

Introduction

Scientific research is not always met with applause. People are not sure if the new ideas and developments are good or bad. In the past, scientists and thinkers have sometimes been treated badly for presenting the results of their research. Galileo showed that the earth moves around the sun. That idea upset people during the sixteenth century, so he was placed under house arrest.

Research today, especially in the field of biology (life science), has presented its own challenges. Should there be cloning? Is it ethical to do stem-cell research on embryos? These are the questions that face the modern citizen. As you read through the lesson, think about where you stand on the issues. Are the benefits worth the risks?

Science writers face a great challenge. How do they communicate with people who don't have a background in science, or who are more familiar with the jeans they are wearing than the genes in their DNA? It's a difficult task.

As you read the articles about cloning and stem-cell research, consider if the writer is effective in communicating with the general audience.

Planning Your Study

You may find this time grid helpful in planning when and how you will work through this lesson.

Suggested Timing for This Lesson (hours)	
Cloning	1
Asking and Answering Questions	$\frac{1}{2}$
Stem-Cell Research	$\frac{3}{4}$
Listening to the Interview	$\frac{3}{4}$
Key Question	1

What You Will Learn

After completing this lesson, you will be able to

- identify a variety of techniques used in science texts to communicate with the general audience
- pose questions and write answers suitable for a general audience
- locate and select information to effectively support ideas for writing
- determine the reliability and accuracy of information in a text
- use listening comprehension strategies to understand information in an interview

Cloning

What do you already know about cloning (creating an exact copy of a gene, cell, or organism)? Have you seen the movie *The Island* (2005), where characters have their clones available for organ transplants, or the movie *Star Wars: The Clone Wars* (2008), which features a lot of warriors who look exactly the same? Have you read the novel *The Boys from Brazil*, about an attempt to bring back Nazism by producing multiple clones of Hitler?

Have you formed an opinion on the topic? Think about how you'd feel about bumping into a duplicate of yourself. How about cloning great athletes like Sidney Crosby or memorable leaders like Nelson Mandela? Would you be willing to face the possibility that cloning could be misused and produce evil, such as another Hitler?

The idea of creating duplicates of people has long inspired writers and movie and TV producers. They take the bare facts about cloning and imagine the possibilities.

In the lab, things are quite different. Research on cloning is more about working with fruit flies and trying to develop ways to duplicate organs that can be used for transplanting. Creating a clone army to take out the enemy is saved for the movies.

As you get ready to read about cloning, here is a preview of some key science words:

- **Chromosomes** carry the genes that determine the characteristics that an organism inherits from its parents.
- **Genes** pass on characteristics from one generation to the next (such as eye colour).
- **Genome** is all the information passed from one generation to the next (eye colour, hair colour, height)
- **Genomics** is the study of how to manipulate or change genetic material.
- **In-vitro fertilization** unites egg cells and sperm outside the womb (in a test tube in a lab).
- **Embryo** is the earliest stage of development. In humans, it's the first eight weeks after conception.

The Key Question at the end of this lesson involves asking questions and researching answers. This first reading is an example of that format. "A Clone of Our Own" is written as an interview. There are questions asked by the writer and answered by a professor of law. It's a straightforward way of presenting scientific information.

A Clone of Our Own

by *Gunjan Sinha*

(with *Hank Greely*)

Will humans be the next clones? The technology, called nuclear transfer, still has a long way to go before it's considered safe to try on humans. But even if it were safe, would it be right? Gunjan Sinha, Associate Editor of *Popular Science*, spoke with Hank Greely, who sits on an advisory committee on human cloning for the state of California. Greely is a professor of law and co-director of a program in Genomics, Ethics, and Society at Stanford University in California.

GS: When will we clone a human?

Greely: That's not a simple question. I think we have to ask ourselves, is there something about the technology that is so wrong or so evil that it shouldn't be used at all? Or should it be weighed based on its intended uses?

GS: What are justifiable uses?

Greely: We really need to distinguish between reproductive cloning and nonreproductive human cloning. If we use nuclear transfer to grow a new liver, I don't think many people will have problems with that—as long as it's growing a liver and not taking the liver from a cloned person. Human reproductive cloning is much trickier.

GS: Why?

Greely: Safety. There's still a very low success rate. With Dolly (a sheep that was the first mammal to be cloned), more than 200 sheep eggs underwent nuclear transfer and 29 were implanted in the uteri of sheep to get one Dolly. We don't worry too much about sheep miscarriages or about deformed lambs being born. But we would with humans. And we wouldn't know if a human clone would be healthy.

GS: Dolly appears to be healthy. Why wouldn't a human clone be so?

Greely: There may be mutations that are initially invisible and only show themselves as the clone ages. There's also the telomere problem. We know that Dolly's telomeres [the ends of chromosomes in cells, which shorten until the cells can no longer reproduce] are shorter than those of other sheep her age, and we don't know what that means yet.

GS: Suppose human cloning was safe. In what situations do you see cloning being used?

Greely: As a fertility aid. We let people do all sorts of things to have a child that's genetically related, in-vitro fertilization for one.

GS: Are there other situations where it might be ethically justified to create a human clone?

Greely: A situation where parents want to create a new child to be a bone marrow donor for an older sick child. That's a real tough one. But this issue might never arise if we succeed in growing bone marrow outside the body. Another situation is cloning a child who has accidentally died. I think that's creepy. But I've never been in that position [of having a child die] and so I don't feel comfortable saying whether that's a good application or a bad application of the technology.

GS: What about cloning a Hitler or Michael Jordan?

Greely: I think we can dismiss those as bad or even silly applications.

GS: Is there anything else you'd like to say about the future of human cloning?

Greely: Even if cloning humans were safe and we as a society had decided it was ethically justifiable for reproductive purposes, I don't think we'd see a lot of clones. The old-fashioned way of making babies has a lot going for it: It's easy, traditional, well understood, and occasionally even pleasant. People are not going to give up sex anytime soon.

*63 percent believe scientists will clone a human within 25 years
77 percent think cloning a human is unethical, but 40 percent say it's okay to help infertile couples*

Source: "A Clone of Our Own" by Gunjan Sinha (with Hank Greely), *Popular Science Magazine*, January 2000. Reprinted by permission of *Popular Science/Bonnier Corporation*.

Support Questions

Do not send your answers in for evaluation.

- 1. What is the difference between reproductive cloning and non-reproductive cloning?

- 2. Why is cloning humans trickier than cloning other animals?

3. What would Greely consider to be a good application of human cloning?

4. How does he feel about cloning Michael Jordan?

5. How do you feel about the way that Greely answered the last question? Do you feel it's a satisfactory answer?

There are Suggested Answers to Support Questions at the end of this unit.

Communicating Simply

Communicating scientific concepts to a general reading audience like you and me is a real challenge. The writer has to choose words that do not confuse and frustrate the reader. The writer has to decide what has to be explained for the article to make sense.

You may have noticed in “A Clone of Our Own” that Greely presents the information in a straightforward way. He points out some of the real scientific challenges and questions associated with cloning. You can see the techniques used to make the information clear. The interview itself is fairly brief. Greely uses short sentences and paragraphs. The words used are mostly common ones.

In addition, the article has the following features:

- **Question and answer:** This structure breaks up the article. The questions are to the point and the answers are also brief. The reader won't get lost in the details.
- **Square brackets:** The writer uses these to set off explanations of points made in texts. In this case, scientific language is explained; for example: “telomeres [the end of chromosomes in cells ...]”
- **Boxed text:** The designer highlights key phrases to reinforce the main ideas: “63 percent believe scientists will clone a human within 25 years”

Support Question

6. Skim through the article again while referring to the following chart. For each example from the reading, use a check mark to indicate which device is being used to help communicate with the reader:

Example	Square brackets	Boxed text	Question and answer
of having a child die			
GS: Why? Greely: Safety.			
<i>40 percent say it's okay to help infertile couples</i>			
GS: What about cloning a Hitler or Michael Jordan? Greely: I think we can dismiss those as bad or even silly applications.			
<i>71 percent think cloning a human is unethical</i>			

Here is an example of a passage that could be found in a science text. It is written for specialists who know their science.

Scientists at the Rikin Institute announced that they have had success with their experiments in cryogenics. The moribund cells of a rodent that had been kept frozen at minus 20 degrees Celsius were implanted into the ova of a living rodent and brought to term.

Usually dead tissue cannot be revived, but scientists found a way to break that barrier. The cloned organism proved it was viviparous when its offspring was born.

This breakthrough makes it more likely that mammoths, long moribund, can have their cells used to bring them back from extinction.

A science writer wanting to communicate with a general audience would change this passage so people would know what he was talking about. The writer might make the sentences shorter, change technical terms to more common words, and try to add a dash of energy. It might look like this:

Scientists from the Rikin [Japanese research institute] are about to change history. They took a mouse that had been frozen at a very low temperature. They worked with its dead cells and then planted them in the egg of a live mouse. Voilà! A cloned mouse was born. Was she healthy? Yes. She even gave birth to a live little mouse.

Scientists are now thinking of the possibility of bringing extinct animals back. Imagine visiting the zoo and seeing a woolly mammoth. Ah, the wonders of science.

Which version communicates better with a general audience?

Closed and Open-Ended Questions

In “A Clone of Our Own,” writer Gunjan Sinha uses the effective question-and-answer approach to present the scientific material. He asks both closed and open-ended questions to get Hank Greely to provide useful information.

Closed questions require only brief, even one-word answers. For example:

- What is your favourite movie?
- Do you approve of cloning?
- When were you born?

These closed questions invite a simple response.

The closed question is sometimes a perfect way to get a clear answer to an issue. When you ask someone, “Do you approve of cloning?” the answer likely will be yes or no. There really is no need to answer with more than a word or two. The discussion is “closed.”

Open-ended questions, on the other hand, invite discussion. See how much more response is expected when you ask the following:

- Do you think that there are risks involved in cloning animals?
- What do you think are the major ethical concerns involved with cloning?

The person answering cannot get away with saying yes or no to an open-ended question. He or she must provide a detailed explanation.

If you watch talk shows on TV, notice the types of questions the interviewer asks. If he or she asks closed questions, the interview is probably very awkward and there is not much exchange. The guest spends the interview saying “Yes” and “No” and trying to talk more about the subject. If the interviewer asks open-ended questions, the guest has the opportunity to talk and answer the question in great detail.

Notice how many open-ended questions are used in “A Clone of Our Own.”
Gunjan Sinha asks the following questions:

- “What are justifiable uses?”
- “Suppose human cloning was safe. In what situations do you see cloning being used?”
- “Is there anything else you’d like to say about the future of human cloning?”

Each of these questions allows the speaker to answer with details.

Support Question

7. Indicate if each of the following questions is closed or open-ended:

- Are you married? _____
- Tell me what you hope to do after finishing high school. _____
- What are the key issues facing modern Canadians? _____
- Do you have a job? _____
- What recommendations would you make to ensure that consumption of bottled water is reduced? _____
- What are your suggestions for helping Canadians reduce their debt load?

Asking and Answering Questions

The question-and-answer format is useful in communicating science information in small bits. This makes it easier for the reader to take it in. For the Key Question at the end of this lesson, you’ll be doing just that: asking a question and then answering it. Here’s how to approach the task.

First of all, decide what needs to be asked. Consider the article “A Clone of Our Own.”

- Is there a topic that wasn’t covered completely?
- Is there a fact that you felt needed more attention?
- Has more been discovered on the topic since the article was written?

For example, you might think it's important to know if any animals other than sheep have been cloned. So ask a question.

Question: What animals have been cloned besides sheep?

To find the answer, search online and see what comes up.

An online search turns up more than 30 000 sites. Early hits are sites such as Wikipedia and the Human Genome Project Information site. The Human Genome Project Information site is a government site on the topic and provides details on a long list of animals that have been cloned. Further information is found at *AbsoluteAstronomy.com*. The latter two are the best choices since they are science-based and one is funded by government. The materials should be accurate.

To write the answer, do not plagiarize (copy). Look at the information and put it in your own words. Here is a sample answer to this question:

Answer: Many different types of animals have been cloned. Small animals like mice and fruit flies have been successfully cloned. In 1963, a carp was cloned in China. Larger animals such as rabbits and pigs have been cloned as well. In 2001, a cat was cloned in the United States. Further research is allowing scientists to clone more varieties of species.

Sources: Human Genome Project Information. Retrieved January 7, 2009. http://www.ornl.gov/sci/techresources/Human_Genome/home.shtm.
AbsoluteAstronomy.com. Retrieved January 7, 2009.

The question was asked and answered using information from two sources on the Internet. The information was not copied but put together in the writer's own words.

For the sources, indicate the site, followed by the date the material was retrieved (gathered) and the URL.

Conducting Research on the Web

 You might be an expert on Internet research from years of experience, or you might wonder why you never seem to get to the best sites for information. Learn more about doing research on the Internet by going to your course page on the ILC website and clicking on "Using the Web for Research" under Lesson 6. (**Note:** This activity is optional.)

For example, on the topic of cloning the first sheep, Dolly, more might be known now. When referring to Dolly, Greely indicates that reproductive cloning has a low success rate.

Greely: ...There's still a very low success rate. With Dolly, more than 200 sheep eggs underwent nuclear transfer and 29 were implanted in the uteri of sheep to get one Dolly.

Is this information reliable or accurate? See if you can verify it with a search on the Internet.

A brief search indicates that there are many sites that support the accuracy of these figures. Well established and credible newsmagazines (such as *Time*) and organizations (such as the American Anti-Vivisection Society and Vision) indicate the very low success rate and the fact that 29 eggs were implanted to get one Dolly. If you check a few sites and the material is the same, you can conclude that the data is fairly reliable.

Later in the interview, Gunjan Sinha writes that "Dolly appears to be healthy."

Dolly died in February 2003. In 2000, when the article was written, Dolly was five years old and appeared to be healthy. The information was accurate at the time of publication, but in the world of science, things change and are updated. Do an online search about Dolly in order to answer this question:

Question: Did Dolly die a natural death? Was she as healthy as they thought at the time of publication of "A Clone of Our Own"?

The following answer summarizes some of the material found during a search of the Internet:

Answer: Dolly was put down after developing a progressive lung infection. She also had arthritis. These problems were part of the pattern of premature aging in Dolly, and she was dying before her time. Her death and the death of other cloned species indicate that there were a number of problems with cloning that had to be further researched.

Sources: BBC News (World Edition), February 14, 2003. Retrieved January 7, 2009. <http://news.bbc.co.uk/2/hi/science/nature/2764039.stm>.
New York Times, February 15, 2003. Retrieved January 7, 2009. www.nytimes.com/2003/02/15/world/first-mammal-clone-dies-dolly-made-science-history.html.

It's very important to check the place where articles were published and the date they were published to see if the facts are accurate and reliable.

Reliability of Sources

 Determining whether a website is reliable is important for any research you do. Go to your course page on the ILC website and click on “Using the Web for Research” under Lesson 6. Once there, read the section “Judging the Quality of Information.”

Support Question

9. As you’ve learned through the tutorial on your course page, you must determine if your research is reliable. Explain why each of these points is important to check when wondering about reliability.

a) The person or organization that posted the information has credibility in the field.

Reason: _____

b) Appropriate references are used.

Reason: _____

c) Facts and arguments can be double-checked.

Reason: _____

d) The site is being monitored and updated.

Reason: _____

Since you will be writing open-ended questions and researched answers for the Key Question at the end of this lesson, take a few minutes to think about Wikipedia. It's a website that is easy to access and provides mountains of information, but colleges will not accept the reliability of the information found there.

Question: Why not?

Answer: Wikipedia is not like a traditional encyclopedia that is put together by scholars who verify all the information. In fact, anyone can update and change information on Wikipedia. They may be scholars sharing information or they may be mischief makers, happy to include wrong information. If errors are not caught, you might end up using information that is outdated or just plain wrong. For these reasons, Wikipedia is not considered a reliable site.

Does Wikipedia have its uses? Of course. In a later lesson you will read a movie review where the professional writer indicates that he read the background of the movie's plot on the site.

If you want to check if Dolly really existed, where her name came from, or some basic information on cloning, Wikipedia can come to the rescue. Just keep in mind that you need to check the information on other sites, with newspaper accounts, with research in science magazines, with science experts, and so on.

Stem-Cell Research

The second reading of the lesson is on another topic in science that continues to cause controversy: stem-cell research. Besides being a fascinating subject that has the potential to change how doctors treat illness and people cope with disease, it is a subject that each year brings more discoveries. Stem-cell research will be the subject matter for your Key Question. To prepare for that question, you'll read an interview. Later in the lesson, you'll listen to another interview that updates the findings on stem-cell research.

Question: What are stem cells?

Answer: Stem cells are the body's master cells or all-purpose cells. They have the ability to develop into any one of more than 200 specialized cells in the human body.

Now read the website article "Stem Cells Q & A":

Stem Cells Q & A

by Amina Ali and Owen Wood

Scientists have been all abuzz in the last couple of years over something called stem cells—cellular magicians that promise to dazzle and amaze.

In December 1999, the editors of *Science*, the journal devoted to scientific and medical matters, went as far as calling stem-cell research the “Breakthrough of the Year.”

Here’s a quick overview of what all the excitement is about.

What are stem cells?

Stem cells can be thought of as blank slates or cells that have yet to become specialized. They have the ability to become any type of cell to form skin, bones, organs, or other body parts.

Are there different kinds of stem cells?

Yes. Stem cells come in three forms: embryonic stem cells, embryonic germ cells, and adult stem cells. Embryonic stem cells come from embryos, embryonic germ cells from testes, and adult stem cells can come from bone marrow.

Embryonic stem cells can become any type of cell while adult stem cells are more limited. But recent evidence suggests it may be possible to reprogram adult stems to repair tissues.

What could stem cells be used for?

Scientists are fascinated by stem cells’ ability to become any type of cell. This makes them perfect for a wide range of medical uses, from repairing tissue to treating diseases such as Parkinson’s and Alzheimer’s.

Doctors can already transplant tissue and organ cells, but they are limited by a lack of donors. Stem cells could allow them to grow the tissue they need, when they need it.

What has been done so far?

Stem-cell research has shown benefits in many areas of health, but most of the studies have only been done on lab animals. Some examples:

- Improved stroke recovery was shown in rats.
- Embryonic stem cells were used to treat a Parkinson’s-like condition in mice and rats.

- Scientists caused new brain cells to grow from adult stem cells in birds.
- Canadian and Italian scientists transplanted adult stem cells from the brains of mice into the bone marrow of other rodents. The stem cells changed behaviour and began making blood cells.
- Movement was restored in paralyzed mice and rats by injecting stem cells into the spinal fluid.

In one of the few stem-cell studies involving humans, some people who failed to benefit from cataract surgery improved when they received corneal stem-cell transplants.

What do stem cells have to do with cloning?

When people think of cloning they usually think of copying people from head to toe. But human cloning also includes making copies of just cells.

Researchers don't necessarily need to clone stem cells, but cloning would make their work a whole lot easier. Instead of having to collect the millions of stem cells needed to grow a patch of skin for a patient who suffered a severe burn, for example, doctors could collect only a few stem cells and make millions of copies.

What are the ethical issues involved?

Currently, the best source for stem cells is a human embryo. But using human material, such as aborted fetuses, in research is a contentious issue because it can be construed as the sacrifice of human life for scientific progress.

So far, there are no federal laws in Canada to ban the use of human embryonic tissue in research. Although members of the medical community are still debating what should and shouldn't be allowed, the overall consensus seems to be that stem-cell research should go ahead, but with strict limitations.

In March 2001, the Canadian Institute of Health Research suggested guidelines for the use of stem cells. The guidelines limit scientists to using leftover embryos created to help couples conceive, and only if the couples agree. The embryos also wouldn't be allowed to exceed 14 days.

Backgrounders

Health Matters: Stem-Cell Debate

Human Cloning

Reproductive and Genetic Technologies

Quirks & Quarks: Ethics of Stem-Cell Research

Story Archives

- Aug. 9, 2001:** Bush approves limited stem-cell research
July 23, 2001: Pope to Bush—don't allow stem-cell research
Mar. 29, 2001: Report supports human stem-cell research
Mar. 26, 2001: A little engineering could improve your hearing
Mar. 12, 2001: Federal government plans to move on cloning law
Feb. 27, 2001: Whipping fat cells into shape—literally
Jan. 30, 2001: Canadian research furthers stem-cell growth
Jan. 26, 2001: Province pours research funding into Ottawa
Dec. 28, 2000: Blood discovery furthers stem-cell research
Nov. 6, 2000: Dead brains become source for new cells
Aug. 23, 2000: U.S. gives go-ahead to human embryonic cell research
Aug. 16, 2000: UK scientists say human cloning should be allowed
Aug. 15, 2000: Cloning first—scientists transplant embryonic stem cells in mice
Mar. 17, 2000: Retina cells discovery may cure damaged eyes
Dec. 16, 1999: Stem-cell research year's biggest story: Science
Feb. 17, 1999: McGill researchers unlock secret of cell programming
Jan. 21, 1999: Scientists turn brain cells to blood cells
Dec. 8, 1998: Canadian parents bank on cord blood

Source: Amina Ali and Owen Wood. "Stem Cells Q & A." CBC News Online.

Support Questions

10. How could stem-cell research be used to help people?

11. What is a major ethical issue associated with stem-cell research?

12. Find an example of an open-ended question found in the article.

- 13.** What are two methods used by the writer to make the information suitable for a non-scientist audience?

- 14.** Do you think this question-and-answer format helps communicate complicated information?

- 15.** According to the Story Archives (a collection of records),

a) is the Pope in favour of stem-cell research?

b) when did the U.S. give the go-ahead to human embryonic cell research?

- 16.** According to the Story Archives, on November 6, 2000, “dead brains become a source for new cells.” Do a brief search to see if the information is accurate. Write the name of the source you used.

The Story Archives ends in 2001. Much might have happened in the area of stem-cell research since that time. It's important to notice this before concluding that the information here is the final word on the research.

Listening to the Interview

As you prepare for the Key Question at the end of this lesson, which involves asking questions about stem-cell research and answering them with supported information, you will listen to an interview on this very topic.

In college, some of the classes are interactive and hands-on. Others are delivered in lecture format or require you to listen to interviews or watch them on a large screen. What is the best way to prepare to absorb information that you listen to?

- Some people take notes as the interview unfolds. They listen and write down keywords from the question and keywords from the answer. When the interview is over, they piece the ideas together, adding the details they remember. They might check their notes with classmates to be sure they didn't miss anything important.
- Others tape the interview and listen again later. That allows them to pay close attention to the speakers, knowing they'll have a second chance to listen. When they listen later to the tape, they can then write notes and fill in anything that they missed the first time or were confused about.
- Yet others have good memories, so they listen and later they sit and summarize the key points.

Since you will be able to access the interview on your course page, you know you can listen to it several times. You might want to listen the first time without taking notes. Take notes during the second hearing.

When it comes to listening, choose the approach that works best for you.

Do you listen differently if you have a purpose? The purpose for listening to this interview is to learn about some recent developments in stem-cell research. You will hear about the following:

- a scientist who recently made a major discovery
- the discovery
- a connection between the scientist and a Canadian university

After you listen to the interview, you'll answer some Support Questions to be sure you caught the main ideas.



Go to your course page on the ILC website and click on "Recent Discoveries in Stem-Cell Research" under Lesson 6. Listen to the interview to learn about this recent discovery. You might jot down some key points as you listen.

Support Questions

17. Who discovered that skin cells from adults could be made to behave as stem cells?

18. What animal was used in making this discovery?

19. Why might growing a new liver from your own cells be better than transplanting someone else's liver into your body?

20. What is the University of Toronto connection?

21. How can disease-specific cells be used to improve health?

Reflection

Were you able to catch the key ideas while listening to the interview? Did you need to listen more than once?

Support Question

22. Listen again to the interview. Write two open-ended questions that could be asked to get more detail about the material in the interview.

Conclusion

After reading this lesson, how do you feel about cloning and stem-cell research? They are important subjects in the field of science and promise benefits to people suffering with disease. There have been controversies surrounding both issues, so they have attracted lots of media coverage.

In Lesson 7, you'll encounter another controversial topic: cellphones. People seem either to love them or hate them. Some want them available everywhere, while others support banning their use on the roads. See if you agree with one man's rant about the device.

Key Question

Save your answers to the Key Questions in your Course Journal or e-Journal.

You may choose to answer **either** Key Question 6 **or** Key Question 7.

(20 marks)

6. Create three open-ended questions about stem-cell research. At least one question should be based on the interview “Recent Discoveries in Stem-Cell Research,” which you listened to at the end of this lesson. For each question, write a brief, researched answer with at least two details (approximately 50 words each).
- Make sure your information is reliable and up-to-date.
 - Use the subject matter in the interview to create at least one of the questions.
 - Questions and answers must be written in your own words (not copied). Copied material may result in a mark of zero.
 - Answers should be written for the general audience (short sentences using words that are easy to understand).
 - Indicate your sources at the end of your answer, as in the earlier models.

Marking Guide (20 marks)

Content (15 marks)

- Three open-ended questions on stem-cell research (at least one based on material from the interview) (3 marks: 1 mark each)
- Three researched answers with at least two relevant, specific details each (12 marks: 4 marks each)

Style (5 marks)

- Answers are correctly sourced (2 marks)
- Answers use correct grammar and spelling (3 marks)

Now go on to Lesson 7. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 2 (Lessons 6 to 10).



ENG4C-B



Memo on the Cellphone



Introduction

Do you have a cellphone? Do you wonder what people did before cellphones became available? They have been around since the early 1990s, when they were large and more suitable for the car than the pocket. Movies from that era show them as huge and bulky. Now they are so small you can slide one in your pocket or hide it in your hand.

Cellphones have changed in appearance and revolutionized the way people communicate. Some chat and text around the clock with people close by or on the other side of the world. Yet some are worried about the implications for health, safety, and general good manners.

What do you think about cellphones? You'll get a chance to record your thoughts before reading the strongly worded message of one the most outspoken critics of the cellphone.

Planning Your Study

You may find this time grid helpful in planning when and how you will work through this lesson.

Suggested Timing for This Lesson (hours)	
The Cellphone	$\frac{1}{4}$
Rex Murphy: "Cellphones"	1
The Memo	$\frac{1}{4}$
College Writing Exemplars	1
Self-assessment	$\frac{1}{2}$
Key Question	1

What You Will Learn

After completing this lesson, you will be able to

- identify the form and purpose of a memo and how it communicates
- explain how humour contributes to the effectiveness of a text
- write and revise a memo to improve organization, format, and style
- evaluate your writing according to college standards
- identify the strengths in your writing as well as areas that need improvement

The Cellphone

A cellphone is a wireless device that uses cellular radio networks to communicate. They have been available since the early 1990s. In the past twenty years, their use and capabilities have increased by leaps and bounds.

Millions of Canadians—even elementary-school students—have cellphones. People around the world are changing how they do business as cellphones reach the most remote parts of the globe. Cellphones are hooking up fishers and farmers with markets beyond their villages.

Many fans of the cellphone sing its praises for its personal use and value in business. Others believe cellphone use has got out of control. What are the long-term health risks of a phone always at the ear? How many car accidents are caused by drivers chatting on the device? What's to become of language as users text in code? And what has happened to common courtesy?

Is it now a human right to have access to a cellphone? The Federal Communications Commission in the United States seems to think so. It launched SafeLink Wireless, a program that provides a free cellphone and more than one hour a month of free airtime to people in need. It helps keep people in touch during job searches or in an emergency. Do you agree that having a cellphone is a basic human right in the twenty-first century?

What are your thoughts on the cellphone in general? In the left-hand column in the following table, add several more advantages of the cellphone. In the right-hand column, add to what might be its disadvantages.

Advantages of cellphones	Disadvantages of cellphones
<ul style="list-style-type: none"> • it's handy in emergencies • it fits easily in a pocket or purse • you can access the web or play games on some models 	<ul style="list-style-type: none"> • you can never escape the calls • the costs add up fast • if you forget to turn it off, it can ring in movie theatres or during religious ceremonies

Dialling While Driving

Many people are concerned about the hazards of using the cellphone while driving. Think about your experiences on the road. Have you talked on a cellphone while changing lanes? Have you seen others doing that? Ontario is one of several provinces in the process of passing legislation banning the use of mobile phones in cars.

How do you feel about a ban on cellphone use while driving?

In the left-hand column, list some reasons why cellphones should be banned while driving. On the right, indicate why they should not be banned.

Reasons to ban cellphone use while driving	Reasons not to ban cellphone use while driving

As you can see from the two charts you just completed, there are lots of arguments both for and against the use of cellphones while driving. When the issue is raised on radio phone-in programs, you can hear the passion in the voices of callers. People seem either to love or hate cellphones.

For the reading in this lesson, you encounter one man's attitude to the cellphone, expressed with great passion.

Rex Murphy: "Cellphones"

Rex Murphy is a famous Canadian journalist who writes for the *Globe and Mail*, delivers editorials at the end of some news programs, and hosts a phone-in show on CBC Radio. He is known for his eloquence (skill in use of words). His vocabulary is expressive and very colourful.

Murphy's text is an editorial or opinion piece. He refers to himself as "I," showing that it is definitely personal. He presents a main point, and then supports the main point with details.

Details that editorial writers use are sometimes accurate and researched; sometimes they are not. Details can be exaggerated to make people laugh or to get them to react strongly to an argument, or they can be presented in a very honest and persuasive way. Whatever the approach, an editorial is a personal opinion.

Review these words before you read his editorial and refer to them again while you're reading:

dexterity: ease or skill

gravitate: move toward

pundit: an expert

subsidiary: a smaller company

bonnet: hood of a car

Read "Cellphones" by Rex Murphy to understand his attitude to this modern convenience.

Cellphones

by Rex Murphy

There may be more obnoxious agencies of human misery and torment than the cellphone. But they are few: Being mistaken for a wheat field by a cloud of locusts. Being buried alive with a loop of the soundtrack from *Titanic*. Attending a constitutional conference; being mistaken for a pundit. Interviews from film festivals.

In Toronto, which is the vanguard of so much of what we recognize as true human enlightenment on this planet, there is a movement to have the use of cellphones in cars banned by law.

I'm not so sure that this is altogether such a healthy idea. The wonderful dexterity and nimbleness of Toronto pedestrians is one of the glories of the globe. Watching a group at any crosswalk in this city is like being in your own *National Geographic* special. Cheetahs are sluggish, gazelles are clumsy, in comparison with the Toronto pedestrian staring down a Porsche, a yuppie, and her portable handheld.

Every person who crosses a street in this city knows that the BMW bearing down on them is really a mobile telephone booth with a licence to kill. Everyone knows that if it's a choice between keeping one eye on the road and one out for pedestrians, or hitting the speed dial to

negotiate the finer points of the divorce settlement at 80 miles an hour, the cellphone is going to win every time.

It's helpful to think of the great highways leading into this city, the 401 and the Don Valley, as essentially a giant switchboard on radial tires, travelling at 140 km per hour; and of the people behind the wheel on these highways as so preoccupied absorbing information from their stockbrokers, or their nannies, as to have no time at all to acknowledge the information that they've just cut off an 18-wheeler transport truck, and are about to vacuum up some poor Ford Taurus under the bonnet of their chattering SUV. Reach out and touch someone is such a vivid little slogan.

The windshield in any car with a cellphone could just as well be made of lead as glass, for its only purpose is to maintain the privacy of the call, not to clarify the direction of the car. And now that cellphones also have Internet capacity, to the wonderful ability to talk and drive at the same time we may add the pleasure of authorship; composing witty e-mails while whizzing through the red light and nailing the bike courier is such a higher function of the human brain, which, as all will acknowledge, is simply wasted merely keeping track of the traffic and people in front of you.

Some people say cellphones are as bad as alcohol. I think this is a slander on booze. Alcohol is something which, when added to the human mind, makes it lazy, and careless, and stupid. Cellphones in cars gravitate to those minds that are that way already.

Should we ban them? I think Mothers Against Drunk Driving should open a subsidiary. I may give them a call.

For *The National*, I'm Rex Murphy.

Source: Rex Murphy, "Cellphones." *The National*. CBC-TV. January 19, 2001. Reprinted by permission of the author.

Support Questions

Do not send your answers in for evaluation.

23. You can tell from his opening line that Rex Murphy doesn't like cellphones. What are two details he uses to support his conclusion?

24. According to Murphy, what are two things that might be worse than cellphones?

25. What point is Murphy making about drivers on cellphones when he indicates that the windshield might as well be made of lead?

26. Has Murphy presented any arguments you could add to the list of why cellphones should be banned? If so, add them to the list on page 3.

There are Suggested Answers to Support Questions at the end of this unit.

Diction

While Murphy's stand on the issue of cellphones might be clear—he hates them—his expression might confuse the reader. He has a very distinct diction, or choice of words. He uses long and complicated words to describe an ordinary event.

- A person who hates cellphones might say, "I can't think of anything worse than a cellphone." Murphy makes the same point using these words: "There may be more obnoxious [disgusting] agencies of human misery and torment than the cellphone. But they are few."
- To explain how much he or she does not like something, a person might say, "The only thing worse is a root canal." Murphy explains what's "worse" than cellphones this way: "Being mistaken for a wheat field by a cloud of locusts." The ideas are the same, but one is expressed in a much more unusual and vivid way.

Murphy's points might sometimes seem confusing because of the way he writes. He uses sarcasm, exaggeration, and unusual comparisons to convey his message and create humour.

Sarcasm

Murphy uses sarcasm in his editorial. Sarcasm is making remarks that mean the opposite of what they seem. They are used to mock (poke fun at) someone or something. For example:

- When something bad happens, you might say "That's soooo great!"
- When someone tells you something everyone already knows, you might say, "Nice work, Sherlock!" (famous detective, Sherlock Holmes)

Sarcasm can be funny; it can be quite insulting as well.

Hyperbole

Hyperbole, or extreme exaggeration, can be seen in the following comments:

- "I nearly died laughing."
- "It was thousands of miles to his house."
- "She's wearing tons of makeup."

Clearly, the speakers are exaggerating. Hyperbole can add humour to writing and speaking if it's used sparingly.

Metaphors

Metaphors are comparisons of things that are not really alike, but are shown to be similar in one important way. Metaphors make the comparisons without using the words "like" or "as."

Each of the following comments contains a metaphor:

- "Chuck was a mule during the discussion. He wouldn't change his mind."
- "His mind was a tangle of loose wires. Nobody could follow what he was saying."
- "Anwar's face was a book where you could read strange writings."

A mule is considered a stubborn animal. Indicating that Chuck is a mule is to say he is stubborn. These devices among others are used effectively by Murphy to present his editorial on the use of cellphones.

Support Question

27. Indicate what device is used in each statement. Some are excerpts from Murphy's piece.

Statement	Sarcasm	Hyperbole	Metaphor
His mind was a steel trap.			
The water from all the oceans of the world cannot wash away this crime.			
If I've told you once, I've told you a million times ...			
It'll cost only \$300 to fix the mouse I bought for \$20? That's so great.			
He was a lame-duck president.			
In my world, she is the sun.			
Cian gave her hundreds of tips to improve that sentence.			
Her arm slithered out to grasp the beer can.			
"It's helpful to think of the great highways leading into this city, the 401 and the Don Valley, as essentially a giant switchboard on radial tires."			
"And now that cellphones also have Internet capacity, to the wonderful ability to talk and drive at the same time, we may add the pleasure of authorship."			

When used well, sarcasm and hyperbole can be quite effective in exaggerating a point to make a strong and interesting observation. Use of such devices is a characteristic of Rex Murphy's writing. Even though he's saying one thing, his use of sarcasm can make it seem as if he's saying its opposite.

Support Question

28. Rex Murphy is using sarcasm when he writes:

I'm not so sure this [banning cellphones in cars] is altogether such a healthy idea. The wonderful dexterity and nimbleness of Toronto pedestrians is one of the glories of the globe.

The sarcasm makes it seem that he thinks distracted drivers keep people healthy. The pedestrians have to run to get out of their way. What is he really saying about distracted drivers?

As you well know, Murphy is not the only one with concerns about the use of cellphones. A number of organizations have either imposed restrictions or want the device made subject to some control:

- Hospitals have signs indicating areas where cellphones are not to be used.
- In airplanes, there are times during takeoff and landing when the devices are to be shut off.
- Schools want rules that cover when and why a cellphone may be activated.
- Theatres broadcast reminders to switch off cellphones before a show starts.
- Some provinces are trying to pass laws to make the roads safer by banning the use of cellphones while driving.

All of the concerns about cellphones have caused an avalanche of memos and meetings, rules and regulations and laws to control their use.

For the Key Question at the end of this lesson, you will deal with the topic of cellphones. You will be doing so in the form of a memo, so now it's time to take a look at the memo.

The Memo

A memo, or memorandum, is a brief written message, similar in some ways to a letter. It is a form of business communication. It is often circulated to people in an organization or an office as a reminder about something or to pass on important information.

The memo is informal and courteous. When addressing the memo to a supervisor, proper names are used. The president of the organization might be called “Ralphie” by some of the staff, but in the memo the name should be Mr. Ralph Delotti. When writing a memo to co-workers, full formal names may not be called for.

Organization

The memo is organized like a letter. It has a heading, a body, and a conclusion.

The Heading

The memo begins with a heading that is double-spaced, following this format:

To: [contact’s name and job title]
From: [your name and job title]
Date: [complete date: day, month, year]
Subject: [what the memo is about] [not written as a sentence]
[sometimes, “Re:” is used instead of “Subject:”]

Body

In the opening paragraph, the memo addresses the purpose for writing the memo. In an office, people might receive a number of memos in a short period of time. They must find out if the information pertains to them and find out quickly. The opening paragraph should tell them that.

When relevant, the context should be provided. Is the memo a follow-up to last week’s meeting? Is this memo recommending a new procedure to report an absence? Is this memo a regular monthly reminder warning that the computers will be shut down for repairs later that day?

After the opening, the paragraphs that follow are brief and include important details.

Conclusion

The memo concludes with a brief return to the topic and, when appropriate, suggests next steps. Unlike a letter, a name is not required at the end. The proper place for the name of the author is in the heading after the word “From.”

Format

A memo is business writing that must meet certain established rules. The memo should be

- written in sentences (except for the heading or a list)
- concise; that is, brief and to the point
- single-spaced in the body, with a line space left between paragraphs
- double-spaced for the heading and lists

In addition:

- Begin all lines at the left margin. Do not indent paragraphs. (Lists can be indented.)
- Use a bullet list (instead of sentences) if that will make points you want to make clearer and easier to read.
- Separate the heading from the body with a line.

Example of a Memo

What follows is an example of a memo written to a department chair about two videos that might be useful in a classroom:

MEMORANDUM

TO: James Brigham, Department Manager
FROM: Anton Towser, Human Resources
DATE: January 10, 2009
SUBJECT: Report on videos available from TVO Career Matters

heading,
double spaced

As a follow-up to our meeting of January 7, I have taken a look at several of the videos available on the Career Matters website and recommend two to present to students during their job-search sessions.

Both videos are brief. They present relevant information effectively on two types of work that students have asked about.

The video on the Automotive Service Technician features Walid Amer, who works for a Volvo dealership. He is an engaging spokesperson who loves his work. Amer takes the viewer on a tour of the job site, outlining his day. He explains the training needed to get work in this field and shares his enthusiasm and job satisfaction.

The video on the Audio and Video Recording Technician features Kirk Douglas, another spokesperson who is engaging and loves his job. The video shows the variety of jobs associated with this type of work and Douglas explains both the education and experience route that can lead to work in this field.

When you have a moment, please come and see me. I'll review the videos with you. If you decide to go ahead, I can make a link to the site for your students to access.

subject is clear and expressed as a point, not a sentence

first line of the body is the context

purpose follows the context

paragraphs are not indented, but pushed to the left.

conclusion wraps up and suggests next steps

Notice the following:

- The memo is brief and to the point.
- The purpose and context are clear.
- The body contains the key information and concludes with a follow-up suggestion.
- The heading format is followed.
- The text is single-spaced and begins at the left margin.
- The tone is courteous and informal (for example, contractions, use of "I").

If the information required the memo to be longer, a phone call or a meeting would be a better tool than a memo.

Knowing how to write a memo will come in handy on the job, in college courses, and of course in writing the Key Question at the end of this lesson.

Before you write a memo, you'll have a chance to look at several other examples and consider their strengths and weaknesses. That's coming up next.

College Writing Exemplars

Have you ever wondered if your writing meets the standard set for college?

The Ontario Ministry of Education has posted on its website the Ontario College Writing Exemplars, or models, for memos and other forms of writing. The procedure for choosing the exemplars is explained and models of student writing are posted.

The writing is rated on a scale of 1 to 4. Models of good writing receive a rating of 3 or 4. Exemplars of less satisfactory work receive a rating of 1 or 2. Each model is presented alongside the reasons for its evaluation.

Seeing these models is very helpful for both teachers and students. Teachers know what to emphasize. Students can see clearly what is expected at the next level and can work to meet or even exceed expectations.



For your convenience, the exemplars for the memo have been placed on the ILC website. Go to your Course Page on the ILC website and click on “Memo Exemplars” under Lesson 7.

A Strong Memo

Start by reading the best models, rated level 4. There are several examples with explanations of why they are considered good.

Take a look at the level 4, sample 2, memo. It's well written. Notice the following:

- In content, it has the key ingredients:
 - a heading
 - a body with a clear statement of purpose, followed by a list of details
 - a conclusion that points to next steps

- In format, it meets the requirements:
 - each section is properly spaced and each paragraph begins at the left margin
 - a line separates the heading from the body
 - the body is single-spaced and the other parts are double-spaced
- Grammar and spelling are under control

A Memo That Could Be Improved

Take a look at the level 1, sample 2, memo.

The memo was written by a college student in response to this assignment: “Compose a memo identifying and describing campus locations for meals and snacks.”

This memo was rated level 1. It has a number of the ingredients of a memo, but contains a number of weaknesses as well:

- described as being “too narrative and too colloquial in tone”—in other words, it sounds like a story and is far too informal and conversational
- a number of spelling errors
- doesn’t wrap up
- could use graphics and bullets
- shows organization but gets off topic

Nevertheless, the memo has enough good core information that it could be revised and raised to level 3 or 4. That will be the next task.

Examining the Memo

Take a glance at some of the errors in the memo:

- Spelling errors (“Fennel”) or words misused (“out takes”) are underlined.
- Inappropriate sentences have a line through them.
- A problem with the sentence structure or punctuation is italicized.

MEMO

TO: [Professor's name], Professor, Language Studies
FROM: [Student's name]
DATE: September 26, 2002
RE: PLACES TO EAT AT FENNELL CAMPUS

There has been a lot question around the Fennel Campus as to where food and beverages are sold, Therefore, I will inform you of three different locations in which you can purchase food and drinks.

The most common and well known area to buy food is the North and South cafeterias. They are located in the basement and offer three different types of food service. The first is a Tim Hortons, where muffins, donuts, coffee and hot chocolate are sold. There is also a Harvey's. Harvey's offers fast food such as french fries, burgers and pop. The third food service is "out takes", and you can get sandwiches and salads.

Located at the Student Centre is the Arnie. The Arnie is more a bar setting, but still offers items such as french fries and beer (~~which everyone knows should not be consumed during class hours!~~).

The third area in which food is sold is a Tim Hortons located in the F wing. Much like the Tim Hortons in the cafeteria, this one offers muffins, cookies and beverages such as chocolate milk and fruit juice. The Tim Hortons in the F wing also sells bagels and sandwiches.

Wherever you go, you will be able to *find food*, it just depends on your preferences of location and the setting in which you would rather *eat at*. ~~However you look at it though, if you manage to find them you will not go hungry.~~

[Student's name]

Improving the Memo

How do you begin to fix the problems in this memo?

In order to improve the memo (or any other piece of writing), it is important to begin with the big picture: Does the writing meet the requirements of the assignment? There is no point in tackling spelling errors first if the words spelled incorrectly might be cut out at this stage anyway.

The Content and Organization

Begin with the most important question: Does the memo meet the requirements?

- Does it have a purpose?
Yes: Places to eat in Fennell Campus.
- Does it address the right audience?
No. The tone is not suitable for a professor.
- Does it include the required content?
Yes. It includes three food-service locations.
- Does it use an effective organization?
Information could be listed.
- Does it conclude by returning to topic or suggesting next steps?
No.

Revising these problems is the first order of business. In the memo, the three eating sites could be organized in a list. The jokes could be removed to make the tone more suitable, and the conclusion could be improved. Here's an example:

On Fennell Campus there are three main locations for food and snacks:

The North and South cafeterias have a Tim Hortons (muffins, donuts, hot chocolate), Harvey's (fries, burgers, pop), and a take-out service (sandwiches and salads).

The Student Centre has the Arnie, a bar service offering beer and snacks such as fries.

The F wing has another Tim Hortons with bagels and sandwiches on the menu.

The three main locations are spread out around the campus. They offer a variety of services for students running between classes. The Arnie is more suitable for relaxing at the end of the school day.

Grammar and Spelling

Now it is time to examine the text to catch any errors in the writing:

- Check the grammar and spelling.
- Use a dictionary to check correct spelling and locate exact meaning of words.
- Use a thesaurus to find other words if you find that words are repeated.

Format

Once you have settled on the content and improved the grammar and spelling, take a look to see that the format is correct.

- Examine the heading to see that it's complete, double-spaced, and ends with a line inserted to separate it from the body of the memo.
- Make sure all writing (except the list) begins at the left margin.
- Check the spacing to see that the memo is single-spaced, a line is left between paragraphs, and the body is separated from the heading with a double space.
- Look at the ending to be sure there is no signature.

The Result

MEMO

TO: [Professor's name], Professor, Language Studies
FROM: [Student's name]
DATE: September 26, 2002
SUBJECT: PLACES TO EAT AT FENNEL CAMPUS

On Fennell Campus there are three main locations for food and snacks:

- The North and South cafeterias have a Tim Hortons (muffins, donuts, hot chocolate), Harvey's (fries, burgers, pop), and a take-out service (sandwiches and salads).
- The Student Centre has the Arnie, a bar service offering beer and snacks such as fries.
- The F wing has another Tim Hortons with bagels and sandwiches on the menu.

The three main locations are spread out around the campus. They offer a variety of services for students running between classes. The Arnie is more suitable for relaxing at the end of the school day.

With some attention to the stages of revising the memo, a level 1 memo can be revised to be a level 3 or 4. This is the whole point of revision and should be used to improve the draft of each Key Question you write.

Support Question

29. Write a memo that will be posted on a bulletin board at the back of a place of worship. The purpose is to inform visitors that cellphones must be turned off upon entering the building. Provide two reasons explaining why this is necessary. Conclude with information on whom to contact with any concerns. Use the following template to fill in the necessary details:

<p>MEMORANDUM</p> <p>TO:</p> <p>FROM:</p> <p>DATE:</p> <p>SUBJECT:</p> <hr/>

Self-assessment

As you move to the end of the lesson and the Key Question, take some time to think about your own writing skills: What gives you satisfaction and what do you need to improve?

Think about the memo you wrote. When you compare it with the college standards, are you satisfied with your performance? Do you see areas where you need to improve?

Fill in the following checklist as you think about the memo you wrote. Is each element of the memo good, or do some elements need to be improved?

Elements in your memo	Good	Needs improvement
The purpose is made clear.	<input type="checkbox"/>	<input type="checkbox"/>
The context (if relevant) is presented.	<input type="checkbox"/>	<input type="checkbox"/>
There are relevant details presented in a concise way.	<input type="checkbox"/>	<input type="checkbox"/>
The details are organized well (paragraphs or lists).	<input type="checkbox"/>	<input type="checkbox"/>
The conclusion is an effective wrap-up.	<input type="checkbox"/>	<input type="checkbox"/>
The tone is courteous, yet not too formal.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken care to have correct grammar and spelling.	<input type="checkbox"/>	<input type="checkbox"/>
The format is correct.	<input type="checkbox"/>	<input type="checkbox"/>

If you are satisfied that your memo meets or exceeds the college standards, keep up the good work. If you spot an area that needs improvement, look back at the strong exemplars and see what you can learn from examining them.

Approach to Writing Assignments

In the first six lessons of this course, you produced a variety of written assignments:

1. Essay on the challenges and rewards of an ideal job
2. Report on a job
3. Resumé and cover letter
4. Tips for success at an interview
5. Brochure
6. Questions and researched answers on stem-cell research

Consider how you approached the writing of these Key Questions by indicating to what degree you agree or disagree with the observations:

	Strongly agree	Agree	Disagree	Strongly disagree
Before I started to do the writing for the Key Question:				
I read the Key Question several times to be sure I knew what was required.				
I re-examined the models for the assignment.				
I examined how the piece would be marked.				
I made a plan before I started to write.				
During the writing process:				
I tried to stick to the point.				
I tried to write in complete sentences and paragraphs, unless a list was required.				
I tried to make my words flow well.				
I made sure I stuck to the word limit.				
Once the draft was ready:				
I waited a while before editing.				
I checked to be sure that I had met the requirements.				
I checked spelling and grammar.				
I made sure the format was correct.				
Once the good copy was completed:				
I took one last look to be sure no mistakes were made during the rewriting,				

Leaving a rough draft aside for a while before resuming the editing is a good idea. Sometimes, if you're too involved with the writing, you miss mistakes—the type that pop out on a later read.

All of these phases are important elements in the writing process. If you have neglected any of them, try to include them during the preparation of further Key Questions.

Activity

Think about the writing you have done so far for each Key Question. (There is a list on the previous page to remind you.) Answer these questions in a few sentences each.

1. Which piece gave you the most satisfaction to write? Why?
2. Which piece do you feel shows your strength as a writer? Explain.
3. Which one would you like to improve? Explain.

Conclusion

If you think stem-cell research, cloning, and cellphones can cause an uproar, just mention the environment! People are either ready to change everything about the way they live to save the planet, or they pretend that nothing is wrong while the polar ice caps melt. Where do you stand on the environment question, which is the focus of Lesson 8?

Key Question

Save your answers to the Key Questions in your
Course Journal or e-Journal.

You may choose to answer **either** Key Question 6 **or** Key Question 7.
(20 marks)

7. Write a memo from the head of an Ontario college to students advising them that cellphones will not be permitted in exam rooms. Give a context and a purpose, and provide at least two reasons for the decision. Use an effective organization and conclusion.

The memo should follow the correct format, be clear and concise, and the body should contain at least 100 words.



Go to your course page on the ILC website and click on "Memo Template" under Lesson 7. As an alternative, you may use the following template:

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:



Marking Guide (20 marks)

Content (12 marks)

Heading

- Specific information for DATE, TO, FROM (3 marks)
- SUBJECT is expressed in memo style (2 marks)

Body

- Provides information required clearly and concisely in appropriate memo style and language (6 marks)
- Well organized (1 mark)

Format and style of body of memo (8 marks)

- Correct memo format (3 marks)
- Appropriate tone (2 marks)
- Effective organization of information (1 mark)
- Grammar and spelling are correct (2 marks)

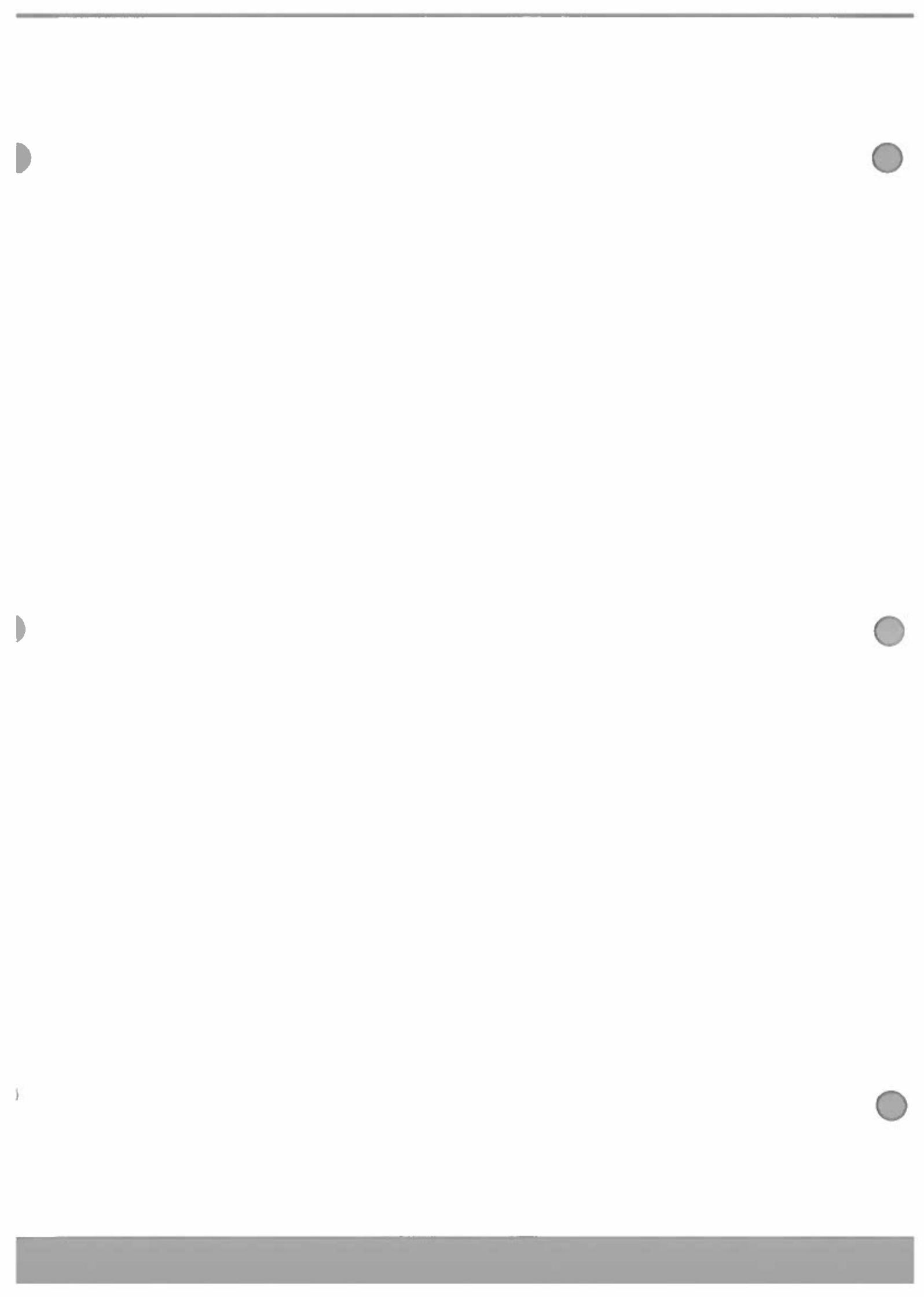
After you have written the draft, take the time to revise your memo so it meets the college standards, using the checklist “Elements in your memo” from page 19.

Now go on to Lesson 8. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 2 (Lessons 6 to 10).

ENG4C-B



The Environment



Introduction

A number of well-known personalities have used their talents in the past few years to draw attention to humanity's relationship with the environment. Most are critical of the way people treat the earth, such as overfishing, intensive farming, and clear-cutting—all examples of disregard for the rhythms of nature. In drawing attention to the problems, they hope to usher in a better day.

The three pieces in this lesson are food for thought on this pressing topic. One is a poem written nearly a century ago. The other is a more recent song by a popular Canadian. The last is a television ad created by the Vancouver-based Adbusters.

Planning Your Study

You may find this time grid helpful in planning when and how you will work through this lesson.

Suggested Timing for This Lesson (hours)	
"There Will Come Soft Rains"	$\frac{3}{4}$
"If a Tree Falls"	$\frac{3}{4}$
Adding Voice and Music	$\frac{3}{4}$
Adbusters	$\frac{3}{4}$
The Storyboard	$\frac{1}{2}$
Key Question	1

What You Will Learn

After completing this lesson, you will be able to

- identify main and supporting ideas in poetry and media texts
- understand literary devices and analyze how they develop key ideas
- understand origins of words associated with the environment
- identify vocal strategies and explain their role in communication
- identify and assess the effectiveness of visuals used to create ads
- listen for a particular purpose
- explain how listening skills assist reading skills
- design a storyboard

“There Will Come Soft Rains”

The first reading on the environment is a poem written by American writer Sara Teasdale. She published this poem in 1920, just after the end of World War I. Although she didn't fight in the war, the stories about the wasteland of Europe captured her imagination and inspired her to create the poem she subtitled “War Time.”

Teasdale builds her poem in a straightforward manner. Unlike the diction found in the editorials of Rex Murphy, Teasdale's word choices are simple. One word that might not be familiar is “tremulous” (shaking or trembling).

**There Will Come Soft Rains
(War Time)
by Sara Teasdale**

There will come soft rains and the smell of the ground,
And swallows circling with their shimmering sound;
And frogs in the pools singing at night,
And wild plum-trees in tremulous white;
Robins will wear their feathery fire
Whistling their whims on a low fence-wire;
And not one will know of the war, not one
Will care at last when it is done.
Not one would mind, neither bird nor tree
If mankind perished utterly;
And Spring herself, when she woke at dawn,
Would scarcely know that we were gone.

Source: Sara Teasdale, “There Will Come Soft Rains.” *The Collected Poems of Sara Teasdale*. Macmillan, 1937. First published 1920.

Teasdale's poem has long been a favourite. It's appeared in anthologies (collections) and has inspired other writers with its simply expressed themes. Science fiction writer Ray Bradbury borrowed the title and central idea of Teasdale's poem when he created a fascinating story of the end of days.

A Brief Analysis

A poem is best read a few times to capture the full impact. Unlike many short stories and novels, poems compress language. Poets may leave out words or present images that the reader has to fill in using the imagination. That takes time.

Reading a poem two or three times lets your imagination work with the words. Once you have done that with this poem, look closely to see what's happening in Teasdale's simple text.

Structure

The first thing to note is that the poem is divided into six stanzas, which are paragraphs in poetry. Each stanza is two lines long. Using this simple structure, Teasdale builds her message.

Here are a few questions that will get you thinking about the text. Take a moment to consider your answer to each question before you look at the possible answer that's been provided.

Question: In the first stanza, Teasdale introduces “rain” and the “smell” of the soil and birds that will be flying about. What mood (feeling created in the reader) is being established with these details? Is the mood calm? Is there a mood of sadness?

Possible answer: There seems to be peace in the picture in stanza one. The rain that is expected will be soft, the soil will smell fresh, and the birds will hover overhead.

Question: Look at the next two stanzas. Is this peaceful mood continued or broken?

Possible answer: The frogs will be singing, the plum-trees shaking their heavy blossoms, the robins sitting on a fence making their sounds. All will be lovely, full of life, and peaceful.

Question: What mood is created in stanza four?

Possible answer: The mood changes. The poet introduces a harsh note—the war. The war will end, to be sure, and in the aftermath the natural world will be there, going about its business ... far removed from the destruction.

Question: What happens in the last two stanzas?

Possible answer: In the last two stanzas, the poet's point is clear. Not one of those birds or one of those trees will care if humanity is wiped out. In fact, they might be better off without people, the creatures who wage war. Certainly, the mood changes. The poem begins on a peaceful note, but ends with despair about the actions of people:

No one would mind, neither bird nor tree
If mankind perished utterly.

Strong words to capture a strong emotion!

Literary Devices

“There Will Come Soft Rains” uses a number of literary devices to communicate with the heart and soul of the reader. Some work with the imagination, others strike a chord with the ear as well.

Teasdale uses several sound devices.

Alliteration

Alliteration is repetition of initial sounds in words. They help the flow. For example:

- Seven silver salamanders
- A plate of pink poppies

If you say each phrase aloud, you can hear the repeated sounds that can create a melody. “S” sounds can create a gentle tone, or sound like the hissing of a snake. A series of words starting with “t” can make a rougher, spitting sound. A few “w” sounds in a row and you can hear whistling.

Rhyme

Rhyme also helps build a smooth tone in a poem.

Repeating similar sounds at the end of lines of poetry creates a rhythm that can be pleasing to the ear. For example:

- cat ... rat
- peas ... sneeze

In stanza one, notice how both lines end with the same sound: “ground ... sound.”

This pattern continues through the poem. Two rhyming lines together make a rhyming couplet:

There will come soft rains and the smell of the ground,
And swallows circling with their shimmering sound

With the rhyme and the alliteration, Teasdale has created a poem of peaceful images that is pleasing to the ear.

Personification

A device that appeals to the imagination more than to the ear is personification. Personification gives human characteristics to non-human things, such as a book or a tree. Books can be made to talk and trees to walk.

Question: Can you see anything in the poem that isn't really human but is behaving as a human would?

Possible answer: Spring. Spring is named with a capital letter and referred to as "she." Spring is described as waking up and not caring, which are human actions. In short, Spring is personified.

It's a powerful tool, making a season seem human. It is all the more powerful in this poem, as the people disappear and Spring will wake up and bring a new, less damaging time.

Support Questions

Do not send your answers in for evaluation.

30. Identify the literary devices used in each of these examples. In some cases, more than one device might be at use.

Example	Personification	Alliteration	Rhyme	Rhyming couplet
The smokestack belched through the day.				
Robins will wear their feathery fire.				
Not one would mind, neither bird nor tree If mankind perished utterly.				
Three tall totem poles stood by the lake.				
The headlines talked to me.				
A rope, a hope in the hands of a dope.				

31. a) For a number of readings in earlier lessons, you located the main idea and supporting ideas. The main idea is also called the theme. What is the theme of the poem?

- b) Provide two details from the poem that support the main idea.

32. Examine the poem. Choose an example of alliteration or rhyme that you find effective. Explain why you think it is effective.

33. Teasdale wrote at the end of a great war. Do you think the negativity in this poem still applies to today's world?

There are Suggested Answers to Support Questions at the end of this unit.

Environment and Ecology

The next poem you are going to read adds voice and music to the written words. You'll be using these elements when you put together your answer to the Key Question.

Before you read, note the meaning of two words that appear again and again when dealing with the topic of this lesson. The words are "ecology" and "environment." Both words are relatively new in the world, but old in their origins:

- "Eco-" comes from a Greek word meaning "house" and "household."
- "Enviro-" comes from a French word meaning "surrounding" and "in a circle."

Both refer to the space in which you live.

Ecology is the relationship between organisms and their surroundings (home). Other terms such as "ecosystem," "ecotourism," "eco-friendly," "eco-catastrophe," and "ecowarrior" all relate back to this origin.

Environment is the natural world in which people, animals, and plants live.

"Environmentalism," "environmentally friendly," and "Enviro Sac" are just a few of the many terms that relate to living in harmony with the surroundings.

“If a Tree Falls”

Another spokesperson on the environment is well-known Canadian songwriter Bruce Cockburn (pronounced “CO-burn”). He has written and sung a number of memorable lyrics, some of which have been recorded by artists such as the Barenaked Ladies and Jimmy Buffett. His words and activism on issues of social justice and the environment have captured people’s attention.

The poem you’re about to read was written by Cockburn, and it is one of many he has written about the state of the world. Since he put this poem to music and recorded it, the “words” of the poem become the “lyrics” of the song.

“If a Tree Falls” first appeared in 1988. The title refers to the old question in philosophy: If a tree falls in the forest and no one is around, does it make a sound? Cockburn adapts the question to the issue of the world’s forests. How many trees can be cut down before the forests are gone? And when the forests are gone, then what? The forests he refers to are the southern rainforests and those within Canada’s borders.

Cockburn’s word choice is not as straightforward as Teasdale’s. Examine the meaning of these words before you read:

lobotomy: an operation on the brain, cutting the nerves to the frontal area

cortege: a funeral procession

mangy: dirty and shabby

methane: a greenhouse gas, and livestock in among its sources

refuse: waste, useless matter

Now read the lyrics.

If a Tree Falls

by Bruce Cockburn

rain forest
mist and mystery
teeming green
green brain facing lobotomy
climate control centre for the world
ancient cord of coexistence
hacked by parasitic greedhead scam—
from Sarawak to Amazonas
Costa Rica to mangy B.C. hills—
cortege rhythm of falling timber.

What kind of currency grows in these new deserts,
these brand new flood plains?

If a tree falls in the forest does anybody hear?
If a tree falls in the forest does anybody hear?
Anybody hear the forest fall?

Cut and move on
Cut and move on
take out trees
take out wildlife at a rate of a species every single day
take out people who've lived with this for 100 000 years—
inject a billion burgers worth of beef—
grain eaters—methane dispensers—
through thinning ozone,
waves fall on wrinkled earth—
gravity, light, ancient refuse of stars,
speak of a drowning—
but this, this is something other
busy monster eats dark holes in the spirit world
where wild things have to go
to disappear
forever

If a tree falls in the forest does anybody hear?
If a tree falls in the forest does anybody hear?
Anybody hear the forest fall?

Source: "If a Tree Falls"
Words and Music by Bruce Cockburn
© 1988 Golden Mountain Music Corp. (SOCAN)
Used by permission.

A Brief Analysis

Cockburn wrote "If a Tree Falls" in a different time and in a different place than Teasdale wrote "There Will Come Soft Rains." Teasdale deals with a war; Cockburn turns his attention to the clear-cutting of forests around the world. While Teasdale presents her images in clear sentences, Cockburn arranges his ideas much like a collage or combination of images.

The Structure

The poem is divided into four stanzas and a refrain (lines that are repeated). It is written in free verse: there is no set pattern with rhyming words or length of lines, such as you can see in Teasdale's poem.

Take a look at the first stanza. Note the images Cockburn combines to describe the rainforest. It's a place of "mist and mystery," a "green brain," the "climate control centre for the world," and the "ancient cord of coexistence." The poem sings of the beauty and the importance of the rainforest to the planet.

Soon after the praise, however, comes the threat. The forest faces a lobotomy, or cutting off, of the green brain, because of the greedy hacking away at the trees. The first stanza ends on a gloomy note: the mangy and balding patches of forest throughout the world.

Examine the second stanza, which is just two lines. A question is asked. It is a rhetorical question, not meant to be answered but to provoke thinking.

The third stanza explains the implications for trees, for wildlife, for people, and for the climate (ozone).

Question: What is to be understood by the reference to burgers and beef, grain eaters and methane?

Possible answer: They are some of the causes and effects of the clear-cutting. Some rainforests are cleared to raise cattle. The cattle are destined for the fast-food burger market. That's bad enough, but even worse, according to the poem, is the by-product of this industry: after they have eaten, cattle emit methane or greenhouse gases into the atmosphere.

The final stanza is a collage (collection) of images: light rays (the refuse) from dead stars penetrating the thinning ozone, and the worst cut of all, a hole made by greed, a hole that takes in the species made extinct by the cutting down of the forests.

Think about the question asked in the refrain:

If a tree falls in the forest does anybody hear?

If a tree falls in the forest does anybody hear?

It's about more than simply hearing the falling of one tree. It's asking if people understand the results of destroying whole forests.

Anybody hear the forest fall?

Literary Devices

Like Sara Teasdale, Cockburn uses alliteration, rhyme, and personification to capture his concerns. His approach to rhyme in the poem is to use internal rhyme (rhyme within lines), not end-of-the-line rhyme.

Examine the third line: “teeming green.” “Green” repeats the sound in “teeming.” Rhymes create a harmony.

Cockburn also includes rhetorical questions, metaphors, and repetition.

Support Question

34. The following chart shows an example of each literary device. Write at least one additional example from “If a Tree Falls.”

Device	Example	Additional examples from the poem
alliteration	a billion burgers worth of beef	
personification	green brain facing lobotomy	
internal rhyme	teeming green	
rhetorical question	What kind of currency grows in these new deserts, these brand new flood plains?	

Adding Voice and Music

A poem is born in the artist's mind. It starts to communicate when it is written on a page and shared. People can read it and react to the ideas. The poem communicates on a number of different levels when the artist adds voice and music to the words.

Adding Voice

There are vocal strategies that lift words from the page. How a word is said and the tone in which it is expressed changes its impact.

Examine this plain sentence:

I don't care if you go.

Depending on which word is emphasized, the meaning can change. Read the following three versions aloud, stressing the word that is capitalized:

- I don't CARE if you go.
- I don't care if YOU go.
- I (stressed) don't care if you go.

Stress is one tool of the speaker. Pausing for effect is another. Here are some others:

Vocal strategy	Explanation	Effect
Stress	emphasis on a word	draws attention; adds importance
Pace	rate or speed at which something is said	speeding up the voice adds drama; slowing it down can be calming
Volume	loudness of the sound	loud sounds draw attention; softer sounds are calming and can be serious
Pitch	highness or lowness of the sound	a sound pitched high grabs attention or grates on the ear; a low-pitched sound can be soothing or mournful

Effective speakers use many of these vocal strategies to add drama and life to the written text. Singers also do this.



Bruce Cockburn put the words of this poem to music. He speaks some of the words and he sings others. Go to your course page on the ILC website and click on "If a Tree Falls" under Lesson 8. Listen to the song now, but be selective in your listening. Try to drown out the music and just hear the voice.

Support Questions

35. Listen to the song a second time. As you listen, look at the poem and underline words Cockburn stresses. Write “PAUSE” where he takes a longer break between lines.

rain forest
 mist and mystery
 teeming green
 green brain facing lobotomy
 climate control centre for the world
 ancient cord of coexistence
 hacked by parasitic greedhead scam—
 from Sarawak to Amazonas
 Costa Rica to mangy B.C. hills—
 cortege rhythm of falling timber.

What kind of currency grows in these new deserts,
 These brand new flood plains?

If a tree falls in the forest does anybody hear?
 If a tree falls in the forest does anybody hear?
 Anybody hear the forest fall?

Cut and move on
 Cut and move on
 take out trees
 take out wildlife at a rate of a species every single day
 take out people who've lived with this for 100 000 years—
 inject a billion burgers worth of beef—
 grain eaters—methane dispensers.

through thinning ozone,
 waves fall on wrinkled earth—
 gravity, light, ancient refuse of stars,
 speak of a drowning—
 but this, this is something other.
 busy monster eats dark holes in the spirit world
 where wild things have to go
 to disappear
 forever

If a tree falls in the forest does anybody hear?
If a tree falls in the forest does anybody hear?
Anybody hear the forest fall?

Source: "If a Tree Falls"
Words and Music by Bruce Cockburn
© 1988 Golden Mountain Music Corp. (SOCAN)
Used by permission.

36. Examine the pauses. Why does Cockburn pause where he does?

37. Examine the words Cockburn stresses. Choose two and explain why he stresses those particular words.

38. What do you think of Cockburn singing only the lyrics and speaking the rest? Is this an effective way for him to send his message?

The human voice is a very effective communication tool. Great singers and speakers use their voices skilfully to make lyrics and phrases memorable. In a later lesson, you'll hear how a speaker delivers a message, without music, without song, but with great flair.

Adding Music

You tried to be selective in your listening, focusing only on the voice, but the music probably seeped in. Once music is introduced, a whole other level of communication comes into play. When rhythm is added to a poem, the words can take on emotion as guitar chords reach for the ear and heart.

What are your favourite pieces of music? Think about the effect that the chords and vocals have on you.



Go to your course page on the ILC website and listen again to “If a Tree Falls.” This time focus on the impact of adding music to Cockburn’s poem. Notice the rhythm, the instruments used, and the pace.

Support Questions

39. How would you describe the rhythm: slow? fast? very fast?

40. Do you get caught up in the rhythm when Cockburn sings? Do you find it catchy? Does the music affect your emotions?

41. If a group in your community were working to protect a local treed area or green space, would this song make a good anthem for the group? Can the words be used to rally a group to the cause? Do you think that the music is stirring enough to affect emotions of the group?

Communication Skills

You read Cockburn's words. Then you listened to them. Then you heard them put to music. This is an opportunity to see how communication skills are related.

Words written on the page or screen can communicate effectively, but listening skills can help reading skills. You sometimes hear a speaker stop on a word and the story or poem suddenly starts to come to life. A speaker may add meaning when he or she stresses some words or pauses longer than the reader would. All these added dimensions can help the reader get additional meaning from the text.

How did listening to Cockburn speak and sing the words help you understand the meaning of the poem?

Adbusters

The next voice on the issue of the environment is from the organization Adbusters. You'll view their television ad. After viewing, you'll be storyboarding—a skill you'll need to complete your Key Question.

Vancouver-based Adbusters is an organization that challenges some of the popular attitudes in consumer (buy and sell) culture. While consuming may seem to make the economy hum, Adbusters points out that this habit comes at great cost to people and to the planet.

Before examining their material, think about your own ideas about consumer culture.

Fill in the columns with arguments for and against consumerism:

Consumerism is good because	Consumerism is not good because

Do you see more problems or benefits in consumerism?

In 1992, Adbusters launched a Buy Nothing Day, which is now held each November. The aim is to take a one-day rest from purchasing, and to think about the effects of the other 364 days of consuming.

- What is your attitude to the way people consume here in North America?
- Have you ever heard of Buy Nothing Day? What do you think of the idea? Do you think it will catch on?

As part of the advertising for Buy Nothing Day, Adbusters created a 30-second television spot.

The Ad

A commercial usually tries to sell something to the viewer, such as chewing gum or insurance. A commercial is brief, often 30 seconds, and uses a number of techniques to package its message. Television ads usually include a brief storyline, actors or images, sounds, lights, and camera effects.

 Go to your course page on the ILC website and click on “Buy Nothing Day” under Lesson 8. Watch the 30-second Adbusters ad a couple of times.

Support Questions

42. a) As you can see, the ad is not selling an item like chewing gum. It is selling an idea. What idea is the ad selling?

- b) What are two supporting details?

43. The following chart features the script on the left. To the right, notice what accompanies each part of the script: images and sound. Watch the ad again and in the shaded spaces fill in the missing images and the sounds.

Script	Image	Sound (music, effects)
The average North American consumes five times more than a Mexican,	pig	burp soothing music calm voice
ten times more than a Chinese person,		
and thirty times more than a person from India.	pig licks its lips	
We are the most voracious consumers in the world.		bird sounds
A world that could die because of the way that North Americans live.	waste forest and then highway jammed with cars	whirring sound of traffic
Give it a rest. November 23 is BUY Nothing Day		

Images

As you can see, the creators of the ad used many images and sounds to make the 30-second ad. One of the most striking images is the one that starts the ad: the pig. It's an animated image placed over the shape of North America.

What do you think of the choice of a pig?

- Consider the behaviour traditionally associated with the pig: it overeats, sleeps in the mud, roots through the garbage. Does the pig seem like a good choice to carry the message?
- Would an eagle have conveyed the same idea? How about a bear? A butterfly?

A later scene is set in a garbage dump. Is that a good choice to carry the message of consuming? Some might say it's a perfect image: consuming produces so much waste.

Sound

The 30-second ad uses a number of sounds. You hear burps, music, a voice, whirring, bird sounds ... Think about the effect these sounds create.

- Does the burp add to the impact? Burping tends to be associated with eating too much.
- Does that sound help send the message about overconsumption?

Support Questions

44. Choose one visual image (not the pig) that is effective in selling the message. Explain why you find it effective.

45. What audio or sound effect (not the burp) is well used in this ad?

46. Overall, do you think that the Adbusters ad is effective in selling its idea? For example, is the message clear? Would the ad make people think?

Not on the Air

The Adbusters ad for Buy Nothing Day was made to be shown on television. Even though Adbusters wants to pay to have it on the air, to date the ad has not been broadcast. How is that possible?

Television broadcasters are in the business of making money. Why wouldn't broadcasters just take the money and air the ad for all to see? What could be the downside of that?

In 2004, Adbusters filed a lawsuit against the major Canadian broadcasters for not allowing them to purchase the airtime to show this commercial.

In Unit 4, you'll take a closer look at bias in media and the relationship between commercials and programming. Maybe then you'll have more answers to the questions posed here. If you can't wait to find out, search online for Adbusters and see what more you can discover.

In the meantime, it's off to the storyboard.

The Storyboard

Ads appear on the television screen after a great deal of preparatory work. Once someone has an idea, it needs to be fleshed out using the tools of the trade: sound, visuals, camera angles, and so on. Then it must be laid out on paper or the computer screen as a storyboard. This process makes the vision concrete. The storyboard becomes the blueprint for the filming.

Take a few minutes to review camera shots you learned about in Lesson 2.

Type of shot	Abbreviation	What the shot includes	How the shot is used
Long shot	LS	The whole person is in the frame and the background is visible.	To establish location
Medium shot	MS	The person is shown from the waist up.	To show expression on the face and a bit of the setting; great for dialogue

Type of shot	Abbreviation	What the shot includes	How the shot is used
Close-up	CU	The face of the person is the focus.	To reveal emotion
Extreme close-up	ECU	Part of the whole—the eye of the face, or the pepperoni on the pizza—is the focus.	To emphasize a key item

You'll need to keep these terms in mind as well:

pan: move a camera from side to side

zoom: move a camera in close to the subject or farther away

POV: point-of-view shot—the camera shows what the character is watching

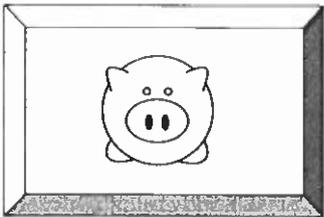
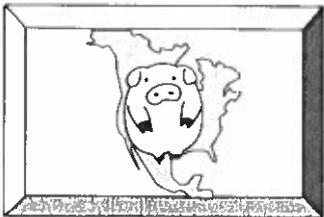
aerial shot: camera is overhead

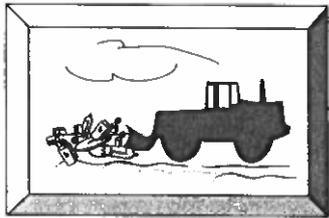
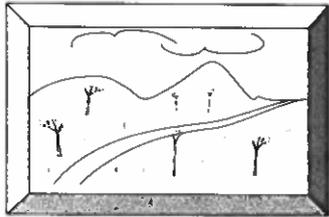
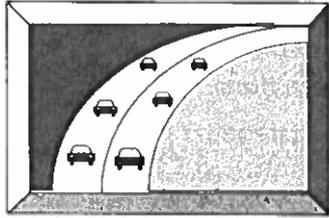
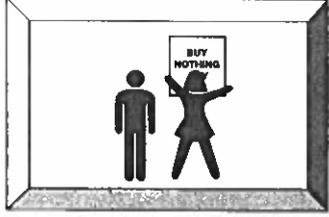
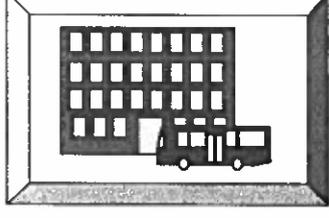
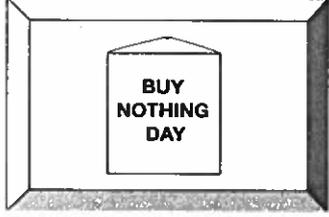
VO: voice-over—the speaker is not seen but heard

Now work backwards. You've seen the Adbusters ad. Now you'll look at the creation of a storyboard that could have directed the filming.

Storyboard for the Adbusters Ad

Storyboards vary in style. This is one example.

Video		Audio	
Sketch of video image	Description of video image	Voice-over (text)	Sound
1. 	CU of face of pink pig suspended in front of a green and blue background.	The average North American consumes five times more than a Mexican,	Begin with burp Music is low in background
2. 	Zoom out gradually to capture whole pig in front of a map of North America. Pig licks its lips.	and thirty times more than a person from India.	"Burp" Slurp sound as pig licks its lips

<p>3.</p> 	<p>LS of garbage dump and truck moving the garbage. Zoom to a MS. Birds fly overhead.</p>	<p>We are the most voracious consumers in the world.</p>	<p>Bird calls</p>
<p>4.</p> 	<p>POV shot of clear-cut dead forest. Zoom from bottom to top,</p>	<p>A world that could die</p>	<p>Whirring sound</p>
<p>5.</p> 	<p>Cut to LS of stream of cars moving along highway.</p>	<p>because of the way that North Americans live.</p>	<p>Whirring continues</p>
<p>6.</p> 	<p>MS of couple taping a poster (advertising Buy Nothing Day) to a pole.</p>	<p>Give it a rest.</p>	
<p>7.</p> 	<p>LS of building. Bus passes in front.</p>	<p>November 23 is</p>	
<p>8.</p> 	<p>CU poster of Buy Nothing Day</p>	<p>BUY Nothing Day.</p>	

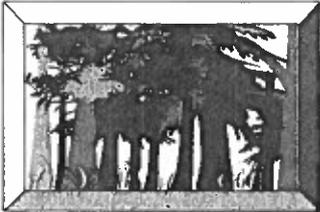
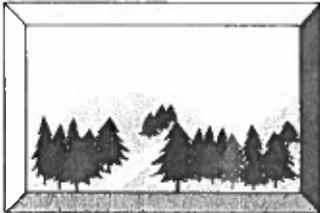
Notice that the storyboard is really the blueprint for the ad. It presents the visuals in order, alongside what is said and the other sounds needed. Someone could take this storyboard and create the ad.

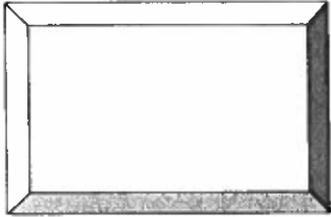
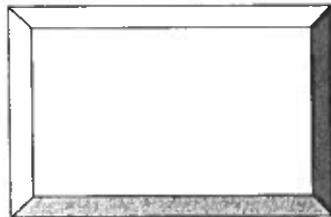
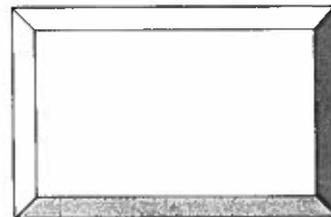
Storyboarding “If a Tree Falls”

Storyboarding is an effective way to break down a story or poem or ad into its basic components. Now try to storyboard part of Bruce Cockburn’s “If a Tree Falls.” He provides the lyrics, strong visuals, and has even put words to music. He’s provided more than a helping hand.

Support Question

47. Begin with the template for a storyboard of “If a Tree Falls.” Fill in the descriptions of the video image, and the words and sounds that will accompany each shot. The first three frames have been done.

Video		Audio	
Sketch of video image	Description of video image	Voice-over (text)	Sound
1. 	LS: image of lush ancient rainforest with old trees and moss hanging from their branches.	rain forest mist and mystery teeming green	Sounds of distant birds
2. 	CU: top of tree with chainsaw poised to cut.	green brain facing lobotomy	Sound of chainsaw
3. 	LS: aerial shot of the huge expanse of forest.	climate control centre for the world	Birds heard in the distance

Video		Audio	
Sketch of video image	Description of video image	Voice-over (text)	Sound
4. 			
5. 			
6. 			

Storyboarding is a useful tool for translating ideas in your head into a form that can be shared with others. It's a great communication device.

Conclusion

In Lesson 9, you'll have the chance to think about values. If a friend buys a computer program and offers you a free copy, do you take it? How do you respond to people on the street who ask for money?

Complete Key Question 9 and then read on.

Key Question

Save your answers to the Key Questions in your Course Journal or e-Journal.

You may choose to answer **either** Key Question 8 or Key Question 9.

(30 marks)

- 8. a)** Create a storyboard for filming the poem “There Will Come Soft Rains.”
The poem has six stanzas. Devote one frame to each stanza.

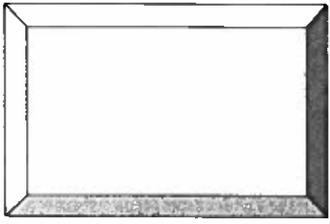
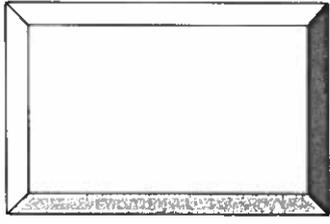
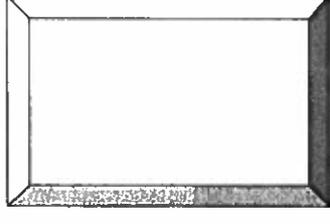
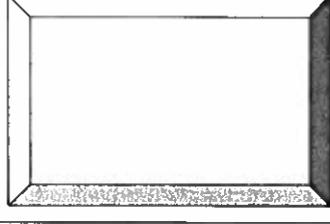
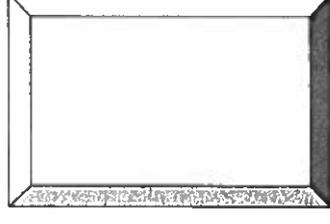
The text of each stanza is provided. Add the following to complete the storyboard:

- A sketch (basic) of the image you describe.
- Camera shots and at least one specific detail in the description of the video image.
- A sound component—either a sound effect or music. If you are including music, be sure to describe it.



Go to your course page on the ILC website and click on “Storyboard Template” under Lesson 8. A sample template has been included for your reference only.

Video		Audio	
Sketch of video image	Description of video image	Voice-over (text)	Sound
1. 		There will come soft rains and the smell of the ground, And swallows circling with their shimmering sound;	

Video		Audio	
Sketch of video image	Description of video image	Voice-over (text)	Sound
2. 		And frogs in the pools singing at night, And wild plum-trees in tremulous white;	
3. 		Robins will wear their feathery fire Whistling their whims on a low fence-wire;	
4. 		And not one will know of the war, not one Will care at last when it is done.	
5. 		Not one would mind, neither bird nor tree If mankind perished utterly;	
6. 		And Spring herself, when she woke at dawn, Would scarcely know that we were gone.	

- b) Write a brief paragraph explaining how your choices of image and sound are effective in presenting the poem. Be sure the paragraph has an introductory and concluding sentence and at least one specific point each on image and on sound.

Marking Guide (30 marks)

- a) Six stanzas in total (24 marks: 4 marks each)

For each stanza:

- A sketch: basic outline (1 mark)
- A description of the camera shot and the image (2 marks: 1 mark each)
- Sound: one sound component (either description of music or sound effect) (1 mark)

- b) Paragraph includes the following: (6 marks)

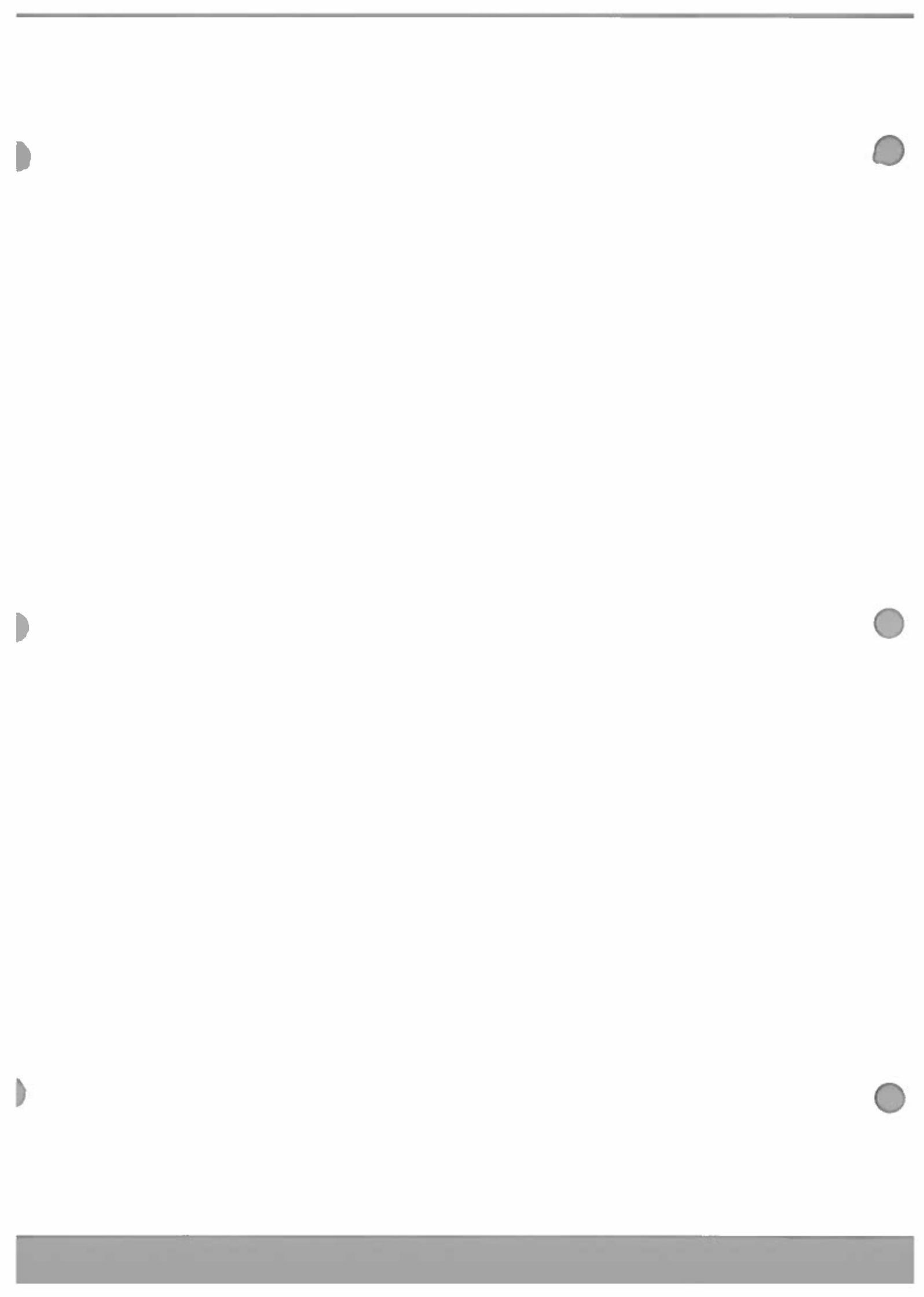
- At least one point to explain how images are effective (2 marks)
- At least one point to explain how sound is effective (2 marks)
- An effective introduction (1 mark)
- An effective conclusion (1 mark)

Now go on to Lesson 9. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 2 (Lessons 6 to 10).

ENG4C-B



Some Modern Dilemmas



Introduction

Do you sometimes wonder if you're doing the right thing? Should you hand the toonie over to the homeless man at the corner? Should you save some money by accepting the computer program your friend burned for you? Should you buy bottled water when you know the size of the environmental footprint it leaves?

These are just a few of the many ethical questions people consider in the modern era. In this lesson, you'll see what some thinkers have to say on such issues. You'll also read a story about a woman who has to make a tough decision.

Planning Your Study

You may find this time grid helpful in planning when and how you will work through this lesson.

Suggested Timing for This Lesson (hours)	
Ethics	$\frac{3}{4}$
"The Carved Table"	1
Characterization	$\frac{3}{4}$
What Will They Do?	$\frac{1}{2}$
Key Question	1

What You Will Learn

After completing this lesson, you will be able to

- explain how responses to dilemmas reveal values
- explain how your own values are revealed in your writing
- describe some key elements in stories and explain how they present character
- make inferences about characters in stories
- support conclusions in your writing by referring to text

Ethics

The words “ethics,” “values,” “morals,” and “principles” tend to have similar meanings when they pop up in everyday discussions. Philosophers certainly see differences, but in the readings in this lesson, people might use any of those words to suggest a set of beliefs that guides people in deciding what’s right and wrong.

The laws of the land often set the bounds for what can and can’t be done by making some things illegal. For example, should you kill the man who’s annoying your dogs? No. It’s against the law and you’ll go to jail.

Not all situations are decided so easily or covered by the Criminal Code. For example, a store clerk gives you an extra \$20 in change. Should you return it?

- Yes. It’s not your money, so you should return it.
- No. It’s their mistake. They can handle the loss and you can use the cash.

When facing such a dilemma (a choice between unsatisfactory alternatives), people have to look to their own conscience—their own sense of right and wrong—to guide them.

What do you do when your boss asks you if anyone left work early yesterday?

You face a dilemma. On the one hand, you value honesty and don’t want to lie, especially to your boss, but your friend Jack did leave an hour early to pick up his daughter at daycare. Yet being honest and reporting him might result in him losing money and perhaps his job. Besides, you value loyalty. But to whom do you owe loyalty in this situation?

Things get complicated!

Before you read some ethical dilemmas and see how people respond to them, examine these words that you will encounter in the lesson:

conundrum: something confusing

philosopher: someone who tries to understand and explain life and reality

utilitarian: useful

principles: values used to guide actions; a sense of right and wrong

(Notice the spelling of “principle.” It ends in “-ple.” Don’t confuse it with the spelling of the head of the school, the *principal*!)

A Matter of Ethics

Douglas Todd, a religion and ethics columnist for the *Vancouver Sun*, in his article “A Matter of Ethics” presents 10 questions for people to think about. As he says, “They force us to confront crucial moral issues.” (The source for all the following passages from this article is Douglas Todd, “A Matter of Ethics.” *Vancouver Sun*. Reprinted with permission.)

Activity

Read the first question:

Question 1

You and nine others are taken prisoner by an extremist political group. The group says it will set nine prisoners free, including you, if you agree to execute one prisoner. If you don't do as the extremists ask, all of you will be killed. What do you do?

This is quite the dilemma. Someone must die. Think about the different values that are being challenged and then decide what you would do. Explain your reasons.

Read the answer from Todd's article. He presents the conclusions of a philosopher, Paul Russell:

While justice-loving people would never sacrifice an innocent person's life to save their own hide, UBC philosopher Paul Russell says this well-known case isn't that easy. Russell leans towards the utilitarian idea that the consequences of actions matter—it makes a difference how many people would live as a result of one dying. However, Russell says one of the important things to learn from this horrendous scenario is that certain ethical choices should never be easy, but require struggle over one's principles.

Do you agree with this reasoning?

That ethical dilemma involving extremists and executions seems to be plucked from the movie screen. There are other dilemmas that people face as they go about their daily lives. You might be able to answer the next two questions from experience.

How do you feel about people who hold out their hands for spare change?

- Do you give them some change or pass them by?
- Do you blame the person for being in that situation?
- Do you think that you are a few paycheques and a tablespoon of luck from being the one with the outstretched hand?

Think about your attitudes in these circumstances. Then read questions 2 and 3 from Todd's article "A Matter of Ethics."

Question 2

The staff at your office takes up a collection for the food bank, and you are going to drop it off. A fellow employee who has recently fallen on very hard times asks you if she could have the money. Do you quietly let her have the cash?

Question 3

You have mixed emotions about panhandlers. Sometimes you feel harassed by them on the street, other times you feel sorry for them. Should you give to these beggars?

Support Questions

Do not send your answers in for evaluation.

48. What would you do if you were presented with the situation in question 2? Explain.

49. What would you do if you were presented with the situation in question 3? Explain.

50. Turn to the back of the booklet to the Suggested Answers to Support Questions and read what the philosophers conclude in answering these questions. Choose the answer to either question 2 or question 3 and explain why you agree or disagree with the answer provided.

There are Suggested Answers to Support Questions at the end of this unit.

Revealing Values

How an individual responds to such dilemmas reveals something about his or her values. Here's an example. Reread ethical question 3 on the previous page. You have already read one possible answer—the one suggested by UBC ethicist Louis Marinoff. Here's another one:

The unemployment rate is high and getting higher; support for mental health and social housing has rarely been this low; people are ending up on the street and need help to get their lives back together. Of course give money. It's the right and charitable thing to do. And then start asking some questions about basic justice. What can we and the government be doing to improve this situation?

This answer shows the writer values charity, suggesting giving to the one begging. The writer values justice as well, wanting to address the causes of poverty and to change the situation.

Now look again at the way that Louis Marinoff answers the question, "Should you give to ... beggars?"

Panhandling is a toughie. Every major religion extols the virtue of charity. But the western work-ethic condemns pennilessness as a lack of industry, says UBC ethicist Louis Marinoff. We all have a perfect right not to give to panhandlers. But Marinoff suggests there is a “philosophical economy” to begging. When you give to a beggar, you are alleviating raw human need. *Since the number of panhandlers on Canadian streets is not as high as it is in New York or Mexico City, Marinoff suggests it might be wise to give to a Canadian panhandler to help avoid our society deteriorating to disastrous levels.*

Support Question

51. Look at the last sentence (italicized) in the response to question 3 that you just read. Marinoff reveals at least one of his values in what he says. What value or motive might prompt him to give to the panhandler?

Look back at your answers to the first three questions. What do they reveal about your *own* values concerning wealth, poverty, and the value of life?

More Ethical Dilemmas

Read the following three dilemmas that Todd presents and think about your response.

Question 4

During the Second World War, a young Frenchman had an ailing mother who was completely dependent on him. The young man, however, wanted to join the French Resistance to fight the Nazis. What was more important for him?

Question 5

A friend buys a computer program and offers you a free copy. Do you use it?

Question 6

Your family travels to another province to visit relatives and your child misses two days of school. Your child's teacher is a stickler for attendance, and you have to write a letter about the missed days. You fear the teacher will hold it against your child if he finds out she missed time for a trivial reason. Do you write a note saying the child was sick?

Support Questions

52. In two sentences for each dilemma, write what you would do and provide a reason.

Answer to Question 4:

Answer to Question 5:

Answer to Question 6:

53. Choose one of the answers to question 4, 5, or 6 provided by the philosophers in the Suggested Answers to Support Questions and explain why you agree or disagree.

“The Carved Table”

The next reading is a short story. A woman finds herself faced with a dilemma. Should she sit quietly and smile when she disagrees with what is being said? Should she speak up? There is a cost in keeping quiet and a great risk in voicing her opinion.

To answer the Key Question at the end of this lesson, you’ll need to know the various characters in this story and understand their values.

A short story is a work of fiction (imagined) that can usually be read in one sitting. It is brief and uses the tools of fiction to tell a story:

Narration: the way the story is told.

- First-person narration tells the story using “I.”
- Third-person narration tells the story from a distance, using “he,” “she,” “it,” “they.”

Setting: the time and place where the story happens.

Plot: the action of the story. It has a beginning, a middle, and an ending.

Characters: the people in the story.

- The protagonist is the main character.
- The antagonist is the character who works against the main character.

Conflict: a struggle between forces. The struggle could take place

- within the character.
- between characters.
- between a character and the environment.
- between the character and the society.

Theme: the idea about life that the story explores.

Before you sit to read “The Carved Table,” examine the opening paragraph to see how these short story elements start to reveal themselves.

It was her second marriage and Karen sat at the round table in Marblehead with her new family, listening to their conversation and thinking of what her first husband would see, if he was there. He would notice, she thought, my new mother-in-law’s enormous diamond, and he would see this new father-in-law’s yachting jacket, he would be disgusted. Might even say, “What are you doing here? You’ll lose your soul to these people.”

Support Questions

54. Write the name of the protagonist.

55. Name two other characters in the story.

56. Where is the story set?

57. What conflict seems to be brewing?

58. Is the narration first-person or third-person? Explain.

In a very few words, the opening paragraph informs you that Karen is surrounded by the wealth of her new family. She hears the warning in her head: she could lose her soul.

Here are the meanings of four words you'll encounter in the text:

pontificate: express opinions in a forceful way

complicity: going along with something, usually something wrong

tenement: an apartment building housing a large number of renters

mesmerized: fascinated or awestruck

Now read the complete story to see how Karen handles the dilemma.

The Carved Table

by Mary Peterson

It was her second marriage and Karen sat at the round table in Marblehead with her new family, listening to their conversation and thinking of what her first husband would see, if he was there. He would notice, she thought, my new mother-in-law's enormous diamond, and he would see this new father-in-law's yachting jacket, he would be disgusted. Might even say, "What are you doing here? You'll lose your soul to these people."

There were six around the table: she and her handsome husband, his parents, and her husband's spoiled-looking older brother and his glossy wife, who tossed her fine red hair and laughed at the right times and made little asides to the mother-in-law while the men held forth. Karen envied that sharing. She envied her thoroughbred sister-in-law who did not take it all so seriously. She herself took it too seriously and she couldn't shake off the feeling that something was terribly wrong.

She touched the carved wood edge of the table with one hand and with the other she reached toward her husband, rested her hand on his knee. He was always quiet during the cocktail hour, but also he listened with an odd, fixed smile: one of complicity—mesmerized like a 12-year-old trying to learn the hard lessons of being an adult. When you were an adult you drank a lot; you kept up with your father in the drinking. This was difficult, since his father went to the bar for more bourbon often, and with each new drink he grew louder, and with each he had more to say and less that made sense. The man was well educated, she reminded herself, and certainly he knew much about banking, airplanes, and stocks. But also, he believed children on welfare should be allowed to die, so that we could purify the society. He believed in capital punishment. He believed we should step up the arms race and show more muscle abroad. Wars are different now, she wanted to say. We have nuclear weapons. We need a different set of rules. She did not say these things. Neither did she say that his capitalism created in the minds of the poor a need: they saw the television advertising, they saw the consumption of goods. How could they have any dreams but the ones he himself had? No wonder, she wanted to say, the Cadillac sits

outside the tenement, and at the market people buy junk food with food stamps. What do they know about beans and meat? They know what they see on television, in the magazines; they know the Mercedes they see *him* driving. Your capitalism, she wanted to say, is educating them in desperate ignorance, your free enterprise system.

She did not say any of it.

Her first husband would be thinking and maybe saying these things. He would know that the people around the table were the enemy, the very same she and he had fought when they lived in Chicago and worked against the war in Vietnam. The same they had studied during the terrible sixties, the one they had hated.

"You're so quiet," her husband said, leaning toward her, giving her his hand. He was handsome and gentle and he didn't pontificate like his father and she loved him in spite of a score of things, and for a hundred others: not the least of them his stability, his good sense, his ability to be socially at ease with people, his open affection with her, the pure security of him.

"I was wondering," she said, "about the carving around this table." She tried to say it quietly, so the others wouldn't hear. "I know one of the wooden scallops was added, because one was broken, and I've been trying to guess if any of these—" and she ran her hand along the perimeter of the table—"is the new one. To see if it really fits so well."

"None have been added," he said. He seemed confused.

"You told me one was new. I remember."

"Karen's right," his father said. "One is new. I can't find it, either."

The other daughter-in-law and the mother had begun to play backgammon. They used an inlaid ebony board and when the dice were thrown they clicked like teeth. Her husband's brother had taken out an expensive cigar and was lighting it with great ceremony. He looked rich. His haircut looked rich and exactly right and his three-piece suit matched his shirt and tie exactly. He had a bored rich face and a sullen lower lip. You could not ask him a question because he would never answer it; he made light of everything.

The mother-in-law was beautiful and smooth-skinned and Karen had often watched her play with her grandchildren. She was the best of the family, but even in the best there was this other thing. In one game, the woman lined the children up to race. When they were ready, she broke away before she'd finished counting—she always won. "Your Grandmother lies," she told the children, laughing. One grandchild cried the first time she did it. The next time, the child who cried—a little girl—broke away early too.

Her first husband would have seen and understood all this, and although she didn't love him and didn't miss him, she respected his intelligence and he was more like her—shared with her a way of seeing. He would have observed her husband's expensive suit, and her own

diamond, and her own good haircut. But he's gone, she thought, and that's over. She released her new husband's hand. I'm seeing with my own eyes, she thought, and I mustn't blame it on anyone else. So now I must decide what to do.

Source: Mary Peterson. "The Carved Table." *Ploughshares*, Fall 1980. Reprinted by permission of the author.

By the end of the story, it is clear that the dilemma is not resolved. The author does not tell the reader what Karen will decide. Faced with such an open ending, the reader has to look closely at the character to figure out a likely conclusion.

Writers provide clues to the real nature of characters in stories they write. They provide large and tiny details that the reader, acting as a detective, has to notice and then interpret.

A writer might come right out and announce, "Karen was nervous." This approach does the detective work for the reader. On the other hand, a writer might indicate that "Karen felt the beads of sweat gather on her lip. The tissue she clutched was turning it into a fine mush in her soaked palm." The reader looks at the signs and concludes that Karen is nervous.

Mary Peterson, the author of "The Carved Table," includes many details to let the reader understand the nature of the characters. Interpreting these details will help determine a logical conclusion for the story. It will also come in handy during the writing of the Key Question.

Characterization

A writer's approach to establishing what characters are like is called characterization. Characters are revealed through a number of means:

- what they say and how they say it
- what they do and think
- their appearance
- what others say about them

Support Question

59. a) Peterson includes many details to help reveal the nature of Karen and the rest of this family. Fill in the three shaded spaces on the chart with a missing important detail.

	Karen	Husband 2	Mother-in-law	Father-in-law	Brother-in-law
What they say and how they speak	Doesn't say much	Listens in complicity, like a 12-year-old			Won't answer; takes things lightly
What they think	Doesn't approve of father-in-law's attitudes; feels she has to decide about her values			Believes welfare children should be allowed to die; is pro capital punishment	
What they do	Sits quietly and observes	Reaches for his wife's hand		Drinks and speaks loudly	Lights up
Appearance and clothing		Handsome; well dressed	Beautiful and smooth-skinned	Yachting jacket	Bored rich face and sullen lower lip
Items associated with characters					

b) Sometimes authors associate particular items with the characters. In the bottom row of the chart in part (a), add each pair of items in the correct column:

- Three-piece suit and expensive cigars
- Enormous diamond and an inlaid ebony backgammon board
- Mercedes and bourbon

Now turn your attention to Karen. Determining what she is like will help the reader figure out what she might do to resolve her dilemma. After reading the story and looking at the way she is characterized, what conclusions might you draw about her character? Is it fair to say the following?

- In her appearance, Karen fits in with the family. She has a fine haircut and wears a diamond ring.
- She says very little, just commenting on the table.
- She thinks a lot, and in doing so reveals that she does not approve of her father-in-law's attitudes.
- She loves her husband.

These are logical conclusions based on evidence in the story.

Now try the same approach with another character.

Support Question

60. From what Karen's father-in-law says and does, draw two or three logical conclusions about what he is like.

Other Methods of Characterization

Besides revealing details about a character's appearance and actions, an author can suggest what a character is like by associating items—such as the Mercedes and bourbon—and using symbols.

Symbols

A symbol is an item that represents something more than itself. For example, a red heart drawn on a paper may be more than a red heart. It often symbolizes love. Luck can be symbolized with a four-leaf clover. In Lesson 8, you saw in the Adbusters ad a pig that symbolizes the consumer habits of North Americans.

The story about Karen and her dilemma is entitled “The Carved Table.” It's an unusual title because the story seems to be about Karen, not a table. If you look a little closer, however, the title really is about Karen. The table symbolizes her situation.

Notice the details the author presents:

- The table was broken and later fixed.
- A new piece of wood was added.
- Karen is concerned because she can't identify the new piece.
- No one can locate the replaced piece since it blends in so well.

Is this not a symbol of Karen and her relationship with her new family? She sits quietly, never sharing her opposing ideas. She seems to blend in. As far as anyone can tell, she shares their values. But Karen is concerned that she can't find the new piece of wood in the table because it matches so well.

When you put all these pieces of the puzzle together, you can draw a logical conclusion as to how Karen might solve her dilemma. She blends. Is that what she wants?

The End of the Dilemma

The plot of the story wraps up with these words about Karen:

She released her new husband's hand. I'm seeing with my own eyes, she thought, and I mustn't blame it on anyone else. So now I must decide what to do.

What will Karen do?

She has some options:

- She could continue to sit quietly during every gathering and keep her ideas to herself. She will then continue to blend, just like the piece of the carved table.

- She could start to speak up when her father-in-law says things she can't agree with. She already rehearses responses in her head.
- She could decide that she just won't take them seriously. Will she still blend then?
- She could leave her new husband and his family.

Support Question

61. What do you think Karen is likely to do, knowing what you know about her? Explain.

Drawing Inferences

Inferences are logical conclusions drawn from evidence. For example, if a character has a knife in her hands, blood on her jeans, and there is a dead body on the ground beside her, you might infer that she stabbed him. It's a logical conclusion. (It could be a wrong conclusion, as many crime dramas show, but based on what you can see at the moment, that is a logical inference.)

In a story, the reader has to become involved in the text by drawing some logical conclusions about the characters.

Reread the opening paragraph of the story to determine at least two inferences or conclusions the reader could make about Karen's first husband.

Here are some inferences and conclusions you might draw from this paragraph:

- Karen's first husband seems to be observant. He would notice what they are wearing.
- He is strong in his beliefs. He would be "disgusted" by the diamond and the yachting jacket.
- He would be willing to say it out loud, as well as tell Karen she could lose her soul with these people.

Support Questions

- 62.** Examine the following excerpt from the story describing the second husband:

He was always quiet during the cocktail hour, but also he listened with an odd, fixed smile: one of complicity—mesmerized like a 12-year-old trying to learn the hard lessons of being an adult.

Write what you infer about the second husband.

- 63.** Now examine the following excerpt describing the mother-in-law:

In one game, the woman lined the children up to race. When they were ready, she broke away before she'd finished counting—she always won. "Your Grandmother lies," she told the children laughing. One grandchild cried the first time she did it. The next time, the child who cried—a little girl—broke away early too.

What conclusions can you draw about the mother-in-law? What lessons is she teaching the grandchildren?

In this final section of the lesson, you'll deal with values demonstrated by the family in the story. This will help you prepare for the Key Question.

What Will They Do?

At the start of the lesson, you saw how the way people answer ethical dilemmas reveals their values. In the section you just read, you examined how characters in stories reveal their values. Now it's time to put both elements together.

Karen's family members will be presented with an ethical dilemma and you must figure out how they're likely to answer, based on their values.

Think about the mother-in-law. How do you think she would answer this ethical question?

Should the taxation on the wealthier members of society be raised to make more funds available for the poorer members?

Begin the analysis by determining what you know about the mother-in-law:

She enjoys her wealth. She plays on an inlaid ebony game board that's expensive, since it's handmade with imported hardwood, dresses well, and wears diamonds. She doesn't contradict her husband when he speaks negatively about welfare. Although Karen thinks her mother-in-law is the best of this bunch, the mother-in-law cheats at games with the children, lies, and is steeped in the family's values.

How might she respond to the dilemma?

Given her comfort in her wealth and the fact that she doesn't challenge her husband's positions, she might not be interested in giving up some of the family wealth for the poor in her world. She might accept the family position that the poor have made their own problems. She might expect that poor people should work more and try harder to increase their income. Maybe she thinks that the poor should cheat like she does to get ahead.

Take a look at the second husband. What do you know about him?

- He has in common with his family their wealth and style.
- He loves, supports, and is attentive to his wife. He notices that she is quiet.
- He is gentle, and socially at ease.
- He sits quietly during the cocktail hour, "complicit," and learning from his father.

Support Question

64. Considering the way the second husband is presented, how might he answer this same ethical question?

Should the taxation on the wealthier members of society be raised to make more funds available for the poorer members?

As you've seen here and in the earlier part of the lesson, in answering ethical dilemmas, characters reveal their values. In the Key Question, you'll explain how characters answer ethical dilemmas that come their way.

Conclusion

If Karen does speak up the next time her father-in-law pontificates, how might he react? Will he get angry? Will he tell her to relax and lighten up? How will the rest of the members respond?

In Lesson 10, you'll meet someone like Karen. This individual kept his opinions to himself until he couldn't any longer. Then he reacted. What he found offensive was tied up with major-league sports.

Key Question

Save your answers to the Key Questions in your Course Journal or e-Journal.

You may choose to answer **either** Key Question 8 or Key Question 9.

(30 marks)

9. Read this ethical question:

Recently, a member of the community died and left a legacy of 30 million dollars. The members of a committee must decide how to spend the money in the way that would best serve the community.

They have narrowed the choices down to these four:

- Building a new private boarding school in the community, a school whose tuition would be \$40 000 annually and would attract visitors and money.
- Instituting programs to reduce energy consumption in the community: subsidizing energy-efficient light bulbs and new appliances, beginning a green energy education program, and so on.
- Partnering with the government to build a maximum-security prison that will provide jobs and deal with crime.
- Building a community centre and instituting a breakfast program for elementary-school students.

Choose **three** of the following characters from the story:

- the protagonist
- her first husband
- her second husband
- her father-in-law
- her mother-in-law

For each character, write a paragraph explaining how you believe he or she would respond to that dilemma. The answer must be based on their values that come through in the story. Support your conclusions with details from the story that reveal their values.

Each paragraph should have the following:

- An introduction where you name the character and state what the character is likely to decide
- Sentences supporting your opinion and using at least two details from the story
- A concluding sentence that wraps up the paragraph

Marking Guide (30 marks)

Content (21 marks)

For each paragraph: (7 marks)

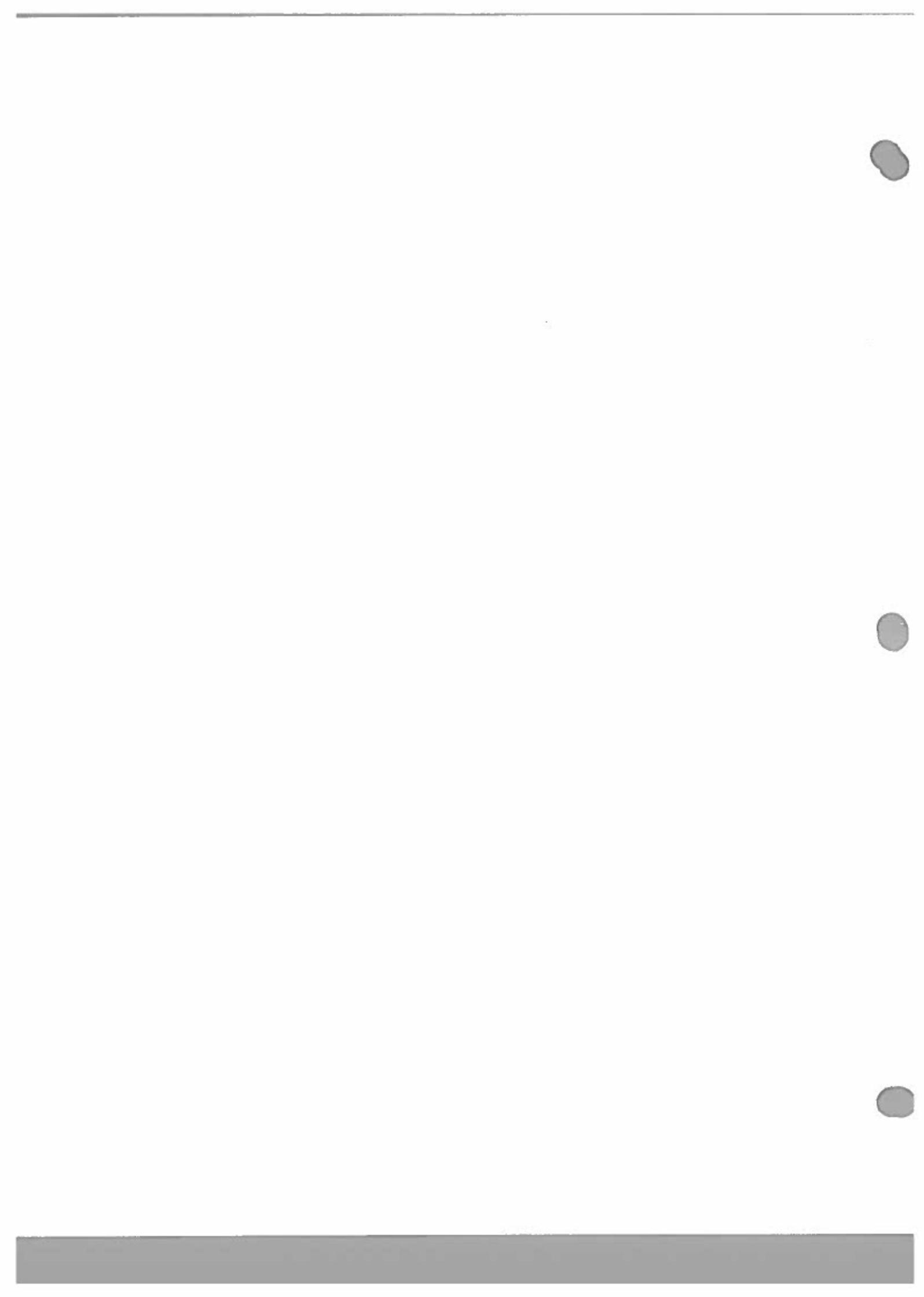
- Appropriate introduction (2 marks)
- Two relevant, specific, accurate details from the story (4 marks)
- Effective conclusion (1 mark)

Style and structure (9 marks)

Each paragraph: (3 marks)

- Written in complete sentences (1 mark)
- Correct grammar and spelling (2 marks)

Now go on to Lesson 10. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 2 (Lessons 6 to 10).



ENG4C-B



What Do You Think?





Introduction

In Lesson 9, Karen had to decide between remaining quiet and speaking her mind. That proved to be a dilemma since both options came with risks. In this lesson, an Aboriginal newspaper columnist decides to speak up on an issue concerning organized sports. Sports are near and dear to the hearts of many North Americans. Questioning long-held beliefs tends to rock the boat and upset some people. See what you think about his ideas.

Planning Your Study

You may find this time grid helpful in planning when and how you will work through this lesson.

Suggested Timing for This Lesson (hours)	
The World of Sports	1
Creating an Effective Opinion Piece	$\frac{3}{4}$
Getting Ready to Write	$\frac{3}{4}$
Preparing for the Key Question	1
Key Question	1

What You Will Learn

After completing this lesson, you will be able to

- identify characteristics of an effective argument
- use effective arguments to support your opinion
- use transition words and phrases to assist the flow of your writing
- revise a rough draft using checklists for content and style
- select an appropriate media form to communicate with a younger audience

The World of Sports

Sports occupy a central position in the life of the average North American. Many people seem to be either playing on a team or cheering their team to victory. Following sports events on television, celebrating Super Bowl Sunday, sitting in arenas, and doing the countdown to the next Olympics are just some of the commitments of the real sports fan.

Some diehard supporters don't want anything to interfere with their love of games—not even some hard truths:

- Some world records were set with the aid of performance-enhancing drugs.
- Some world-class athletes are poor role models.
- While rough games can be exciting, they come at a huge cost to the long-term health of athletes.

And don't let anyone try to mess with a sport's sacred traditions: the team colours, the mascot, or the song that electrifies the fans!

“Sports Logos—An Insult”

Noah Augustine moved into this dangerous territory of sports traditions a few years ago, suggesting some teams change their names and logos. It's a controversial position, to be sure. If he wants people to see things his way, he has to argue his opinion effectively. See if you think he does.

Before you read his view, take note of these words that appear in the text:

blatant: obvious

cultural icons: items that represent a culture

logo: design used by an organization to identify itself

caricature: comic exaggeration

ridicule: laugh at; mock

Read what Augustine has to say.

Sports Logos—An Insult *by Noah C. Augustine*

Last Thursday evening, I watched rather helplessly as nine Indians were thrashed and battered about by just as many men in blue and white uniforms. Normally, I would have done something about it—called for

backup, at least. Instead, I cheered with each stinging tag and swinging blow delivered by this bunch of big-bat-swinging bullies.

They were the Toronto Blue Jays, of course, beating up on the celebrated Cleveland Indians. And, although I am an Indian (Mi'kmaq, I prefer) hailing from the Maritimes, I remain a big fan of the Indian-swatting Jays. One might assume that because Cleveland proudly displays an image of some misshapen Indian that all people of Indian descent must be Cleveland fans. Not true. In fact, the use of this imagery is insulting to most aboriginal people.

The issue of professional sports teams using Indian symbols is one that may not concern most Canadians, although it can be argued that Canadians have less tolerance for racism—and are less blatant in its exercise—than our neighbours in the U.S. We are, as they say, politically correct, at most times.

Nonetheless, for me, as an aboriginal person, the use of these religious symbols and caricatures of Indian chiefs or spiritual leaders as sports logos is as offensive to my cultural heritage as it would be for an African Canadian to observe the “Boston Blacks”—or for religious people to see the image of a rabbi, an archbishop or the Dalai Lama stitched into the shoulder patches of professional sports teams.

If a television image of thousands of baseball fans screaming “war chants” and waving fake tomahawks in support of the Atlanta Braves is baffling me and my understanding of society, I can only wonder how such acceptance of less-than-subtle racism is affecting our younger generations. Who said it was okay for professional sports teams—and their millions of adoring fans—to adopt our cultural icons and images for mass ridicule?

One American youth, in a 1997 Grade 8 writing assignment on his school's use of an Indian symbol, explained it this way: “We simply chose an Indian as the emblem. We could have just as easily chosen any uncivilized animal.” Is the education system the most effective tool we have in our fight against racism? I sometimes wonder.

With baseball's Atlanta Braves and Cleveland Indians, football's Kansas City Chiefs and Washington Redskins, and hockey's Chicago Blackhawks, professional sports organizations are turning a blind eye to racism in professional sports.

Professional athletes within these organizations serve as role models for all youth, including aboriginal youth. With this comes a certain responsibility.

Like so many Canadian kids, it is the dream of many aboriginal youth to someday lace up a pair of skates and face off against hockey's best. When Everett Sanipass, a Mi'kmaq from Big Cove First Nation, was drafted by the Chicago Blackhawks in the 1986 NHL draft, almost every aboriginal youth in Atlantic Canada proudly displayed the team logo—an Indian face with war paint—on everything from jerseys to lunch

pails. Sanipass was the Wayne Gretzky of aboriginal hockey. It didn't matter which team he played for; what mattered was that he played in the big league. And if Sanipass said it was good, then it was great. The logo he wore could have just as easily been any "uncivilized animal." Kids do not recognize such symbols of racism but do become victims of the assault.

With dreams and aspirations comes sacrifice. It is admirable for sacrifice to be recognized as hard work and dedication, but let it not be admirable to accept tolerance of racism as just one more sacrifice.

Many feel that aboriginal people should be honoured that Indian imagery is the logo of some sports communities. But what honour lies in ridicule and mockery? Take, for example, a 1998 *Washington Post* sports headline, referring to a Dallas football victory over Washington, which read: "Cowboys finish off Redskins."

At the root of this issue is the trademark business. It's a multimillion-dollar industry. However, change is in the air. Last year, the Washington Redskins had seven trademarks, including their logo, cancelled for federal registration based on a complaint from several tribes. The Trademark Trial and Appeal Board found "Redskins" to be "disparaging" to native Americans. The ruling is under appeal.

Even though, as it is said, money makes the world go 'round, court actions can change that. Perhaps, someday, respect will have a greater value than the almighty dollar.

Source: Noah C. Augustine. "Sports Logos—An Insult." *Toronto Star*. Reprinted with permission.

"Sports Logos—An Insult" is an opinion piece. Augustine presents ideas on the topic from his perspective. He uses "I" and refers to his research, analysis, and reactions as he shares his vision with the reader.

Support Questions

Do not send your answers in for evaluation.

65. What is your initial reaction to Augustine's ideas? Do you share his opinion? Explain. (You'll have the opportunity to share your views in more detail toward the conclusion of the lesson.)

66. In his article, Augustine refers to a number of logos used in baseball, football, and hockey. Search online to remind yourself what these logos look like. Do you think that including the visuals of the logos in his article would have helped readers see his point of view? Explain.

67. Early in his article, Augustine identifies himself as an Aboriginal person. He makes his case from that vantage point. Do you think that this makes him more convincing on this topic than if he were not Aboriginal? Explain.

68. In the following chart, you'll see the main idea that Augustine argues in his supported opinion piece. Go back to the text and locate at least four points he makes to support his opinion. Write them in the chart. One has been provided.

Main idea: Sports logos featuring Aboriginal people are insulting to most Aboriginals.	
Support	Use of Aboriginal religious symbols is as insulting to Aboriginals as other types of logos might be to other groups: consider how "Boston Blacks" might seem to African Canadians, or a patch depicting the Dalai Lama to his followers.
Support	
Support	
Support	
Support	

Support	
Support	

There are Suggested Answers to Support Questions at the end of this unit.

As you can see from reading the article and entering information in the chart in Support Question 68, Augustine supports his opinion with details. He doesn't expect people to believe him just because he's from the group most affected or because he says so.

Opinions are tricky things. People will say, "I have a right to my opinion." That's true, but opinions need reasoned support if they are to be informed opinions and convince others to share their conclusions.

Someone can be of the opinion that the moon is made of tin foil. Unless the believer provides convincing evidence, it'll probably remain one person's opinion.

Creating an Effective Opinion Piece

The keys to creating an effective opinion piece are making convincing arguments and presenting them in a structure that's easy to follow. You will learn how in the following sections.

Effective Arguments

An argument can be made effective in a number of ways. First of all, the writer should research the topic thoroughly. The writer may not be an expert, but he or she should at least be informed. Once the research is done, a number of approaches can be used to make an argument convincing. Here are a few:

An argument can be convincing if it

- expresses the ideas clearly and in an interesting way
- includes details and examples
- appeals to the mind or heart of the reader

Augustine uses a number of arguments to convince the reader of the merits of his opinion. Take a look at the fourth paragraph in the opinion piece:

Nonetheless, for me, as an aboriginal person, the use of these religious symbols and caricatures of Indian chiefs or spiritual leaders as sports logos is as offensive to my cultural heritage as it would be for an African Canadian to observe the “Boston Blacks”—or for religious people to see the image of a rabbi, an archbishop or the Dalai Lama stitched into the shoulder patches of professional sports teams.

This seems to be an effective argument:

- Augustine states his opinion clearly and in an interesting way. He asks the reader to imagine being in the same position as Aboriginals.
- He provides examples from several religions, such as the Dalai Lama, a rabbi, and an archbishop.
- He attempts to appeal to the minds and hearts of readers when he challenges them to imagine what it would feel like if what they hold sacred is mocked.

In fact, Augustine invites the reader to walk in his shoes:

- What if you're religious and your holy person were being mocked? How would you feel?
- What if your race were being mocked on prime-time television? Would you want your children to see this and imitate these actions? Would you be insulted or feel it's an honour to get such attention?

Seeing things from another's perspective helps with understanding. It can appeal to the mind and the emotions. That's what Augustine invites the reader to do.

Support Question

69. Noah Augustine presents a number of arguments in “Sports Logos—An Insult.” Look at the article and choose one. Explain what Augustine does to try to make it effective in presenting his case.

Augustine might be very effective in supporting his opinion, but that doesn't mean everyone accepts his position. There could be other arguments to support the opposite view. For example, some might feel that since few people are offended, things should stay as they are. They might also feel that so much money is tied up in clothing and mascots that things are best left alone. Later in this lesson, you'll have a chance to weigh in on this issue, supporting your opinion with convincing arguments.

Structure of an Opinion Piece

Augustine carefully constructed his opinion piece about how sports logos are insulting. His opinion is structured as an essay: he begins with an introduction, develops his ideas in the body, and finishes with a conclusion.

Introduction

- Begins with a lead sentence. Augustine uses a relevant personal anecdote (what he was doing last Thursday).
- Presents his opinion (use of some logos and imagery is insulting to most Aboriginal people).

Body

- Includes several paragraphs.
- Presents a number of arguments to back up his opinion.
- Supports each argument with examples.

Conclusion

- Refers again to the issue.
- Wraps up the text (presents hope for the future).

This article is similar in structure to the essay you wrote in Lesson 1. In this case, the body has an extra paragraph and the arguments are supported with more information.

Getting Ready to Write

Augustine structured his article in a logical fashion to make the most impact. In this section of the lesson, you'll see another opinion piece structured from its earliest stages: developing the opinion or thesis, and moving on from there.

The Key Question at the end of this lesson invites you agree or disagree with Augustine's opinion, so that particular issue will be set aside for now. Augustine raises another interesting point in his article that could be explored. It pertains to students in elementary school:

One American youth, in a 1997 Grade 8 writing assignment on his school's use of an Indian symbol, explained it this way: "We simply chose an Indian as an emblem. We could have just as easily chosen any uncivilized animal."

Students in schools are clearly facing this very issue with the mascots they choose for their teams. It might be wise to have them learn what Augustine has to say on the issue before they decide between the Redmen and the Ravens for their mascot.

Here's the challenge (and the topic for the opinion piece): Recommend the best way to deliver Augustine's ideas to students in Grade 8.

Developing the Opinion

There are any number of ways to communicate Augustine's opinion to Grade 8 students. Consider the four options in the following chart. Rank them according to what you think might be the most effective way to communicate with this audience. Let 1 be the most effective and 4 the least effective way.

Options for communicating with Grade 8 students	How effective?
A copy of the essay to be read by each student during an English class.	
An audio recording of Augustine reading the text, played over the school intercom.	
A video recording of Augustine sitting at a desk reading his text aloud.	
A video made about the key ideas in the article. It would include visuals (logos, images of Dalai Lama, "Boston Blacks," a rabbi ...) and audio (sounds of games, Atlanta supporters screaming "war chants" ...)	

If you know any Grade 8 students, you might not rank the first three options as the most effective for that audience. Certainly, students can concentrate on text alone and get meaning from the words, but there are other ways to capture their minds and hearts. Students are for the most part energetic, tech savvy, in tune with audio and visual communication, and more likely to absorb and respond to a message that is well packaged.

A video can engage students: visuals dramatize some of Augustine's most striking arguments and help the students "see" the logos. The audio portion permits students to experience the war chants and rising emotion of the crowds.

Choose the last option and let this be the working opinion to direct the writing:

The best way to communicate Noah Augustine's ideas to Grade 8 students is to make a video that illustrates his main arguments.

Developing the Outline

Once the opinion is established, it's time to fill in the outline.

Insert the opinion into the introduction and include effective arguments (with details) to support the opinion.

Title	
Introduction	<ul style="list-style-type: none"> • A lead sentence • The opinion: The best way to communicate Augustine's ideas with tech-savvy Grade 8 students is to make a video of his main arguments. Audio and visuals will make a great impact on that audience.
Body	<ul style="list-style-type: none"> • Visuals can help the students "see" the concern: show a series of logos of teams using Aboriginal images. • Visuals can make points in a dramatic way: show religious figures being mocked as Aboriginals leaders and traditions are. • Audio allows students to experience what Augustine is writing about: fans doing the "war chant."
Conclusion	<ul style="list-style-type: none"> • Wrap up the opinion: video is the way to go to communicate with Grade 8 students. • Conclude the article.

Writing the Opinion Piece

Once the outline is complete, it's time to write the supported opinion. An effective title should appear at the start.

A Video Communicates

Most students in Grade 8 are at home with the latest technology. Appeal to this audience by tapping into what they're familiar with—technology. Students may listen to a lecture, watch someone delivering a speech, but when sights and sounds are added, they get involved. Augustine's issue is important for students to understand, so I think that the video is the best way to get their attention and relay the message.

First of all, the message can be communicated so that students can “see” the concern. Students who don’t know the offending logos will view them on the screen. Students who do know the logos will get to focus on them as they are examined with a critical eye. The audience will understand what Augustine means.

Additionally, it’s possible to create the scenarios that Augustine describes. A video could capture images of religious leaders and cultural icons being treated the way that Aboriginal leaders and Aboriginal icons are treated. Seeing religious leaders mocked makes the point quite dramatically.

Further, a video is a great way to incorporate sounds. Students would be able to hear as well as watch. They could absorb the whoops of fans holding hatchets and making “war chants.” Involving these senses ensures that students will never see or hear those actions again without remembering the issue.

To communicate effectively with Grade 8 students, the video seems the way to go. Students are familiar with the format, and the video allows designers to work with visuals and sound to create a strong impact.

Transitional Words and Phrases

When writing something a page or so long, it’s appropriate to use transitional words and phrases. They help with the organization of the writing, and show the relationships between ideas.

In the text you just read, several transitional words and phrases are used (they are underlined in the text):

- “in the first place”
- “additionally”
- “further”

These words signal to the reader that evidence is being added one piece at a time. They provide a logical movement through the text.

In writing a supported opinion essay, certain types of transitional words and phrases can be quite helpful. Here are a few.

Some signal that things are being added:

- and
- in addition
- as well as
- besides

Some indicate that an example will follow:

- for example
- for instance
- to illustrate

Some show emphasis:

- above all
- especially
- particularly
- similarly
- chiefly

Some indicate that there is a logical order:

- in the first place
- secondly
- furthermore
- lastly

There are dozens of transitional words and phrases. Using them in your writing helps link ideas and assists the flow of the paper.

Support Questions

70. What are two things that should be included in the introduction to an opinion piece?

71. What are two things that should be included in the conclusion to an article?

72. Look at the three transitional words or phrases underlined in the article. Which ones signal that something is being added?

73. The writer uses “I” in the article. Is that considered a mistake? Explain.

74. Choose one argument from the article and explain why it is or is not effective in supporting the opinion. (Consider the support, if the expression is clear, and if it could appeal to the mind or heart.)

Preparing for the Key Question

The Key Question at the end of this lesson requires you to write your own supported opinion about whether or not sports logos are insulting. It also asks you to submit a rough draft for evaluation.

To begin the process, examine the Key Question for Lesson 10:

Write a five-paragraph supported opinion on whether you agree or disagree with Noah Augustine’s position that some sports logos are insulting. The article must have an effective title, an introduction, three paragraphs that present effective arguments with detailed support, and a conclusion. You may not repeat Augustine’s arguments or just copy another writer’s opinions. The audience is adult. Use two transition words in the writing.

As you saw earlier in the lesson, writing begins after an opinion is established—and an opinion is established after a bit of research and thought.

Settling on an Opinion

You've probably done some thinking about the issue during the lesson. In the following pro-and-con chart, include your own arguments in the appropriate column. If you feel that you need to see the logos and locate more information in order to write the paper, research "offensive sports logos." (You might want to focus on one logo or one sport rather than all of them in general, or you might be aware of local school mascots and focus on whether they are insulting.)

Noah Augustine is not the only person who has written on this issue. Some research will let you see other people's thinking on the topic. Use your own words to record the arguments.

One argument is included in the con column.

Pro: Some sports logos are insulting and should be changed.	Con: Sports logos should be left the way they are.
	<ul style="list-style-type: none"> • Most people have no concerns about keeping the names as they are (evidence: few articles protesting sports names found on the Internet)

Decide which side you wish to argue. You may want to argue for a side you feel strongly about. You may instead want the exercise of defending a position you do not hold. It's up to you. In either case, take a stand and fill in the organizer with points to support it. Any research you use must be in your own words and made into effective arguments.

Getting Organized

Introduction	<ul style="list-style-type: none">• lead sentence• opinion
Body	<ul style="list-style-type: none">• first argument• specific detail to support argument
	<ul style="list-style-type: none">• second argument• specific detail to support argument
	<ul style="list-style-type: none">• third argument• specific detail to support argument
Conclusion	<ul style="list-style-type: none">• restatement of opinion• wrap-up of article

Once you have completed the outline, consider an effective title for the article.

The Rough Draft

Write the rough draft. Remember, you will be sending it in for evaluation.

- Make sure the divisions between paragraphs are clear: either leave a line or indent.
- See where you can use transitional words or phrases.
- Remember the audience is other adults you may not know well, so avoid slang you might use with friends.

Revision

Revision is an important stage in the writing process. It allows you to stand back from your rough draft and examine it with the eye of an editor. There are a number of approaches to revision, but one of the best is to use checklists.

- Checklists remind you what should be in the final copy and how it should be presented.
- Checklists provide you with boxes to check off as you go through the process so you don't miss anything.

Here are two checklists you will use when you revise your opinion piece in the Key Question:

- The first checklist helps you make sure your rough draft has all the necessary content arranged in the correct order.
- The second checklist turns the attention to language and style.

Checklist for content and form of opinion piece

Does the opinion piece have five paragraphs in total?	<input type="checkbox"/>
Does it have an introduction with a lead sentence and a stated opinion?	<input type="checkbox"/>
Does the body contain three paragraphs?	<input type="checkbox"/>
Does each paragraph in the body make a point and support it with evidence?	<input type="checkbox"/>
Is each argument effective: clearly written, supported with detail, and appeals to the mind and heart?	<input type="checkbox"/>
Does the opinion piece have a conclusion that wraps up the writing, restating the opinion?	<input type="checkbox"/>
Does the piece use at least two transitional words or phrases?	<input type="checkbox"/>
Does the opinion piece begin with a relevant title?	<input type="checkbox"/>

Checklist for language and style in opinion piece

Is the opinion piece written in my own words?

Is the opinion piece written in complete sentences?

Are the words spelled correctly?

Do the words communicate effectively?

Is each paragraph distinct (indented or separated by a line)?

The checklists should point the way to what needs attention in your draft.

Conclusion

Congratulations! When you finish this lesson, you'll have wrapped up Unit 2 and are at the halfway mark of the course.

Unit 3 features a story of a young adult who wants to test himself against the elements of nature. Some people climb mountains, some cross the ocean in a raft, and some just head out with a backpack and a dream to see what greets them along the way. You don't need a passport to join this adventurer. You just need to complete the Key Question and then set your sights on Alaska.

Key Question

Save your answers to the Key Questions in your Course Journal or e-Journal.

You must answer Key Question 10.

(30 marks)

10. Write a five-paragraph supported opinion on whether you agree or disagree with Noah Augustine's position that some sports logos are insulting. The article must have an effective title, an introduction, three paragraphs that present effective arguments with detailed support, and a conclusion. You may not repeat Augustine's arguments or just copy another writer's opinions. The audience is adult. Use two transition words in the writing.

Note: You have already read the Key Question and have completed part of it. You have the rough draft in hand. Now revise your draft, using the checklists on pages 16 and 17.

- Be sure to look at the Marking Guide before writing the final copy.
- Once you have written your final copy, take one last look and proofread it.
- When you are satisfied, send in both the rough draft and the good copy for evaluation.

Marking Guide (30 marks)

Content (17 marks)

Appropriate introduction (2 marks)

Body: each paragraph includes an effective argument: (12 marks: 4 marks each)

- A relevant and specific reason to support the opinion (1 mark)
- At least one accurate, relevant piece of evidence (2 marks)
- Makes an effective appeal to the mind or heart (1 mark)

Effective conclusion (2 marks)

Relevant title (1 mark)

Style (11 marks)

- Correct spelling (3 marks)
- Effective language choice (3 marks)
- Uses at least two transitions (2 marks)
- Correct grammar and punctuation (3 marks)

Rough draft (2 marks)

This is the last lesson in Unit 2. When you are finished, do the Evaluation work in your Course Journal or e-Journal for Unit 2. Follow any other instructions you have received from ILC about submitting your journal, then send it to ILC. A teacher will mark your work, and ILC will send it back to you as soon as possible.

