**Magazine ads**

Ad #1:

Speaker:

Specific Audience:

Purpose:
Diction that proves the purpose:

**Ad #2**

Speaker:

Specific Audience:

Purpose:
Diction that proves the purpose:

**Ad #3**

Speaker:

Specific Audience:

Purpose:
Diction that proves the purpose:

**Question Guide:**

Video/Text Title:

1. Who is the speaker/author/creator?

2. Who is the audience? (Be specific.)

3. What is the purpose of the video/text?

4. How did the speaker, audience, or purpose influence the style or form in which the information was presented?

5. How did you know the purpose?

6. What positive words, phrases, or statements can you find in the video?

7. What is the author’s tone towards the lineman training center?

8. Based on the video, what are the main arguments for becoming a power lineman?

9. What are some skills that students will learn in this program?

10. How can a student interested in this field find out more information about this training program?

**Guided Practice: Video/Text Title:**

11. Who is the speaker/author/creator?

12. Who is the audience? (Be specific.)

13. What is the purpose of the video/text?

14. How did the speaker, audience, or purpose influence the style or form in which the information was presented?

15. What are some examples of word choice that shows the purpose? (Think about the specific questions she asks. Why?)

16. Interestingly, when Davis asks questions, some of the questions are for one audience, while other questions are for different audiences.

Which two questions are written for a specific audience? Why?

**Independent** Practice: Video/Text Title:

17. Who is the speaker/author/creator?

18. Who is the audience? (Be specific.)

19. What is the purpose of the video/text?

20. How did the speaker, audience, or purpose influence the style or form in which the information was presented?

21. How does the word choice show you Davis’s attitude toward Shannon Skinner? Give specific examples of words or phrases.

22. In what ways does Wolf prove that Skinner has the “heart and soul” to be a lineman?

**Answers to Question Guide:**

Video/Text Title: Lineman Tech Center Video

1. Who is the speaker/author/creator? Somerset Community College

2. Who is the audience? (Be specific.) Anyone who may be interested in becoming a power lineman (age 18-50)

3. What is the purpose of the video/text? To inform prospective students what they would learn during the lineman training program and to convince them to consider this career

4. How did the speaker, audience, or purpose influence the style or form in which the information was presented?

The specific audience of young men made the video creators focus on the adventurous nature of the job. Since the purpose was to convince the audience to consider this program and this career, they interviewed young men who had completed the program and older men who were instructors and power company workers. All of these combined to validate the usefulness of the program.

5. How did you know the purpose? By analyzing all the positive words and phrases used to describe the program.

6. What positive words, phrases, or statements can you find in the video?

office--the ultimate view, elite work force, unique opportunities, others’ envy, work—demanding and rewarding, adrenaline

commonman, cowboy, rescue worker, bona fide hero

physical mental and financial rewards, find a job quickly, lifelong brotherhood, 80 years of experience, pictures of nice and new facility,

hands-on learning, beneficial educational experience, knowledge to use on the job, trained quickly, hired quickly, In no other profession. . . 3 times

good pay and double pay, help people, travel and see the country, not for the tame-minded, liberating/freedom

7. What is the author’s tone towards the lineman training center? respect and approval

8. Based on the video, what are the main arguments for becoming a power lineman?

The career includes exciting, hands-on work, the pay is high, there are opportunities for advancement and even higher pay, and linemen get to help people and do rewarding work.

9. What are some skills that students will learn in this program?

CPR, first aid, safety training, equipment usage, basic pole climbing, basic rescue, CDL certification requirements, more specialized instruction, overhead line construction, hydraulic tool operation, live line work, important principles of dealing with electricity, advanced skills training and enhanced field work techniques

10. How can a student interested in this field find out more information about this training program?

Call 606-451-6699

**Info from the Somerset CC website:**

**Requirements to enter the Lineman Training Program:**

• Must be at least 18 years of age
• Must have a High School Diploma or GED
• Must be able to pass a DOT Physical and DOT Drug Screen
• Must take the TABE 9 D Test and score at least a 9th grade math and reading level (Can take this at any Adult Education Center)

**Guided Practice: Video/Text Title:**

11. Who is the speaker/author/creator? Kathleen Wolf Davis, former editor-in-chief of Intelligent Utility, a magazine published by Energy Central.

12. Who is the audience? (Be specific.) Customers of the utility cooperative, executives of the utility companies, and any other people interested in the energy field

13. What is the purpose of the video/text? To give the customers and executives information about the day in a life of a lineman and to help them appreciate these workers and the work that they do.

14. How did the speaker, audience, or purpose influence the style or form in which the information was presented? Davis wanted to make this information come as directly from the worker as possible, so she asked it in interview form. In this way, his answers are the focal point.

15. What are some examples of word choice that shows the purpose? (Think about the specific questions she asks. Why?) She wants to emphasize the workers’ diligent effort to restore power so that customers will be more understanding. That’s why she asks about the hardest part and gives him a chance to tell the customer something to help them be more understanding.

16. Interestingly, when Davis asks questions, some of the questions are for one audience, while other questions are for different audiences.

Which three questions are written for a specific audience? Why?

Note that the sixth, seventh, and eighth questions are written with very specific audiences in mind—customers, executives, and those who may want to pursue this career.

The author wants the customers to be patient with lineman when the customers’ power is out.

The author wants the executives to connect with the lineman and appreciate what they do.

The author wants to encourage anyone interested in this field to pursue a job in the energy sector.

What do you wish the average utility customer understood about your job? Audience: Customers

What do you wish the average utility executive understood about your job? Audience: Executives

What advice would you give others looking at becoming a lineman? Audience: Prospective Employees

**Independent Practice**: Video/Text Title: “Heart and soul a lineman: Shannon Skinner, NV Energy”

17. Who is the speaker/author/creator? Kathleen Wolf Davis

18. Who is the audience? (Be specific.) women interested in the energy field, customers of the energy cooperative, employees in energy jobs

19. What is the purpose of the video/text? to highlight the successful career of a woman in the energy field

20. How did the speaker, audience, or purpose influence the style or form in which the information was presented? Her purpose is to try to change the stereotype that only men work in energy jobs, so this purpose shapes the information that she chose to include in her interview and the article.

21. How does the word choice show you Davis’s attitude toward Shannon Skinner? Give specific examples of words or phrases.

“There is no distance with Shannon” “most interesting people in energy” “I always remember” “honest and true: a pure love.”

22. In what ways does Wolf prove that Skinner has the “heart and soul” to be a lineman?

Wolf proves this by showing the love that she has for her job, her community, her family and fellowworkers. Skinner also states, “It’s more than a job. . . It has to be in your heart.”