

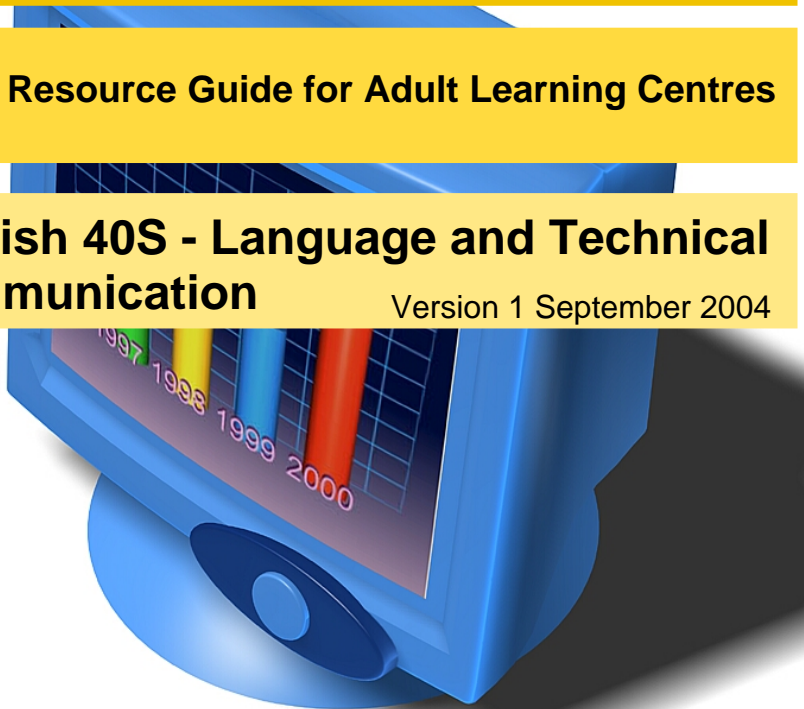
# PLAR

Prior Learning Assessment and  
Recognition (PLAR)

PLAR Resource Guide for Adult Learning Centres

English 40S - Language and Technical  
Communication

Version 1 September 2004



PLAR Skills  
Assessment  
Learning  
Knowledge  
recognition  
prior  
Change Skills  
Prior  
Change Learning  
Assessment  
Learning  
Prior knowledge  
Change  
skills recognition  
Knowledge  
prior  
Learning  
Assessment  
recognition  
Skills  
PLAR

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## INTRODUCTION

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English 40S Language and Technical Communication is an elective English course at the Senior 4 level which develops basic principles and skills of communication used for business purposes. You can use this credit in tandem with one of the three English 40S core credits (Literary, Comprehensive or Transactional Focus) to fulfill two-credit post-secondary English requirements for post-secondary programs in Manitoba. As well, this credit can stand alone as the English 40S requirement for the Manitoba Mature Student Diploma.

Depending on your background and experience you may already have acquired many or all of these skills and challenging the credit through the PLAR process is a good option for you.

The general topics covered are:

- Writing Skills
- Presentation Skills
- Oral Skills
- Reading Skills
- Research Skills

This document contains the general and specific course learning outcomes for English 40S Language and Technical Communication, along with a self-assessment checklist referenced to these outcomes. After completing the checklist, you will be able to determine if you have enough prior learning to go through the PLAR process for this course. Five various assignments are included at the end of the document to give you a clearer idea of the level of thinking and skill required for success in this course.

The PLAR process for English 40S Language and Technical Communication is outlined in this document. By completing the PLAR process in its entirety and achieving the minimum standard, you can receive credit without taking the course.

After completing the course, students will be able to:

### **1. General Learning Outcome: Explore thoughts, ideas, feelings, and experiences**

#### **1.1. Discover and explore**

- 1.1.1. Explore the nature, characteristics, and uses of technical communication.
- 1.1.2. Explore a range of technical documents (such as reports, bulletins, websites, how-to videos, PowerPoint presentations...) to clarify and extend knowledge of technical communication.
- 1.1.3. Explore ways in which technical communication relates to daily life and personal goals.
- 1.1.4. Reflect on experiences and goals to identify strengths and areas for further learning

#### **1.2 Experiment and develop**

- 1.2.1 Experiment with forms and discrete elements of technical communication (such as organization and formatting...) for specific contexts, audiences, and purposes.
- 1.2.2 Develop and use various problem-solving skills and approaches (such as viewing issues from various perspectives, brainstorming, clarifying purpose, narrowing focus, developing audience profile...) to deal with communication tasks.

### **2. General Learning Outcome 2: Comprehend and respond personally and critically to oral, print, and other media texts.**

#### **2.1 Use Strategies and cues**

- 2.1.1 Experience a range of technical communication texts for a variety of disciplines and audiences.
- 2.1.2 Use text cues, organizational patterns, and design elements to comprehend technical communications.
- 2.1.3 Apply a broad repertoire of appropriate pre-, during, and post-reading comprehension strategies (such as activating prior knowledge, using graphic organizers, scanning, predicting, finding the main idea, segmenting and chunking, adjusting rates according to purpose, identifying transitions...) in reading and viewing technical documents.

#### **2.2 Use strategies and cues**

- 2.2.1 Explain how writers determine, shape, and modify forms to accommodate audience, purpose, and context.
- 2.2.2 Explain how language choices (such as parallelism, active voice, precise verbs...) and vocabulary are used to convey specific meaning in technical contexts for particular audiences and purposes.
- 2.2.3 Explain how technical writers use format elements (such as icons, white space, bullets, fonts, headings, index, and graphics...) to enhance and clarify meaning.

**2.3 Develop and apply criteria**

- 2.3.1 Develop criteria to evaluate own and others' technical communication texts
- 2.3.2 Evaluate the effectiveness of language and stylistic choices in communicating intended ideas and information in technical communication contexts.

**3. General Learning Outcome 3: Manage ideas and information.**

**3.1 Plan and gather information**

- 3.1.1 Identify purpose and parameters of task, including definition of problem, intended audience, and time frame.
- 3.1.2 Develop project plan, including data gathering methods, rationale, audience profile, group member responsibilities, criteria for success, project stages, and timelines.
- 3.1.3 Follow plan, including identifying sources of information and conducting research, monitoring and reporting on progress, meeting timelines, and modifying plan as necessary.
- 3.1.4 Evaluate, record, document, and organize information, determining significance, accuracy, completeness, and relevance to audience and purpose.

**4. General Learning Outcome 4: Enhance the clarity and artistry of communication.**

**4.1 Generate and focus**

- 4.1.1 Generate, evaluate, and select ideas, information, and data to identify technical focus and parameters for a particular audience and purpose in a specific context.
- 4.1.2 Select and adapt form and medium most appropriate to audience, purpose, and context.
- 4.1.3 Use strategies (such as assigning specialized roles, using a standard formatting protocol, pre-writing and revising entire document as a group...) to ensure the unity and coherence of collaboratively-produced texts.
- 4.1.4 Draft texts, using adapting and evaluating forms, techniques, and organizational structures to achieve intended purposes for particular audiences in specific contexts.

**4.2 Revise and edit**

- 4.2.1 Evaluate and revise content and presentation elements (such as organization, choice between words and icons, layout and design, sounds, and visuals...) for specific audience, purpose, and context.
- 4.2.2 Appraise and refine own and others' language choices (such as vocabulary, sentence structure, transitions, voice, sound quality, and visuals...) and design and layout choices (such as font, typeface, white space, illustrations...).
- 4.2.3 Edit for clarity and precision.
- 4.2.4 Develop and use proofreading skills and strategies.

**4.3 Present and assess**

- 4.3.1 Adjust elements in oral presentations (such as pace, structure, use of visuals, tone, and voice...) to accommodate audience response.
- 4.3.2 Develop and apply tools and strategies (such as surveys, feedback forms, interviews...) to determine success of authentic project presentations considering achievement of original goal and audience or client feedback.
- 4.3.3 Evaluate presentations and texts for clarity, effectiveness, objectivity, reliability, and validity of information.

**5. General Learning Outcome 5: Celebrate and build community.****5.1 Collaborate with others**

- 5.1.1 Know and manage the dynamics of collaboration (such as task and maintenance skills, developmental stages in learning groups, processes for reaching consensus, and conflict resolution strategies...).
- 5.1.2 Demonstrate commitment and flexibility in groups, supporting others' participation (such as listening attentively, encouraging differing viewpoints, using tactful language to disagree and solve problems...).
- 5.1.3 Adjust roles and responsibilities according to task requirements in group projects.
- 5.1.4 Assume ownership for group processes and products.
- 5.1.5 Evaluate the effectiveness of group processes in solving problems and achieving goals.

**5.2 Respect cultural values**

- 5.2.1 Adapt language (such as avoiding slang in formal settings, using correct titles of address and gender inclusive nouns and pronouns...), dress, and behaviour to a variety of work relationships and environments (such as community service organizations, public and private institutions, school organizations, media...).
- 5.2.2 Use knowledge of cultural and organizational characteristics and values (such as degree of formality, vocabulary, tone, rhetorical pattern, taboos...) to comprehend, shape, and present texts appropriate for various audiences, purposes, and contexts.
- 5.2.3 Explain how language shapes and perpetuates power relationships and how language choice and use may sustain or counter exploitative or discriminatory practices.



## COURSE RESOURCES

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The following list of resources would be helpful for students looking for appropriate texts and resources to help them clarify and achieve the outcomes of this course:

**Blicq, Ron S, and Lisa Moretto.** *Get to the Point!: Writing Effective Email, Letters, Reports and Proposals.* Scarborough ON: Prentice Hall Allyn and Bacon Canada, 2000.

**Blicq, Ron S.** *Technically Write: Communicating in a Technical Era.* Englewood Cliffs NJ: Prentice Hall Inc., 1986.

**Manitoba Education, Training and Youth.** Senior 4 English Language Arts: *Language and Technical Communication—Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation.* Winnipeg MB: Manitoba Education, Training and Youth, 2001.

**Markel, Michael, and Helen Holmes.** *Technical Writing: Situations and Strategies.* New York NY: St. Martin's Press, 1998.

**Sebranek, Patrick et al.** *Writers Inc: A Student Handbook for Writing and Learning.* Wilmington MA: Write Source, 1996.

**Senior 4 ELA: Language and Technical Communication 40S—A Course for Distance Learning.** Department of Education, Citizenship and Youth, 2004.

## PLAR SELF-ASSESSMENT CHECKLIST

**Course:** Language and Technical Communication

**Course Number:** English 40S

The following checklist correlates to all the outcomes of the English 40S Language and Technical Communication curriculum. Use it to assess your abilities in this course, in order to identify what skills you already have and what you would need to develop and demonstrate. Note that in the right hand column you can check when you know you can provide documentation or demonstrate knowledge or skill.

The total possible score is 184. If your score is:

<b>147 or more</b> ✓	<b>110-146</b> ✓	<b>Less than 110</b> ✓
You have a good chance of succeeding in the PLAR process	You could proceed with the challenge process after self study to improve in weak areas	Take the English 40S Language and Technical Communications course. It is unlikely that you would be successful in the PLAR process.

### PLAR Challenge Assessment Process

Once you have completed the self-assessment and decide that you are ready to challenge the English 40S Language and Technical Communication course or individual units, to the assessment section, which outlines different assessment procedures that you might go through in order to receive recognition for this course (or a unit) through the PLAR process.

Total possible number of checkmarks is **184**.

**Discuss your results with an Adult Learning Centre PLAR Advisor.**

**NOTE:** Individual adult learning centers may have other requirements. Speak to the PLAR advisor for more information.



## SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your answer to the questions below. Make a check in the far column if you can prove or demonstrate the skill described.

Section 1: Writing Skills							
	Out-comes	Never 0	Rarely 1	Some- times 2	Often 3	Always 4	Check if you can prove or demonstrate √
1. Can you recognize errors and make appropriate corrections in a piece of writing?	4.2.4	0	1	2	3	4	
2. Do you have a clear understanding of basic grammar?	4.2.4	0	1	2	3	4	
3. Are you able to edit your writing in order to improve it?	4.2	0	1	2	3	4	
4. Can you discern when a piece of writing is not clear?	4.2	0	1	2	3	4	
5. Do you create documents that use bullets?	2.2.3	0	1	2	3	4	
6. Do you create documents that use headings and sub-headings?	2.2.3	0	1	2	3	4	
7. Are you able to generate and organize ideas before you write something?	1.2.1 1.2.2	0	1	2	3	4	
8. Do you use writing at your place of work or in other activities?	1.1.3 1.1.4 4.1.1	0	1	2	3	4	
9. Are you aware of your audience when you write something?	2.2.1	0	1	2	3	4	
10. Do you adjust what you write to different audiences, depending on who they are?	5.2.1 5.2.2 4.1.4	0	1	2	3	4	
11. Are you required at work or in other activities to produce pieces of writing longer than a page?	4.1.2	0	1	2	3	4	
12. Are you required at work or in other activities to write in at least three different forms, for example— emails, request letters, reports?	1.1.1 1.1.2 4.1.1 4.1.2	0	1	2	3	4	
13. Do you leave written instructions for others at work?	1.1.2	0	1	2	3	4	
14. When you write emails, do you feel your messages are generally clear?	4.1	0	1	2	3	4	
15. Are you conscious of your choice of language and vocabulary, etc. when you write something?	2.2.2	0	1	2	3	4	

## SELF-ASSESSMENT CHECKLIST

Writing Skills Continued	Out-comes	Never 0	Rarely 1	Some- times 2	Often 3	Always 4	Check if you can prove or demonstrate √
16. Have you collaborated with others to create of piece of writing?	4.1.3	0	1	2	3	4	
17. Can you discern when a document is well designed, i.e. effective use of white space, fonts, headings, etc?	2.2.3						
18. When you write at work, do you follow any structure to help keep your message clear?	3.1.4 4.1.4						
19. Can you create tables and graphs for your written documents?	2.2.3						
<b>Sub-total section 1</b> Add left to right		+	+	+	+	+	=

Section 2: Presentation Skills							
	Out-comes	Never 0	Rarely 1	Some- times 2	Often 3	Always 4	Check if you can prove or demonstrate √
20. Do you create presentations on presentation software?	4.3.1						
21. Are you able to evaluate and explain why presentations are or are not effective?	4.3.3						
22. Do you give presentations at work or in other activities?	4.3.1						
23. Are you aware of your audience when you create a presentation?	2.2.1						
24. Can you create a list of what qualities make for a good presentation?	2.3.2 4.3.3						
25. Have you collaborated with others to create a presentation?	4.1.3						
<b>Sub-total section 2</b> Add left to right		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

Section 3: Oral Skills							
	Out-comes	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4	Check if you can prove or demonstrate √
26. Do you chair formal meetings at work or in other activities?	5.1.1 5.1.2						
27. Do you participate in formal meetings at work or in other activities?	5.1.1 5.1.2						
28. Do you participate in a group at work or in other activities?	5.1.3 5.1.4 5.1.5						
29. Do you participate effectively as a group member?	5.1						
30. Do you give verbal instructions to others at work?	5.1.1						
31. Have you ever organized or led a project at work or in other activities?	3.1.2 3.1.3						
32. Do you adjust what you say to different audiences, depending on who they are?	5.2.1 5.2.2 4.1.4						
33. Have you ever created and conducted a survey to gather information?	4.3.2						
34. Have you ever interviewed others to gather feedback?	4.3.2						
<b>Sub-total section 3</b> Add left to right		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

Section 4: Reading Skills							
	Out-comes	Never 0	Rarely 1	Some- times 2	Often 3	Always 4	Check if you can prove or demonstrate √
35. Are you required to read at work?	2.1						
36. When you do read, can you skim and scan for information?	2.1.2						
37. Can you accurately read tables, graphs and charts?	2.1.2						
38. Are you able to discern bias in a workplace document, political speech or newspaper article?	5.2.3						
39. Can you summarize the ideas of others accurately and easily?	3.1.4						
40. Do you read easily and accurately?	2.1.3						
<b>Sub-total section 4</b> Add left to right		+	+	+	+	+	=

Section 5: Research Skills							
	Out-comes	Never 0	Rarely 1	Some- times 2	Often 3	Always 4	Check if you can prove or demonstrate √
41. Do you conduct research at work?	3.1.1 3.1.2 3.1.3						
42. Can you cite reference material in a research paper?	3.1.4						
43. Can you create a properly formatted bibliography?	3.1.4						
44. Can you access research information from the Internet?	3.1.4						
45. Can you access research information from a variety of sources other than the Internet?	3.1.4						
46. Do you research and organize materials for presentations at work or in other activities?	4.3.1 4.3.2						
<b>Sub-total section 5</b> Add left to right		+	+	+	+	+	=

## SELF-ASSESSMENT CHECKLIST

### SCORING

Enter your mark total for each section below:

1. Writing Skills \_\_\_\_\_
  2. Presentation Skills \_\_\_\_\_
  3. Oral Skills \_\_\_\_\_
  4. Reading Skills \_\_\_\_\_
  5. Research Skills \_\_\_\_\_
- Total** \_\_\_\_\_

Total possible number of checkmarks is **184**.

**Discuss your results with an Adult Learning Centre PLAR Advisor.**

### SUGGESTED COURSE OF ACTION

<b>147 or more</b> ✓	<b>110-146</b> ✓	<b>Less than 110</b> ✓
You have a good chance of succeeding in the PLAR process	You could proceed with the challenge process after self study to improve in weak areas	Take the English 40S Language and Technical Communications course. It is unlikely that you would be successful in the PLAR process.



## PLAR CHALLENGE PROCESS

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Should you decide to proceed with the challenge process for a PLAR credit in English 40S Language and Technical Communication, you can expect any or all of the following to demonstrate or verify that you have fulfilled the outcomes of the course:

Meet with an assessor

- Provide documentation showing you have the knowledge or skills required of the course
- Have documents verified as authentic by the assessor
- Demonstrate competence in a specific skill required of the course
- Liaise with a teacher of the course and/or attend class to complete missing units
- Discuss with the assessor what knowledge and skills your documents demonstrate

**Examples of documents, etc., you may have created:**

- Proposals, letters
- Field notes from a project
- Minutes of a meeting you chaired or participated in
- A PowerPoint presentation you prepared and delivered
- A research paper
- An incident report
- A project report
- A t-shirt logo design
- A clinical assessment
- Instructions
- A web page
- A document using bullets or a numbering system
- A brochure, pamphlet or newsletter you have designed and/or edited

**Examples of demonstrations**

- Explain how two technical documents show the writer's awareness of different audiences
- Provide and explain letters of reference that describe activities you've done or projects you've worked on that would demonstrate outcomes of the course—planning a function at your workplace or community club, for example
- Explain a technical document typical of what you are required to read at work
- Explain an email communication string from your workplace
- Explain using sample documents what makes for effective design
- Show a PowerPoint presentation you have done
- Show how you can create tables and generate charts and graphs of meaningful data
- Explain a budget you have devised
- Explain a story-board you have created



## ASSESSMENT TOOLS

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Several self assessments follow, which may be used by students to gauge their readiness to challenge English 40S Language and Technical Communication, or by assessors to assess a candidates prior knowledge or ability to think, read and write at a level required by the demands of this course. These assignments all require higher level thinking skills demanded by 40S level ELA courses. Keys for each assignment follow at the end of the document. Please note that these assessment tools are only representative of the course and should not be construed as 'the' course.

### Assignment #1

#### Creating Charts and Graphs

Read the following article and accompanying chart carefully. From the information provided, construct three meaningful graphs that help illustrate the main point(s). Include a brief explanation with each graph. Use at least 3 lines of data as a minimum, more if you wish.

#### Fast-food salads: better than burgers? by Leslie Beck

*The Globe and Mail*, May 26, 2004

Used with permission of author

In an effort to cater to health-conscious Canadians, many fast-food companies are altering their menus. Among the usual offerings of burgers, fries and chicken nuggets, you'll find entree salads -- meal-sized bowls of greens with various toppings.

Earlier this month, McDonald's Canada launched its "saladplus" menu, which includes four new entree salads. Arby's also announced the arrival of three "market fresh," restaurant-style salads. Even Subway's menu now boasts two low-carb salads.

If you're trying to eat healthy, a salad probably sounds like a good alternative to a greasy cheeseburger. But don't assume too quickly that these meals are better for your waistline.

You could consume as many calories and grams of fat in a fast-food salad as in a deluxe burger -- and a whole lot more sodium. That's what I learned after rating the nutritional content of 18 fast-food entree salads (with accompanying dressing) from McDonalds, Arby's, Wendy's and Subway.

The average salad weighed in at 540 calories, 33 grams of fat, nine grams of saturated fat and 1,550 milligrams of sodium. When you consider that a healthy female should consume no more than 65 grams of fat (90 for men) and 2,400 milligrams of sodium for the entire day, a fast-food salad packs quite the punch.

For example, a McDonald's Bacon Ranch Salad with Crispy Chicken delivers 516 calories, 34 grams of fat, 10 grams of cholesterol-raising saturated fat and 1,608 milligrams of sodium. The Quarter-Pounder with cheese looks pretty similar at 520 calories, 27 grams of fat, 13 grams of saturated fat and 1,099 milligrams of sodium.

Subway's Atkins-friendly Classic Club Salad supplies only "seven grams of net carbs," but that's a moot point once you've consumed 580 calories, 43 grams of fat and 2,090 milligrams of sodium. The Meatball Sub has fewer calories and half the fat.

The real loser was Arby's Santa Fe Salad, a medley of mixed greens, veggies, chopped chicken fingers and shredded cheese. All dressed, this hefty salad serves up 845 calories, 60 grams of fat and 1,760 milligrams of sodium. Wendy's Chicken BLT Salad is also high in calories and fat.

Only two salads came out winners: McDonald's two Chicken Oriental salads, both with Newman's Own low-fat sesame Thai dressing. Both scored points for having no more than 30 per cent of calories from total fat and 10 per cent of calories from saturated fat, and at least three grams of fibre. Runners-up included Arby's Asian Sesame and Martha's Vineyard salads, Wendy's Mandarin Chicken Salad and McDonald's Fiesta Salad.

Fast-food salads are still a healthier choice than a burger and fries. For starters, they aren't deep-fried in partially hydrogenated vegetable oil. And eating a salad is a great way to boost your daily vegetable intake and some have fruit.

Often, half the fat in fast-food salads comes from the dressing. But other contributors to fat include sour cream, cheese, bacon, crispy noodles, tortilla chips, deep-fried croutons, nuts and fried chicken.

To trim fat, calories and sodium in your next order of greens, start by asking for a fat-reduced dressing. If there isn't one available, use a half-portion.

Next, limit the fatty toppings, and order your salad with grilled chicken, not fried. These suggestions are all feasible in fast-food restaurants.

If you're a frequent fast-food patron, check out the restaurant's website. Nutrition-minded companies will post the nutrient breakdown of their menu items.

In light of our obesity epidemic, many fast-food restaurants are moving in the right direction by trying to add healthier alternatives to their menus. Such efforts make it easier for busy families to eat nutritional meals on the go. Now, if only a serving of fruit and whole grain could be added to the menu.



## ASSESSMENT TOOLS

**Table 1:** Fast food: by the numbers

	Calories	Fat (g)	Sat Fat (g)	Sodium (mg)
Arby's Santa Fe Salad	845	60	13.5	1760
Arby's Martha's Vineyard Salad	513	29	6.5	1054
Arby's Asian Sesame Salad	512	27	4.0	1083
Wendy's Homestyle Chicken Strips	710	48	13.5	1770
Wendy's Chicken BLT	710	48	13.0	1590
Wendy's Taco Supremo	670	32	13.5	1740
Wendy's Mandarin Chicken	630	35	5.01	540
Wendy's Spring Mix w/ Toasted Pecans	510	42	20.5	1035
Subway's Atkins-Friendly Classic Club	580	43	12.5	2090
Subway's Atkins-Friendly Grilled Chicken & Spinach	610	48	12.0	1510
Subway's Mediterranean Chicken Salad	400	29	6.5	1310
McDonald's Oriental w/ Chicken McGrill	286	5.1	1.0	1917
McDonald's Oriental w/ Crispy Chicken	353	9.7	2.0	1951
McDonald's Caesar w/ Chicken McGrill	491	29	8.0	1707
McDonald's Caesar w/ Crispy Chicken	540	34	9.0	1641
McDonald's Fiesta Salad	385	20.3	9.1	922
McDonald's Bacon Ranch w/ Chicken McGrill	468	29	9.3	1674
McDonald's Bacon Ranch w/ Warm Crispy Chicken	516	34	10.3	160
McDonald's Quarter Pounder with Cheese	520	27	13	1099
Subway 6" Meatball Sub	500	22	10	1290

### Assignment # 2

#### ***The Winnipeg Sun—Carrier Invoices***

Attached are two invoices issued to a *Winnipeg Sun* carrier, one dated January 17, 2004, and one dated June 19, 2004, representing two two-week delivery periods. The *Winnipeg Sun* is a tabloid newspaper, delivered daily. Carriers are paid on a commission per paper, and make their collections from designated households every two weeks. Some customers pay the *Winnipeg Sun* directly, and some pay the carrier. The carrier then either owed money to his distributor or vice versa. Read carefully the two invoices that follow and answer the following questions:

1. On average, how many daily customers does the carrier have during the January 17 pay period.
2. How much do the carrier's Sunday Only customers pay *per paper*?
3. How many Sunday Only customers does the carrier have?
4. For the first pay period (January 17), the carrier owes his distributor, while for the second pay period (June 19), the distributor owes the carrier. Give *three reasons* to explain why the carrier is owed money for the second pay period, but not the first.

# ASSESSMENT TOOLS

## Winnipeg Sun Carrier Invoice

2 Week Period Ending January 17, 2004

Carrier collect papers									
		Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total
Daily	Week 1	6	6	6	6	6	6	6	84
	Week 2	6	6	6	6	6	6	6	
Sun Only	Week 1	2	0	0	0	0	0	0	4
	Week 2	2	0	0	0	0	0	0	
Fri/ Sat/ Sun	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Weekdays Only	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Sat/Sun	Week 1	2	0	0	0	0	0	0	8
	Week 2	2	0	0	0	0	0	0	

Carrier Collect Charges										
Daily		84	@	8.00	/	14	Issues	48.00		
Sun Only		4	@	2.00	/	2	Issues	4.00		
Fri/ Sat/ Sun		0	@	4.50	/	6	Issues	.00		
Weekdays Only		0	@	7.50	/	10	Issues	.00		
Sat/Sun		8	@	3.00	/	4	Issues	6.00		
Total charge includes		(50.88 + gst 3.56 + pst 3.56)							58.00	

Total papers for route									
		Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total
Daily	Week 1	29	30	30	30	30	30	30	420
	Week 2	30	30	30	30	30	30	31	
Sun Only	Week 1	7	0	0	0	0	0	0	14
	Week 2	7	0	0	0	0	0	0	
Fri/ Sat/ Sun	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Weekdays Only	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Sat/Sun	Week 1	3	0	0	0	0	0	0	12
	Week 2	3	0	0	0	0	0	0	
Totals		79	60	60	60	60	60	67	446

Carrier commission							
SunSat	432	copies	x	.1300			56.16-
Sunday	14	copies	x	.1500			2.10-
Total Commission							61.77-

Other Charges / Credits	Insr	.40
Total other		.40
Total Credits		57.86-
Due from carrier	(Trk 01900 net due from carrier—446 papers .14)	.14

## ASSESSMENT TOOLS

### Winnipeg Sun Carrier Invoice

2 Week Period Ending June 19, 2004

Carrier collect papers									
		Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total
Daily	Week 1	4	4	4	4	4	4	4	56
	Week 2	4	4	4	4	4	4	4	
Sun Only	Week 1	2	0	0	0	0	0	0	4
	Week 2	2	0	0	0	0	0	0	
Fri/ Sat/ Sun	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Weekdays Only	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Sat/Sun	Week 1	2	0	0	0	0	0	2	8
	Week 2	2	0	0	0	0	0	2	

Carrier collect charges									
Daily		56	@	8.00	/	14	Issues	32.00	
Sun Only		4	@	2.00	/	2	Issues	4.00	
Fri/ Sat/ Sun		0	@	4.50	/	6	Issues	.00	
Weekdays Only		0	@	7.50	/	10	Issues	.00	
Sat/Sun		8	@	3.00	/	4	Issues	6.00	
Total charge includes (36.84 + gst 2.58 + pst 2.58)									42.00

Total papers for route									
		Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total
Daily	Week 1	32	32	32	32	32	32	31	447
	Week 2	33	32	32	32	31	31	33	
Sun Only	Week 1	7	0	0	0	0	0	0	14
	Week 2	7	0	0	0	0	0	0	
Fri/ Sat/ Sun	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Weekdays Only	Week 1	0	0	0	0	0	0	0	0
	Week 2	0	0	0	0	0	0	0	
Sat/Sun	Week 1	3	0	0	0	0	0	3	12
	Week 2	3	0	0	0	0	0	3	
Totals		85	64	64	64	63	63	70	473

Carrier commission									
	Sun/Sat	459	copies	x	.1300			59.67-	
	Sunday	14	copies	x	.1500			2.10-	
Total Commission									61.77-

Other Charges / Credits		Insr	.40
	879 Rushmore—Tip		8.00-
Total other			7.60-
Total Credits			69.37-
Owing to carrier	(Trk 01900 net owing carrier—473 papers	27.37-)	27.37-

### Assignment #3

#### Reading Comprehension

Read the following article and accompanying graph carefully, then answer the following questions without consulting a dictionary:

1. What is the main idea (thesis) of this article?
2. What does the word 'eclipse' mean, as used in the "Wanted: Bosses" section.
3. What is a sector?
4. What does the writer mean with the expression 'bits of code' in the "Sector: Technology" section?
5. Explain what the numeral '3' refers to in "Sector: Financial Services" section.
6. Why does the writer use the sub-heading 'Sector: Any' in the "Sector: Number-crunchers" section?
7. What do the percentages on the graph mean?
8. Why might the Educational Services Sector post a higher percentage on the graph than the Professional, Scientific and Technical Services Sector?



## ASSESSMENT TOOLS

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**Help Wanted: 2014 Edition** By Raizel Robin

**Canadian Business, March 1-14, 2004 (Used with permission of the magazine)**

Here are our picks for the new hot jobs of 2014--and it's not what your mother told you.

**Sector: Any**

**Wanted: Bosses**

**Current Salary: Write your own cheque**

Boomers by far eclipse all other generations in management jobs. Managers of all types will be in demand as people 40 and over--who make up 55% of the country's bosses--leave their jobs over the next two decades (see "Room with a view," page 65, for how to land the top job). Many boomers say they plan to continue working once they reach retirement age, but that's no guarantee they will stay with the same company. Besides, in a flatter workplace, firms will need more than a part-time manager in semi-retirement to lead the pack. In some growing industries, such as biotech, managers are already in terribly short supply, just as biotech parks and incubators have sprung up across the country. As that continues, demand will increase for experienced, multidisciplinary managers in this relatively young industry. "We need people who can move beyond scientific research," says Cate McCready, the spokesperson for BioteCanada, an industry advocate in Ottawa. "We need people with financial management expertise, experience building strategic alliances and partnerships, and people who can manage infrastructure development." Today biotech--tomorrow everywhere else.

**Sector: Utilities**

**Wanted: Engineers, load managers, line technicians**

**Current Salary: \$44,000-\$70,000**

Up to half of the 60,000 employees in the utilities industry could retire over the next eight years, and industry representatives aren't optimistic about finding replacements. "There's a big challenge for us in that youth in school today are not pursuing a curriculum that would lead to careers in energy," says Staveley. "When we combine that with the age profile in the industry--there's a big drop in numbers in the mid-range--we'll have a real challenge finding replacements with the skills required as boomers start to retire." In particular demand will be line technicians, who fix phone lines and transformers; engineers, who work at generating plants or substations; and load managers, who figure out buildings' power consumptions. Moreover, demand for power isn't going to drop any time soon. In fact, many power utilities, which haven't injected much money into infrastructure over the past 15 years, now plan to start new projects to cope with demand--which is expected to rise about 20% by 2020.

**Sector: Oil and gas**

**Wanted: Engineers, geologists, geophysicists, mechanics, and equipment operators**

**Current Salary: \$50,000-\$150,000**

Over the next decade, the oil-and-gas industry will feel the squeeze of several forces. Its workforce is aging, and labour shortages will be most acute just as a handful of huge projects begins to mature or come online. The Mackenzie Valley pipeline, for example, could be operating by 2009. At the oilsands in Alberta, production is expected to increase by 50% to 100% over the next 10 years, creating about 8,000 jobs. Attracting workers to northern climes is difficult, and companies working on the Mackenzie Valley pipeline are trying to fill the skills gap by training local, aboriginal workers to fill the estimated 250 jobs the pipeline will produce.



## ASSESSMENT TOOLS

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**Sector: Technology****Wanted: Computer systems and software engineers****Current Salary: \$47,000-\$90,000**

Some time around 1997, you probably noticed that everything--from microwave ovens to remote controls to alarm clocks--contains bits of code. The folks who design the software are already in demand, and that demand will continue over the next decade. After the tech bubble burst, such companies as Cisco, Corel and IBM underwent massive downsizing, but now tech workers are back in demand. Though this workforce is younger than most (and hence will not be as affected by retiring boomers), there will likely be a shortage of IT workers in North America, says Challenger. That's even taking into account the trend of offshore outsourcing, which may send as many as 3.3 million U.S. jobs overseas in the period from 2000 to 2015, according to a recent study from Forrester Research. "That's a drop in the bucket over 15 years," says Challenger.

**Sector: Health care****Wanted: Surgeons, nurses, and pharmacists****Current Salary: \$32,000-\$280,000**

Increased life expectancy doesn't mean boomers will be in perfect shape for the rest of their years. The longer they live into old age, the greater the chance of needing medical intervention. And since boomers will probably want to maintain active lifestyles--in-line skating and surfing into old age--they'll probably need hip and knee replacements in increasing numbers. Plastic surgery will boom, too. Meanwhile, there will be fewer doctors to care for people. In Ontario alone, the demand for physicians is expected to climb to 3,400 by 2010, up from 1,585. Pharmacists are already in short supply and are seeing salaries of \$45 per hour, plus signing and retention bonuses of up to \$20,000 and cars. That trend will continue as aging boomers consume more drugs. This applies especially to Canadian pharmacists, who will likely still be dispensing pills over the Internet to Americans, despite legislation against it.

**Sector: Financial services****Wanted: Financial planners****Current Salary: \$75,000-\$500,000**

Retired boomers will need some big investments to support themselves. That's because they can expect to live longer than any previous generation--at age 65, the average woman will live about 21.1 more years and the average man, another 18 years. That's 26% longer than women, and 30% longer than men, who hit that age in 1966. Not surprising, then, that boomers are worried about their pensions. Add to that the alarming fact that the ratio of working-age people to those at retirement age will decline dramatically from the current 4.9 to just 3 by 2025, when the crest of the boomer wave reaches retirement age--meaning fewer working taxpayers must support a growing number of pensioners. (There's even worse news for Gen Xers. By the time today's thirty somethings are ready to throw in the towel in 2030, the ratio will be at just 2.6, according to current federal projections. Better start saving.) Boomers may decide to stay at work for the income, since a recent poll shows they don't believe they have enough saved for retirement. So while financial advisers should do fine, another occupation might be in hot demand, too: tax collector. After all, somebody will have to squeeze much-needed pension funds out of younger generations--and semi-retired boomers, too.

## ASSESSMENT TOOLS

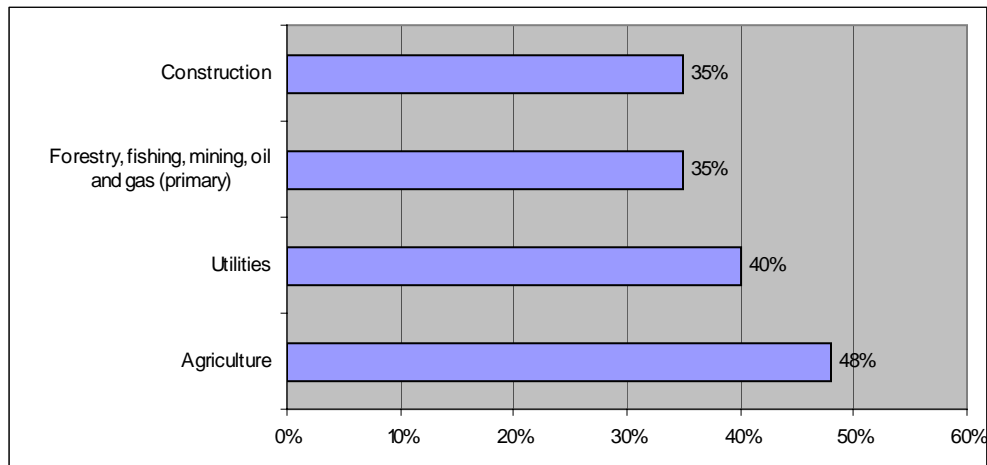
**Sector: Any**  
**Wanted: Number-crunchers**  
**Current Salary: \$55,000-\$235,000**

Financial fiascos like Enron, Tyco and WorldCom, not to mention messes like Nortel and Biovail, have made good bean-counters some of the most sought-after professionals. As an economic recovery keeps winking at us on the horizon, jobs in accounting, insurance and finance are sure to continue growing. Half of the workforce in those careers is over age 45.

**Sector: Funeral services**  
**Wanted: Undertakers**  
**Current Salary: \$30,000-\$100,000, depending on experience and location**

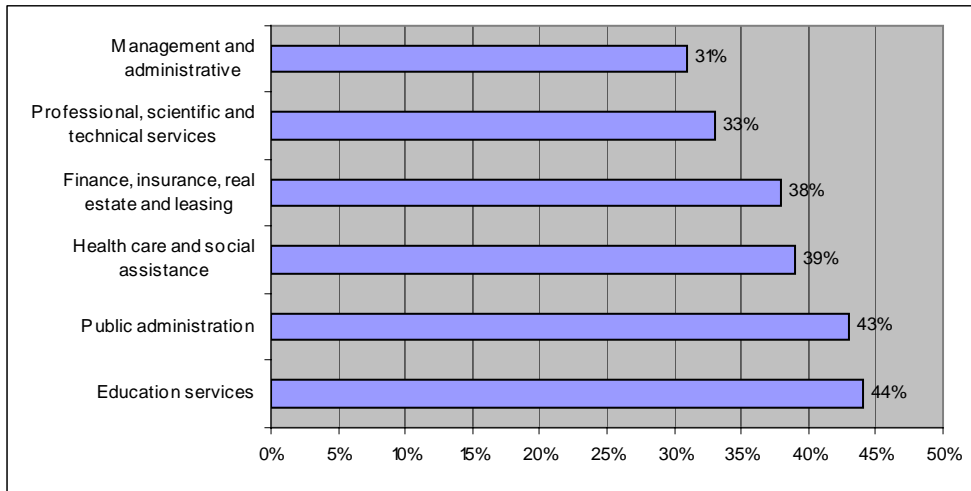
No one wants to think about it, but an increasing population of people over 65 means dying is going to happen in greater numbers. Even with a longer life expectancy, we'll all kick the bucket eventually. The number of deaths across Canada jumped by about 6,600 recently, to 229,100 in 2001, up from 222,500 in 1999. It's not a lot of growth yet, according to the Funeral Service Association of Canada, but "there is concern coming out of schools [for funeral directors] in Canada and the U.S. that they're not getting enough students to fill future needs," says Suzanne Scott, executive director of the association. At \$30,000, starting pay now isn't that attractive, but a senior director in a major city would make about \$100,000. With increasing demand, that is likely to rise. And then it won't be just cemeteries--but the careers of those who see you get there properly--that people will be dying to get into.

**Figure 1a: Shades of Grey**  
**Boomers comprise a high proportion of important workforces**  
Goods-producing sectors





**Figure 1b: Shades of Grey**  
**Boomers comprise a high proportion of important workforces**  
Service producing sectors



Source: Canadian Labor and Business Centre

### Assignment #4

#### Writing Assignment: The Air Miles™ Bonus Problem—a request letter

On July 19 of this year, you had four new tires installed on your passenger vehicle to make it roadworthy for a trip to Minneapolis with your family on July 21. You chose East-Side Tire, a Goodyear tire outlet located at 1327 Henderson Highway in Winnipeg, so you could use your Air Miles™ card. The cost of four new Rallypoint tires, including installation, balancing, tire taxes, GST and PST, was \$657.47 (Invoice #5783).

You returned from your trip to Minneapolis on July 25. On July 27 you received by mail your Air Miles™ statement, along with some promotional coupons. One coupon stated that if you purchase 2 Rallypoint or Incisor tires from a Goodyear dealer between June 15 and August 15, you would receive 400 bonus Air Miles™. The coupon, however, must be presented at the time of purchase, which you were unable to do because you only just received it.

When you took your invoice back to East-Side Tire on July 28, you spoke to John Boorsma, the assistant manager, and asked to be credited for 400 Air Miles™ because you purchased four Rallypoint tires and feel you are entitled to this bonus because of the dates stated on the coupon. Mr. Boorsma politely but firmly pointed out that the coupon must be presented at the time of purchase and that his hands were tied.

At home, you check your statement and find the Air Miles™ inquiry address and decide to write and see if you can get the bonus for your tire purchases:

Susan Kingerski, Inquiries  
Air Miles™  
5860 Piper Drive  
Toronto ON  
M6W 3B9

Using appropriate business format, write a letter to request your bonus.

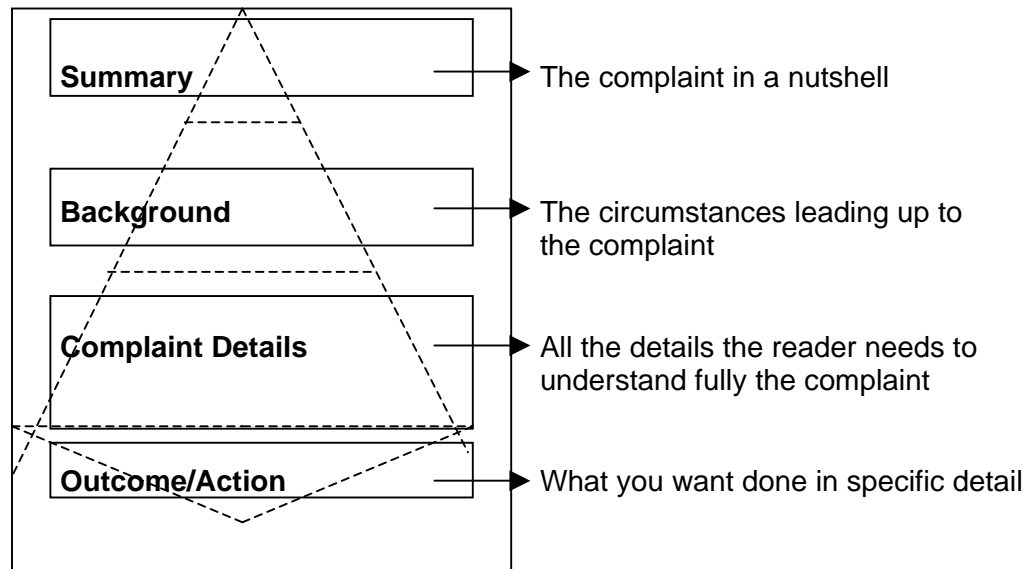
#### Appropriate Business Format

Though ideas on how to organize business communication may vary from textbook to textbook, generally writing to communicate in the workplace will fall into four stages of progression:

- Summary—the main message
- Background—the circumstances leading up the situation described in the letter
- Detail—all the details the reader needs to understand the situation or problem
- Action required or Outcome desired—the main results achieved or desired

## ASSESSMENT TOOLS

In terms of the letter-writing task, consider the graphic below to help you organize your information:



Note that the 'diamond' shape represents the progression of ideas and level of detail necessary as you move through the letter.

### Technical Writing Holistic Rubric

Technical writing assignments can be marked on a 1-9 scale as follows:

- 9-8 In addition to the strengths of the 7-6 papers, the writing demonstrates a confident, precise voice with few or no errors in grammar and expression and excellent control over the topic.
- 7-6 The writing deals with all aspects of the task adequately, and includes effective detail. The writing is proficient and well-expressed, demonstrating appropriate formatting for the task and a solid grasp of the organizational principles of technical writing [summary statement, background, details & action statement.].
- 5 The writing deals with the task adequately, but details may be sketchy, bordering on superficial. Demonstration of the organizational principles of technical writing may falter. Grammatical errors may begin to interfere with expression.
- 4-3 The writing fails to respond to all aspects of the task. Consistent patterns of grammatical errors emerge, as well as some or all of the following flaws—serious lack of detailed support, misunderstandings, undue brevity, lack of development, lack of organization.
- 2-1 The writing is unacceptably brief, vacuous, off topic and/or ungrammatical.

### Assignment # 5

#### Constructing a Bibliography

You are writing a research paper on stress in the workplace. As you do your research, you need to make note of your various sources so you can construct a proper bibliography. The first thing you came across was an article from a publication called *Inside Edge* by Judith MacBride-King. She called her article “Wrestling with Workload Woes.” Judith is the Director of Human Resource Management Research for the Conference Board of Canada. This particular issue of *Inside Edge* was the Winter 2004 edition. On May 28, 2004, you met with and interviewed Sam Katz, owner of the Winnipeg Goldeyes, about how he tries to keep his employees content. He likes to keep his employees as long as he can because training new ones is very expensive. You also came across a really good document on the Internet called “High Demand Occupations in Manitoba, January 2004.” It was published by Manitoba Education, Training and Youth in 2004. ([www.edu.gov.mb.ca](http://www.edu.gov.mb.ca)). Next, you found a book called *Finding Peace in the Office*. You didn’t really read the whole book, but focused mainly on one chapter (Pages 39-57) called “Handling Difficult Co-Workers”. It was written by Heather Sutherland, and published in Winnipeg in 2003 by University of Manitoba Press. A&E aired a documentary on Jim Patterson, a well-known Canadian CEO who was infamous for firing his three lowest producing salesmen each month. That show was called *Patterson: Ruthless or Realistic*, and ran on May 30, 2004. *The Globe and Mail* ran an editorial in its February 1, 2004 issue called “Stress and Productivity” which suggested that employers are foolish if they overlook stress issues on the factory floor. Finally Jeremy Abrams and Ben Ziglinsky co-wrote a pamphlet the Workmen’s Compensation Board published in 2002. The pamphlet was called “Is Your Workplace Toxic?” Using the accompanying MLA format key, which explains how to do various bibliographic entries, **construct an accurate bibliography.**

#### Bibliography Key

A bibliography lists not only the documents to which you make direct reference in a research paper, but also many other documents that deal with the topic. The major features of a bibliography are:

1. Bibliography entries are *not* numbered 1, 2, 3, etc.
2. The name of the *first-named* author for each entry is reversed, so that the author’s surname becomes the first word in the entry. (If there is a second-named author, his or her name is *not* reversed.)
3. The first line of each bibliography entry is extended about five computer columns to the left of all other lines, called a hanging indent.
4. The entries are arranged in alphabetical sequence of first-named authors.
5. Punctuation divides each entry into three departments separated by periods: (1) author identification (name, etc.); (2) title of book or specific article; and (3) publishing details. [See example for how the periods are placed.]
6. Page numbers are usually omitted, since generally the bibliography refers to the whole document. (Reference to a specific page is made in the text of the report.)

### Sample Bibliographic Entries

- Abel, Klint. *Time Management for Adult Students*. Halifax, NS: Martin-Baisley Books, 2000. ①
- Balsillie, B.L.. *Using the Telephone in Unusual Ways*, Canadian 4<sup>th</sup> edn. Scarborough, ON: Prentice-Hall Canada Inc, 1999. ②
- Dunwoody, R, Palliser and Associates, Winnipeg, Manitoba. Speaker at the 8<sup>th</sup> Adult Educators' Conference, Regina, SK, September 17, 1999. ③
- Evans, Diana. "How I Managed to Pass Chemistry 40S." *Study Magazine*, 8:3, Winter 2000. ④
- Genaille, Tamara, Macro Engineering Inc, Toronto, Ontario. Letter to Wayne Kominsky, No. 7 Design Group, Winnipeg, Manitoba, March 22, 2000. ⑤
- Lloyd, Derek A. Effective Communication and Its Importance in Management Consulting. Report No. 61, Smyrna Development Corporation, Montreal, PQ, February 29, 2000. ⑥
- Phillips, David, Lakeside Power and Light Company, Thunder Bay, Ontario. Conversation with Anna King, Tykes Inc Day Care, Portage La Prairie, MB, January 10, 2000. ⑦
- "How To Teach Them Real Good." *Teach The Children*, 4:12, April 2000. ⑧
- Shandling, Stephen V, and Stanley Merton. *How to Improve Self-Image*. Regina, SK: Solutions Press, 2000. ⑨
- Wilson, Kevin G. "Preparation: The Key to a Good Talk." *Seven Ways to Make Better Technical Presentations*, ed. Elmer J. Burns. Toronto, ON: Bonus Books Ltd, 1992. ⑩
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- Yarrow, Jim. "Re: Computer to T.V. Screen." 6 Aug. 1999. [E-mail] [ednet@lists.umass.edu](mailto:ednet@lists.umass.edu) 9 Aug. 1999. ⑫

### Legend

This legend is keyed to the number on the right hand side of the sample bibliographic entries above

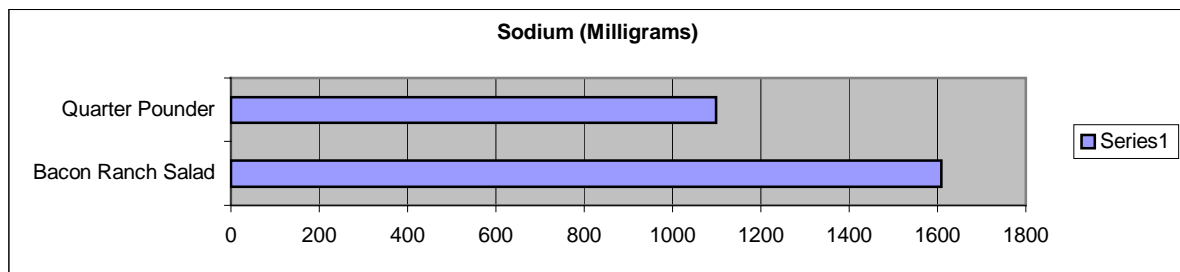
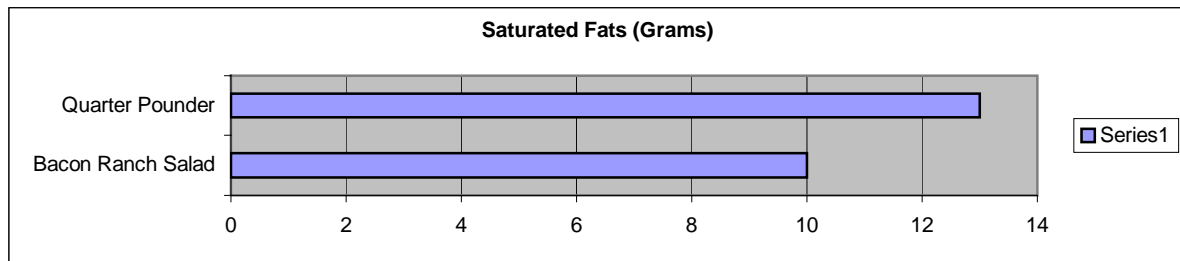
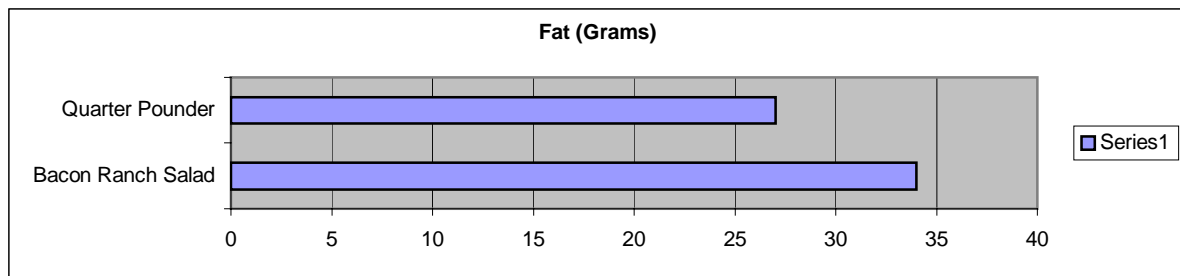
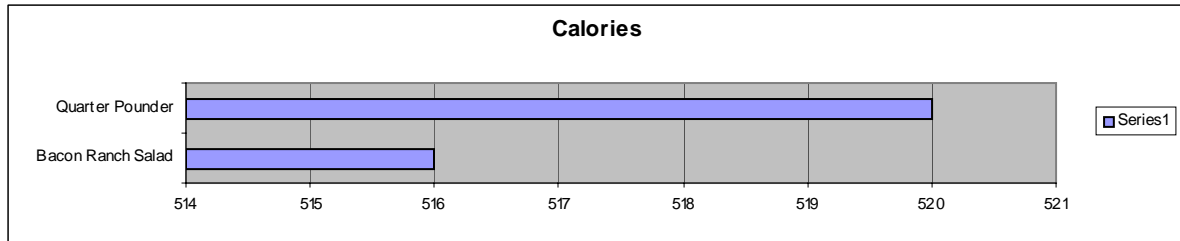
- |  |  |
|--|--|
| 1. Book by one author                          | 8. Magazine article with no author identification  |
| 2. Book by one author, 4 <sup>th</sup> edition | 9. Book by two authors   |
| 3. Conference speech                           | 10. Section of book with section written by one author and whole books edited by another |
| 4. Magazine or journal article                 | 11. Format for www   |
| 5. Letter                                      | 12. Format for e-mail  |
| 6. Report                                      |  |
| 7. Conversation                                |  |

## ASSESSMENT TOOL ANSWER KEYS

### Assignment #1

#### Creating Charts and Graphs

MacDonald's—Bacon Ranch Salad with Crispy Chicken vs The Quarter Pounder



The charts above illustrate how one of McDonald's salads is in a virtual dead heat with the Quarter Pounder in terms of calories, fats, saturated fats, and sodium, with the salad a leader in two of four categories.

## ASSESSMENT TOOL ANSWER KEYS

### Assignment # 2

#### Reading Charts: *The Winnipeg Sun*—Carrier Invoices

1. The carrier has **30** daily customers on average in the January pay period. It is necessary to look on the first line of the chart titled “Total papers for route”.
2. Sunday Only customers pay \$2.00 every two weeks, so each paper costs **\$1.00**. See the “Carrier Collect Charges” chart.
3. The carrier services **7** Sunday only customers. See “Total papers for route”.
4. The three reasons are these: a) The carrier **collects more money directly from customers in January**, thereby lessening the amount the distributor would pay out (\$58.00 in January vs. \$42.00 in June); b) The **carrier delivers more papers in June** (473 in June vs. 446 in January); and c) the **carrier received a customer tip** of \$8.00 in June.

### Assignment # 3

#### Reading Comprehension

1. As boomers begin to retire, jobs and careers in many sectors will come open.
2. A sector is a group of similar occupations.
3. Eclipse means to ‘over-shadow’ or ‘override’. In this case, the number of boomers in management far exceeds the numbers from any other demographic.
4. “Bits of code” refers to the fact that most pieces of equipment sold today, even simple things like alarm clocks, have computer chips in them.
5. The numeral ‘3’ refers to the projection that by 2025 there will only be 3 workers for every retired person, as opposed to current ratio of 4.9. Supporting retired people will become an increasing burden.
6. Accountants will be needed in all sectors of business.
7. The percentages are the proportion of jobs in each sector currently held by boomers (those aged 40+).
8. One plausible explanation might be this: sectors like science and technology have attracted younger workers who have grown up with technology, and are more likely to be comfortable and competent in those sectors.



## ASSESSMENT TOOL ANSWER KEYS

### Assignment #4

#### Writing Assignment: The Air Miles™ Bonus Problem

123 Home Street  
Winnipeg MB R2K 0B5

June 25, 20XX

Susan Kingerski, Inquiries  
Air Miles™  
5860 Piper Drive  
Toronto ON M6W 3B9

Dear Ms. Kingerski

**RE: Air Miles Account #786351**

**Please honor my request to have an Air Miles™ bonus applied to a recent tire purchase. *[Note the Summary Statement is brief, yet specific enough so the reader knows the exact nature of the problem.]***

On July 19<sup>th</sup> of this year, I purchased four new tires from East Side Tire, a Goodyear outlet located at 1327 Henderson Highway in Winnipeg, in order to have my vehicle roadworthy for a trip to Minneapolis MN from July 21<sup>st</sup> to July 25<sup>th</sup>. Please find a copy of Invoice #5783 for \$657.47, which was the cost of the four Rallypoint tires, including PST and GST. *[This paragraph provides the Background leading up to the specifics of the complaint.]*

On July 27<sup>th</sup>, once I had returned to Winnipeg, I received by mail my Air Miles™ statement and a promotional coupon advertising 400 Air Miles™ for the purchase of two Rallypoint tires from a Goodyear dealer between June 15<sup>th</sup> and August 15<sup>th</sup>, 20XX. I took the coupon to East Side Tire and spoke to John Boorsma, who stated that he could not honor the promotion because I did not present the coupon at the time of purchase. However, I feel I am entitled to the Air Miles™ bonus because I did purchase the tires within the time allotted for the promotion. As well, Air Miles™ did not send out the coupon to me until late July, well after the promotion had begun. *[This paragraph provides the Complaint Details—specifics about the problem and reasons why it should be resolved to your satisfaction.]*

I would appreciate your crediting my Air Miles account with 400 bonus Air Miles, and that this would appear on my August 15<sup>th</sup>, 20XX statement. Please contact me at 204/667-6193 should you wish to discuss this matter further. *[This paragraph states the specific Action or Outcome required. Note the deadline.]*

Regards

Your Name

Assignment # 5

**Constructing a Bibliography**

**Bibliography**

- Abrams, Jeremy, and Ben Ziglinsky. "Is Your Workplace Toxic?" Pamphlet. Workmen's Compensation Board, 2002.
- "High Demand Occupations in Manitoba, January 2004." Manitoba Education, Training and Youth. [www.edu.gov.mb.ca](http://www.edu.gov.mb.ca), 2004.
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- Patterson: Ruthless or Realistic*. Documentary on A&E, May 30, 2004.
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- Sutherland, Heather. "Handling Difficult Co-Workers." *Finding Peace in the Office*. Winnipeg: University of Manitoba Press, 2003, 39-57.



## THE NEXT STEP

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Now that you are confident in proceeding with the challenge process for English 40S Language and Technical Communication, it is time to apply for and complete the challenge assessment.

- 1** Complete an application at your adult learning center.
- 2** After your application has been processed, you will be contacted with the date and time available for you to complete your PLAR assessment.
- 3** Once you have committed to that date, you are responsible for completing your evaluation/testing.
- 4** You will receive written notification of your PLAR results.