

Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 1A

ELA3104 English Language Arts 30-2

Module 1: Section 1 Assignment and Section 2 Assignment

FOR STUDENT USE ONLY		FOR OFFICE USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____	Assigned Teacher: _____	
Time Spent on Assignment: _____	Module Number: _____	Assignment Grading: _____	
		Graded by: _____	
		Date Assignment Received:	

Student's Questions and Comments	Apply Module Label Here	
	Name Address Postal Code Please verify that preprinted label is for correct course and module.	

Teacher's Comments

Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

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English Language Arts 30-2

Module 1

Looking Ahead

ASSIGNMENT BOOKLET 1A

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	40	
Section 2 Assignment	60	
	100	

Teacher's Comments

English Language Arts 30-2
Module 1: Looking Ahead
Assignment Booklet 1A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2463-6

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 1A

ENGLISH LANGUAGE ARTS 30-2: MODULE 1

SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 100 marks out of the total 200 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

You're encouraged to use a computer for these assignments. If you use a computer, submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page.

40

Section 1 Assignment: The Keys to Success

Read all parts of your assignment carefully and record your answers in the appropriate places.

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1. Suppose you're appointed to a committee. At your first meeting, you're asked to introduce yourself. What personal information would you want to share? You might want to talk briefly about your family, your role as a student, your personal interests, or your achievements.

Write a few points about yourself; then record your introduction on an audiocassette or other voice recording medium. (This information will enable your teacher to get to know you.)

Here are some tips to help you with this assignment:

- Check to see that your recording equipment is working properly.
- Begin by giving your name. Then add four or five points about yourself.
- After you've finished, listen to your recording to determine if the sound quality is satisfactory and if you're happy with the way you've handled the assignment.
- If you're using an audiocassette, don't rewind your tape; you'll be doing another recording later in this Assignment Booklet.
- Label your recording with your name and course number. Also state that the recording is for question 1 of Section 1 in Assignment Booklet 1A. Include any other information that your teacher requires.

Assessment Criteria		Received
Ideas and Impressions • The introduction is informative and effective.	3 marks	
Presentation • The student has spoken clearly, using satisfactory expression and emphasis.	2 marks	
TOTAL	5 marks	

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2. In Lesson 1, you thought about your skills, aptitudes, interests, and goals. In a few short paragraphs
- discuss your goals
 - explain how you intend to achieve them
 - explain how your skills, aptitudes, and interests have influenced your goals
 - consider both short-term goals (for example, those you plan to accomplish within the next year) and long-term goals (those you hope to accomplish in the future)
If you're uncertain about your future goals, discuss some of the possibilities that you're considering. Be sure to indicate how completing English Language Arts 30-2 fits into your future goals.

Assessment Criteria		Received
Ideas and Impressions • The introduction is informative and effective. • Supporting details are appropriate and relevant. • The language used is correct and effective.	5 marks	
TOTAL	5 marks	

[illegible]

When you have completed this question, return to page 19 in the Student Module Booklet.

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3. You've now covered ways to use a journal to respond to various ideas and texts in your English language arts course. In Lesson 2, after reading Robert Fulghum's essay "The Credo," you were asked to write a response in your journal. Revise and edit your journal entry; then recopy it here (or type it on a computer and attach a copy to your Assignment Booklet). Your journal entries will be evaluated according to the Journal Assessment Criteria given on page 22 in Lesson 2 of your Module 1 Student Module Booklet.

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 27 in the Student Module Booklet.

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4. In this lesson, you learned some skills that you’ll need when you work with partners or groups. As the chairperson or organizer of a group, you might have to solve a variety of problems. How would you handle the following situations? In your answers, refer to specific skills that you might use, and include words that you might say. Remember that a chairperson is a polite and tactful communicator.

Assessment Criteria		Received
Knowledge and Skills The responses demonstrate • an awareness that various behaviour types may be present in a group • skill in encouraging group members to make positive contributions • skill in helping the group make decisions or arrive at a consensus • skill in planning and organizing a meeting • skill in setting realistic goals for group work • correct and effective use of language	5 marks	
TOTAL	5 marks	

a. Your social studies group is supposed to be discussing the causes of World War I. Selina is talking to a person in another group about yesterday’s volleyball game.

b. Your group has been asked to analyze the ending of a story. Dan has a different view from everyone else and can’t be persuaded to change his opinion.

- c. Your science group has been assigned to do a presentation on pollution. After a half-hour discussion, no agreement has been reached on what should be included in the presentation or what form it should take.

- d. Your group is working on a series of questions related to a chapter in a novel. Andrew, one of the group members, has not read the chapter; as a result, he has no ideas to contribute.

- e. Your student council has been asked to plan a Remembrance Day ceremony. Lisa has been sitting quietly, offering no suggestions or opinions.

- f. Suppose that you're a member of the executive of your Grad Committee. You've been asked to organize a fund-raising event. How would you establish a committee to assist you in planning a fundraising event for the Grade 12 Grad? Give two or three specific ways that you would invite students to participate in your planning group and notify them of your first meeting.

- g. As the chairperson, what important goals would you want to achieve at the first meeting of your graduation fundraising committee?

When you have completed this question, return to page 36 in the Student Module Booklet.

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5. In Lesson 4, you learned how to locate information in a library and on the Internet. To answer the following questions, you'll need to visit a large public or school library. Take these questions (or a copy of them) with you, along with some notepaper. Answer the following questions clearly and completely.

Assessment Criteria		Received
Knowledge and Skills The responses demonstrate • a good awareness of the types of resources that can be accessed at a library • a clear understanding of how library resources are organized • knowledge of the types of information that various library resources contain • skill in accessing various library resources to locate specific information • correct and effective use of language	10 marks	
TOTAL	10 marks	

The name of the library I visited is _____.

The phone number of this library is _____.

- a. How are the fiction books in this library organized? How are fiction books labelled? Explain the categories into which they're subdivided.

- b. Who is recorded in the online catalogue as the author of the book *Valhalla Rising*?

- c. Locate the biography section of the library. How are biographical books labelled? How are they arranged on the shelves?

- d. Use the online catalogue to find a biography on the following people: Give the book's title, author, and the date of publication.

	Queen Elizabeth	John Fitzgerald Kennedy	Napoleon Bonaparte
Title			
Author			
Date of publication			

- e. What is the name of the online periodical index used in this library?

- f. Use the online periodical index to locate an article on the Canadarm 2 (the Canadian space arm used on the International Space Station). Give the name and date of publication of the periodical, the title and author of the article, and other pertinent details.

Name of the periodical	
Date of publication	
Title of article	
Author(s)	
Other details	

- g. Look through the reference section of the library. List the names and dates of publication of three different reference books and explain briefly the information they contain. **Do not include comprehensive encyclopedias, dictionaries of the English language, or thesauruses.**

Title of Reference Book and Date of Publication	What Type of Information Is Found in This Book?

- h. Explore the library's audio and video section. Give the names and release dates of three documentary (non-fictional) videos or CDs in the library's collection.

- i. Use the library’s microfiche to find one article in a newspaper printed on July 1, 1967 (or, in the case of a weekly newspaper, the issue printed after July 1st). Give the name of the newspaper, the title of the article, and the page number.

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- 6. As you work through this course, you may need to use a variety of reference materials to help you with your lessons and assignments. You can find the information you need in a library or on the Internet. Following are examples of the types of questions you may need to research. For each question, give the answer and the name of the reference book or the website address where you found the answer.

Question	Answer	Source of Information
a. In Greek mythology, the gods changed Philomel into bird. What kind of bird was it?		
b. Where did the expression “saved by the bell” originate?		
c. What novels has Canadian author Margaret Laurence written?		
d. Who wrote the poem “David”?		

Question	Answer	Source of Information
e. In the Bible, David hit Goliath in the head with a rock. What did David do to ensure that Goliath was dead?		
f. In one or two sentences, state what the play <i>Death of a Salesman</i> is about.		
g. What is the source of the following quotation: "To the victor belong the spoils"?		
h. How do you use the word <i>whom</i> correctly in a sentence?		
i. What do the Latin words <i>carpe diem</i> mean?		
j. What are the correct words of the quotation about fault being not in the stars? Name the Shakespearean play that contains these words.		

When you have completed this question, return to page 51 in the Student Module Booklet.

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Section 2 Assignment: Communicating Effectively

Read all parts of your assignment carefully and record your answers in the appropriate places.

4

1. Every day you send and receive hundreds (perhaps even thousands) of messages. Give an example of each of the following types of communication. (The first one is completed as an example.)

Send a message by speaking.	<i>After school, I phoned my mom to tell her I'd be late for supper.</i>
Receive a written message.	
Send a written message.	
Send a visual message. (The message must not be offensive.)	
Receive a visual message.	

5

2. Study the table showing purposes of communication on pages 57 and 58 in your Student Module Booklet. Give one additional example for each of the following purposes: to inform, to persuade, to criticize, to express an idea or feelings, and to request.

(Keep in mind that communication may occur in three main forms—oral, written, and visual. Communication in multimedia form includes two or all three of the previously mentioned forms.)

to inform	
to persuade	
to criticize	
to express an idea or feeling	
to request	

5

3. In Lesson 1, you learned that factors in any communication situation can either enhance or hinder the communication of a message. Describe a significant communication breakdown that you've experienced (that is, a breakdown that caused a problem). Analyze the situation and your involvement. What factors caused the breakdown? What have you learned from this experience?

Assessment Criteria		Received
Thought and Support • The communication situation has been described thoughtfully. • An insightful analysis of the situation is given. • Specific factors responsible for the communication breakdown are presented. • The composition outlines what the writer has learned from the experience.	4 marks	
Writing Skills • The language used is correct and effective.	1 mark	
TOTAL	5 marks	

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 62 in the Student Module Booklet.

4. Pretend that you’re taking notes at a presentation on public speaking. Listen to the speech entitled “Public Speaking: The Greatest Fear” on your audio CD. Then answer the following questions.

2

a. In the introduction of the speech, how does this speaker attempt to interest the audience?

2

b. What advice does this speaker give to nervous public speakers? (Refer to three points.)

2

c. In the conclusion, what does the speaker say about the anxiety involved in talking to an audience?

5

5. Now think about this listening experience. Then, in a thoughtful and well-constructed paragraph, respond to the following questions:

- Were you able to answer the questions from memory?
- Did you use your notes to help you recall information?
- Did you have to listen to the speech a second time?
- Did some factors in the environment or within yourself interfere with your listening experience? What were they?
- Do you find listening to a lecture and taking notes difficult?
- What can you do to enhance your ability to learn from oral texts?

Assessment Criteria		Received
Thought and Support • The six bulleted questions have been addressed in the paragraph. • The paragraph shows thoughtful reflection on the listening experience. • Strategies for enhancing learning from oral texts are given.	3 marks	
Writing Skills • Language used is correct and effective. • Transitions between ideas are clear.	2 mark	
TOTAL	5 marks	

[illegible]

When you have completed this question, return to page 69 in the Student Module Booklet.

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6. Completing ELA 30-2 is one of the steps you're taking toward graduating from high school. The successful completion of high school is often celebrated in a formal graduation ceremony followed by a meal and an organized social event. Students are usually involved in the planning of graduation activities and thinking about ways to pay for the event. Imagine that you're part of the graduation planning committee. You're at one of the meetings and you've been asked to present your opinion on the following items:

- where the graduation ceremony should be held (at the same location as the social event or elsewhere)
- where the social event should be held (school auditorium, community hall, banquet room at a hotel, outdoors in a park, and so on)
- what kind of meal should be provided (menu, served at table, buffet, and so on)
- what the social event will involve (speeches, presentations, dance, prizes, and so on)
- what kind of music, if any, there should be (live band, DJ, selection of music, and so on)
- estimate of costs and ideas for paying expenses (fundraising ideas, price of tickets, and so on)

Using an audiocassette recorder (or other suitable recording device), record your opinion in an informal speech to the other members of the planning committee. Here are some tips to help you with this assignment:

- You may use the same audiocassette as you used in Section 1, but be careful not to erase your first audio recording.
- Use the vocal strategies you learned in Lesson 3 to warm up your voice and test your equipment. Then record your informal speech.
- Make a few notes to help you remember the points you want to make.
- Support your ideas and opinions with specific reasons or examples.
- Don't speak too quickly—but avoid awkward pauses.
- After you're finished your recording, check to see that your recording is satisfactory.
- Label your recording with your name and course number. Also state that the recording is for question 6 of Section 2 in Assignment Booklet 1A. Include any other information that your teacher requires.

Assessment Criteria		Received
Thought and Support • The ideas are thoughtful and persuasive. • Supporting details are appropriate and relevant.	5 marks	
Presentation Skills • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used. • Pacing, volume, and pitch are suitably controlled.	5 marks	
TOTAL	10 marks	

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7. In this lesson, you thought about making a toast at a banquet. Select a person in your family or community whose contributions or achievements you feel should be praised. Prepare a speech about three minutes long, describing this person's actions and their effects on you or on the community. Rehearse your speech until you're comfortable with it. Then record it and submit it for evaluation. (Note: You may use the same audiocassette for this assignment as you used in the previous question, but check that both speeches have been recorded successfully before submitting your cassette for evaluation.)

Assessment Criteria		Received
Thought and Support • The content of this speech is informative and interesting. • Supporting details are appropriate and relevant.	5 marks	
Presentation Skills • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used. • Pacing, volume, and pitch are suitably controlled.	5 marks	
TOTAL	10 marks	

When you have completed this question, return to page 79 in the Student Module Booklet.

8. Study the following photograph; then answer the following questions.



BETTMANN/CORBIS/MAGMA

2

- a. As you look at this photograph, what is your point of view? (Where are **you** in the scene?)

2

b. How does the photographer’s use of light and dark affect the mood of the picture?

2

c. What is the effect of placing the soldier in the foreground of the picture?

2

d. The photographer has juxtaposed the ball with the gun. What do these two things symbolize?

2

e. What is the photographer’s purpose in this juxtaposition?

5

9. Now that you've analyzed this photograph, write a personal response to it (as you would in your journal). In your response, you may want to consider the following questions:

- How does this photograph make you feel?
- What is going on that makes you feel the way you do?
- How do you think the soldier feels in this situation?
- How do you think the child feels?
- Speculate about the context of the photograph. (That is, what is the story behind this photograph? Why is the soldier in this place? Why is the child there? Does the wall have any significance? What will happen next?)

Your personal response will be evaluated according to the Journal Assessment Criteria located on page 22 of your Student Module Booklet.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

When you have completed this question, submit Assignment Booklet 1A and your audio recordings for assessment. Be sure that your audiocassette is labelled with your name and course number. Return to page 87 in the Student Module Booklet and continue working where you left off.