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BTA30**

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Reading Different Text Forms: Reading Graphical Texts

Information Technology Applications in Business Grade 11 (BTA30)
(Software Applications)

Charts and graphs are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading and analyzing charts and graphs helps them to become effective readers.

Purpose

- Become familiar with the elements and features of graphs and charts created using a spreadsheet.
- Explore the process for reading charts and graphs, using a range of strategies for before, during and after reading.

Payoff

Students will:

- become more efficient at analyzing graphs and charts for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

Tips and Resources

- Sometimes a complicated idea or concept can be communicated more easily through a chart or graph. Many business documents include graphics to supplement the main ideas and provide clues to the important concepts in the text. Some of the features of graphical texts include:
 - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
 - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels and captions).
 - design features (such as colour, shape, line, placement, balance, and focal point). Design features can also include images.
 - organizational patterns (such as sequential, categorical, and explanatory).
- Each graphical text uses these elements and features in different ways to effectively present information in a condensed format. For example, a line graph may illustrate key information with X and Y labels and legends to show direction and momentum and a title that describes the main idea or subject.
- Many of the strategies for reading informational literary texts can also be used effectively to read graphical texts.
- Focus on one or two tips at a time to help students before, during and after the assigned reading. Add tips as needed to guide the students as they read.
- For more information, see:
 - Student/Teacher Resource, *Tips for Reading Graphical Texts*.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.

Resources

- Characteristics of household Internet users, by location of access (Any location)
<http://www40.statcan.ca/101/cst01/comm10a.htm>



Reading Different Text Forms: Reading Graphical Texts
Information Technology Applications in Business Grade 11 (BTA30)
(Software Applications)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Photocopy a class set of the Student/Teacher Resources <i>Characteristics of Household Internet Users, (a spreadsheet), Bar and Line Graphs, and Tips for Reading Graphical Texts.</i> Before reading handouts, encourage students to discuss, using personal experiences, some of the following issues: <ul style="list-style-type: none"> What do you believe to be the current Internet use in households? How does education affect Internet use? How does income affect Internet use? How does age of the head of the household affect Internet use? Distribute <i>Tips for Reading Graphical Text.</i> Invite students to ask questions about a spreadsheet's purpose and how a graphical representation can be read and interpreted. Distribute the spreadsheet and graphs. Explain how to skim, scan and sample the graphical text to make informed predictions. Identify and pre-teach the various graphical representations that can be used (e.g. pie, line, bar). 	<ul style="list-style-type: none"> Individually brainstorm to recall what they already know about analyzing graphs. Contribute to the discussion about Internet uses. Read the assigned text on <i>Tips for Reading Graphical Text</i> Determine the reason for the graphic.
<p>During</p> <ul style="list-style-type: none"> During reading, help students to connect the information and ideas in the graphical text to what they already know as they monitor their understanding. ("Monitoring understanding" means recognizing when confusion occurs and identifying strategies that help to regain meaning.) Have students describe and model the different reading strategies they might use, such as predicting, questioning, activating prior knowledge, inferring, reading slowly, and rereading. Model (using "think aloud") strategies for pausing and thinking about the text. Encourage students to examine parts of the text, read, pause, think, and ask questions or make notes about how this information relates to other parts of the text. Demonstrate how to paraphrase the information presented. For example, use the sentence stem "This means..." Ask students focus questions such as: <ul style="list-style-type: none"> How does a graph (line or bar) relay the information in the spreadsheet? How do titles and legends help with the understanding of the graphs? How well does a line graph relate information as compared to a bar graph? What other formats might be used to represent the data in the graphs? What other data sets from the spreadsheet might be useful to represent as a graph? 	<ul style="list-style-type: none"> Contribute to the class discussion. Make connections with their personal experiences regarding Internet uses.
<p>After</p> <ul style="list-style-type: none"> Help students to consolidate and extend their understanding of the content. Pair students and ask each partner to restate or paraphrase what they have read and to note similarities and differences in rephrasing. Have students suggest possible ways to check accuracy and reliability of the information presented. Review the process that students used for reading graphical texts. 	<ul style="list-style-type: none"> Listen to class partner's paraphrase, share and compare. Using information on the spreadsheet, create a different chart representing a key data element.

Notes

Reading Different Text Forms: Reading Graphical Texts

Information Technology Applications in Business Grade 11 (BTA30)
(Software Applications)

Characteristics of Household Internet Users
Characteristics of household Internet users, by location of access (any location)

	1999	2000	2001	2002	2003
Any Location					
% Of all households					
All households	41.8	51.3	60.2	61.6	64.2
Household type					
Single family with unmarried children under 18	59.0	71.2	80.5	81.2	83.7
Single family without unmarried children under 18	38.7	46.7	55.6	58.9	63.0
One-person household	22.1	27.9	36.2	37.5	39.8
Multi-family household	55.1	64.3	73.9	75.3	73.2
Age of head of household					
Under age 35	53.0	66.3	76.2	75.4	79.5
Age 35 to 54	54.9	65.7	74.1	75.5	78.8
Age 55 to 64	32.7	42.4	52.5	56.3	59.2
Age 65 and over	10.1	13.9	19.3	21.6	24.9
Education of head of household					
Less than high school	16.1	22.4	29.9	30.2	21.6
High school or college	44.4	55.2	64.6	65.7	69.0
University degree	70.1	79.1	85.8	86.8	87.8
Household income					
Lowest quartile	18.8	23.9	31.6	33.0	35.0
Second quartile	29.2	42.8	51.8	50.9	56.3
Third quartile	48.1	60.6	70.1	74.7	75.3
Highest quartile	71.2	77.9	87.3	87.9	90.3

Source: Statistics Canada, CANSIM, <http://www40.statcan.ca/l01/cst01/comm10a.htm>

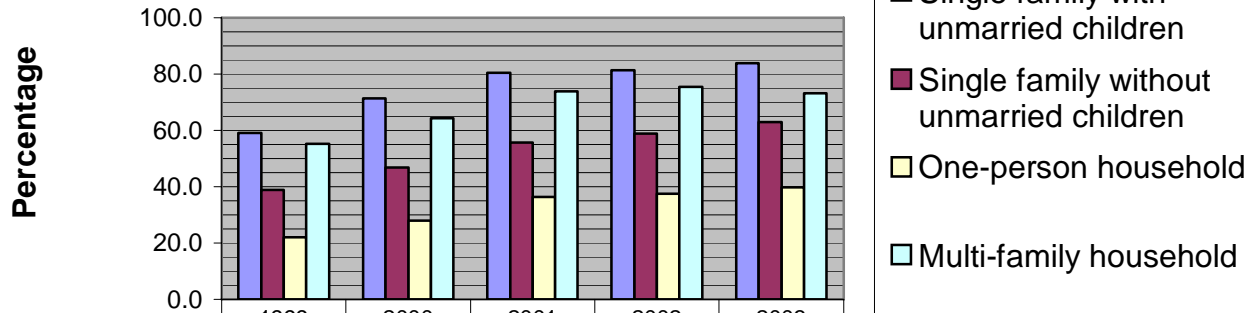
Last Modified 2005-02-18



Reading Different Text Forms: Reading Graphical Texts
Information Technology Applications in Business Grade 11 (BTA30)
(Software Applications)

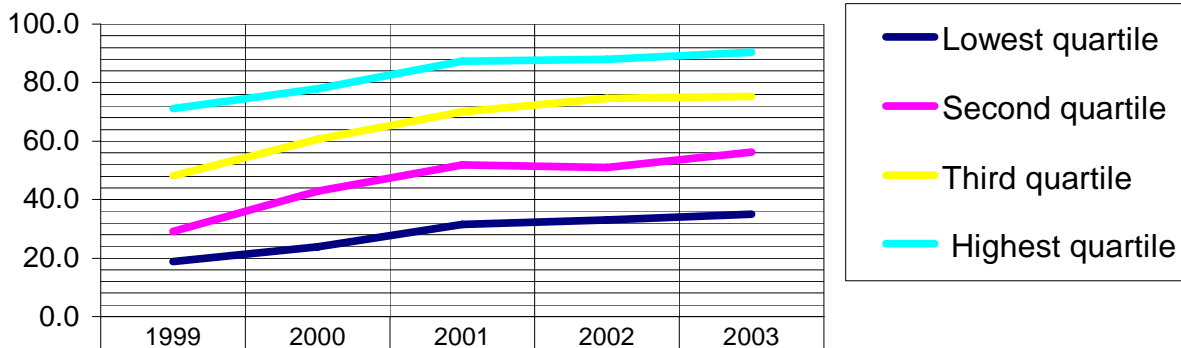
Bar and Line Graphs

Internet Use by Household Type



	1999	2000	2001	2002	2003
Single family with unmarried children	59.0	71.2	80.5	81.2	83.7
Single family without unmarried children	38.7	46.7	55.6	58.9	63.0
One-person household	22.1	27.9	36.2	37.5	39.8
Multi-family household	55.1	64.3	73.9	75.3	73.2

Percentage of Internet Use by Household Income



	1999	2000	2001	2002	2003
Lowest quartile	18.8	23.9	31.6	33.0	35.0
Second quartile	29.2	42.8	51.8	50.9	56.3
Third quartile	48.1	60.6	70.1	74.7	75.3
Highest quartile	71.2	77.9	87.3	87.9	90.3

Graphs created by Jaye Herbert, based on Statistics Canada information from page 4.

Reading Different Text Forms: Reading Graphical Texts

**Information Technology Applications in Business Grade 11 (BTA30)
(Software Applications)**

Tips for Reading Graphical Texts**Before Reading**

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the title, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., Source, Figure 1.6).
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific colours or symbols.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.



Reacting to Reading: Responding to Text (Graffiti)

Information Technology Applications in Business Grade 11 (BTA30) (Information Technology Issues)

Graffiti is a collaborative learning strategy that can be used before or after on assigned reading or readings. Students will work in groups to respond to readings about Internet issues to generate and record ideas on chart paper.

Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic, in this case, the issues surrounding Internet downloading of music.
- expand their understanding of the assigned topics by reading, reacting to, and critically evaluating the opinions of others.

Tips and Resources

- Create response questions or prompts based on major text headings or subtopics and write the questions/prompts on individual pieces of chart paper. Small groups of students will travel in rotation from chart to chart, writing responses to the question/prompt and to other students' comments.
- Have a system to number off the students within the groups. In the version of graffiti used here, each team should use a different coloured marker in order to identify which group made which contribution to the graffiti sheet.
- After a specified period (3-5 minutes), each group will rotate to the next station. Stations should be arranged for ease of mobility within the classroom. This can be done with the paper being moved, but the interaction within the classroom is often beneficial.
- Encourage students to respond to other students' graffiti and to use appropriate diagrams and symbols if necessary. Students might put a checkmark beside an item to agree with it or a question mark beside a response that they feel requires further clarification.
- It is recommended that groups classify comments that were recorded before making any sort of report (approximately 5 min.). Each person on the team must be able to explain the group's classification and make general statements about what was written on their sheet.
- For step-by-step instructions on leading the class through the graffiti strategy see Teacher Resource, *Graffiti Strategy – Procedure for Groups*.

Beyond Monet, pp. 174-177.

Cooperative Learning: Where Heart Meets Mind (Bennett, Rolheiser, Stevahn), pp. 210-211.

Further Support

- Pre-teach vocabulary related to the topic of Internet downloading.
- Assign two students the role of reporter to ensure that struggling or ESL students are supported if they are chosen as the reporter.



Reacting to Reading: Responding to Text (Graffiti)

**Information Technology Applications in Business Grade 11 (BTA30)
(Information Technology Issues)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign the reading to students. See Teacher Resource, <i>Internet Issues – Downloading Music</i>, for sample readings. Determine number and approximate membership of groups and set up as many graffiti stations as there are groups of students. At each station place a different coloured marker. On each page, write one question/issue/topic related to the reading. See Teacher Resource, <i>Downloading Music</i>, for sample topics/questions. Give each group a different coloured marker. Ask students to number off from 1 to 5 within their group. Define, with the help of students, the concept of graffiti in the real world. Explain the classroom graffiti process to students; groups of 5 will begin at a chart paper page. Student #1 will be the recorder for the group reaction to the question posed on the chart paper with their coloured marker with student #2 on the next rotation. 	<ul style="list-style-type: none"> Read assigned text. Ask teacher to clarify difficult concepts. Contribute to discussion about and definition of graffiti. Listen to the instructions about the graffiti process and ask for clarification if needed.
<p>During</p> <ul style="list-style-type: none"> After a specified time length, ask groups to rotate to the next chart taking their coloured marker with them and having student #2 recording, and so on. Monitor student behaviour and clarify/remind as necessary. 	<ul style="list-style-type: none"> Rotate as a group to each graffiti station, using the same coloured marker to contribute ideas. Take turns contributing ideas and information to the graffiti page. Continue graffiti process until arriving back at original graffiti sheet.
<p>After</p> <ul style="list-style-type: none"> Once teams arrive back at original graffiti sheet, allow them time to read and classify what was written on their paper. Designate #s to be reporters and displayers for the chart paper, keeping all students accountable until the end. As each team reports, ask other students to record in their notes what they feel to be the most interesting or important 2 or 3 items, leaving spaces between each item. Give students an opportunity to reread the assigned reading and add page numbers to the top 2 or 3 items from each report, in preparation for making more complete notes. 	<ul style="list-style-type: none"> Review the original graffiti sheet as a team to ensure that each item can be read and understood. Display and report the information on their graffiti sheet. As other groups report, record the most interesting or important items under the proper headings. Reread the assigned reading and add page numbers to the items that were recorded during reports.

Notes

Reacting to Reading: Responding to Text (Graffiti)

Information Technology Applications in Business Grade 11 (BTA30)
(Information Technology Issues)

Internet Issues – Downloading Music

Using the following articles as examples or another current news story about music downloading :

<http://www.cippic.ca/en/projects-cases/election-2004/music-file-sharing.html>

http://www.cbc.ca/news/background/internet/downloading_music.html

http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1080754657038_76163857/?hub=TopStories

1. What affect does music downloading have on the music industry?
2. What are the benefits for musicians if file-sharing is allowed?
3. What laws currently pertain to music downloading?
4. From the point of view of a musician or music industry representative, what are some of the concerns?
5. What is your position on the issue of file sharing in Canada - should it be illegal?
6. Should internet service providers (ISPs) be responsible for monitoring the behaviour and content of the users of their system?



Reacting to Reading: Responding to Text (Graffiti)

**Information Technology Applications in Business Grade 11 (BTA30)
(Information Technology Issues)**

Graffiti Strategy – Procedure for Groups

1. Form groups of five students each.
2. In each group, assign each student a number from 1 to 5. (Tell the students that they will not know the role for their number until later, and that the roles will change. They are all accountable for the work in the group.)
3. Give each group a colour name (e.g., red, blue, black, green, orange, brown), and a marker of that colour. The group will keep that marker as they move to a different chart page and topic.
4. Give each group a piece of chart paper, with a topic already written at the top.
5. Tell the students that they will have about three minutes to write their group's responses to the topic on the first piece of chart paper. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.
6. As the first three-minute time-limit approaches, tell the students, "When I give the signal, finish your last word, leave your chart page where it is, and move on to the next chart page. Be sure to take your marker and give it to the new recorder in your group. You will have two to three minutes to read the responses at the next chart page, and add comments, question marks, disagreements, or additional points."
7. As the students return to the chart page where they first started (their colour of marker will be the first one on the page), tell them, "Prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class. I will choose a reporter and a displayer when the time comes to report. Everyone should be ready to take on these roles."

Writing for a Purpose: **Using Templates: Business-Style Report**

Information Technology Applications in Business Grade 11 (BTA30) (Electronic Research and Communication: Information Validation)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A business style template is a skeletal structure for writing a business report that allows students to organize their thoughts and research information in order to write a first draft.

Purpose

- Provide students with the business style template to scaffold their understanding of a business report and help them organize information before drafting the report.

Payoff

Students will:

- Learn the common expectations components of a business report.
- Organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a business style report, they may first need to deconstruct an example of a report. The business style template that is used for structuring student writing can be used initially to analyze examples of a business style report. Before having students use the template, give them an example of a business style report and have them use the template to identify the sample’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- Use examples from the Ontario Curriculum Exemplars.
- See the explanations and templates for writing in various forms in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*:
 - *Writing a Report*
 - *Business-Style Report Template*
- See explanations and templates for Business-Style Reports in *Think Literacy: Cross-Curricular Approaches, Grades 7-12: Business Studies Introduction to Information Technology in Business*

Cross-Curricular Literacy: Strategies For Improving Middle Level Students’ Reading and Writing Skills, pp.72-91.

Cross-Curricular Literacy: Strategies For Improving Secondary Students’ Reading and Writing Skills, pp.64-79.
Reading and Writing for Success Senior, Chapter 12.

Adolescent Literacy, Part III, Cross-Curricular Connections, pp. 24-33.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.
- Widener University/Wolfgram Memorial Library -- *Evaluating Web Resources web site*
http://www.widener.edu/Tools_Resources/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659
- Widener University/Wolfgram Memorial Library – *How to Recognize a Business/Marketing Web Page*
http://www.widener.edu/Tools_Resources/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/Checklist_for_a_Business_Marketing_Web_Page/5718



Writing for a Purpose: Using Templates: Business-Style Report

**Information Technology Applications in Business Grade 11 (BTA30)
(Electronic Research and Communication: Information Validation)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make copies of the Student/Teacher Resources, <i>Writing a Business-Style Report and Sample Business-Style Report</i> for students to use to deconstruct an exemplar and construct a report. • Explain the report format and process they will use to create a report, modeling the sample and report format (or use one from another source) • Make copies of the Student/Teacher Resources, <i>Business Report Template: Information Validation and How to Recognize a Business/Marketing Web Site</i>. 	<ul style="list-style-type: none"> • Read the <i>Sample Business-Style Report</i>, following the teacher's oral deconstruction. • Work in groups to determine what happens in each subsequent paragraph or part of the example by asking, "What happens in this paragraph/part of the piece of writing?" • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Distribute the template to students to help them consolidate their understanding of what happens in each part of the assigned piece of writing. • Direct students to use this template to organize the information they have prepared/researched for this assignment. • Using a web page such as <i>Evaluating Web Resources</i> websites found at the Widener University/ Wolfgram Memorial Library http://www.widener.edu/Tools_Resources/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659, have students read the checklists for web page evaluations. • Direct students to select one of the Business/Marketing pages for analysis and one (or more) from another category of their choice. • Given the criteria, have students organize their ideas under the template headings. • Monitor students' work as they begin completing the template. 	<ul style="list-style-type: none"> • Using the websites given, research the websites following a checklist. • Begin completing the template by adding (in the appropriate places) the information they have researched or prepared for it (e.g., results of data gathered through a survey, or background information searched on the Internet).
<p>After</p> <ul style="list-style-type: none"> • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their report, procedure, etc. 	<ul style="list-style-type: none"> • May complete the template as a homework assignment. • May participate in peer or self-assessment of completed templates in a subsequent class.

Notes



Writing for a Purpose: Using Templates: Business-Style Report

**Information Technology Applications in Business Grade 11 (BTA30)
(Electronic Research and Communication: Information Validation)**

Writing a Business-Style Report

What is a business-style report?

A business-style report is a form of writing that provides information in a uniquely organized manner for a specific audience. Like the report, it is based on researched facts or on accurate details of a situation or event, not just on the writer's own knowledge. The purpose of a business report is to convey essential information that is accurate, clear and concise. Business writing should be brief and to the point. The business-style report is always dated. Businesses change rapidly; facts and solutions change daily.

The business-style report is prepared to help in decision-making, outline changes needed, give solutions to problems etc. The business-style report defines a problem or issue, presents data to analyze the problem or issue, draws conclusions, and makes recommendations. Business-style reports are organized with the summary at the beginning. The reports are presented to busy people; many executives read only the executive summary or abstract (capsule version) of the report.

Parts of a Business-Style Report

- Executive Summary – three to five sentence summary of the facts
- Problem Statement – summarize the background to the situation
- Analysis – explain the investigative process
- Decision Criteria and Alternatives – the data generated is integrated
- Conclusion – proposed solutions based on data, objective statement of what the report has shown

Executive Summary: an abstract (capsulated version) of the report as a whole, briefly outlining the company's background, the problem, and the recommendations (in broad terms). The executive summary is prepared after all other parts of the report are completed, but appears at the beginning of a business-style report.

Problem Statement: outlines the problem in two or three sentences.

Analysis: includes all the data that has been collected.

Decision Criteria and Alternatives: data generated is integrated into the report in the form of the words, graphics, charts and tables.

Conclusion: is a section outlining what the report has shown with several recommendations that back up the main recommendation given in the executive summary. Remember you are trying to sell the management on your idea.

¹ Adapted from *InsighTs: Succeeding in the Information Age*. Thomson Nelson



Student/Teacher Resource

Sample Business-Style Report

Executive Summary

Though Canadian Clothiers has a web presence, the site is bland, has little appeal and allows minimal customer interaction. We recommended that an e-tail site, with database connectivity be created. The cost factors will be quickly offset by increased purchases and the benefits of a customer database. The website would enhance overall sales, and add shareholder value.

Problem Statement

Canadian Clothiers, a large clothing retailer, wants to increase shareholder value by turning their existing website into an e-tail site. Mr. Canuck, the president and CEO, wants to take advantage of the benefits of a more interactive website.

Analysis

Currently, Canadian Clothiers has a web presence. The website is informational, including product information, special sales, company information and locations. It is possible for website visitors to send a message to the Webmaster through a link to an email address. The site is uninspiring and hasn't much appeal.

The present website does not allow for much interaction with the user. The company wants customers to be able to order merchandise online, and have it shipped to their homes. This would involve database connectivity which would add development and maintenance costs to running the website.

Decision Criteria

The hosting server would have to be capable of running a database over the web. The server would need to have the proper extensions to run whatever database is chosen, which would involve additional monthly website hosting fees. These fees will range from \$75 to \$125 per month. Additional development costs of \$4500 to \$5000 would have to be spent to upgrade the website. As well, additional personnel would have to be re-deployed or hired to manage the extra website traffic. An alternative to the personnel issue would be to contract with the website company handling the database function. Quoted fee is \$250 per month extra on top of the hosting fees.

With the increase in web business through the site, there is a danger that in-store business would decrease. The product offerings through the website should be different from the in-store clothing line, so hopefully overall business increases. Development of a unique clothing line brings extra costs to the business.

Alternatives

More information could be gathered about customer trends and preferences, which would help in future marketing. This may impact on the sales of the existing clothing line.

The company may wish to do a further cost/benefit analysis. Issues such as the cost of creating and running the site, and marketing decisions could be explored thoroughly to make a final decision.

Conclusion

Based on the above analysis and weighing the various alternatives using the decision criteria, we recommend that Canadian Clothiers: upgrade the website to an e-tail site and develop a similar, but unique clothing line to market and sell over the web. Hire one additional person with web-based database management skills to manage the website. This would be more cost effective than outsourcing this function. A more detailed customer profile would result from the additional information gathered through the online ordering. In addition, we think that the website would enhance overall sales, and add shareholder value.

*An e-tail site, with database connectivity be created;
Additional personnel be hired to manage the website;
A unique line of clothing be developed to market through the website.*

Current Date

Website Action Committee

Adapted from BTX4CP **Information Technology in Business Profile**, available online at www.curriculum.org



Writing for a Purpose: Using Templates: Business-Style Report

**Information Technology Applications in Business Grade 11 (BTA30)
(Electronic Research and Communication: Information Validation)**

Business Report Template: Information Validation

Executive Summary:

Provide a three- to five-sentence summary of your web page analysis.

Problem Statement (Introduction)

Summarize the background on how web pages can be validated and state the websites you analyzed.

Analysis

What criteria was used to validate websites?
What did you find in the review of the web pages?
Some of the data gathered can be displayed as a table and incorporated into the report.

Decision Criteria and Alternatives

What key information and facts were discovered?
What comparisons can you make between the different web pages?
What are some of the similarities you found?

Conclusion

Write several recommendations about your findings.



Writing for a Purpose: Using Templates: Business-Style Report

Information Technology Applications in Business Grade 11 (BTA30) (Electronic Research and Communication: Information Validation)

How to Recognize a Business/Marketing Web Page

A Business/Marketing Web Page is one sponsored by a commercial enterprise (usually it is a page trying to promote or sell products). The URL address of the page frequently ends in **.com** (commercial).

Examples:

[Adobe Systems, Inc.](#)

[The Coca Cola Company](#)

Questions to Ask About the Web Page

Note: The greater number of questions listed below that received a "yes" response, the more likely it is you can determine whether the source is of high information quality.

Criterion #1: AUTHORITY

Is it clear what company is responsible for the contents of the page?

Is there a link to a page describing the nature of the company, who owns the company, and the types of products the company sells?

Is there a way of verifying the legitimacy of this company? That is, is there a phone number or postal address to contact for more information? (Simply an e-mail address is not enough.)

Is there a way of determining the stability of this company?

Is there a statement that the content of the page has the official approval of the company?

Is there a statement giving the company's name as copyright holder?

Criterion #2: ACCURACY

Has the company provided a link to outside sources such as product reviews or reports filed with the SEC (the Securities and Exchange Commission), which can be used to verify company claims?

Are the sources for any factual information clearly listed so they can be verified in another source?

Is the information free of grammatical, spelling, and typographical errors? (These kinds of errors not only indicate a lack of quality control, but also can actually produce inaccuracies in information.)

Criterion #3: OBJECTIVITY

For any given piece of information, is it clear what the company's motivation is for providing it?

If there is any advertising on the page, is it clearly differentiated from the informational content?

Criterion #4: CURRENCY

Are there dates on the page to indicate:

When the page was written?

When the page was first placed on the Web?

When the page was last revised?

Are there any other indications that the material is kept current?

For financial information, is there an indication it was filed with the SEC and is the filing date listed?

For material from the company's annual report, is the date of the report listed?

Criterion #5: COVERAGE

Is there an indication that the page has been completed, and is not still under construction?

If describing a product, does the page include an adequately detailed description of the product?

Are all of the company's products described with an adequate level of detail?

Is the same level of information provided for all sections or divisions of the company?

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Pair Work: Think/Pair/Share

**Information Technology Applications in Business Grade 11 (BTA30)
(Impact of Information Technology: Security/Ethics)**

In this strategy, students individually consider an ethical issue in the business environment and then discuss their ideas with a partner.

Purpose

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share in all subject areas for almost any topic. For example: in Business, discuss ethical business practices; in Math, solve a word problem together to better understand the task; in Science, exchange hypotheses before conducting an experiment.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share strategy.
- For more information, see:
 - Student/Teacher Resource, *Ethical Case Studies*.

Teaching Reading in Social Studies, Science, and Math, pp. 266-269.

Beyond Monet, pp. 94, 105.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.



Pair Work: Think/Pair/Share

**Information Technology Applications in Business Grade 11 (BTA30)
(Impact of Information Technology: Security/Ethics)**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make copies of <i>Ethical Case Studies</i> or other case studies relating to ethics and security in the Business environment. • Discuss with students their definition of “ethics” and ask students to brainstorm the values they believe are important when making ethical decisions. • Organize the class into pairs. • Discuss the approach to cases and that responses to cases should include a clearly stated and supported reason for answers or decisions. 	<ul style="list-style-type: none"> • Read assigned cases or readings • Contribute to class discussion about ethics and security issues.
<p>During</p> <ul style="list-style-type: none"> • Circulate around the class having students discuss their ideas about ethics and security in the business environment and write them down. • In pairs, have the students read and discuss with a partner the cases assigned. • Circulate around the classroom ensuring the discussion is focused on the cases. • Encourage students to write their responses to the cases with supporting reasons. 	<ul style="list-style-type: none"> • In pairs, discuss ethical and security issues. • Be sure to listen to your partner and allow your partner to expand on ideas and opinions. • Read and write down responses to ethical cases that you and your partner have formulated.
<p>After</p> <ul style="list-style-type: none"> • Call upon some pairs to share their ideas with the class. Possibly extend the Think/Pair/Share with a further partner trade, where students change partners and exchange ideas again. • Consider having the students write a report on their findings or give an oral report. 	<ul style="list-style-type: none"> • Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification. • When called upon, explain your opinion about the ethical issue given in the case.



Pair-Work: Think/Pair/Share

**Information Technology Applications in Business Grade 11 (BTA3O)
(Impact of Information Technology: Security/Ethics)**

Ethical Case Studies

Note: In all cases “Responses should include a clearly stated and supported reason for answers or decisions.”

Case 1 - You are experiencing pain and enter the hospital for tests. A computer is used to assist in testing and diagnosis. The computer indicates that you must have your right kidney removed. Once the kidney is removed, it is discovered that the kidney was, in fact, fine. How do you feel? Who is at fault – the doctor, the computer, the program writer, you? What will you do now?

Case 2 - Worker #1 does not have Internet access at home. He/she spends time at work on the Internet receiving and sending personal e-mail messages from family and friends. The company he/she works for does not have the capacity to store large volumes of data. How much time is acceptable for “personal” business during the workday? What types of materials are acceptable for e-mail? Should there be a limit if work computers are being used? Should the system administrator monitor the e-mail?

Case 3 - You have been asked to prepare invitations and a “program” for your sibling’s wedding. This would mean you would have to use the computers, printer, and photocopiers at your workplace, since you do not have the resources to do so at home. You have always been a good worker for the company. What are the issues involved in this case? Is it acceptable to do as your sibling wishes? Why or why not?

Case 4 - Your place of employment has a limited number of phone lines. You often have to make personal phone calls because most places of business match your own work hours. Is it acceptable to use the phone lines for personal business? Why or why not? If you feel it is acceptable, would there be any circumstances under which it would not be acceptable? If you feel it is not acceptable, are there any circumstances under which it would be acceptable?

Case 5 - An enterprising student has begun using school computers to run an Internet business. He/she uses school computers to earn extra spending money. Is this an ethical use of resources? Is this a legal use of resources? What factors should be looked at?

Case 6 - A co-worker accidentally e-mails you a file entitled “Journal.” You open it and discover that the co-worker likes a friend at work but is too shy to say anything. The file also contains references to inappropriate and potentially illegal activities of another co-worker. Should you say anything to anyone?

Case 7 - You have been issued a company truck. You are allowed to drive the truck to and from work and to use it for transportation between job sites. A friend asks you to use the truck to help him/her move to a town several hours away. The move will necessitate several trips, but you will pay for your own gas. Should you help your friend move? Why? Why not?

Case 8 - You are the supervisor of a group of workers in an office setting. One of the ladies in the office becomes pregnant. Her job involves the use of computers for the full working day. She brings in an article that seems to prove that electromagnetic radiation from computer screen can have a detrimental effect on her developing baby. She requests a reassignment of duties for the duration of her pregnancy. This would mean a hardship for your company. What should you do in this case?

Case 9 - Your friend has asked you to assist them with a project for one of their classes. The subject is one in which you are interested. Your friend is barely passing the course and will most likely fail (so he/she tells you) if you do not help them. Should you help them? If so, to what extent? Why or why not?

From : Information Technology Applications in Business, Catholic Profile, BTA3OC, (Appendix 2.2.6)
found at www.curriculum.org



Small-group Discussions: Place Mat

**Information Technology Applications in Business Grade 11 (BTA3O)
Creating Review Questions**

In this strategy, students are divided into small groups, gathered around a piece of chart paper. First, the group decides on a question based on a unit or units of study that they are required to know for an upcoming test or examination. The question is written at the top of the chart paper. A square is drawn in the centre of the paper leaving four corners free for writing. Individually, each student writes down the points that he or she considers important elements in formulating a good answer. After all students have completed their individual corners, the group discusses the four answers and, through consensus, chooses the best from each and formulates a final answer that is written in the centre square.

Purpose

- To help students review before a unit test or an examination.
- Encourage all students to participate and review material covered.
- Give all students an opportunity to share ideas and learn from each other in a cooperative small-group discussion.

Payoff

Students will:

- review unit(s) for a test or examination by making up questions.
- have fun interacting with others and extending their learning while accomplishing the task.

Tips and Resources

- Students can create questions throughout the unit for a variety of topics with varying levels of difficulty or create the questions at the end of the unit or units in preparation for a test or examination.
- The strategy can be used with a wide variety of questions and prompts.
- Use the place mat strategy for a wide range of learning goals, for example:
 - to encourage students to share ideas and come to a consensus on a topic or question
 - to activate the sharing of background knowledge among students
- Groups of 2 to 4 are ideal for place mat, but it can also work with up to 7 students in a group.
- You may choose several questions or issues for simultaneous consideration in a place mat strategy. To start, each group works on a different question or issue. Once all groups have completed their discussion, the groups rotate through the various questions or issues until all have been explored.

Beyond Monet, pp. 172-173.

Further Support

- The teacher may need to encourage some students to challenge themselves and go for more difficult questions.
- Give careful consideration to the composition of the small groups, and vary the membership according to the students' styles of learning and interaction, subject-matter proficiency, and other characteristics.
- For students with special needs, the teacher may decide to "pair" specific students during the creation of the questions and ensuing discussion.
- Some students may benefit from being able to "pass" during group sharing.



Whole-class Discussion: Place Mat

**Information Technology Applications in Business Grade 11 (BTA3O)
Creating Review Questions**

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Divide students into groups of 4. • Have each group decide on a question or issue for review. Encourage students to develop questions that allow for answers ranging from level 1 to level 4. • Distribute chart paper to each group. • Ask the students to divide the chart paper into sections equal to the number of students in the group, leaving a square in the centre of the chart. • Ask the students to write their question or issue at the top of the chart paper. 	<ul style="list-style-type: none"> • Students create a question on the specific unit or units under review. • Students prepare the chart paper as instructed and write their question at the top of the chart paper.
<p>During</p> <ul style="list-style-type: none"> • Direct each group member to think carefully about the question, choose the important elements that would formulate a good answer and write their answer in their personal area of the chart paper. 	<ul style="list-style-type: none"> • Listen to the directions from the teacher and ask questions if unsure. • Gather their thoughts about the question or issue and write silently in their own area of the paper while respecting the space and silence of all members of the group.
<p>After</p> <ul style="list-style-type: none"> • Give a signal for students in each group to discuss their answers with the other members of their group. • Instruct each group to discuss one another's answer, come to consensus on the best points from each and formulate a final group answer. • Have each group write their final answer in the square in the centre of the chart paper. • Have students post the charts to share their group's thinking with the class. • Monitor the group sharing for accuracy and completeness of answers. 	<ul style="list-style-type: none"> • Take turns sharing answers with the group. • Engage in discussion with all group members in order to arrive at a consensus on the best points from each answer. • Through discussion, formulate a final answer. • Record the final answer in the centre of the chart paper. • Choose one member to post and share the group's thinking and final answer. Be prepared to assist that member where necessary. • Listen to the presentations of the other groups and share in any further discussion.