

Module Title: Writing in Plain Language

Target Audience: current employees of NOTEable, a software development company

Learning Objectives:

1. Identify why Plain Language is important.
2. Differentiate between Plain Language examples and non-examples.
3. Apply Plain Language guidelines.

Seat Time: 20-30 minutes

Outline:

- Course Intro / Navigation / Objectives
- Definition and Purpose of Plain Language
- Know Your Audience
- Organizing Information
- Knowledge Check 1
- Be Conversational
- Choose Words Carefully
- Knowledge Check 2
- Be Concise
- Design for Reading
- Quiz Intro
- Final Evaluation (graded quiz)
- Quiz Results
- Summary
- Congratulations

Directions: Please review phrasing and information for accuracy and completeness, with the understanding that beyond this phase we are moving the design into development.

Please **track changes** and leave comments as you review.

Slide layers are indicated by using the same number as the base layer slide, followed by *a*, *b*, etc. for each consecutive layer.

All images and videos from Articulate 360 Media Library, and are provided for visual guidance, not necessarily as the final version.

Font: Lato Light (body; 16 pt font); Prata (headings; 24 pt font)

Color Palette:

#FDB80A	#6DC99D	#000000	#FB2D00	#FFFEB3	#ECD280	#3C6E71
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Module Resources/References: [Plain Language Guidelines](#)

Slide 1.1/ Menu Title: <i>Welcome</i>			Objective: [#]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
No top/bottom border Background video: Person typing on desktop keyboard, close-up of their fingers and keyboard. Course title set in opaque rectangle overlaying the background video Custom Start and Navigation buttons	[Slide Title] Writing in Plain Language [Buttons] Start Navigation	Welcome to the Writing in Plain Language eLearning course. In this course, you will learn about the importance of Plain Language, and how to apply it in your day-to-day work. If you are ready to begin, click the Start button. If you would like to hear more about navigating the course, click the Navigation button.	Title, Start and Navigation buttons will fade in timed with VO reference The Start button will jump to slide 1.3 The Navigation button will jump to slide 1.2 Previous and Next buttons are hidden.

Slide 1.2/ Menu Title: <i>Navigation</i>			Objective: [#]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background image: black and white photographic image of lighthouse, as metaphor for navigation Arrow icons in color palette hue point to player features	[Slide Title] Navigation	Please take a moment to review the course player if you would like to feel more comfortable navigating the course. If you are already familiar with the player, you may continue to the next slide at any time. To navigate this course, click the Previous or Next buttons to move forward or back. Click the Volume icon to adjust volume up or down. Click the Settings gear icon to view accessibility options. Click the circle arrow icon to replay the current slide. You may also adjust the seekbar at any time to review a portion of the slide. Click the pause button to pause the player. Click the same button again to resume play. The three-lined icon will expand or collapse the menu when selected. The menu shows all sections of the course. The Resources tab provides you with Plain Language guidelines you can review at any time during the course. Click the next button now to begin the course.	Arrow icons will fade in timed with their reference in the audio.

Slide 1.3/ Menu Title: <i>Learning Objectives</i>			Objective: [#]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Title bar is in palette color, and is a simple rectangle going horizontally across the slide. Slide text will be white on a black background. The learning objectives will each be in a different colored rectangle that reaches across the slide. The slide background is black. Each learning objective is numbered and left-aligned in its rectangle.	[Slide Title] Learning Objectives [Slide Text] After this training, you will be able to: [Rectangle Labels] 1. Identify why Plain Language is important. 2. Differentiate between Plain Language examples and non-examples. 3. Apply Plain Language guidelines.	After this training, you will be able to: Identify why Plain Language is important, Differentiate between Plain Language examples and non-examples, and Apply Plain Language guidelines.	Title will fade in from the bottom of the slide, and slide text will fade in timed with VO. Learning objectives will fade in as they are referenced by the VO.
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Slide 1.4/ Menu Title: <i>Definition and Purpose</i>				Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:	
Title bar in palette color. Two ovals outlined in palette color show two separate images centered in the middle: a dictionary (Definition) and a target (Purpose).	[Slide Title] Definition and Purpose [Slide Directions] Click each image for more details	Whether to improve communication with customers, or to communicate more effectively internally with colleagues, Plain Language is a powerful and useful tool to know. Click each image for more details on Plain Language's definition and purpose.	Ovals have hover and visited states. Hover = dimmed image; Visited = checkmark icon in palette color overlaying oval image. Slide directions are timed to fade in with VO. Next button is hidden until both ovals have Visited state.	

			Dictionary oval has Lightbox trigger to take learner to slide 1.5. Target oval has Lightbox trigger to take learner to slide 1.6. Next button jumps to slide 1.7.
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Slide 1.5/ Menu Title: <i>none</i>			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White text box on bright color palette background, with image of several hands reaching toward each other to connote inclusion on top of the white text box to the right, sized slightly taller than white text box, with a thin color palette image border. 	Plain language is a matter of inclusion. It primarily benefits people who: are multilingual have learning difficulties have intellectual disabilities or had variations in schooling	Plain language is a matter of inclusion. It primarily benefits people who: are multilingual, have learning difficulties, have intellectual disabilities or had variations in schooling.	This slide and the following slide (1.6) should be hidden in the Menu so that it appears the two slides are only pop-outs for slide 1.4 (Definition and Purpose). Next button takes user back to slide 1.4

Slide 1.6/ Menu Title: <i>none</i>			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White text box on bright color palette background, with image of a person writing, on top of the white text box to the right, sized slightly taller than white text box and with a thin color palette image border. 	Plain language is writing that is easy to understand, without simplifying information. It has: clear structure everyday vocabulary simplified sentences	Plain Language is writing that is easy to understand, without simplifying information. It has: clear structure everyday vocabulary and simplified sentences.	Next button takes user back to slide 1.4 This slide and slide 1.5 are hidden from the Menu, so they appear as extensions of 1.4.

Slide 1.7/ Menu Title: <i>Know Your Audience</i>			Objectives: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background video: Two people's hands on a table background, gesturing and writing	[Slide Title] Know Your Audience [Slide Directions] Click each bullet point for more details [Slide Text]	One key component of Plain Language is to know your audience. Click each bullet point for more details.	Bullet Point Text has entrance animation at end of VO. Bullet point ovals have Hover, Selected and Visited states. Each bullet point hotspot covers the bullet point text as well.

as they collaborate.  Slide text with custom bullet point buttons. Text is black with semi-transparent gray background. Bullet points are bright palette color. Slide directions are white text on black rectangle background.	● How much do they already know? ● What do they need to know?		The Next button is hidden until both bullet points have been visited.
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Slide 1.7a/ Menu Title: <i>none</i>			Objectives: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White text box with black outline covers the bullet point text, centered in slide. The base layer is visible on this layer.	[Text Box] Non-example: “Run the FSB by the AC SME before showing John.” A new employee may not know all of your company’s abbreviations yet. Consider what each member of your	Here is a non-example: “Run the FSB by the AC Smee before showing John.” A new employee may not know all of your company’s abbreviations yet.	Hotspot over X icon at upper right side of the white text box will trigger hiding this layer.

	audience already knows, and what they might not know yet.		
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Slide 1.7b/ Menu Title: <i>none</i>			Objectives: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White text box with black outline covers the bullet point text, centered in slide. The base layer is visible on this layer.	[Text Box] Example: “If you want to write a grant proposal, here’s what you need to do.” Be direct. Focus on what your audience wants to know.	Here is an example of Plain Language in action: “If you want to write a grant proposal, here’s what you need to do.” Be direct. Focus on what your audience wants to know.	Hotspot over X icon at upper right side of the white text box will trigger hiding this layer.

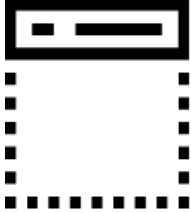
Slide 1.8/ Menu Title: <i>Organizing Information</i>			Objective: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
In the middle of the slide: a square containing a centered image of a person writing. To the sides of the square: 4 other squares in contrasting palette color – 2 on each side. Each card has text labels inside.	[Center Square Text] Click each card for Plain Language tips for organizing your information [Card Text] Main Idea and Details Headers Lists Transition Words	Another key component of Plain Language is how you organize information. Click each card for Plain Language tips on organizing information.	Center square enters with animation. Cards take the learner to different layers that reveal more information about each topic. Cards have Hover and Visited states. Base layer audio does not overlap if learner clicks a card

			before base layer audio completes. The learner can click cards in any order, but the Next button is hidden until all cards are clicked.
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Slide 1.8a/ Menu Title: <i>none</i>			Objective: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
“Main Idea and Details” label is replaced by a lightbulb icon. The center square becomes a white text box. The base layer is visible.	[Center Square Text] Put your most important information (your main idea) at the beginning [palette color text], followed by details. This allows your reader to better understand the information as a whole.	For main idea and details, remember: Put your most important information (your main idea) at the beginning, followed by details. This allows your reader to better understand the information as a whole.	This layer corresponds with the “Main Idea and Details” card. Audio stops when the timeline ends on this layer (so it doesn’t overlap with the base layer).

Slide 1.8b/ Menu Title: <i>none</i>			Objective: 2 & 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
“Lists” label is replaced by a lines/pencil icon.	[Center Square Text] Lists are an excellent way to break up information. If your information is sequenced, like a	Lists are an excellent way to break up information. Here’s a tip for listing: If your information is sequenced, like a process, use a numbered list. If it’s not a sequence, stick with bullet points.	This layer corresponds with the “Lists” card. Audio stops when the timeline ends on this layer (so it doesn’t overlap with the base layer).

 The center square becomes a white text box. The base layer is visible.	process, use a numbered list [palette color text]. If it's not a sequence, stick with bullet points [palette color text].		
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Slide 1.8c/ Menu Title: <i>none</i>		Objective: 2 & 3	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
“Headers” label is replaced by an icon depicting a title at the top of a document.  The center square becomes a white text box. The base layer is visible.	[Center Square Text] Why Use Headers? [Prata font; the rest of text uses Lato Light] Headers give a reader the main idea in an easy-to-see way. Headers make your information more organized [palette color text] and visually appealing [palette color text].	Why use headers? Headers give a reader the main idea in an easy-to-see way. Headers make your information more organized and visually appealing.	This layer corresponds with the “Headers” card. Audio stops when the timeline ends on this layer (so it doesn’t overlap with the base layer).

Slide 1.8d/ Menu Title: <i>none</i>		Objective: 2 & 3	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

“Transition Words” label is replaced by an icon depicting an arrow changing from solid to dot.  The center square becomes a white text box. The base layer is visible.	[Center Square Text] Transition words show the connection between information. Some transition words show cause and effect (so, because [palette color text]), while others show sequence (then, next [palette color text]). Pointing words are a useful type of transition word, such as this, those, that or these [palette color text].	Transition words show the connection between information. Some transition words show cause and effect, like so and because, while others show sequence: like then and next. Pointing words are a useful type of transition word, such this, those, that or these.	This layer corresponds with the “Transition Words” card. Audio stops when the timeline ends on this layer (so it doesn’t overlap with the base layer).
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Slide 1.9/ Menu Title: <i>Knowledge Check 1</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Slide Text is randomly spaced over the slide, on white rectangle bordered by black slide base color. Title Bar is partially overlaid by Directions Bar in contrasting palette color. Ovals in one palette color surround each Slide Text word.	[Slide Title] Knowledge Check! [Directions Text] Select the Plain Language transition word. Then click the submit check mark in your player. [Slide Text] Those Regardless Nonetheless Frequent Adverse	Knowledge Check! Select the Plain Language transition word. Then click the submit check mark in your player to move on.	This is a freeform hotspot interaction. Do not include this question in the final Results slide. Slide Text words enter on fade in animation. Hotspots cover each Slide Text word. Allow 2 attempts in the form settings. When the learner clicks Submit, it will show either the Correct or Try Again feedback layer on the first attempt. The Correct or Incorrect feedback layers show on the second attempt.

Slide 1.9a/ Menu Title: <i>none</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Correct [Slide Text] That's right! Pointing words like “those” are great Plain Language transition words. [Button] Continue	That’s right! Click the Continue button to learn about how being conversational in your writing can help make information more accessible.	The Continue button jumps to slide 1.10.

Slide 1.9b/ Menu Title: <i>none</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Incorrect [Slide Text] That is incorrect. Please try again (think about “pointing words”). [Button] Try Again	Click the Try Again button to see if you can choose the correct transition word.	The Try Again button hides the layer and replays the base layer for the learner.

Slide 1.9c/ Menu Title: <i>none</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Incorrect [Slide Text] You did not select the correct response. “Those” is the Plain Language transition word. [Button] Continue	The correct answer is “Those” – a simple pointing word to show the connection between thoughts. Click Continue to learn more about being conversational in your writing, to make information more accessible.	The Continue button jumps to slide 1.10.

Slide 1.10/ Menu Title: <i>Be Conversational</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
5 rectangles form a stack of cards in a muted palette color in the center of the slide. Two arrows point to the left and the right of the card stack. Directions Text is in a bar across the bottom of the slide.	[Slide Title] Be Conversational! [Card Text Front] Use contractions Use active voice Use present tense Use “must” – never “shall”! Use examples [Directions Text] Click each card to see examples, then drag the card to either side to reveal the next tips.	Another key Plain Language guideline is to be conversational. Click each card to see examples, then drag the card to either side to reveal the next tips.	Title and Directions bars enter with animation. Cards enter one by one on the timeline, stacking. Left and right arrows enter after the cards. Two hotspots overlay where cards can be dragged – to the left and right of the card stack. Each card has a Selected state. For Selected State customization, see 1.10a.

Slide 1.10a/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Text for Selected States of each rectangle card is black on a white background. The check mark icon is a palette green. The circle slash icon is the palette red.	[Contractions Card Selected State] [check mark icon] “Isn’t the deadline Friday?” [circle slash icon] “Is the deadline not Friday?” [Active Voice Card Selected State] [check mark icon] “The volunteers cleaned up the beach.” [circle slash icon] “The beach was cleaned up by volunteers.” [Present Tense Card Selected State] Using present tense makes language more immediate. Past tense can get tricky, but do use it if it’s all that makes sense. Example: “You may not qualify for the reimbursement if you were using a rewards card.” [“Must” Card Selected State] [check mark icon] “You must apply by November 30th.” [circle slash icon] “No applications shall be accepted after November 30th.” [Examples Card Selected State] Like this! Examples make complex topics more concrete and understandable.		See slide 1.10.
Notes: This refers to the Selected states for each card in Slide 1.10.			

Slide 1.11/ Menu Title: <i>Choose Words Carefully</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
4 sliders are evenly spaced along the left side of the slide. A rectangle in a palette color corresponds with each slider, with text inside. That text will change as the learner moves each slider button, from a non-example to an example of Plain Language. Non-examples will be a different palette color than examples.	[Slide Title] Choose Words Carefully [Slide Text] Move the slider buttons to see each Plain Language tip applied to un-Plain examples. [Slider Rectangle Text] Use simple words & phrases Avoid noun strings Avoid jargon Avoid ambiguity	Here are some Plain Language tips at a word level. Move the slider buttons slowly to see each Plain Language tip applied to un-Plain examples.	Sliders are used for each Plain Language tip. Set the slider steps to start at 0 and end at 3, 1 step increments. Set variable triggers for each tip: show corresponding non-example layer when slider is at 1. Show corresponding Plain Language layer when slider is at 2 or greater. Sliders have entrance animation, followed by slider rectangles.

Slide 1.11a/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Use simple words & phrases” changes in this layer to a non-example of Plain Language with different palette color.	[Rectangle Text] Consequently, the cat was moved to evacuate the house.	<i>n/a</i>	Layer trigger on base layer shows layer when slider is at 1.

Slide 1.11b/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Use simple words & phrases” changes in this layer to an example of Plain Language with different palette color than base layer and non-example.	[Rectangle Text] So, the cat ran out the door.	<i>n/a</i>	Layer trigger on base layer shows layer when slider is at 2 or greater.

Slide 1.11c/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid noun strings” changes in this layer to a non-example of Plain Language with different palette color.	[Rectangle Text] We enjoyed the healthy eating education program.		Layer trigger on base layer shows layer when second slider is at 1.

Slide 1.11d/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid noun strings” changes in this layer to an example of Plain Language with different palette color than base layer and non-example.	[Rectangle Text] We enjoyed the educational program about healthy eating.		Layer trigger on base layer shows layer when second slider is at 2 or greater.

Slide 1.11e/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid jargon” changes in this layer to a non-example of Plain Language with different palette color.	[Rectangle Text] We’re working to assist the involuntarily evicted population.		Layer trigger on base layer shows layer when third slider is at 1.

Slide 1.11f/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid jargon” changes in this layer to an example of Plain Language with different palette color than base layer and non-example.	[Rectangle Text] We’re assisting the unhoused population.		Layer trigger on base layer shows layer when third slider is at 2 or greater.

Slide 1.11g/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid ambiguity” changes in this layer to a non-example of Plain Language with different palette color.	[Rectangle Text] If you are determined to have a disability, we will pay you the following:		Layer trigger on base layer shows layer when fourth slider is at 1.

Slide 1.11h/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Base layer is visible. Rectangle label for “Avoid ambiguity” changes in this layer to an example of Plain Language with different palette color than base layer and non-example.	[Rectangle Text] If we determine that you have a disability, we will pay you the following:		Layer trigger on base layer shows layer when third slider is at 2 or greater.

Slide 1.12/ Menu Title: <i>Knowledge Check 2</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title Bar reaches only halfway across the slide as with prior Knowledge Check.	[Slide Title] Knowledge Check! [Directions Text in Form] Move the endings to match the sentence starters. [Correct Answer Text] Main ideas go before... details. Instead of using “shall,” try “must.” One way to be more direct is to use...active voice (not passive voice). Numbered lists are great for showing...a sequence of information.	Let’s check your knowledge. Move the sentence endings to match the sentence starters.	Directions text enters in fade in animation, timed with VO. Answer text fades in directly after. This is a matching drag-and-drop graded question. Do not include this Knowledge Check in the final Results slide. Allow 2 attempts to answer in the form. Shuffle answers in the form. When the learner clicks Submit, it will show either the Correct or Try Again feedback layer on the first attempt. The Correct or Incorrect feedback layers show on the second attempt.

Slide 1.12a/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Correct [Directions] That's right! You matched them all correctly. [Button] Continue	That's right! Click the Continue button to learn about how to be concise in order to make information more accessible.	The Continue button jumps to slide 1.13.

Slide 1.12b/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Incorrect [Slide Text] Not quite! Consider reviewing the previous slide to clarify. [Button] Continue	It looks like you could use a little more practice. Consider reviewing the previous slide to clarify these points. If you are ready to move on, click Continue to learn how being more concise helps make information more accessible.	The Continue button jumps to slide 1.13.

Slide 1.12c/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard feedback layer pop-up. Base layer is not visible.	[Slide Title] Incorrect [Slide Text] Almost! Remember: numbers are for a sequence. [Button] Try Again	You've almost got it! Please try again. Remember, numbers are for a sequence of information.	The Try Again button hides the layer and replays the base layer for the learner.

Slide 1.13/ Menu Title: <i>Be Concise</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar is the length of the slide. Directions bar is below and to the right of the title. Almost the entire slide is taken up by an accordion interaction. 3 vertical tabs displaying tab titles take up about 1/3 of the accordion area. Tabs are in alternating palette colors. The rest of the accordion shows an image of a person's hands writing.	[Slide Title] Be Concise [Directions Text] Click each bar for more information. Click the bar again to close the tab. [Tabs] Watch your prepositions Cut the adverbs Cut redundant words	A key principle of Plain Language guidelines is to be concise. Use only the number of words that you need in order to be understood clearly. Click each accordion bar for more information. Click the same bar again to close the tab and view more information before continuing. When you have viewed all tabs, click Next to continue to the next slide.	Tabs fade in one at a time. The learner will be able to click each tab, to open the accordion and show the corresponding slide layer. The Next button will be hidden until the learner has clicked each tab, no matter the order of clicking. Motion paths will cause the accordion layers to "open" as the layers' timelines begin. Audio from the base layer does not overlap with layer audio if

			the learner selects a tab before base layer audio completes. Each tab has a Visited state (lighter palette shade) to show the learner which tabs have been clicked.
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Slide 1.13a/ Menu Title: <i>none</i>		Objective: 2 and 3	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White rectangle text box covers the parts of the accordion visible from the base layer. The selected tab moves to the right, covering the rest of the base layer accordion to make it appear it opened to a new page.	[Slide Text] Redundancy happens when you say basically the same thing -- twice. Or more! Look at this example, which is redundant two times! “The departments worked together on a joint project to improve...” If they both worked on it, we don’t have to say they worked together: “The departments worked on a project to improve...”	Redundancy is a barrier to Plain Language and clear understanding. Saying the same thing over again within the same sentence or paragraph is a barrier to being understood clearly. Read the example and non-example here, to clarify how to avoid redundancy. When you are done viewing this information, click the accordion bar to close this tab.	Motion path causes tabs and accordion image to glide to the right as the layer’s timeline starts. Learner is brought back to the base layer to select a new tab when they click again on the current tab.

Slide 1.13b/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White rectangle text box covers the parts of the accordion visible from the base layer. The selected tab and the tab to its right move to the right as the white text box appears, covering the rest of the base layer accordion to make it seem it opened to a new page. Bullet points are the circle slash “No” icon used in prior slides.	[Slide Text] Adverbs clutter up the direct meaning, most of the time. Reconsider using any of these when you’re trying for plain language: • totally • particularly • very • really • exceptionally	Adverbs clutter up the direct meaning of your writing, most of the time. Reconsider using them if they don’t meaningfully contribute to the overall purpose of your communication. Click the accordion bar when you are done viewing this information, to close this tab.	Motion path causes tab and accordion image to glide to the right as the layer’s timeline starts. Learner is brought back to the base layer to select a new tab when they click again on the current tab.

Slide 1.13c/ Menu Title: <i>none</i>			Objective: 2 and 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White rectangle text box covers the parts of the accordion visible from the base layer. All tabs move to the right as the white text box appears, covering the rest of the base layer accordion to make it seem it opened to a new page.	[Slide Text] Prepositions like • to • on • of can mean you’re including wordy phrases you don’t need. [circle slash icon] “We have a sufficient number of donuts.”	Prepositions are not always necessary for clear communication. Prepositions such as to, on, and of can mean you’re including wordy phrases you don’t need to include. Read the example and non-example given here. Click the accordion bar when you are done viewing this information, to close this tab.	Motion path causes tabs and accordion image to glide to the right as the layer’s timeline starts.

	[check mark icon] “We have enough donuts.”		
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Slide 1.14/ Menu Title: <i>Design for Reading</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Palette color information dots will appear next to the appropriate text on the Background Text. Prata is used for [i] while Lato Light is used for the rest of the Background Text. Text is black on a white rectangle background.	[Slide Title] Design for Reading [Directions Text] Click the <i>i</i> information dots to find out more about how to make your writing more readable on a design level. [Background Text] <i>[i-v represent presence of markers for this interaction]</i> [1]How to Make Your Topics Stand Out [2]Use simple, clear fonts [3] • Bullet points • must • be • consistent [4]Highlight important concepts with bold, not underlining. <i>Parenthetical information can use italics.</i> [5] [marker to the right in the white space of the background text]	Our last guideline for Plain Language is to design for reading. Click each information dot to find out more about how to make your writing more readable on a design level.	This is a marker interaction. See Slide Text for where markers are located. See the next chart box for the text that pops up when each marker is selected. Title fades in, followed by Background and Directions Text timed with VO.
Notes: See next chart box for marker text.			

Slide 1.14a/ Menu Title: <i>Design for Reading</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
same as 1.14	[Marker Text] [1] Headers Whether using one header for your main idea, or a series of subheaders for your supporting topics, headers are a great way to make information easier to read and understand. [2] Font Choice Avoid handwriting fonts, or anything very elaborate, when you write in Plain Language. Also, try to not use more than 2-3 fonts in a text or project. It can be confusing to wonder about why some things are one font, some things another. [3] Lists Lists – bulleted or numbered – help our brains take in more information at our own pace. Make sure you use the same grammar structure to begin each bullet point, and keep the visuals all the same. [4] Bold and Italics Use both sparingly, but each can be helpful to accentuate the information you want the reader to notice most (bold) or least (<i>italics</i>). [5] White space Information is less overwhelming when the reader has plenty of white space surrounding the text. It's a bit of relief for the eyes.	n/a	same as 1.14 All Marker Text is placed in the marker pop-out interactions as numbered in the above chart box.

Slide 1.15/ Menu Title: <i>Quiz Intro</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar remains the same palette color for entire quiz section.	[Slide Title] Quiz Time!	On the next slide, your quiz will start.	Slide text enters with fade in animation.

Slide text is in white box on black background, centered on slide.	[Slide Text] On the next slide, your quiz will start. Refer to the Plain Language Guidelines in the Resources section of your player at any time during the quiz. A passing score is 80%, or 4 out of 5 questions correct.	Refer to the Plain Language Guidelines in the Resources section of your player at any time during the quiz. A passing score is 80%, or 4 out of 5 questions correct. Good luck!	
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Slide 1.16/ Menu Title: <i>none</i>		Objective: 1	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar in same palette color as 1.15. Multiple choice graded question form.	[Slide Title] Question 1. Select the correct answer. [Form Text] What statement would best explain the importance of Plain Language? [Form Answer Text] Plain Language saves time and money. Plain Language simplifies written communication without simplifying content, so everyone is able to access and understand information. [correct answer] Plain Language lessens information so people don't have to be overwhelmed by too much content.	Question 1. What statement would best explain the importance of Plain Language. Select the correct answer from the options below.	Score by question with 1 attempt for each quiz question. They will be able to retake the quiz at the end if they do not pass. Results slide 1.21; graded quiz slide. When learner clicks Submit, submit multiple choice and advance to next slide. No immediate feedback with layers. All answers submitted first, then they receive their score on the Results page. If they do not pass they may review the quiz answers (Review layers) before retaking the quiz.

			No shuffle for answers, to allow for greater success on Review.
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Slide 1.16a/ Menu Title: <i>none</i>			Objective: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom Review layer. Base layer visible. Palette color rectangle overlaid under answers with white text inside.	[Rectangle Text] Remember: Plain Language is about everyone having the same access to information!	<i>n/a</i>	Custom Review layer.

Slide 1.17/ Menu Title: <i>none</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Center rectangle in same palette color as other quiz questions. 6 white rectangles, 3 on each side of the center rectangle. Each contains an answer for Select Many.	[Slide Title] Question 2. Select the Plain Language options (there will be 3 total out of 6). Remember to avoid passive voice, lengthy synonyms, and redundancy! When done, click the check mark to submit your answers. [Form Text] We worked in close proximity on several projects until 12 noon, to summarize briefly. We worked on the projects until noon. [correct]	Question 2. Select the 3 Plain Language options out of the 6 available. Remember to avoid passive voice, lengthy synonyms, and redundancy! When you have made your selections, click the checkmark in the player to submit your answers.	Submit button submits drag and drop answers and advances learner to the next slide.

	The cat bit the veterinarian. [correct] The veterinarian was bitten by the cat. Also... [correct] Furthermore...		
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Slide 1.17a/ Menu Title: <i>none</i>			Objective: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom Review layer. Base layer visible. Palette color square overlaid on answer cards with white text inside.	[Square Text] Remember: Plain Language is the most concise and clear option of the two!	<i>n/a</i>	Custom Review layer.

Slide 1.18/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar in same palette color as 1.15. Multiple choice graded question form.	[Slide Title] Question 3. Select the correct answer. [Form Text] Your friend Paul just started a new job and is trying to break up this noun string to lessen confusion at his workplace: "We have conducted surveys showing the need for an international employee relations improvement program." Which edit best follows Plain Language guidelines?	Question 3. Your friend Paul just started a new job and is trying to break up this noun string to lessen confusion at his workplace: We have conducted surveys showing the need for an international employee relations improvement program.	Submit button submits answer and advances learner to the next slide.

	[Form Answer Text] Our surveys show the need for an international program improving relations between employees. [correct] We have conducted surveys that show we need an employee relations improvement international program. Surveys have been conducted which demonstrate a pressing need for an international employee relations program.	Which edit best follows Plain Language guidelines? Select the correct answer, from the answers below, and then click the Submit check mark.	
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Slide 1.18a/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom Review layer. Base layer visible. Palette color rectangle overlaid above answers, over title bar, with white text inside.	[Rectangle Text] Remember: noun strings are not clear! Simplify!	<i>n/a</i>	Custom review layer.

Slide 1.19/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar in same palette color as 1.15. Multiple choice graded question form.	[Slide Title] Question 4. Select the correct answer. [Form Text] Sadie is trying to be more direct in her communications with prospective users. She thinks she needs to edit this sentence to be more Plain	Question 4. Sadie is trying to be more direct in her communications with prospective users. She thinks she needs to edit this sentence to be more Plain Language: "No modifications	Submit button submits answer and advances learner to the next slide.

	Language: “No modifications or amendments shall be allowed after submission.” Which edit best follows Plain Language guidelines? [Form Answer Text] After you submit your application, you cannot make further changes. [correct] No modifications must be allowed after submission. We will not accept any applications being modified or amended at any time after submission.	or amendments shall be allowed after submission.” Which edit best follows Plain Language guidelines? Select the correct answer, from the answers below, and then click the Submit check mark.	
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Slide 1.19a/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom Review layer. Base layer visible. Palette color rectangle overlaid above answers, over title bar, with white text inside.	[Rectangle Text] Remember: active voice is the most clear option!	n/a	Custom review layer.

Slide 1.20/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar in same palette color as 1.15. Multiple choice graded question form.	[Slide Title] Question 5 Select the correct answer. [Form Text]	Question 5. Alex is looking for help with a community outreach event, and is trying to edit the following to be more Plain Language: “We need volunteers	Submit button submits answer and advances learner to the next slide.

	Alex is looking for help with a community outreach event, and is trying to edit the following to be more Plain Language: “We need volunteers for our event in the following areas: greeters, registration, surveys, activities, staging, serving and clean-up.” What changes would best follow Plain Language guidelines? [Form Answer Text] Cut out half the information. Make the request into a bulleted list. [correct] Add more descriptive language.	for our event in the following areas: greeters, registration, surveys, activities, staging, serving and clean-up.” What changes would best follow Plain Language guidelines? Select the correct answer, from the answers below, and then click the Submit check mark.	
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Slide 1.20a/ Menu Title: <i>none</i>			Objective: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom Review layer. Base layer visible. Palette color rectangle overlaid above answers, over title bar, with white text inside.	[Rectangle Text] Remember: design for reading!	n/a	Custom review layer.

Slide 1.21/ Menu Title: <i>Results [hidden from menu]</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard quiz results slide.	[Slide Title] Quiz Results [Slide text]	n/a	Base layer for quiz results. Learner views either the Success or Failure layers based

	Your score: XX% Passing score: YY%		on score, overlaid on this base layer.
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Slide 1.21a/ Menu Title: <i>Results [hidden from menu]</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard quiz results slide.	Nice job, you passed!! [buttons] Review Quiz Continue	Here are your quiz results: Nice job, you passed! Click the Review Quiz button to review your answers. Click Continue to advance to the next slide.	Review Quiz button takes learner to custom Review layers. Continue button jumps to slide 1.22.

Slide 1.21b/ Menu Title: <i>Results [hidden from menu]</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Standard quiz results slide.	Sorry, you didn't pass. [buttons] Review Quiz Retry Quiz	Sorry, you didn't pass. Click the Review Quiz button to review your answers. Click the Retry Quiz button to take the quiz again.	Review Quiz button takes learner to custom Review layers. Retry Quiz resets results and restarts quiz at slide 1.16.

Slide 1.22/ Menu Title: <i>Summary</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar is in palette color, and is a simple rectangle going horizontally across the slide. Slide text will be white on a black background.	[Slide Title] Summary [Slide Text] In this course, you learned: [Rectangle Text] Why Plain Language is important.	Now that you have completed this course, you have learned: why plain language is important. how to differentiate between plain language examples and non-examples, and how to apply plain language guidelines.	Rectangles will fade in as text is referenced by the VO.

The Rectangle Text will each be in a different colored rectangle that reaches across the slide. The slide background is black.	How to differentiate between Plain Language examples and non-examples. How to apply Plain Language guidelines.	Well done!	
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Slide 1.22/ Menu Title: <i>Implementation Strategy</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Title bar in palette color, Prata as font for first sentence. Three palette color rectangles below title bar, each stating prompt for text entry. Slide directions below rectangles. Text entry box with palette color outline at bottom.	[Slide Title] Practicing new habits can be a challenge. How do you plan to implement Plain Language guidelines more regularly in your day-to-day work? [Slide directions] Using either the suggestions above, or your own ideas, please respond with how you plan to implement Plain Language guidelines more regularly, using the text entry box below: [Rectangles] by keeping the guidelines next to my desk	Practicing new habits can be a challenge. Forming an implementation strategy can help us carry our learning with us into our day-to-day interactions. How do you plan to implement Plain Language guidelines more regularly? Using either the suggestions above, or your own ideas, please respond with how you plan to implement Plain Language guidelines more regularly, using the text entry box below. When you have entered your text, click the check mark to submit your response.	Three text entry prompt rectangles fade in one at a time, timed with VO.

	by checking each document for Plain Language before submitting by scanning my email correspondence to see it's in Plain Language before sending		
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Slide 1.23/ <i>Congratulations</i>			Objective: n/a
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background video of typewriter in action.  Rectangle across the slide horizontally in palette color contains Slide Text. End course button in palette color centered below Slide Text.	[Slide Title] Congratulations! And thank you for your time! [Button] End course	Congratulations on completing the course! You now have a familiarity with Plain Language guidelines that will serve you well in all your written workplace interactions, from customer service to internal communications. Thank you for your time!	End course button fades in with entrance animation. When clicked, it takes the learner back to the beginning (until uploaded to LMS, at which point it will exit the course).