect does removing the women have on the viewers?

---

---



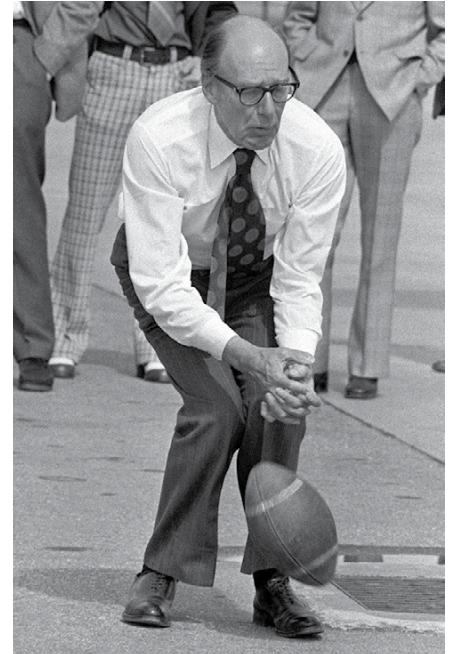


Behind every camera is a person. That person makes choices that influence what we see. What do they show? What don't they show?

Real estate agents who want to sell houses will show a house's best features. They often use special wide-angle lenses that make small rooms look larger than they really are.

People also choose which photographs to publish.

The media often shows politicians with their mouths open or goofy expressions on their faces. For example, *The Globe and Mail* published this photo of Robert Stanfield when he was running for Prime Minister in 1974. They chose to publish this picture, with the headline "A political fumble?" instead of the 35 pictures of him catching the ball.



**7** Does this photo of Robert Stanfield show us the truth? Why or why not?

---



---



---

**8** What effect does this choice of photo have on readers?

---



---

**Cropping**

Newspapers and websites often crop photographs. The purpose is usually to cut out parts of the photo that are not relevant or interesting. However, sometimes cropping out details can change the entire meaning of a photograph.

"As an editor, the key question you need to ask yourself when cropping is the following: Is the story told by the post-crop version of my photo identical to the story told by the original version?"<sup>1</sup>

Look at the picture on the left and its caption.

<sup>1</sup> Connor, Kevin. (2011, October 17). Truthful Photo Editing: Cropping. Four and Six. Retrieved from <http://www.fourandsix.com/blog/2011/10/17/truthful-photo-editing-cropping.html>



In our recent Kenyan safari, we got close to the animals.

The picture was not taken in Kenya. It was taken in the Prague zoo.



## CULTURAL TILE

Journalists follow a code of ethics that dictates appropriate behaviour. The National Press Photographers Association (NPPA) sets out a similar code for photojournalists. The preamble says:

“Visual journalists operate as trustees of the public. Our primary role is to report visually on the significant events and varied viewpoints in our common world. Our primary goal is the faithful and comprehensive depiction of the subject at hand. ...

Photographic and video images can reveal great truths, expose wrongdoing and neglect, inspire hope and understanding and connect people around the globe through the language of visual understanding. Photographs can also cause great harm if they are callously intrusive or are manipulated.”

Source: NPPA Code of Ethics. National Press Photographers Association. Retrieved from [https://nppa.org/code\\_of\\_ethics](https://nppa.org/code_of_ethics)

For each of the following images, imagine what you might see if the photo were not cropped. The first one has been done for you and offers three possibilities.

- 9 a) *There could be a predator in the image or poachers. The animal could be in an enclosed area instead of seeming to be in the wild. There could be busloads of tourists watching or people in a zoo.*



Shutterstock: Villiers Steyn

- b) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Shutterstock: ChameleonsEye

c) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Shutterstock: Olyji

d) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Shutterstock: Ammentorp Photography

AK 248

ACTIVITY 2

# Rumour has it



60 minutes

**GOAL** To identify bias and objectivity in personal opinions

**In this activity, you will:**

- read a variety of opinions;
- discuss how rumours are spread;
- differentiate facts from opinions;
- identify bias.

Ever since you started taking classes at the adult education centre, Eastview Park, the park in back has been an eyesore, with overflowing trash bins and dog poo and vandalism. Nothing gets repaired. It's clear that nobody cares about it. Kids don't ever play there; nobody really comes to use the park except a homeless man and a few dog owners.

There have been rumours about changes to the park. You want to know exactly what is going to happen. What is the city planning?

In your class, you discuss how rumours get perpetuated. Your teacher writes these quotes on the board.

*A lie can run round the world before the truth has got its boots on.*

— Terry Pratchett, *The Truth*

*I guess rumors are more exciting than the truth.*

— Venus Williams

## 10 How do you think rumours get spread?

## 11 Why do some people seem to enjoy spreading rumours?

AK 248

Your teacher wants you to find out what rumours about the park are being spread. She also wants you to collect a variety of personal opinions. She suggests you hit the streets around the park and ask people a few open-ended questions that anybody can answer. The teacher reminds you to be polite and to ask people if they mind answering a few questions.

- What do you think of Eastview Park?
- What changes do you think the city is planning to make to the park?
- What would you like to see happen?

She says that in day-to-day conversation, most people are not always careful about the accuracy of facts.

We listen differently to an expert opinion than we do to a personal opinion. When we listen to a personal opinion, we must judge the truth of what that person is saying and decide whether or not to believe it.

Therefore, why not add some questions to your survey that will reveal whether people know any of the facts about the park? This will help determine whether or not their opinions are well-founded.

- Have you spoken with anybody from City Hall?
- Do you have any details about what the city is planning?
- What, specifically, have you yourself heard or observed?

### Hint

#### What is a personal opinion?

Everybody has a **personal opinion**. Your personal opinion is probably based partly on facts and partly on what you already believe. You don't have to be an expert to have a personal opinion. You don't even have to know the context for what you are talking about. People sometimes express opinions on things they know nothing about.

When we listen to people giving their personal opinions, we might consider why they hold a certain point of view. They may have a **vested interest**; that is, they have a personal stake. If this is the case, they could be biased instead of being objective.

What is bias?

**Bias** is a personal and sometimes unreasonable judgment, a prejudice.

**Objectivity** is the ability to judge fairly, without bias.

First, you talk to these girls at the coffee shop.

You: What do you think of Eastview Park?

Anna: Is that the park over there?

Emmanuelle: It's not much of a park. It's dirty. I would never hang out there. It looks dangerous.

You: Do you think the city is going to do a lot to change the park?

Anna: I don't know. Probably not much. Maybe build a new playground for kids.

You: What would you like to see happen?

Emmanuelle: Well, we're taking courses at the adult ed centre, so I think the park should be cleaned up so we can go there to eat lunch sometimes and to study.

Anna: We could play Frisbee. That would be fun. But I'm terrified of dogs. They shouldn't allow dogs in the park.



LS  
1

**12** Do the girls have a vested interest in the park? In other words, how could they personally benefit from the changes? Explain.

---



---

AK  248

Next you talk to Françoise, the owner of the coffee shop.

“When I first opened my coffee shop, the park was decent enough. But then the government cut back and nobody came to pick up the garbage. Everything looks so run down. Who wants to hang out there except people doing illegal stuff? The park is like a building with a broken window. It is an invitation to vandalism and crime because you can tell, looking at that park, that no one cares. Nobody! But it affects the whole neighbourhood. There's more crime now and that's a real shame. City officials don't need to do a lot, but they need to be consistent and maintain the park.”



**13** As the owner of a business, does Françoise have a vested interest in the changes to the park? Explain.

---



---

**14** Why does Francoise think the park is not cared for?

---



---

**15** What does she think the effects are of having a neglected park in the neighbourhood?

---

AK  248

A lady named Karen is getting a coffee to go. She tells you that she runs a daycare facility out of her home.

“The park is not somewhere I can take my kids. One day I found a needle there. Can you imagine? What if one of the kids had found it? They touch everything and stick things in their mouths. The play equipment is covered with rude graffiti and there is too much garbage and dog poo. It would be great to have a good park close by, but instead I have to have a van just so I can drive the kids to a nicer park. And that costs me money.”



**16** Does Karen have a vested interest in the changes to the park? Explain.

---



---

You speak with a man wearing a uniform. He says he works at a factory near the park.

“We get regular breaks and it would be nice to spend them at the park, get some fresh air, but now we just hang around outside the factory because it’s actually nicer than the park. Isn’t that crazy? We don’t need much. Some benches where we can sit under the trees and hear the birds would be nice.”

**17** Does the factory worker have a vested interest in the changes to the park? Explain.

---

AK  248

Other comments:

- A. "I want a place where I feel safe jogging."
- B. "The park is full of raccoons. They get into the garbage."
- C. "What if there are dogs running around loose? I am terrified of dogs."
- D. "There's a guy named John. I think he lives in the park. What's going to happen to him?"
- E. "I bet the park will cater to kids and older people. All the city parks are for kids and seniors."
- F. "It will probably make our taxes go up."
- G. "Stupid parks never have enough benches. And if you have nowhere to sit, what's the point? Stupid city can't ever get it right."
- H. "Teenagers will just go there to drink and have sex."
- I. "It would be great for the community if they put in some community gardens. Some people live in apartments or in the seniors' residence and this way they could grow things."
- J. "My mom is in a wheelchair. It would be nice if she could use the park, too."
- K. "Who's going to pay to maintain it? It'll just end up like before."
- L. "If they make that park too nice, our rent is going to go up."
- M. "It's just a way for the mayor to buy our votes."
- N. "If they make it nice, vandals will come and wreck it. They wreck everything!"

Another way to spot bias is to look at the type of language the person uses. Signs of bias include:



- Exaggeration (Everybody will be partying in the park every single night.)
- Arguments based on stereotypes (Older people don't want to share the park.)
- Generalizations (all teenagers...)
- Selective omissions (purposely not mentioning part of the truth)



For numbers 18–24, write the letter corresponding to the comment from the previous page in the space provided below.

- 18 \_\_\_\_ Find a comment that demonstrates exaggeration.
- 19 \_\_\_\_ Find a comment that is based on stereotypes.
- 20 \_\_\_\_ Find a comment that includes generalizations.
- 21 \_\_\_\_ Find a comment that uses language that is disrespectful.
- 22 \_\_\_\_ Find a comment that uses neutral or respectful language, i.e. language that won't make others angry. Comments can also be positive or negative, optimistic or pessimistic, fearful or hopeful.
- 23 \_\_\_\_ Find a comment that is hopeful.
- 24 \_\_\_\_ Find a comment that is fearful.
- 25 As a student, what is your opinion about the park?

---



---

- 26 Is it possible to have a non-biased opinion about this issue? Explain.

---

- 27 Whose job is it to be objective in this case?

---





**GOAL** To evaluate and compare sources of information

**In this activity, you will:**

- identify persuasive versus informative texts;
- apply the CARS source evaluation method;
- evaluate a text found on the Internet;
- identify objectivity versus bias in texts.

## Task 1: Convince or inform?

You want to find out what is happening to your local park. After asking locals at the coffee shop, you have decided to do some research.

The point of doing research is to find out information and get expert opinions instead of personal opinions. Of course you can find both kinds of opinions on the Internet. The trick is knowing how to tell them apart.

### Did you know ?

Experts are supposed to be careful about the accuracy of facts when they give their **expert opinion**. Experts have special knowledge in certain areas of expertise. Experts can be researchers or professionals in a certain field, or anyone with specialized knowledge on a relevant topic. Some experts can also give their professional opinions in court.

Expert opinions are more objective when experts keep their own personal feelings out of their conclusions. They look at the facts and draw conclusions based on those facts.

When doing research, you will come across texts that are informative, providing information, and texts that are persuasive, giving an opinion. What makes distinguishing the two types difficult is that persuasive texts also include information, but mostly only information that supports the author's or the website's opinion.

How do you know when you are reading an opinion text? Opinion-based texts often:

- begin with a statement of an opinion or point of view;
- give reasons and explanations as to why the writer holds that opinion;
- use emphasis and repetition to get ideas across;
- appeal to both the reader's logic and emotions;
- tell you that you "should" do something, such as believe, act, follow;
- use connotative language and creative imagery to get points across.

How do you know when you are reading an informative text? Information-based texts:

- contain facts;
- limit repetition;
- avoid connotative and emotional language;
- have a neutral tone;
- are organized to help the reader find key information easily (topic sentences at beginnings of paragraphs, table of contents, headings);
- may include visual representations of information such as graphs, charts, and tables.

**Did you know ?**

**Connotative language:** A connotation is a cultural or emotional association (positive or negative) that the word suggests. The association is separate from its literal meaning. For example, red roses have a romantic connotation. Be careful who you give one to.

You begin your research on parks and you find the following two texts. Can you tell which of the following texts is meant to persuade and which is meant to inform? Read the texts and answer the questions below.

### The Garden Network

The Garden Network is made up of 12 collective gardens in our town and is complemented by 2 private backyard gardens generously lent to our network by citizens. Our activities involve on average 243 gardeners every week, each doing a variety of tasks, sometimes even backbreaking work, under the supervision of qualified horticulturists. This year, our network of gardens produced more than 2000 kg of fresh fruits and vegetables. This amount represents an increase of 200 kg compared to the previous year's harvest. The total value for this year's harvest is estimated at over \$26,000. The gardens provide food for the larger community as well. After each session, the gardeners divide the harvest and a portion of it is given to help low-income members of our community, such as the Cooking in Common Centre for single parents and some soup kitchens. This year, 275 kg of fresh produce were given to similar neighbourhood organizations, providing food for those residents whose budgets limit their choice when it comes to fresh produce.

**28** Is this text  informative or  persuasive? How do you know?

---



---

## Why Every Community Needs a Community Garden

Many city dwellers don't have backyards or sunny balconies, but they would still like to grow their own food. This is why every community needs a community garden. With access to a community garden, families can save money on their grocery bills by growing fruits, vegetables, herbs, and flowers. Parents can teach children how to care for a garden and where fruits and vegetables come from. People from other cultures can grow foods that are not available in Quebec's grocery stores. There are other benefits, too. Gardening is relaxing and the community garden is a pleasant place to spend time outdoors. Plus, who can compare the taste of a freshly picked tomato or cucumber with those found in our grocery stores, sometimes shipped from California, or even further?



29 Is this text  informative or  persuasive? How do you know?

---



---

AK  248

### Task 2: Fact or opinion?

#### Hint

**What is the difference between facts and opinions?**

A **fact** is something that can be checked and proven to be true.

A **claim** is something that some people say is true or is a fact, but they cannot provide proof to convince everyone.

An **opinion** is what a person believes, a belief or a position not necessarily shared by others.

An **interpretation** is how a person explains or understands a situation or results.

30 Many people who want to persuade us will try to present their opinions as if they are facts. Can you tell the difference? Label each of the following sentences F for Fact or O for Opinion.

- \_\_\_ Parks are not very important.
- \_\_\_ Landscape architects design parks.
- \_\_\_ Parks are shared public spaces.
- \_\_\_ Parks are at risk for vandalism.
- \_\_\_ Vandals are mean and thoughtless.
- \_\_\_ Dogs should be leashed in parks where there are children playing.

AK  248

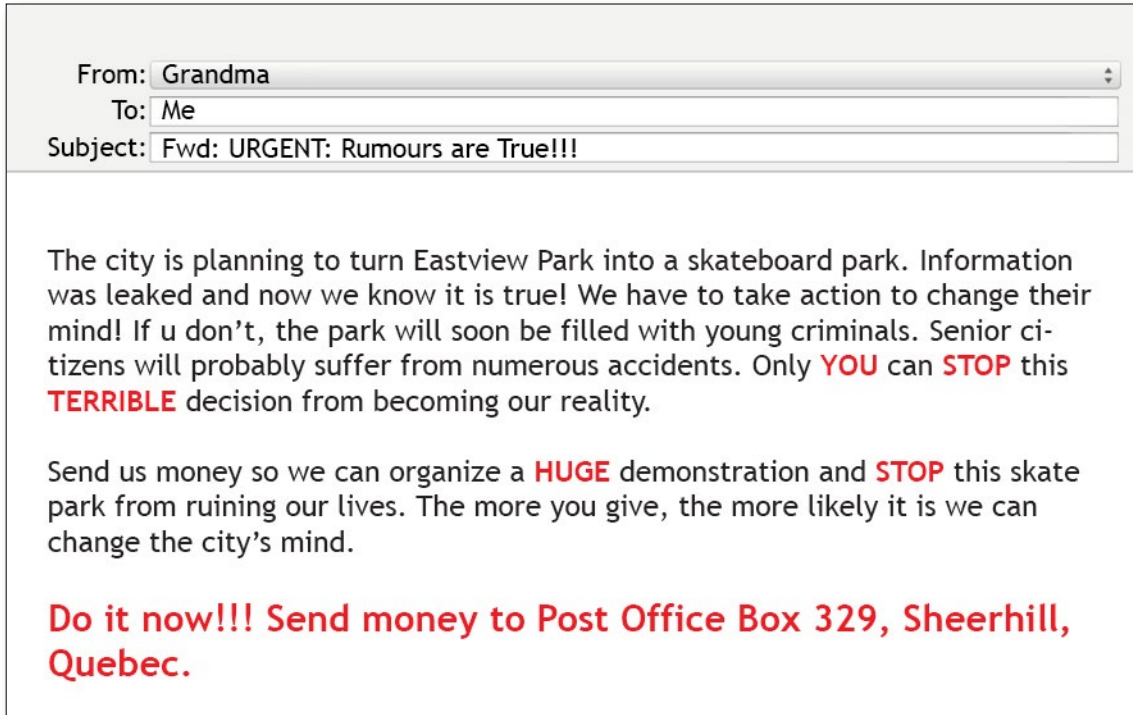
### Task 3: Is it true?

The telephone rings. It's your grandmother. Again.

"I know exactly what's going on," she says. "And it's not a rumour. It's written right here in an email I received."

You tell her to forward the email to you.

Take a look at the article she is referring to. What is your first impression of the source? Does it look like a source you can trust? Why or why not?



31 Is this text  informative or  persuasive? How do you know?

---



---



---

32 Explain the effect the tone of this text has on readers.

---



---



---

## CARS Checklist for Evaluating Sources

In class, your teacher gives you a chart that is used by students in many schools to evaluate sources, especially now that research can be done online. The method can be easily remembered using the acronym CARS.<sup>2</sup>

You might still refer to sources that do not meet all of these criteria. For example, a source that is not reasonable can be helpful if you also read another source that presents an opposing point of view. The CARS method works like a special pair of glasses that allows you to see the larger picture and decide what is and is not true.

<b>C</b>	= <b>C</b> REDIBILITY	How do you know the information and author are authentic and reliable?
<b>A</b>	= <b>A</b> CCURACY	How do you know the information is up to date, factual, detailed, and comprehensive?
<b>R</b>	= <b>R</b> EASONABLENESS	How do you know the information is fair, objective, moderate, and consistent?
<b>S</b>	= <b>S</b> UPPORT	How do you know where the writer got his or her information? Does he or she mention the sources used and do those sources pass the CARS test?

<sup>2</sup> Source: Harris, Robert. (1997, November 17). "Evaluating Internet Research Sources." VirtualSalt. Retrieved from <http://www.virtualsalt.com/evalu8it.htm>

You can use this method to prove that your grandmother’s email is not, in all likelihood, true.

<b>C</b>	<b>REDIBILITY • How do you know the information and author are authentic and reliable?</b>
	• What is the publishing or sponsoring organization?
	• What are the author’s credentials?
	• Is the author/producer an authority on the subject?
	• What is the author/producer’s contact information?

A good source is credible. People sometimes believe things that they shouldn’t, things that are not credible. A credible source is worthy of people’s trust. A source can be credible because the writers are experts on the subject or because it is a newspaper or website with a proven reputation.

When a source is unidentified, when it is hard to find out where it comes from or who wrote it, then it could lack credibility. Is it possible that the information is still true? Yes. But you should not assume that it is.

**33** Is the email your grandmother received credible? Explain.

---



---

**A**CCURACY • How do you know the information is up to date, factual, detailed, and comprehensive?

- What is the date of publication or copyright?
- Does the information on the site agree with other sources?
- Does the information contradict itself?
- How is the information relevant to your research needs?

An accurate article provides information that is specific and detailed enough to be useful. If the information is accurate, you can probably locate the same information in other sources. For example, an accurate source would say that the park is 2 kilometres from the city centre instead of saying the park is “really far” from downtown.

**34** Is the email your grandmother received accurate? Explain.

---



---

**R**EASONABLENESS • How do you know the information is fair, objective, moderate, and consistent?

- What bias does the author, host, or sponsor appear to have?
- In what way is the provided information balanced?

A source that is reasonable usually provides both sides of a story or situation. Signs of bias include appealing to the reader’s emotions rather than his or her intellect and making sweeping statements, using expressions such as “all the time” and “every single one.” Other signs of bias include an obvious conflict of interest (Is the writer paid by a company trying to sell you something?) or intemperate language (“idiots”).

**Hint**

**Does a source always need to present both sides of a story to be reasonable?**

In an article about the negative effects of child labour, it is not necessary to present a point of view that defends child labour. This is because people already accept that child labour is unethical. Therefore, the amount of information needed in an article depends on who the article was written for.

**35** Is the email your grandmother received reasonable? Explain.

---



---

**SUPPORT • How reliable, accurate, reasonable, and well-supported are the sources for your resource?**

- How many sources support the resource? Can you find them easily?
- Pick one source and evaluate it with the CARS list. How credible, accurate, reasonable, and well-supported does it seem?

The best sources mention where they got their information. Then you can double-check by going directly to the primary sources and evaluating them.

**36** Does the email your grandmother received offer support or proof? Explain.

---



---

In addition to your CARS evaluation, you can consider the design and style used for a piece of writing.

**DESIGN & STYLE**

- Is the page layout visually pleasing?
- How do the images enhance the message?
- Is the language readable and understandable?
- Are the grammar and spelling correct?

The design and style can tell you how serious a source is. Some sources look more official than others. You can tell how much money and expertise went into producing the message.

**37** Looking at the design and style of the email your grandmother received, how serious a source do think it is? Explain.

---



---

## Task 4: Evaluate two texts

Here are two sources of information about the park debate. Use the CARS checklist to evaluate the two texts

### TEXT #1

 Search



**About:**  
 Blogger **Mark Meneghetti** writes about daily news and events that affect the local community.

Posted on **January 29** by **Mark Meneghetti**

[← Previous](#)     [Next →](#)

## Small Parks Matter

The city keeps investing money in large parks, but small parks can have big effects on local communities.

Every neighbourhood has small parks. They are usually one block in size and probably have a playground, grass, trees, and benches. Sometimes they consist of green space that has never been developed; other times they are the only patches of green in a new subdivision of freshly built duplexes. The parks are mainly used by the people who live nearby and that is why the city prefers to spend money on the city's largest parks.

When the city spends money on large parks, everybody notices. Newspaper articles are written and photos displayed on front pages. Large parks are advertised in glossy tourist brochures. Small parks are important, but they do not get as much attention or funding.

Small parks matter to people who do not have a lot of money. Parks are free and accessible to all members of society. Small parks are community assets serving all ages and cultures. Small parks provide a place for seniors who cannot drive or for youth who do not have cars. Small parks improve lives. In small parks, people interact with other people in their community, people are active, and people can be close to nature while being close to home.

By their very nature, small parks are small. Sadly, the city doesn't invest a lot of money in them because they think the payoffs are small. But the payoffs, for all, as I have mentioned, are greater than you can imagine.





**We can help you share your precious memories**

Call us at 514-555-FOTO

**Quebec parks You have to see it to believe it!**

Info at [parks@sepaq.qc.ca](mailto:parks@sepaq.qc.ca)









TEXT #2



About us



Membership



Events



Education



Resources

## Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being.

Harvard University professor Edward O. Wilson, PhD, argues in his book *Biophilia* that human beings have a genetic tendency to seek connections with other living things. In *The Diversity of Life*, he observes that the “favored living place of most people is a prominence near water from which parkland can be viewed,” and that “in the U.S. and Canada, more people visit zoos and aquariums than attend all professional athletic events combined.”

Health studies have shown that contact with nature—with plants, with animals, with pleasing landscapes, and with wilderness—offers a range of medical benefits. These include lower blood pressure and cholesterol levels, enhanced survival after a heart attack, more rapid recovery from surgery, fewer minor medical complaints, and lower self-reported stress. In children with attention disorders and in teens with behavioural disorders, contact with nature has resulted in significant improvement (Frumkin, 2001).

In fact, recent research suggests that exercise is more beneficial — leading to enhanced tranquility, and more relief of anxiety and depression — when it occurs in natural settings, like parks, rather than along urban streets (Bodin and Hartig, 2003). The opportunity for so-called “green exercise” is an important asset that city parks offer.

### Resources

Bodin, Maria, and Terry Hartig. April 2003. “Does the Outdoor Environment Matter for Psychological Restoration Gained through Running?” *Psychology of Sport and Exercise*, Vol. 4, No. 2.

Frumkin, Howard, MD, MPH, DrPH. September 2003. “Healthy Places: Exploring the Evidence,” *American Journal of Public Health*, Vol. 93, No. 9.

Frumkin H. 2001. “Beyond toxicity: The greening of environmental health.” *American Journal of Preventative Medicine*, 20:234-40.

Wilson, Edward O. 1984. *Biophilia*. Cambridge: Harvard University Press.

Wilson, Edward O. 1999. *The Diversity of Life*. New York: W. W. Norton & Company.

This briefing paper was co-authored by Howard Frumkin, MD, DrPH, Professor and Chair of the Department of Environmental and Occupational Health at the Rollins School of Public Health, Emory University, and Mary E. Eysenbach, Director of The City Parks Forum.

### City Parks Forum Briefing Papers

This is one in a continuing series of briefing papers on how cities can use parks to address urban challenges. We hope the information here helps you to create great urban parks in your city.

Source: Frumkin, H. & Eysenbach, Mary E. (n.d.) Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being. *City Parks Forum Briefing Papers*.

Retrieved from <https://www.planning.org/cityparks/briefingpapers/physicalactivity.htm>



Now, use the CARS checklist for evaluating sources.

<b>C</b> <b>REDIBILITY</b> • How do you know the information and author are authentic and reliable?
What is the publishing or sponsoring organization?
What are the author’s credentials?
Is the author/producer an authority on the subject?
What is the author/producer’s contact information?

**38** Comment on the credibility of Text #1: *Small Parks Matter*.

---



---



---

**39** Comment on the credibility of Text #2: *Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being*.

---



---



---

AK  249

<b>A</b> <b>CCURACY</b> • How do you know the information is up to date, factual, detailed, and comprehensive?
• What is the date of publication or copyright?
• Does the information on the site agree with other sources?
• Does the information contradict itself?
• How is the information relevant to your research needs?

**40** Comment on the accuracy of Text #1: *Small Parks Matter*.

---



---

**41** Comment on the accuracy of Text #2: *Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being*.

---



---

**42** What specific information and details could be provided to improve the accuracy of Text #1: *Small Parks Matter*?

---



---

AK  249

LS  
1

**R** **REASONABLENESS** • How do you know the information is fair, objective, moderate, and consistent?

- What bias does the author, host, or sponsor appear to have?
- In what way is the provided information balanced?

**43** Comment on the reasonableness of Text #1: *Small Parks Matter*.

---



---



---

**44** Comment on the reasonableness of Text #2: *Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being*.

---



---



---

AK  249

**S** **SUPPORT** • How reliable, accurate, reasonable, and well-supported are the sources for your resource?

- How many sources support the resource? Can you find them easily?
- Pick one source and evaluate it with the CARS list. How credible, accurate, reasonable, and well-supported does it seem?

**Hint**

**Types of sources**

- Encyclopedias – short factual entries on a variety of topics written by experts
- Books – information on a specific topic written by authors and/or experts
- Newspapers – a collection of articles and images related to current events written by journalists
- Magazines – a collection of articles written by journalists or independent writers
- Journals – a collection of articles written by scholars (academic or professional)
- The Internet – a vast collection of information, images, sound, and video created by experts and non-experts

**45** Comment on the support in Text #1: *Small Parks Matter*.

---



---



---

**46** Comment on the support in Text #2: *Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being*.

---



---



---

AK  249

**DESIGN & STYLE**

- Is the page layout visually pleasing?
- How do the images enhance the message?
- Is the language readable and understandable?
- Are the grammar and spelling correct?

**47** Comment on the design and style of Text #1: *Small Parks Matter*.

---



---



---

**48** Comment on the design and style of Text #2: *Parks provide people with contact with nature, known to confer certain health benefits and enhance well-being*.

---



---



---

AK  249

## Task 5: Evaluate your own sources

Do research to learn about parks and regulations. Find a source that is informative and one that is persuasive. Give evidence to show why you think one is informative and the other persuasive.

Comment on each CARS aspect to justify why you can trust your source or why it is useful.

**49** **Informative Text** • How do you know this text is informative?

---



---

Title	
Credibility	
Accuracy	
Reasonableness	
Sources	
Design & Style	

**50** **Persuasive Text** • How do you know this text is persuasive?

---



---

Title	
Credibility	
Accuracy	
Reasonableness	
Sources	
Design & Style	



To find out more about parks, go to the SOFAD website at <http://cours.sofad.qc.ca/ressources/> or use the sources provided by your teacher or tutor.

ACTIVITY 4

# Much ado about nothing



2 hours

**GOAL** To discuss and analyze commentaries

**In this activity, you will:**

- listen to and analyze a radio commentary;
- watch and analyze a video commentary;
- read and analyze an online commentary;
- identify different persuasive techniques;
- identify different language devices.



## CULTURAL TILE

### **Much Ado About Nothing**

This play by Shakespeare was one of his best comedies. The title, as well as the expression, refers to the great fuss made over insignificant things because of the confusion created by gossip, rumours, and switched identities.

## Task 1: One thing for Eastview Park



Go to the SOFAD website at <http://cours.sofad.qc.ca/ressources/> or use the support provided by your teacher or tutor to listen to the commentary: *One thing for Eastview Park*.

The rumours about the changes to the park have been getting attention in the local media. After listening to the commentary, analyze it by answering the questions below.

**51** Summarize the speaker's point of view.

---



---

**52** Listen to the radio commentary again. This time pay attention to the way the commentator speaks. Make notes on the text on the next page to mark places where the person's speech varies.

- Speaks quickly
- Speaks slowly
- Pauses
- Speaks loudly
- Speaks softly
- Stresses certain words
- Expresses emotion

## Radio Commentary Script

We can't please everybody, so why pretend that we can? In the end, whatever becomes of Eastview Park, some people will be upset. According to pps.org, a public space such as a park will always be a "contested space." Teenagers want the park to become a super skateboard park. Dog owners want a place to let their dogs roam free. Parents want the best playground equipment. Seniors want lots of benches and a nice view. Teenagers don't want to hang out with seniors. Parents don't want dogs roaming free. Seniors don't want teens zipping by on bikes and skateboards. Dog owners don't want leash laws.

Let's be realistic. This is only one park and not a very big one, at that. We can go through the motions, hold a town meeting, and let everyone have a say, but the fact is that this one tiny park can't meet everyone's needs. Why not admit it now? Choose one idea and implement that idea really, really well.

We have to share the space, but if we compromise too much, then the park won't please anybody. Why not make a park that at least one group will be happy using? Why not do one thing right?

**53** Overall, does the speaker's voice express emotions or is it neutral?

---

**54** How does the voice affect the message? What effect does the voice have on the message?

---



---



---



---



---

# Hint

Persuasive Techniques	
Alliteration	a series of words that start with the same letter or sound
Anecdote	telling a short, entertaining story that happened to you
Bias	presenting only one side of an argument
Connotative language	using words that carry meaning beyond their literal definition
Emotional appeals	attempting to make the reader feel an emotion such as fear, hope, or desire
Euphemism	a polite word or expression used instead of a more direct phrase
Hyperbole	an exaggerated description or comparison
Irony	using words whose literal meaning is the opposite of the intended message, often signaled through tone of voice
Metaphor	a direct comparison between two things that seem very different
Repetition	repeating words, sentences, and/or ideas several times
Rhetorical question	a question asked to make a point, not to be answered
Shared beliefs and values	using shared beliefs and values within a culture to build a bridge with the audience
Tone	using a specific tone: calm, angry, sympathetic, or sarcastic

**55** Persuasive techniques are used by writers and speakers to make their audiences more sympathetic and receptive. Use the hint tile to identify two persuasive techniques used in this commentary and give examples.

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

**56** Do you agree or disagree with the point of view presented in this commentary? Explain.

---



---



---



---



---



## Task 2: Analyze TV commentary



Go to the SOFAD website at <http://cours.sofad.qc.ca/ressources/> or use the support provided by your teacher or tutor to watch the following TV commentary and analyze it by answering the questions below.

**57** Summarize the speaker's point of view.

---



---

**58** Overall, does the speaker's voice express emotions or is it neutral?

---

**59** Do the arguments appeal more to your emotions or your intellect? Why?

---



---



---

**60** Identify two persuasive techniques used in this commentary and give examples.

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

**61** Comment on the effect of the speaker's body language and appearance.

---



---



---

**62** Do you agree or disagree with this point of view? Explain.

---



---



---



---

## Task 3: Analyze online commentary

Read the following online commentary and analyze it by answering the questions below.

MAYFLY  
NEIGHBOURHOOD NEWS

Is the grass greener  
on the other side of your fence?

CALL US: 438 555 2323

ADVERTISEMENT

Log in

🔍 Search

Local
Politics
Business
Opinion
Health
Sports
Arts
Food

- ✉ Email
- 📱 Share
- 🐦 Tweet
- 📁 Save
- ➦ More



## Parks Matter!

Désirée Morales

Namito urban park needs to become a safe place. A safe park is a place where parents take their children to play. A safe park is a place where the elderly go to walk and sit on park benches. A safe park is a park where women go to jog, factory workers go to eat lunch, and students go to study in the fresh air. A safe park is where the general public goes to take part in legal activities.

Right now our park is unsafe. The park is full of beer bottles and even syringes. People avoid the park, and if they have to walk through it, they do so as fast as possible. The only people who

spend time in the park are those involved in illegal activities like underage drinking.

This could and absolutely must change! If the city invests in this park, then the local community will value it. Once the community values it, they will take ownership of it and become natural guardians, preventing illegal activities from occurring. Think of all the time it could save the police. Write or call your councillor now to tell your representative that our park matters! Our park can be the heart of our community.

**63** Summarize the writer’s point of view.

---



---



---

**64** Why do you think the writer chose this picture to accompany the text?

---



---



---

**65** Overall, is tone expressive and emotional or is it neutral? Explain.

---



---



---



---



---

### Language Devices

Language devices are used to make commentaries more persuasive. When people like the way something sounds, they are more likely to agree with the ideas, too.

Device	Definition	Example
Alliteration	A series of words that start with the same letter or sound	<i>It’s a dumpy, derelict, disappointment of a park.</i>
Euphemism	A polite word or expression used instead of a more direct phrase	<i>That lady is so old she is going to be pushing up daisies soon.</i>
Hyperbole	An exaggerated description or comparison	<i>That was the worst decision ever made in the history of the world.</i>
Irony, Sarcasm	Using words to say the opposite of what you really mean (usually to be funny or to make a point)	<i>Oh, yes, of course, a skate park. I am 75. Just like all seniors, I love nothing more than to ride my skateboard in the park.</i>
Metaphor	A comparison between two things that seem very different	<i>The park is a black hole; things get lost in there.</i>
Repetition	Repeating words, sentences, and/or ideas several times	<i>This is our park. Our park belongs to us. Only we can choose what our park will be.</i>

**66** Identify two language devices used in this commentary and give examples.

Device: \_\_\_\_\_

Example: \_\_\_\_\_

Device: \_\_\_\_\_

Example: \_\_\_\_\_

**67** Leave a comment on the website to express your own opinion.

---

---

---

---

---

---

---

---

AK  250





# REFLECT AND EVALUATE

## ACTIVITY 5

### To each his own



30 minutes

**GOAL** To reflect on your own understanding of objectivity, bias, and sources of information

In this activity, you will:

- identify competencies you have developed;
- reflect on how to strengthen weak areas.

**68** Complete the following chart to identify skills that you have developed and skills that you are still working on developing. Consult your teacher or tutor if you answered “With difficulty” or “No”.

	Yes	With difficulty	No
I understand why photographs are not always objective.			
I can explain how photographs can show bias.			
I can tell a persuasive text from an informative text.			
I can identify bias in a text.			
I can identify connotative language.			
I can evaluate a source for credibility.			
I can evaluate a source for accuracy.			
I can evaluate a source for reasonableness.			
I can evaluate a source for support.			
I can identify persuasive techniques.			
I can identify language devices.			
I can respond to a commentary with my own opinion.			

**69** Overall, did you learn new things in this learning situation or did you mostly review what you already knew? Explain.

---



---

**70** If you have difficulty with some of the above skills, what will you do to remedy the situation?

---

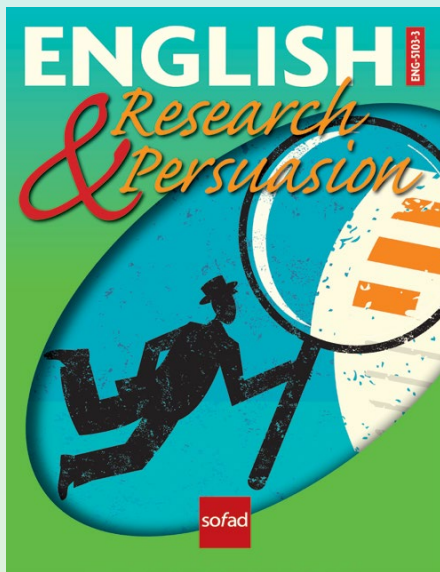


---





# ENGLISH FOR LIFE



The **English for Life** series helps students meet ministry standards in English Language Arts. Meaningful learning situations offer a content-rich variety of tasks developed by a team of experienced specialists.

Six learning situations (LS) make up ENG-5103-3 *English, Research and Persuasion*. Each LS includes activities with accompanying multimedia resources that relate to real-life contexts and will help learners develop the competencies for this course.

LS 1: Analyzing the credibility and accuracy of information

LS 2: Analyzing and discussing reports and speeches meant to influence public opinion

LS 3: Building formal arguments to prepare for an informal debate in the context of public consultations

LS 4: Learning the skills needed to give an opinion in an argumentative essay

LS 5: Reading research papers and making sense of information from various sources to present credible information supporting a point of view

LS 6: Doing research to learn more about a subject and to interpret and evaluate sources before writing a research paper

The following downloadable multimedia are available:

- 10 video clips
- 3 audio clips

## **English for Life Features**

The *English for Life* series offers:

- an approach tailored to the ministry program
- learning guides that can be used in class, for individual learning, or for distance learning
- engaging learning and evaluation situations that come with audio and video resources
- coverage of the linguistic elements required for success
- evaluation situations that prepare the learner for exams
- a Teacher's Guide that includes answer keys for the evaluation situations and rubrics tailored to meet ministry standards

## **Developing Competencies**

*English for Life* promotes the development of competencies by meeting the ministry requirement of meaningful, open-ended, and complex learning situations. Adult learners are expected to see connections between what they learn and everyday life. They are encouraged to propose solutions to problems by making use of various research and communication resources.

With ENG-5103-3 *English, Research and Persuasion*, learners will:

- gather information from a variety of spoken or written sources
- identify the main ideas in various texts
- analyze the credibility of sources
- differentiate reliable from unreliable information
- develop informed viewpoints
- apply the communication conventions and methods needed in producing various types of texts or presentations (essay, townhall meeting, debate, research report)

## **The English for Life Series**

ENG-3101-1 *English and Interviews*

ENG-3102-2 *English and the World of Work*

ENG-3103-3 *English and Persuasion*

ENG-4111-1 *English in Poems and Songs*

ENG-4112-2 *English and the World of Story*

ENG-4113-3 *English to Inform*

ENG-5101-1 *English and Plays*

ENG-5102-2 *English and Written Narratives*

**ENG-5103-3 *English, Research and Persuasion***

ISBN : 978-2-89493-558-3



9 782894 935583

sofad