



Task Title: Why Choose College?

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will review an article about why students may choose college and identify persuasive writing techniques that have been used to present this information.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Write continuous text/B2.3
- Communicate Ideas and Information/Complete and create documents/B3.2a

Materials Required:

- Pen/pencil and paper or digital device
- Computer

Learner Information

Students choose to apply to college for a variety of reasons including educational and employment goals. Colleges often promote their offerings by using persuasive writing and other techniques to connect with potential students.

Go to the Ontario Colleges website and read "Top 10 Reasons to Choose Ontario's Colleges".

<https://www.ontariocolleges.ca/en/colleges/why-college>

Read the "Persuasive Writing Techniques and Examples" chart.

Persuasive Writing Techniques and Examples

Technique	Examples
Flattery - complimenting your audience.	A person of your intelligence deserves much better than this.
Opinion - a personal viewpoint often presented as if fact.	In my view, this is the best thing to have ever happened.
Hyperbole - exaggerated language used for effect.	It is simply out of this world – stunning!
Personal pronouns - 'I', 'you' and 'we'.	You are the key to this entire idea succeeding - we will be with you all the way. I can't thank you enough!
Imperative command - instructional language.	Get on board and join us!
Triples - three points to support an argument.	Safer streets mean comfort, reassurance and peace of mind for you, your family and your friends.
Emotive language - vocabulary to make the audience/reader feel a particular emotion.	There are thousands of animals at the mercy of our selfishness and disregard for kindness.
Statistics and figures - factual data used in a persuasive way.	80% of people agreed that this would change their community for the better.

Source: <https://www.bbc.co.uk/bitesize/guides/z84sk7h/revision/2>

Work Sheet

Task 1: List the top ten reasons given for choosing Ontario's colleges.

Answer:

Task 2: Choose five persuasive language techniques and list one example of each from Ontario colleges top 10 reasons.

Answer:

Persuasive Language Technique	Example from "Ontario Colleges Top 10 Reasons" Article

Task 3: Write a paragraph of four or five sentences explaining why you think persuasive language should or should not be used to try to connect with an audience. Give at least one example from Ontario colleges top 10 reasons to describe how persuasive language could be either positive or negative.

Answers

Task 1: List the top ten reasons given for choosing Ontario's colleges.

Answer:

- Innovative and groundbreaking programs
- Explorer-Friendly
- Something for everyone
- Choose your own adventure
- It's never too late
- Real-world experience before you graduate
- No stereotypes, just acceptance and support
- Classrooms that connect
- Locations that work for you
- Graduate with less debt

Task 2: Choose five persuasive language techniques and list one example of each from Ontario colleges top 10 reasons.

Answers will vary. One or two examples of each technique used in the article are listed below:

Persuasive Language Technique	Example from "Ontario Colleges Top 10 Reasons" Article
Flattery	<ul style="list-style-type: none">• Whether you're business-minded or creative, good with numbers or good with your hands, like working with people or like working with technology, there's a college program that will help you turn the things you're good at into a successful career.
Opinion	<ul style="list-style-type: none">• There's definitely one that's right for you• Students are reaping the benefits of participating in groundbreaking research and innovative projects

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Hyperbole	<ul style="list-style-type: none">• Ontario's colleges offer them all, for wherever you want your education to take you.
Personal pronouns	<ul style="list-style-type: none">• Not sure what you want to do for the rest of your life? You're certainly not alone• Whichever option you choose, you can count on an explorer program to build your confidence and prepare you to make informed decisions about your education and your future
Imperative command	<ul style="list-style-type: none">• Explore college programs using our program search engine
Triples	<ul style="list-style-type: none">• No one wants to graduate with a mountain of debt, and unfortunately, higher learning comes with a price tag. Ontario college programs have significantly lower tuition costs than other postsecondary options, without sacrificing on the quality of the education you receive. They also help get you into the workforce faster, so you can be earning money rather than spending it.
Emotive language	<ul style="list-style-type: none">• Our adventurous spirit is totally with you
Statistics and figures	<ul style="list-style-type: none">• 5,000-plus programs across 200-plus areas of study• 85% of recent graduates found employment within six months of graduation

Task 3: Write a paragraph of four or five sentences explaining why you think persuasive language should or should not be used to try to connect with an audience. Give at least one example from Ontario colleges top 10 reasons to describe how persuasive language could be either positive or negative.

Answers will vary. The learner may reflect on how easy it is to connect with the reader using persuasive language techniques. Alternatively, they may find some of these techniques to be manipulative or disingenuous.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	scans text to locate information			
	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	makes connections between sentences and between paragraphs in a single text			
	read more complex texts to locate a single piece of information			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
	begins to identify sources and evaluate information			
B2.3	writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	selects and uses vocabulary, tone and structure appropriate to the task			
	organizes and sequences writing to communicate effectively			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3 cont'd	uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			
B3.2a	uses layout to determine where to make entries			
	begins to make some inferences to decide what information is needed where and how to enter the information			
	makes entries using a limited range of vocabulary			
	follows instructions on documents			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):
