This guide is intended for use in presenting a 16-hour, 8-session reading course designed to develop the workplace literacy skills of persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: use a reading plan to skim, scan, and read materials ranging from labels to detailed instructions and reports; apply strategies for dealing with unfamiliar vocabulary; identify main ideas and supporting details of paragraphs, memos, and reports; research information; use information to take appropriate action; and evaluate results. The instructional materials included in each section cover concepts relevant to manufacturing and service industry employees' existing jobs and strategies for learning other tasks if the opportunity should arise. Each section contains some or all of the following: lists of objectives, session topics, methods, evaluation methods/criteria, and required materials; teacher tips; learning activities/exercises; word lists; and information/tip sheets. (MN)
Getting the Point: Reading in the Workplace
ACKNOWLEDGMENT

Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.
Information is all around us. This course provides strategies for finding and using the information you need to make the right decisions on the job and at home. Using real work situations, these sessions provide techniques to develop and use a reading plan, improve your vocabulary, and interpret, use and evaluate information in order to do your job better and solve problems.

OBJECTIVES:

Upon completion of this course, students will be able to:

- use a reading plan to skim, scan and read anything from labels to detailed instructions, memos, letters and reports
- apply strategies for dealing with unfamiliar vocabulary
- identify main ideas and supporting details of paragraphs, memos and reports
- research information
- use information to take appropriate action
- evaluate results

TOPICAL OUTLINE:

- developing a reading strategy
- using the strategy to read forms and memos at work
- how to deal with unfamiliar vocabulary
- identifying the subject, the main point and why the author wrote the article
- evaluating information and drawing conclusions
- reading for action
- case study
OTHER:

- Hours: 16
- CEU: 1.6

SOURCES:


SESSION 1  ♦ GETTING THE POINT

OBJECTIVES:

In order to read and follow instructions at work, at the end of this session students will be able to:

- define purpose
- skim for general information
- read relevant sections carefully
- summarize the information
- evaluate their interpretation

TOPICS:

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose

METHOD:

- group work
- guided discussion on principles
- reading and writing
EVALUATION:

- Self evaluation based on correct completion of worksheets

Students will apply the reading strategy to materials in the workplace. They will be able to give summaries of written materials and instructions so that the information may be passed along to colleagues.

MATERIALS:

- USA Today
- handouts:
  - Count the "F's"
  - Developing a Reading Strategy
  - Previewing and Skimming
  - Pick List
  - Bill of Lading
  - Job Posting
- Pre-class exercise
Before this course begins, the teacher must spend time collecting an assortment of company materials to be used in class, and particularly for the case studies in the last few sessions. The materials used here are just examples. Obviously exercises and worksheets will have to be adapted.

Introductions

Course overview and what we hope to achieve in the 3 weeks.

Ice Breaker - "Count the F's"

Pre-class exercise

Hand out USA Today. Ask for:
  e.g. the weather report for the weekend
  the score of last night's game
  some topical financial or political news

Discuss how they went about finding the information and write on board. Then make comparisons with pre-written chart: Developing a Reading Strategy.

Using Reading Strategy, read and discuss Pick Lists and Bill of Lading.
Handout: Previewing and Skimming
Handout: Job Posting.
"COUNT THE F'S"

FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS
Objective:

To show that we don't pay attention to detail. We see what we want to see and often miss less important details.

Method:

Hand out copies of "Count the F's", face downwards. When the group is ready, ask them to turn the page over and count how many times the letter "F" appears on their page. After 1 minute, ask how many have 3 F's, how many have 4, 5 and eventually 6. (About 50% will see only 3, and only 10% will see all 6 F's)

Discussion:

Why did most of us not see all 6 at first? (F on "of" sounds like "V".)
Why is it important to read what we see and not what we think we see?
Is it important to pay more attention to detail and why?
Read the following memo and answer the questions below it.

TO: All Hourly Employees  
FROM: Human Resources  
DATE: January 4, 1993  
SUBJECT: Special Tax Notice Regarding Plan Payments

The "Unemployment Compensation Amendments Act of 1992" was signed into law on July 3, 1992. The main purpose of this law is to extend Unemployment benefits. However, the new law also affects how you choose to receive your benefits from the Company's Savings and Stock Ownership Plan (the "Plan").

A "rollover" is a payment of your plan benefits to your Individual Retirement Account (IRA). In the past, the amount that you could roll over to an IRA was limited by complex rules. Under the new law, it is now much easier to put money into an IRA. Payment that is eligible for "Rollover" can be taken in two ways. You can have all or any portion of your payment either paid in a direct rollover, or paid in cash to you. However, your choice will affect the amount of tax you owe.

Please advise Payroll of what you intend to do by March 5, 1992. For further information, please see our Benefits' Specialist in Human Resources.
Now answer these questions in your own words.

1. What is the main idea of this memo?

2. What is its purpose?

3. What are the choices open to people under the new law?

4. How would your choice affect you?

5. Once an employee had read this memo, what action would he/she take?
DEVELOPING A READING STRATEGY

1. Define your **purpose** for reading.
   (This is often stated in the title)

2. **Skim** the text quickly for general **information** and the main ideas.
   (Look for clues - look at **headings**, anything **underlined**, anything in **italics**.)

3. **Read carefully** the parts that relate to your purpose.

4. **Summarize** the information.

5. **Evaluate** your interpretation.
   * Have you understood what you read?
   * Can you achieve your purpose?
   * If not, have you misinterpreted the information?
USING THE READING STRATEGY

Think about some of the things you have to read at the company. Most of you have to read quite complicated forms in order to do your jobs. Using the 5 point Reading Strategy, look at both the Pick List and the Bill Of Lading and then answer the following questions.

1. What is the purpose of the information?

2. Skim the text to find the information you need. Which sections do NOT provide information that is important to you?

3. How did you determine what was important for you to read in more detail, and what you could pass over?

4. What are the steps that you would follow to pick the order/fill out the Bill of Lading?

5. Summarize the procedure to show a new employee how to pick/fill out the order.

6. How would you evaluate what your interpretation?

Note to Instructor:
Use company specific pick list and bill of lading
Pick List
Bill of Lading
Before we read anything in detail, particularly longer articles, reports and letters, we ought to preview what we are about to read.

Previewing

- gives us an idea of what to expect. (Is it long, difficult, on a familiar topic?)
- allows us to organize our thinking around the topic.

Skimming

- gives us clues about key points and main ideas

Look for headings, sub-headings, anything in bold, italics or underlined.

Read the first and the last paragraphs. (The introduction and the conclusion should state the writer's main ideas.)

Read the first sentence of each of the other paragraphs. (Should state the main idea of each paragraph.)

Ask yourself, and write down questions about what you would want to know about these key points and main ideas.

Then, once you have read the article in detail, refer to and see if you can answer your questions.
Now try the same thing with another different type of reading material.

1. What is the purpose of this information?

2. Skim the text to find the information you need. Determine what is important for you to read in more detail.

3. What are the steps you would follow in applying for a different position at the company?

4. Summarize the procedure that an employee would follow.

5. Evaluate your interpretation to see if it matches the guidelines for the Job Posting System.
SESSION 2  ♦ GETTING THE POINT

OBJECTIVES:

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- use context clues
- give meaning by recognizing examples
- give meaning by recognizing synonyms
- give meaning by recognizing antonyms

TOPICS:

- how to work out words' meanings
- examples
- synonyms
- antonyms

METHOD:

- guided discussion
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation

Students will have acquired skills that will enable them to interpret unfamiliar vocabulary. Therefore, they will be able to understand a wider range of reading material in the workplace.

MATERIALS:

- Strategies for Dealing with Unfamiliar Vocabulary
- Building Vocabulary
- Vocabulary exercises
STRATEGIES FOR DEALING WITH UNFAMILIAR VOCABULARY

Words have no meaning by themselves. You, the reader, provide the meaning.

1. Use context clues:

   Can you guess the meaning by the way the word is used, looking at the other words around it?

   • Sometimes the unfamiliar word is described within the sentence.

   • An example of the term or how it is used, may be given.

   • The word and a familiar synonym (a word of similar meaning) are given together.

   • The word and a familiar antonym (a word of opposite meaning) are given together.

   • Looking at accompanying illustrations can help you to figure out the meaning.

2. Words are learned by studying their structure:

   • Roots
   • Prefixes
   • Suffixes
If you know one word, you can think of others that relate to it in some way.

Think of the word **clean** — then think of words that have these relationships to that word.

**OPPOSITE:** The opposite of a word is the *antonym*. If something is NOT clean, then it is

__________________________  

**SIMILAR WORD:** A word with a similar meaning is a *synonym*. If something is clean, then we also say it is

__________________________  

**EXAMPLE:** An example of a clean something is

__________________________
BUILDING VOCABULARY

Write opposites (antonyms), similar words (synonyms), and examples for the words below.

1. cold
   opposite __________________________
   same meaning ______________________
   example __________________________

2. dangerous
   opposite __________________________
   same meaning ______________________
   example __________________________

3. work
   opposite __________________________
   same meaning ______________________
   example __________________________
BUILDING VOCABULARY

4. to organize  opposite ____________________________

same meaning ____________________________

example ____________________________

5. to complete opposite ____________________________

same meaning ____________________________

example ____________________________

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.
MEANING FROM EXAMPLES

Find the examples that help define the underlined word. Then circle the letter that gives the meaning of the word.

1. The **adverse** effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

   **Adverse means**
   
   a) deadly  b) harmful  c) strange

2. Since my mother retired, she has developed such **avocations** as gardening and knitting.

   **Avocations mean**
   
   a) jobs  b) vacations  c) hobbies
3. There have been some **bizarre** occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

**Bizarre** means

a) very strange  b) creative  c) realistic

4. The supervisor tried to **ascertain** why the mistakes were made. She established who was there and verified what the schedule was for that day.

**Ascertain** means

a) create  b) avoid  c) find out
Find the word that means the same as (the synonym) for the underlined word.

1. Joe is a great procrastinator. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please scrutinize the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give pragmatic solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor berated the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.
ANTONYMS

Find the word that means the opposite of (the antonym) of the underlined word.

1. The profit margins of our company are not static, but change with the ups and downs of the U.S. Economy.

Static means
a) unchanging    b) unknown    c) shifting

2. Many people do not give succinct answers to questions, but ramble on with long vague ones.

Succinct means
a) accurate    b) brief and to the point    c) complete
3. People often point out the harmful effects that a working mother may have on a family, yet there are many salutary effects as well.

Salutary means
a) well-known b) beneficial c) hurtful

4. Before quality assurance, the company policy on inspection was very loose, but now there is a stringent procedure to follow.

Stringent means
a) informal b) not effective c) firm
VOCABULARY IN CONTEXT

Work out the meanings of the words in bold. Then match each word with its definition.

1. Fred's jokes are in such bad taste that they **elicit** looks of disgust instead of laughter.

2. Even though the papers keep talking about economic recovery, I am very **skeptical** that things are getting better, when I see how many small businesses around me are closing.

3. State Government hopes to **revitalize** the currently lifeless shopping malls by offering tax breaks to small businesses.

4. I am a very **persistent** person. I work with a problem for as long as it takes to figure out the solution.

5. The chatty, slow-moving sales attendant seemed **oblivious** to the long line of impatient customers at her checkout.

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- **elicit** to restore to a vigorous, active condition
- **oblivious** refusing to quit, stubbornly continuing
- **revitalize** to draw forth
- **persistent** doubting, questioning
- **skeptical** unaware of, failing to notice
Work out what the underlined word means by the other words around it.

1. A former employee, **irate** over having been fired, broke into the plant and deliberately destroyed several machines.

   **Irate** means
   a) relieved   b) very angry   c) undecided

2. The company picnic was a **fiasco**, as it rained all day.

   **Fiasco** means
   a) similarity   b) disaster   c) surprise

3. Mary found she was always talking to everyone because of the **proximity** of her work-station to the cafeteria.

   **Proximity** means
   a) similarity   b) nearness   c) size

4. The director didn't have time to read Jim's entire report before the meeting, so he asked him to give him the **gist** of what it was about.

   **Gist** means
   a) main idea   b) title   c) ending
SESSION 3  ➤ GETTING THE POINT

In order to deal with unfamiliar words in forms, memos and articles, at the end of this session students will be able to:

- give meaning by recognizing common roots, prefixes and suffixes

TOPICS:

- how to work out words' meanings
- roots, prefixes and suffixes

METHOD:

- guided discussion
- dictionary work
- vocabulary exercises
- reading

EVALUATION:

- correct completion of worksheets
- self evaluation based on correct use of dictionary

Students will be more competent in reading workplace material and in dealing with unfamiliar vocabulary. They will make fewer mistakes following instructions and deciphering unfamiliar terms.

MATERIALS:

- dictionaries
- Roots, prefixes and suffixes
- crossword
- vocabulary exercise
- "Production Creativity: A Contradiction in Terms"
- Well Known Sayings
Working in two groups, look up the following words:

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<thead>
<tr>
<th>group 1</th>
<th>group 2</th>
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<tr>
<td>octopus</td>
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<tr>
<td>retribution</td>
<td>distribution</td>
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</table>

Go over meanings.  
Is there anything that strikes you about the 2 lists?
# PREFIXES & ROOTS

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<thead>
<tr>
<th>Root or Prefix</th>
<th>Meaning</th>
<th>Example</th>
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</thead>
<tbody>
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<td>ab</td>
<td>away (from)</td>
<td>absent</td>
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<td>bitter, sour</td>
<td>acrid, acerbity</td>
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<td>to, toward</td>
<td>adhere</td>
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<td>ambi</td>
<td>both</td>
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<td>against, opposed</td>
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## PREFIXES & ROOTS

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### PREFIXES & ROOTS

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## PREFIXES OF NUMBER

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<td>Suffix</td>
<td>Meaning</td>
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<td>al</td>
<td>relating to</td>
<td>musical</td>
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<td>ar, er, or</td>
<td>one who</td>
<td>teacher, doctor</td>
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<td>ful</td>
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<td>ic</td>
<td>relating to</td>
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<td>logy</td>
<td>study of</td>
<td>cosmetology, theology</td>
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<td>ous</td>
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<td>cancerous</td>
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### CLUES

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
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</thead>
<tbody>
<tr>
<td>1. skin disease</td>
<td>1. period of ten years</td>
</tr>
<tr>
<td>6. prefix for out of</td>
<td>2. going out of or leaving a place</td>
</tr>
<tr>
<td>7. short for air conditioning</td>
<td>3. diagram of a country/city</td>
</tr>
<tr>
<td>8. to work together with others</td>
<td>4. prefix for bitter</td>
</tr>
<tr>
<td>12. prefix for towards</td>
<td>5. frozen water</td>
</tr>
<tr>
<td>13. the back of something</td>
<td>9. prefix for back or again</td>
</tr>
<tr>
<td>15. song for 2 people</td>
<td>10. Automobile Association of America</td>
</tr>
<tr>
<td>18. the name of a famous steak sauce</td>
<td>11. 3 legged stand</td>
</tr>
<tr>
<td>19. If you look up to someone, you hold him in high ____</td>
<td>14. person who teaches</td>
</tr>
<tr>
<td>21. suffix for pertaining to</td>
<td>16. expected time of arrival</td>
</tr>
<tr>
<td>22. prefix for from or away</td>
<td>17. person who works in a bank</td>
</tr>
<tr>
<td>23. meter with four beats</td>
<td>20. root for hand</td>
</tr>
<tr>
<td></td>
<td>22. another word for spot</td>
</tr>
</tbody>
</table>
VOCABULARY EXERCISE

Read the following sentences. Using information from your lists on Prefixes, Roots and Suffixes, discuss what the words in bold mean.

1. We **concentrate** on companies in the New Jersey area as the best market for our product.

2. If you receive any complaints, please **refer** them to our customer service department.

3. My **initial** thought is that is a good idea. I may change my mind later.

4. Let's hope they **procure** several of the items we are selling.

5. The situation has been **exacerbated** by some mechanical problems we have been having.

6. I need a line graph that shows **bimonthly** sales.

7. The **interdepartmental** meetings will be held on the 2nd. Tuesday of the month.
8. Before you send the parcel, you must predetermine the cost to the customer and to us.

9. Being careless with scrap is counterproductive to the company.

10. We must synchronize our plans for expansion with our other plant.

11. The new machine has adjustable parts and is therefore far more versatile than the one it is replacing.

12. In retrospect, I concede that the need for new products is vital for our economic growth.
Read the article "Production Creativity: A Contradiction in Terms?" from The company's Communique. Then, using all the strategies for dealing with unfamiliar vocabulary, work out the meanings of the words below:

1. impulse
2. contradiction
3. concepts
4. interrelated
5. expertise
6. continuum
7. fait accompli
8. limitations
9. interaction
10. pro-active
VOCABULARY IN CONTEXT

Read the following paragraphs and figure out the meanings of the words that are in **bold**. Then rewrite the paragraphs in your own words to express the information more clearly.

1. The problem of **insufficient** items in stock is creating a **substantial** decrease in production since without the proper materials we cannot complete the orders on time. Our **prognosis** is gloomy unless we can **replenish** the stock with additional inventory from our other warehouses. Only then can we look ahead to a successful year.

2. To establish a healthy **rapport** among employees, it is important not to **segregate** different departments. Let us **reiterate** that **polarization** of substantially different groups leads to **obstructions**. Hence, it is important that we use each other as **sounding boards** so that we continue to be successful at this difficult time.

3. When the machine stopped working, the supervisor **insinuated** that Joe had used **minimal** caution. The sequence of events that followed led to Joe being **obstinate** and **insubordinate**. He said the **spurious** accusations were mere **hearsay** and that he would not be made a **scapegoat** for the **inexplicable** occurrence.
Production Creativity: A Contradiction in Terms?

Your first impulse may be to agree that production creativity is indeed a contradiction. But one need look no further than the dictionary to learn the two concepts are interrelated.

Production: The art or process of producing; the creation of value or wealth by producing goods or services.

Create: To produce through artistic or imaginative effort; creative; having the ability or power to create; productive.

Maybe Webster was way ahead of us when he used each word to define the other. It would seem they naturally or logically belong together, and I believe, not just in the dictionary.

Begin thinking of your production house as a creative resource.

With companies downsizing, and in an effort to transfer fixed costs to variable costs, in-house fulfillment and letter-shop operations are increasingly being outsourced. Buyers are depending on vendors for more than basic execution, they are demanding operational expertise.

Operational expertise is no longer limited to a single discipline—printing, lettershop, fulfillment, database, mailing lists, etc., but rather to the entire direct marketing process. It’s more of a continuum rather than individual production areas with defined starts and stops.

"Production is the last stop prior to a package entering the mail stream. By the time the material is received and instructions are finalized, it’s too late:
- to downsize ¼" to avoid a costly postal surcharge,
- to change stock to allow for ink jet addressing,
- to specify ‘flaps up’ on your envelopes for efficient laser operations."

Why wait until your mailing is a fait accompli to learn that additional postal and production dollars will have to be needlessly spent and could have been saved by holding a couple of brief, joint pre-production meetings with your creative and production partners.

Your Agency
Your agency is best positioned to help you communicate your company’s benefits to the marketplace, using a combination of words and graphics to set your message apart from that of your competitors. Your lettershop is best positioned to understand the capabilities of inserters, folders, etc., and view them not as limitations but as opportunities and to help you take full advantage of what this equipment has to offer.

You’re the Winner
You are the biggest winner in a win-win situation when your entire project is run with a top down, as well as a bottom up approach.

The results of this interaction are that you get maximum value-add from your creative and production partners and a more effective and cost-efficient message is delivered to your client.

And isn’t that what direct marketing is all about?

Vendors: Be more proactive. Make recommendations that will help your customers be more successful in future mailings.

Buyers/Clients: Begin thinking of your production house as a creative resource. Demand the value-add you deserve.

Production creativity: Not at all a contradiction in terms, but rather a team concept that results in success for everyone.

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Buyers are depending on vendors for more than basic execution, they are demanding operational expertise.

Operational expertise is no longer limited to a single discipline—printing, lettershop, fulfillment, database, mailing lists, etc., but rather to the entire direct marketing process.
For fun, have a go at "Well Known Sayings"
WELL KNOWN SAYINGS

The following are well known sayings. See if you can "translate" them.

1. Scintillate, scintillate, minuscule asteroid.
2. Members of an avian species of identical plumage congregate.
3. Surveillance should precede plummet.
4. Pulchritude possesses solely cutaneous profundity.
5. It is fruitless to become lachrymose over precipitately departed lacteal fluid.
6. Freedom from incrustations of grime is contiguous to rectitude.
7. The stylus is more leviathan than the claymore.
8. It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
9. Eschew the implement of correction and maraud the scion.
10. The temperature of the aqueous content of an unremittingly ogled saucepan does not reach 212° F.
11. All articles that coruscate with brilliance are not unequivocally auriferous.
12. Where there is visible exhaust prevalent in enkindled carbonaceous materials there is conflagration.
13. Sorting on the part of mendicants must be interdicted.
14. A plethora of individuals with expertise in culinary techniques vitiate the potable concoction produced by steeping certain properties.
15. Eleemosynary deeds have their initiation intramurally.
16. Defunct virile homo sapiens are incapable of divulging narrative.
17. Individuals who persevere in vitreous edifices would be advised to refrain from catapulting detritus projectiles.
19. Exclusive dedication to necessitous chores without interlude of hedonistic diversion renders John a prosaic masculine adolescent.
20. A revolving detritus garners no congeries of bryophytic plants.
21. The person presenting the ultimate cachinnation possesses thereby the optimum cachinnation.
22. Abstention from any perilous undertaking precludes a potential escalation of a lucrative nature.
23. Missiles of ligneous or pterous consistency have the potential of fracturing my osseous structures, but appellations will eternally remain innocuous.
24. Persons of imbecilic mentality expeditiously divagate into parameters that cherubic entities approach with trepidation.
25. Elementary sartorial techniques initially applied preclude repetitive similar actions to the square of three.
SESSION 4  ♦  GETTING THE POINT

OBJECTIVES:

In order to read and respond to company memos, articles and reports, at the end of this session the students will be able to:

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken

TOPICS:

- identifying subjects
- main ideas
- supporting details
- identifying what action needs to be taken

METHODS:

- guided discussion
- reinforcement exercises
- application to company material

EVALUATION:

- self assessment
- correct identification of main ideas and supporting details
- Assessment of written tasks

Students will apply the reading strategy to materials in the workplace. They will be able to identify purpose and subject and will be able to make decisions for themselves as to the best course of action.

MATERIALS:

- The Basic Reading Formula
- Exercises
- NFL Monday Night Viewer's Guide
- USA Today
Read "NFL Monday Night Viewer's Guide" from The company’s Communiqué
What skimming would you do here?

Reading more carefully: Vocabulary
Make a list and try to work out the meanings of any words that are not familiar to you.

Handout - The Basic Reading Formula Study Sheet
Main Ideas - ask:

a) Who or What is the article about?

b) What point is the author making about the subject?

c) What does the author really want you to understand and remember?

Supporting Details
Relate Main Ideas and Supporting details of whole articles to main ideas of paragraphs
Main Ideas are often contained in the first or last sentence of the paragraph.

Supporting Details help you to understand the main idea.

Using USA Today, find examples.
Exercises on finding the main ideas.
Discuss and apply to articles found in the workplace.
Read "NFL Monday Night Viewer's Guide" from The company’s Communique.

What skimming would you do here?

Make a list of all the words that you do not know, and, applying the strategies for dealing with unfamiliar vocabulary, try to work out their meanings.

Look at The Basic Reading Formula Study Sheet.

Main Ideas:
Who or what is the article about?
What point is the author making about the subject?
What does the author really want you to understand and remember?

Supporting Details:
Identify some of the supporting details
How do they help you understand the main idea?
“It’s the one piece of direct mail I look forward to receiving...” a powerful testament, especially considering its source — a corporate Vice-President of Marketing.

Imagine communicating your corporate message... in an exclusive association with the National Football League... in a fun and exciting non-business medium that actually gets read. Do so and you have the NFL Monday Night Viewer's Guide. It's unique. Readers literally look forward to receiving their weekly issues, much as they might Sports Illustrated, for example. A little different than your average trade ad?

The Monday Night Viewer’s Guide was established some 15 years ago with two simple goals: Utilize the appeal of America's longest running prime-time sports telecast to promote and enhance the game of football, and to afford corporate sponsors a cost-effective, exciting media through which to impart a corporate message.

For instance, think about the Super Bowl. 700 million people worldwide — all tuned to the same event, sharing the same interest, unified by a common denominator, feeling the same excitement. How many other singular events can touch the range of people from Cabinet Members and CEOs to entertainers and athletes... and fans?

700 million people worldwide — all tuned to the same event... feeling the same excitement.

In a nutshell, it's this common emotional bond that's the key to sports marketing. Shrewd marketers have learned that professional sports affiliations enable them to build cost-effectively a common bridge between buyer and seller. You might call it relationship-building on a mass scale.

A qualitative look at the Viewer's Guide proves its uniqueness. The glossy, high impact four-color format offers the readability of a sports magazine. It’s design as a single sponsor vehicle (with cover snipe and full-page four-color ad on Cover IV) distributed to whatever database you direct, provides the exclusivity of message and cost-effectiveness in dollars of direct mail. And it does so in an interesting format, allowing 17 consecutive weeks of message reinforcement. You might call it the “sizzle” of a marketing program.

But, like anything else, the proof is in the quantitative numbers. In a recent survey on the impact of the Monday Night Viewer’s Guide, one corporate sponsor who distributed 50,000 weekly copies found:
- Most recipients recalled receiving the Guide.
- And most importantly, one-half recalled the name of the product advertised in the Guide... while more than two-thirds wished to receive the next year’s program.

The results are clear. The NFL Monday Night Viewer's Guide provides a powerful marketing partnership with the NFL... America's number one rated sport... and number one rated sports program.

For more information on this exciting and cost-effective NFL sponsorship opportunity, kindly call Lou Ferri at 1-800-545-4747 or return the enclosed card requesting an NFL Monday Night Viewer’s Guide media kit.
THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.
Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea.

1. A computer may do many different kinds of work. An individual may use a computer to write letters on, store recipes or play computer games. An insurance salesman may use it to develop plans for his clients. A plant manager may use it to keep stock of all inventory in the plant.
   a. Computers are important to Insurance Companies.
   b. Computers have many uses.
   c. People who have computers at home use them for all different things.
   d. Life has changed for people with computers.

2. The company has a right and obligation to maintain a safe and productive working environment for all employees, while still respecting the rights of individuals. In order to achieve the goals of protecting employees and promoting productivity, we have developed a policy to keep drugs and alcohol out of the workplace, and to assist individuals with a dependency problem through our Employee Assistance Program.
   a. The company will not allow any employee to drink or use drugs on the job.
   b. The company must provide a safe working environment, as well as protecting the rights of individuals.
   c. The company has developed a Substance Abuse policy.
   d. Anyone can get help from the Employee Assistance Program.
3. In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

a. Working in a factory is always potentially dangerous.
b. In the past there wasn't enough information about chemical safety.
c. In order to keep people safe at work, the government has legislated that all information on chemicals used is written in a standardized way.
d. Containers of chemicals must have labels on them.
In the space provided, write a sentence that expresses the main idea of each of the following paragraphs.

1. On the whole, I don't like the new manager. I find his attitude condescending and rude. He has made very little attempt to learn our names. He arrived for work very late yesterday and then got angry with us when we didn't know what we had to do and he was not very complimentary of his predecessor, who had been here for 10 years before him.

2. Since World War II the workplace has changed significantly both in job requirements and the labor force needed to perform this work. As the workforce becomes older and more diverse in national origins and in gender, many employees lack the basic educational skills needed to succeed in jobs that are constantly upgrading. Employers are beginning to realize that the strength of their organizations depends on investing now in training not only for middle management and above, but also for their hourly paid workers.
SESSION 5  ♦ GETTING THE POINT

OBJECTIVES:

In order to make choices and decisions when given problems to solve, at the end of this session students will be able to

- identify the problem
- gather information
- sort out facts from opinions
- evaluate choices
- draw conclusions

TOPICS:

- evaluating information
- making choices
- drawing conclusions

METHOD:

- guided discussion
- group work
- task setting
- case study
SESSION 5  ♦  GETTING THE POINT

EVALUATION:

- assessment of tasks
- results of case study

Students will be more competent tackling work problems without having to ask their supervisors. They will be able to seek out information, make choices and act on these choices. They will be more self-directed and need less supervision.

MATERIALS:

- handouts Fact, Opinion, Conclusion
  Evaluating Information and Drawing Conclusions
- Case Studies
- MSDS and other Safety Literature
- A guide to Portable Fire Extinguishers

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OPINIONS, FACTS AND CONCLUSIONS

OPINION
something that a person believes to be true

FACT
statement that can be proved

CONCLUSION
once you know the facts,
the final step you take when examining a problem or a situation
In order to solve problems both at work and in our daily lives, we need to look at the information around us, evaluate this information and make choices as to the best course of action. Discuss the strategies below and then apply them to the tasks set out on the next page.

**Identify the problem**

**Gather information**

**Sort out facts from opinions**

**Examine the facts**

**Draw conclusions**

Sometimes we have to make choices:

**Identify purpose**

**List requirements**

**Evaluate each choice**

**Select the best one**
EVALUATING INFORMATION AND DRAWING CONCLUSIONS

Using the strategies laid out on the previous page, as well as the information provided, work together in groups to decide how you will respond to the following tasks.

TASK #1:
You are going to a new work area and are going to be working with vinyl ink.

TASK #2:
You are on a committee looking into buying new fire extinguishers for the area in which you work. Which would you buy and how many?
OBJECTIVES:

In order to take appropriate action after reading memos and reports, at the end of this session the students will be able to:

- define the task
- research the information
- using the information, decide on a course of action
- take action and evaluate results

TOPICS:

- how to read for action
- reading for information
- taking notes

METHODS:

- guided discussion
- task setting
- group work

EVALUATION:

- correct completion of tasks

Students will be able to research information in order to solve problems at work. This will enable them to deal with situations directly, rather than having to turn to a third party for help.

MATERIALS:

- Reading for Action
- Reading for Information
- Taking Notes
- Company Benefits & Policies Book
- "Conflict of Interest/Personal Responsibilities"
What do you do if you can't come to work? It is easy to act when the situation is clear-cut, for example you have a dose of 'flu. However what do you do if you are injured at work, at home, have to have an operation? Use the strategy below, as well as any information you might find in the Employee Benefits and Policies Book.

**Strategy:**

1. Define the task
2. Review the procedure.
3. Examine the task.
4. Perform the task.
5. Evaluate the end result.
What do you need to do if the task requires research? Examine the following situation:

A friend of yours has just started his own trucking business. His prices are considerably cheaper than the larger haulers. He suggests that if you scratch his back, he will scratch yours.

Strategy:

Identify the problem

Find the appropriate written material

Scan for the facts related to your purpose

List facts

Examine facts

Draw conclusions

Decide on your course of action
READING FOR INFORMATION

- Define your purpose for reading

- Preview passage to be read to organize your thinking around the topic

- Skim the text quickly for general information and main ideas.

- Look for clues - look at headings, sub-headings, anything bolded, in italics or underlined, pictures, charts, graphs

- Read first and last paragraphs and first sentences from other paragraphs

- Write questions from headings, sub-headings etc.

- Read the article carefully, underlining key words and phrases

- Answer your questions in your own words

- Evaluate your interpretation. Have you understood what you have read? Can you achieve your purpose? If not, have you misinterpreted the information?
When you take notes from reading materials, keep these tips in mind:

- **Do not** copy down whole paragraphs or pages!
- Focus on the main idea of the material
- Collect support for your main ideas
- Don't worry about writing complete sentences
- Focus on key words and phrases
- Keep in mind the purpose for taking that particular note -- if there is no purpose, then you will copy endlessly and end up with a wealth of information, none of which will be helpful to you in serving your purpose
- Keep track of where the information comes from
- If you use quotations, be sure to record the source
SESSION 7  •  GETTING THE POINT

OBJECTIVES:

In order to respond to a problem at work, by the end of the next two sessions the students will be able to:

- identify the problem
- devise strategies for dealing with the problem
- take appropriate action

TOPICS:

- identifying the problem
- reading information to help formulate solutions
- taking appropriate action

METHOD:

- discussion
- reading
- writing

EVALUATION:

- Assessment of completed plans, looking for application of competencies covered during the course.

MATERIALS:

- handout of case study
- Information on Employee Mentoring
Mike T. is a receiver at Corporate Center. He has been with the company for five years, during which time he has worked in several areas and has an extremely good working knowledge of the work involved in picking, packing, locating and assembling. He is clear thinking, able to express himself very well and finds it easy to take charge. Unfortunately, others around him can feel threatened by his abilities and so they tend to step back and clam up rather than learn from him.

Pat C. has also been at the company for five years. She is a picker and is very proud of the fact that she "makes no errors." She knows she is a superior worker and that her supervisor will always use her name when he criticizes others. She is aloof and has nothing to do with the others who work in her area.

Both these employees are an asset to the company, but both could put their talents to further use. As a group, discuss how this could be done. Find out about any programs that are currently being implemented at the company. Using the information you find, develop detailed plans for both Mike and Pat.

Note to Instructor:
Use company specific personnel policy

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SESSION 8  ➔ GETTING THE POINT

OBJECTIVES:

In order to respond to a problem at work, by the end of the next two sessions the students will be able to:
- identify the problem
- devise strategies for dealing with the problem
- take appropriate action

TOPICS:

- identifying the problem
- reading information to help formulate solutions
- taking appropriate action

METHOD:

- discussion
- reading
- writing

EVALUATION:

- Assessment of completed plans looking for application of competencies covered during the course.
- Post-Test.

MATERIALS:

- handout of case study
- Information on Sex Harassment, Company Policies, grievance, discipline etc.
- Post-Test (pre-test)
CASE STUDY

Most people in Department A have been there for some time and know each other very well. Over the years, they have developed a form of sexual banter which all, including the supervisor, have participated in.

Jan J. is a new employee who comes into this department and, although she tries to hide it, she gets upset when things are directed at her. It has begun to affect her work and she has been coming in late or calling in sick to avoid coming in.

As a group, discuss whose problem this is and what can be done about it. Look at the situation from all sides and plan your courses of action.

Note to Instructor:
Use company specific policies

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Below are sections taken from the company's Employee Benefits and Policies book. Every 5th. word has been left out. When you come to a (   ) fill in a word of your choice, so that the paragraphs make sense. (You do not have to use the exact word that was used originally.)

1. Every employee in the (   ) completes a time card. (   ) charging time to jobs (   ) in cards daily. Other (   ) turn in cards weekly. (   ) employee must complete his (   ) card. Cards must be (   ) in for each day (   ) as well as for (   ).

2. The vacation year (   ) July 1 and extends through (   ) following June 30. The (   ) time you are accruing (   ) year should be used (   ) next July. Vacation (   ) cannot be used during (   ) probationary period. All vacation (   ) must be used during (   ) vacation year. It cannot (   ) paid instead of time (   ).

3. As a new full (   ) employee, your first 90 (   ) of employment is considered (   ) probationary period. During this (   ) period, you will be (   ) based on job performance, (   ), and conformity with Company (   ). If you fail to (   ) the requirements in any (   ) these areas, you may (   ) terminated.

4. It is the policy (   ) the company to (   ) equal employment opportunities through (   ) positive continuing program of (   ) practices designed to ensure (   ) full realization of equal (   ) opportunity without regard to (   ), color, religion, sex, age, (   ) origin, handicap or Vietnam (   ).

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