English Language Arts 10-4

General Outcome 1 (10-4)

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover possibilities

1.1.1 Form tentative understandings, interpretations and positions

Students will:

a. experiment with strategies that contribute to the formation of tentative understandings, interpretations and positions; e.g., pose questions, discuss, keep an open mind, reread, review and recognize that texts may be inaccurate or misleading

Reading | Writing | Listening | Speaking | Viewing | Representing

b. form and communicate tentative understandings, interpretations and positions on ideas and information presented in print and nonprint texts through discussion or by using various communication technologies; e.g., telephone and e-mail

Reading | Writing | Listening | Speaking | Viewing | Representing

1.1.2 Experiment with language, image and structure

Students will:

a. experiment with language, image and structure to create different effects for specific purposes and audiences; e.g., when creating components of a career portfolio, preparing a visual representation or completing workplace tasks

Reading | Writing | Listening | Speaking | Viewing | Representing

b. experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions; e.g., exploratory talk; keep a journal; take part in a sharing circle; interview a member of the community, a local employer or a coworker

Reading | Writing | Listening | Speaking | Viewing | Representing

1.2 Extend awareness

1.2.1 Consider new perspectives

Students will:
a. examine personal responses to new perspectives and identify factors that have influenced responses

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

b. consider the ideas, perspectives and interpretations of others to broaden understandings

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

1.2.2 Express preferences and expand interests

Students will:

a. identify and examine the personal text preferences and other factors influencing personal preferences; e.g., purpose, interest, peers, family, heritage, advertisements and technology

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

b. apply strategies to expand their interests in print and nonprint texts and text creators; e.g., sharing reading/viewing/listening inventories, discuss the role marketing plays in shaping popular culture, visit a museum or a community cultural or art centre

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

c. select and apply strategies to expand their interests in various text creations, e.g., Web sites, advertising and promotional texts, workplace manuals, CD-ROMs, movies and music videos, including the use of language, image, sound and structure

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

d. explore and assess a range of print and nonprint texts to expand their interests, including those used in the community and the workplace; e.g., newspapers, live drama, workplace/community health information manuals and product promotional materials

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

1.2.3 Set personal goals for language growth

Students will:

a. use guided peer and/or self-evaluation to assess their strengths and areas needing improvement, using a variety of strategies; e.g., checklists, skills inventories and discussion

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing

b. investigate and evaluate the language skills required to achieve attainable secondary, post-secondary and career goals, using appropriate strategies and resources; e.g., Web sites such as the Alberta Learning Information Service (ALIS) and the National Occupational Classification (NOC) system

Reading  | Writing  | Listening  | Speaking  | Viewing  | Representing
c. create a plan to enhance language learning based on their personal goals and in relation to everyday home, community and workplace communication

Reading | Writing | Listening | Speaking | Viewing | Representing

d. apply strategies to increase their personal potential; e.g., set short- and long-term goals, create an action plan and build a career portfolio

Writing | Speaking | Representing

e. demonstrate a willingness to continuously learn and grow as effective communicators

Reading | Writing | Listening | Speaking | Viewing | Representing

**General Outcome 2 (10-4)**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Construct meaning from text and context

2.1.1 Discern and examine context

Students will:

a. examine a variety of texts and identify their audience and purpose for creation to inform, persuade, entertain or inspire; e.g., advertisements, instruction manuals, newspapers, magazines, Web sites, CD-ROMs, music lyrics and documentary dramas

Reading | Listening | Viewing

b. identify the key messages and features of a text that provide information about the creator’s purpose and intended audience; e.g., the use of jargon, idioms, specialized workplace terminology and illustrations

Reading | Listening | Viewing

c. recognize that a variety of factors influence the creation of texts; e.g., constraints of time and space, audience, culture, societal norms and historical background

Reading | Listening | Viewing

d. use references to gain the historical and societal background and to enhance their understanding of specific texts; e.g., personal experiences, community leaders, teachers and Elders

Reading | Listening | Viewing
e. recognize the impact that personal contexts, e.g., experience and prior knowledge, have on the construction of meaning in a text

Reading | Listening | Viewing

2.1.2 Understand and interpret content

Students will:

a. use a variety of appropriate reading strategies to enhance their comprehension of print texts; e.g., skim; read out loud; reread; form questions; make predictions; use contextual clues, graphic organizers and summarization

Reading | Listening | Viewing

b. summarize the controlling idea, supporting ideas, details and conflicts in a text to enhance understanding

Reading | Listening | Viewing

c. categorize parts of a plot using a variety of strategies, e.g., graphic organizers and technology as appropriate, including introduction, characters, setting, initial incident, rising action, climax, falling action and resolution, and assess the effectiveness of those strategies in relation to the purpose and audience

Reading | Listening | Viewing

d. recognize the relationships among plot, setting, character and conflict by relating to prior knowledge, personal experience and new ideas

Reading | Listening | Viewing

e. identify and examine change in a character as a result of an event within a plot by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change, and relate a character’s behaviour to their own personal experience, as appropriate

Reading | Listening | Viewing

f. apply appropriate vocabulary strategies to enhance their comprehension of oral, print and multimedia texts; e.g., word attack skills, contextual clues and dictionary skills

Reading | Listening | Viewing

g. paraphrase directions or messages to enhance their comprehension and complete tasks; e.g., oral directions at the workplace, assignments, manuals, diagrams, forms, lists and labels

Reading | Listening | Viewing

h. determine a speaker’s intent by identifying mood indicators; e.g., volume, tone, irony and sarcasm

Listening | Viewing
i. identify nonverbal cues that support a speaker's intent; e.g., gestures and facial expressions

**Viewing**

j. differentiate between literal and figurative statements and/or representations, describe images developed in texts, recognize imagery in a variety of texts, e.g., advertising, comic strips, comedy in television and movies, popular music, and recognize the meaning and purpose of these statements, representations and images

**Reading | Listening | Viewing**

k. identify visual elements, e.g., graphics, lists, graphs and charts, and the use of sound, e.g., music, sound effects and silence, and examine their contribution to the meaning of texts; e.g., the use of symbols and music in advertising by sports teams and food outlets

**Listening | Viewing**

### 2.1.3 Engage prior knowledge

**Students will:**

a. relate their previous knowledge and experiences to enhance their understanding of new texts

**Reading | Listening**

b. recognize that past experiences influence their understandings and interpretations of texts

**Reading | Listening**

### 2.1.4 Use reference strategies and reference technologies

**Students will:**

a. record information sources in a bibliography or footnotes, accurately and completely, using a consistent and appropriate style

**Writing**

b. use a variety of reference strategies and technologies to aid their understanding and create their own reference materials; e.g., take notes; use library catalogues; create a personalized dictionary, telephone/address books and a World Wide Web/URL address list

**Writing**

### 2.2 Understand and appreciate textual forms, elements and techniques

#### 2.2.1 Relate form, structure and medium to purpose, audience and content

**Students will:**
a. identify common text forms and their purposes, including communication forms, e.g., letters, e-mail messages and memoranda, and literary forms; e.g., poems, narratives, dramatizations and oral stories

   Reading | Listening | Viewing

b. recognize that audience factors, e.g., gender and culture, influence form, structure and media

   Reading | Listening | Viewing

c. recognize that some forms, structures and media are more appropriate than others in achieving a particular purpose with an intended audience; e.g., television and radio programs and advertisements use short time segments and pacing to gain and retain audience attention

   Reading | Listening | Viewing

d. identify organizational patterns and structural features that contribute to the purpose and content in common texts; e.g., headlines in newspapers; photographs in menus; text organizers such as tables of contents, indexes, headings and italic and boldface formatting

   Reading | Listening | Viewing

2.2.2 Relate elements, devices and techniques to created effects

Students will:

a. recognize the use of irony, humour, simile, metaphor, personification and symbols to contribute to a theme and to create a specific effect on the audience

   Reading | Listening | Viewing

b. recognize the use of narrative hooks, foreshadowing, flashbacks, suspense and surprise endings to contribute to the effectiveness of plot development

   Reading | Listening | Viewing

c. recognize that elements of effective oral, visual and multimedia presentations, e.g., music, colour, lighting, movement, gesture, space and shape, are used to create specific effects

   Reading | Listening | Viewing

d. identify and examine reasons for, and effectiveness of, the elements, devices and techniques used in a variety of print and nonprint texts; e.g., advertisements, music videos, films, workplace documents and Web pages

   Reading | Listening | Viewing
2.3 Respond to a variety of print and nonprint texts

2.3.1 Connect themselves, text, culture and environment

Students will:

a. identify and consider personal moral, ethical and cultural perspectives when studying texts and reflect on how perspectives may change as a result of interpretation and discussion

   Reading | Listening | Viewing

b. compare the choices and motives of characters/people portrayed in print and nonprint texts with themselves and others and recognize that the choices and motives presented in texts may provide insight into the behaviours of themselves and others

   Reading | Listening | Viewing

c. recognize Canadian content and portrayals of Canadian culture and society in print and nonprint texts

   Reading | Listening | Viewing

2.3.2 Evaluate the relationship to realism and the appropriateness and significance of print and nonprint texts

Students will:

a. assess the appropriateness of their own and others’ understandings and interpretations of texts by referring to specific evidence

   Reading | Listening | Viewing

b. assess the settings and plots of texts in terms of created reality and plausibility

   Reading | Listening | Viewing

c. examine the images in print and nonprint texts in terms of created reality and appropriateness to purpose; e.g., sensationalizing portrayals of everyday life; representation of age/gender; use of pace, music and camera angles

   Reading | Listening | Viewing

2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

Students will:

a. examine and appreciate the effectiveness and artistry of techniques used in texts to present emotions, ideas and information and evoke response

   Reading | Listening | Viewing
b. examine and appreciate how graphic design techniques, e.g., graphic quality, colour, sound, camera angle, lighting, composition and perspective, create and/or manipulate emotion, mood and point of view

Reading | Listening | Viewing

**General Outcome 3 (10-4)**

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Determine inquiry or research requirements

3.1.1 Focus on purpose and presentation form

Students will:

a. identify topics for research through a variety of strategies, e.g., discussion, brainstorms and webs, considering the audience, e.g., scope and potential presentation form, and the purpose; e.g., to inform, make decisions and persuade

Reading | Writing | Listening | Speaking | Viewing | Representing

b. establish a focus for text creation and determine the scope by identifying an effective, controlling idea, issue or question

Writing | Speaking | Representing

c. create categories or questions to guide an inquiry

Writing | Listening | Speaking

d. refine the scope and direction of an inquiry by identifying the breadth and depth of the topic and the limitations, time availability, purpose, audience and form of presentation

Writing | Listening | Speaking

3.1.2 Plan an inquiry or research process and identify information needs and sources

Students will:

a. create an inquiry or research plan, considering a variety of factors; e.g., breadth and depth of prior knowledge, information gaps, appropriate collection tools and format, sources of information, purpose, audience, time and potential presentation form

Writing | Listening | Speaking

b. use questions, discussion, reflection and other appropriate strategies to guide and monitor an inquiry or research plan

Writing | Speaking
c. identify potential strategies and technologies for gathering, generating and recording information; e.g., Web sites; encyclopedias; interviews; skim and scan; outlines; webs; identify key words, phrases and relevant information; take notes in point form

Reading | Writing | Speaking

3.2 Follow a plan of inquiry

3.2.1 Select, record and organize information

Students will:

a. select information and support materials appropriate to the purpose from a variety of print and nonprint sources, e.g., museums, government agencies, Elders, business people, periodicals, the Internet, CD-ROMs, television, radio and surveys, using a variety of strategies; e.g., skim and scan, view, question and interview

Reading | Writing | Listening | Speaking | Viewing

b. use a variety of strategies to organize and record information; e.g., take notes in point form, outlines, webs, categorize and guide questions

Reading | Writing | Listening | Speaking

c. identify and/or develop appropriate details to support the focus of an inquiry, using a variety of strategies; e.g., map/webs, graphic organizers and outlines

Writing | Speaking | Viewing

d. use and manage a variety of oral, print, visual and multimedia resources appropriate to a topic; e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMs, Web sites and the Internet

Reading | Writing | Listening | Speaking | Viewing | Representing

e. record information accurately and completely, using a consistent and appropriate style

Writing

f. apply guidelines for Internet use; e.g., confidentiality, respect copyright and use rules for citing sources

Reading | Writing | Listening | Speaking | Viewing | Representing

3.2.2 Evaluate sources and assess information

Students will:

a. assess whether information sources are credible and appropriate to the purpose, audience and form of the presentation

Reading | Writing | Listening | Speaking | Viewing | Representing
b. assess whether the information gathered is reliable, complete, current and significant to
determine its usefulness to the overall purpose, audience and form of the presentation

Reading | Listening | Viewing

c. identify multiple viewpoints and evaluate the relevancy, quality, credibility and bias of
sources and information

Reading | Listening | Viewing

3.2.3 Form generalizations and conclusions

Students will:

a. form generalizations by integrating new information with prior knowledge

Reading | Listening | Viewing

b. distinguish between support and generalization and provide evidence for generalizations
and conclusions

Reading | Listening | Viewing

c. draw conclusions that are appropriate to their findings, reflect their own understandings
and are consistent with the topic, purpose and situation

Reading | Listening | Viewing

d. use appropriate strategies, e.g., cause and effect, pros and cons, plus/minus/interesting
(PMI), storyboards and Venn diagrams, when analyzing, synthesizing and evaluating
information to draw conclusions or form generalizations

Reading | Writing | Listening | Viewing

3.2.4 Review inquiry or research process and findings

Students will:

a. evaluate the effectiveness of the strategies used to guide the research process and
identify strategies to improve future research

Writing | Listening | Speaking

b. review the appropriateness, accuracy and significance of findings, conclusions and
generalizations

Writing | Listening | Speaking

c. develop a plan to enhance the craftsmanship and accuracy of current and future work and
celebrate and take pride in their efforts and accomplishments

Writing | Listening | Speaking | Representing
**General Outcome 4 (10-4)**

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts and enhance the clarity and artistry of communication.

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<tr>
<th>4.1 Develop and present a variety of print and nonprint texts</th>
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<td>4.1.1 Assess text creation context</td>
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*Students will:*

a. determine the purpose for text creation; e.g., to inform, explain, persuade, build relationships or entertain

   Writing | Listening | Speaking | Representing

b. consider the audience factors that affect text creation; e.g., age, gender, audience size and proximity, culture and positions of authority

   Writing | Speaking | Representing

c. identify the expectations and constraints of a communication; e.g., format, standards of quality, availability of resources and time

   Writing | Speaking | Representing

d. recognize that the depth and breadth of content will affect the format, structure and medium

   Writing | Speaking | Representing

| 4.1.2 Consider and address form, structure and medium        |

*Students will:*

a. select a text form consistent with the purpose and content; e.g., photo essay in their career portfolio that includes work experience and other community partnerships

   Writing | Listening | Speaking

b. use structures consistent with the form, content and purpose; e.g., chronological order when creating a résumé, narrative or historical timeline; videotape an interview with a member of the business community or an employer

   Writing | Speaking | Representing

c. use a medium appropriate to the content and context; e.g., television advertisement targeting specific audiences such as youth, men or women

   Writing | Speaking | Representing
d. apply common conventions when creating oral, print, visual and multimedia texts; e.g., volume of a multimedia presentation; format of letters, memorandums and e-mail messages; structure of a résumé

Writing | Speaking | Representing

4.1.3 Develop content

Students will:

a. take ownership of their text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging

Writing | Speaking | Representing

b. create content appropriate to the purpose, audience, situation and medium and incorporate appropriate examples from their personal experience

Writing | Speaking | Representing

c. apply appropriate prewriting strategies, e.g., graphic organizers and technology, as appropriate, discussion, brainstorms, webs, outlines, journals and notes, to explore, develop and support their own and new ideas, opinions and points of view

Writing | Speaking | Representing

d. create a variety of print, oral, visual and/or multimedia texts that reflect a controlling idea, focus, purpose and audience, including:

- functional writing, e.g., an advertisement for a newspaper, résumé, cover letter, business letter, using electronic templates as appropriate
- real and/or sample home- and work-related forms using a variety of resources; e.g., Social Insurance Number (SIN) form, template on Human Resources Development Canada (HRDC) Web site, job application, bank account application and income tax template
- computer-generated and/or other presentations to demonstrate the interview process, workplace task(s) and/or to provide other information
- narrative, descriptive, persuasive and expository paragraphs and three- to five-paragraph essays appropriate to language growth for home, community and workplace applications

Writing | Speaking | Representing

4.1.4 Use production, publication and presentation strategies and technologies consistent with context

Students will:

a. create presentations and select strategies and technologies appropriate to the environment, purpose, audience and form and recognize the need for preparedness in effective communication

Writing | Speaking | Representing
b. create presentations by integrating information gathered from various sources; e.g., use various audio and visual technologies and a variety of software, applying appropriate common conventions

   Writing | Speaking | Representing

Writing

4.2 Improve thoughtfulness, effectiveness and correctness of communication

4.2.1 Enhance thought, understanding, support and detail

Students will:

a. confirm the controlling idea or desired unifying effect of a text

   Writing | Speaking | Representing

b. review the accuracy and specificity of details, events, images, facts and other data intended to support a focus, controlling idea or issue and add information to support/develop as needed

   Writing | Speaking | Representing
c. demonstrate responsibility for following appropriate security and safety measures when using technology and the Internet; e.g., use appropriate language and etiquette, apply ergonomics to promote personal health and well-being and respect the products and privacy of others

   Writing | Speaking | Representing

d. create, enhance and evaluate the effectiveness of a variety of presentation forms; e.g., written/oral reports, posters, multimedia presentations, charts, collages, cartoons and Web pages

   Writing | Speaking | Representing

4.2.2 Enhance organization

Students will:

a. assess the beginning of a text in progress and revise as needed to consider the plan, purpose, audience and medium

   Writing | Speaking | Representing

b. review the organizational components of a text in progress to strengthen the effectiveness of the components as units of thought or experience; e.g., paragraphs in a letter of application, components of a résumé or sections/slides in a multimedia presentation

   Writing | Speaking | Representing

c. assess the closing of a text in progress and revise as needed to consider plan, purpose, audience and medium and to ensure an appropriate conclusion

   Writing | Speaking | Representing

d. manipulate graphics and text to effectively communicate a topic

   Writing | Speaking | Representing

4.2.3 Consider and address matters of choice

Students will:

a. select and use the effective techniques, elements and matters of choice appropriate to the purpose, audience and medium; e.g., vocabulary, expressions, sentence patterns and structures, illustrations, artwork and Internet links

   Writing | Speaking | Representing

b. demonstrate self-direction, self-discipline and the ability to work independently and effectively to improve products and/or presentations

   Reading | Writing | Listening | Speaking | Viewing | Representing
Students will:

a. use appropriate tools to assist in creating and revising text; e.g., handbooks, exemplars, models, dictionaries and spell checks/grammar checks on word processors

Reading | Writing | Speaking | Representing

b. revise texts to ensure clarity and coherence; e.g., editing for punctuation, spelling, usage, grammar, sentence structure, paragraph transitions, transitional devices, style and vocabulary

Reading | Writing | Speaking | Representing

c. apply basic capitalization, punctuation and spelling conventions, using appropriate tools; e.g., dictionaries, handbooks and spelling software/technology

Reading | Writing | Speaking | Representing

d. identify parts of sentences and common sentence structures, e.g., simple, compound and complex, and use transitional devices, as appropriate, to correct common errors in sentences; e.g., run-on sentences and fragments

Reading | Writing | Speaking | Representing

e. identify the parts of speech in their own and others’ texts, e.g., nouns, pronouns, verbs, adjectives and adverbs, to ensure correct subject-verb agreement, pronoun use and sentence structure

Reading | Writing | Speaking | Representing

f. recognize that certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction; e.g., résumés, application forms and letters, job interviews

Reading | Writing | Speaking | Representing

**General Outcome 5 (10-4)**

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect themselves and others and strengthen community

5.1.1 Use language and image to show respect and consideration

Students will:
a. use inclusive language and behaviour and communicate or create texts in ways that
demonstrate respect for people of different heritage, cultures, genders, ages, abilities,
opinions and communities, including aboriginal people and communities

Writing | Speaking | Representing

b. recognize positive and negative portrayals of persons in life and characters in literature
and demonstrate sensitivity to the feelings of others

Reading | Writing | Listening | Speaking | Viewing | Representing

c. differentiate between constructive criticism and ridicule, and between irony and sarcasm,
and use appropriate strategies to show respect

Reading | Writing | Listening | Speaking | Viewing | Representing

d. monitor the use of verbal and nonverbal communication to convey inclusion, respect and
consideration

Writing | Listening | Speaking | Viewing | Representing

5.1.2 Appreciate diversity of expression, opinion and perspective

Students will:

a. recognize and demonstrate respect for diversity, individual differences and perspectives

Reading | Writing | Listening | Speaking | Viewing | Representing

b. demonstrate an appreciation for diversity of thought and expression and select, monitor
and modify, as needed, appropriate strategies for appreciating diversity

Reading | Writing | Listening | Speaking | Viewing | Representing

c. examine the ways in which selected works of literature, and other print and nonprint
texts, influence individual and group values and behaviours

Reading | Writing | Listening | Speaking | Viewing | Representing

5.1.3 Recognize accomplishments and events

Students will:

a. use language and image to honour and/or recognize their own and others’
accomplishments; e.g., construct e-mail and other messages conveying congratulations,
thank-you notes

Reading | Writing | Listening | Speaking | Viewing | Representing
b. identify the formal and informal ways in which language and image are used appropriately to honour and/or recognize people and celebrate events; e.g., a toast, eulogy, poster and thank-you card

Reading | Writing | Listening | Speaking | Viewing | Representing

| 5.2 Work within a group |
| 5.2.1 Cooperate with others and contribute to group processes |

Students will:

a. set appropriate personal goals for participation in a group, e.g., demonstrate respect and be open to and supportive of the thoughts, opinions and contributions of others, and share personal knowledge, expertise and perspectives, as appropriate

Listening | Speaking | Viewing | Representing

b. demonstrate respect for, and assess and defend, individual rights and differences in themselves and others, within a group or a community, in a positive and constructive manner; e.g., be fair and honest, demonstrate integrity and personal ethics

Listening | Speaking | Representing

c. interact and communicate with others in a positive manner, by considering appropriate dress, space and conversational skills; e.g., when in a job interview, when communicating with a customer or coworker

Listening | Speaking | Representing

d. participate effectively as a group member to facilitate the completion of group goals; e.g., generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for completion

Listening | Speaking | Representing

e. use an appropriate conflict-resolution model to identify and clarify the conflict, recognize different points of view, generate solutions, implement the best solution and assess the results

Listening | Speaking | Representing

f. demonstrate listening and other appropriate behaviours within a group; e.g., listen without interrupting, focus on the speaker, contribute to be heard, disagree courteously, accept conflicting opinions, show respect for the rights and values of others

Listening | Speaking | Representing

5.2.2 Understand and evaluate group processes

Students will:
a. recognize the various roles and responsibilities of group members, e.g., recorder, chair, Elder and coworker, and appreciate the contribution that these roles make to the group process

   Listening | Speaking

b. identify and apply appropriate leadership styles to motivate a group; e.g., be cooperative and supportive and use appropriate problem-solving strategies

   Listening | Speaking | Representing

c. engage in effective evaluations by realizing the importance of tact, honesty and specificity in peer and self-evaluation

   Reading | Writing | Listening | Speaking | Viewing | Representing

d. use appropriate criteria and teamwork tools to assess and monitor group processes; e.g., checklists, role descriptors, flow charts, discussion and questions

   Writing | Listening | Speaking

e. demonstrate appropriate strategies to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information; e.g., I like it when you said ..., you may want to consider ...

   Writing | Speaking | Representing