

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

ASSIGNMENT BOOKLET 5A

ELA3104 English Language Arts 30-2

Module 5: Section 1 Assignment and Section 2 Assignment

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

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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?

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English Language Arts 30-2

Module 5

Functional Communication

ASSIGNMENT BOOKLET 5A

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	50	
Section 2 Assignment	50	
	100	

Teacher's Comments

English Language Arts 30-2
 Module 5: Functional Communication
 Assignment Booklet 5A
 Section 1 Assignment and Section 2 Assignment
 Learning Technologies Branch
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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 5A

ENGLISH LANGUAGE ARTS 30-2: MODULE 5

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 5. 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.

50

Section 1 Assignment: Issues and Opinions

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

5

1. In lesson 1, you read a quiz on page 309 in *Between the Lines 12* called "A Matter of Ethics." Select one of the ten items in the quiz that most interests you. Analyze this ethical issue in one paragraph. As you write, consider both sides of the issue, but clearly state your position.

Assessment Criteria		Received
Thought and Support • The issue is clearly identified. • Both sides of the issue are explained objectively. • The student's personal position is stated and explained. • The explanation is clear and provides effective support for the student favouring one position over the other.	4 marks	
Writing Skills • The language is effective.	1 mark	
TOTAL	5 marks	

Planning Chart	
Issue	
Position A	Position B
Explain which position you support and why.	

[illegible]

When you've completed this question, return to page 16 in the Student Module Booklet.

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

[illegible]

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

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

5

3. Rick McConnell’s writing style features vivid imagery, rhythmical language, parallel structure, and repetition. Suppose that you were asked to read this essay at a special service. Your purpose is to convey McConnell’s message with sincerity and conviction.

Record your reading on an audio cassette or another voice recording medium. Label the tape or electronic file with your name and course number, and submit it for evaluation.

Here are some tips for a successful reading and recording:

- Rehearse reading this essay out loud so that you’re familiar with all the words.
- Check the volume so that your voice is being recorded satisfactorily.
- Speak clearly and pause appropriately at the ends of sentences.
- Use your voice effectively to convey expression and emphasis so that you create a strong impression on your audience.

Assessment Criteria		Received
Presentation • The author’s tone and message have been conveyed effectively. • Appropriate expression and emphasis have been used. • Pacing, volume, and pitch are controlled.	5 marks	
TOTAL	5 marks	

When you’ve completed this question, return to page 23 in the Student Module Booklet.

4. Turn to page 289 in *Between the Lines* 12, and read the magazine column called “Nonsexist Child-Rearing: The New Parent Trap?” Then answer the following questions about this article in complete sentences or short paragraphs.

3

- a. Does Lisa Wilson Strick organize this essay in a deductive pattern or an inductive pattern? Support your answer with an explanation of Strick’s method of organization.

3

- b. Which of the following sentences from this essay is the best example of a thesis statement? Explain your choice.
- “Boys were expected to be rough-and-ready troublemakers, while girls were supposed to be pristine and demure.”
 - “We found ourselves looking at our healthy, able children and feeling like failures.”
 - “To develop such impossibly well-rounded individuals some parents are going to extremes.”
 - “Our vision of the perfect non-sexist human being sometimes blinds us to simple facts of nature.”

3

- c. What is the author’s main way of supporting her thesis?

②

- d. An author's tone is very important in an essay. How does the author make her article readable and personal, even though she is presenting some serious thoughts?

②

- e. Describe one feature of Lisa Wilson Strick's writing style. (You may consider sentence length, variety of beginnings of sentences, variety of sentence structure, rhythm, parallelism and balance, or repetition.)

④

- f. What strategies did you use to help you understand this essay? Describe at least two.

When you've completed this question, return to page 25 in the Student Module Booklet.

⑧

5. In this lesson, you thought about editorials and letters to the editor. Now you'll analyze an editorial by following these steps:
- Look through a recent newspaper or magazine.
 - Find a short editorial that relates to a subject you're interested in.
 - Attach the editorial (or a photocopy of it) to the following page.
 - Complete the chart that follows.

Attach your editorial to this page.

This editorial is called _____	
This editorial appeared in _____ (name of newspaper or magazine)	
on _____ (date of publication)	
What is the purpose of this editorial?	Quote one sentence from the editorial that best sums up the main idea.
Describe the tone of the editorial. Quote one sentence to illustrate the tone.	How does the author support the main idea?

⑩

6. In this lesson, you learned how to write an effective letter to the editor. Using the tips in this lesson, write a letter to the editor expressing your opinion on one of the following topics:

- body piercing and body jewellery
- non-sexist child rearing
- the topic addressed in the editorial you used in the preceding question

A letter to the editor is a formal letter. Remember to include your own address, the date, and the address of the publication at the beginning of the letter. Use either the address of a real publication or the following fictitious (made-up) address:

The Editor
Atrebla Weekly News
Box 267
Atrebla, Alberta T7N 1P4

For more information on formal letters, refer to pages 143 to 146 in your *English Language Arts Handbook for Secondary Students*. You'll find information on writing a letter to the editor on page 148.

Assessment Criteria		Received
Thought and Support • The ideas are thoughtful and clear. • Audience, tone, and purpose have been considered. • Supporting details are appropriate and relevant.	5 marks	
Form and Structure • Proper formal letter format is used. • The ideas flow smoothly and coherently.	3 marks	
Writing Skills • The language used is correct and effective.	2 marks	
TOTAL	10 marks	

[illegible]

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

[illegible]

When you've completed this question, return to page 31 in the Student Module Booklet.

50

Section 2 Assignment: Creating Effective Messages

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

5

1. In this lesson, you learned that the tone of an e-mail message is very important. Rewrite the following statements to make the tone more courteous.

a. You made a mistake on the invoice.

b. Somebody didn't do a good job of packing our order, and two items were damaged.

c. We want to show you how to pull your sales up to a level you can be proud of and increase your profits.

d. Your representative gave you the wrong information about our company.

e. Send us a new catalogue immediately.

2. Pretend that you're the owner of Lakeview Accounting Services. Recently, you hired a local firm called Express Cleaning to clean the carpets in your office; however, you feel that they did a poor job.

3

a. Using the space on the next page, write an e-mail message complaining about this job. Add whatever details you feel are necessary to make your message complete.

From: Lakeviewaccounting@severn.com
To: expresscleaning@severn.com
Subject:

- ③ b. Now imagine that you're the owner of Express Cleaning. Write a reply to Lakeview Accounting Services. Add details, if necessary, to make your message complete.

From: expresscleaning@severn.com
To: Lakeviewaccounting@severn.com
Subject:

When you've completed this question, return to page 39 in the Student Module Booklet.

10

3. You're now going to write a letter to the editor of your local newspaper supporting a particular stand on the following forestry issue. Your purpose is to try to persuade readers to agree with your position.

The future of a large old-growth forest next to your community has been discussed in recent months. Several plans for developing the forest have been presented by various individuals and special-interest groups. Stakeholders with differing opinions on the matter have held public meetings, been interviewed by the local media, and distributed posters and pamphlets.

The main forestry stakeholders fall into the following groups:

- forest industry
- recreation groups
- environmentalists
- Aboriginal peoples
- taxpayers

The Forest Industry

Logging companies are interested, as are other businesses, in maximizing their profit. Forestry companies prefer clear-cut harvesting (cutting down all the trees in an area) because it is the most profitable way to log forests. Pulp and paper companies are attracted to Alberta for its high-quality wood fibre and low costs. Because forest industries are forced by competition to be efficient and keep costs down, they tend to dislike rules and regulations being imposed on timber harvesting and reforestation.

Recreation Groups

Recreation groups want the recreation potential of forests maintained. They oppose any forest use, such as large-scale clear-cut logging, that reduces the recreation potential of forested lands. This rather diverse group includes tourism and eco-tourism promoters, outfitters, guides, hunters, anglers, bird-watchers, nature photographers, hikers, skiers, campers, all-terrain vehicle enthusiasts, and mountain bikers.

Environmentalists

Environmentalists are concerned with the quality of water, soil, air, and wildlife habitat. Environmentalists worry about forestry practices that damage the forest ecosystem or adversely affect the environment. They also try to change or stop forestry practices that are contributing to climate change and the greenhouse effect.

Aboriginal Peoples

For generations, Aboriginal people have used the old-growth forest for hunting and spiritual practices. They want to share in the management of the forest and in the profits the forest generates. Their view of forests and how the resources should be used is influenced by their traditions, which encourage an ecological focus to forestry practices. They tend to be unsupportive of large-scale mechanized forestry, particularly if it's on disputed land. Most Aboriginal groups favour less intrusive forestry practices, such as selective harvesting. When a forest is selectively harvested, most of the trees remain standing; trees are evenly thinned out and allowed to regenerate naturally.

Taxpayers

The profitability of forestry provides many Albertans with jobs. Profits from the forest industry provide all levels of government with tax dollars that can be used to pay for vital public services, such as education and healthcare. When large companies, such as forestry companies, pay taxes, the taxes that individuals have to pay are reduced. People's lives are also more comfortable, thanks to inexpensive and readily accessible forestry products. On the other hand, many individuals in society also worry about the health of the world's forests and the environment in general, and they do not support any forest use that causes harm to the environment or that causes long-term damage to forests. Some taxpayers would be willing to pay higher taxes in order to make sure the environment is protected.

YOUR ASSIGNMENT

Choose one of the previously mentioned stakeholder groups. Then, from the perspective of that group, write a letter to the editor expressing your opinion about what should be done with the old-growth forest. Support your argument with appropriate facts. (You can use your imagination to create facts.)

Remember to include your own address, the date, and the address of the publication at the beginning of the letter. Use either the address of a real publication or the following fictitious (made-up) address.

The Editor
Atrebla Weekly News
Box 267
Atrebla, Alberta T7N 1P4

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

[illegible]

When you've completed this question, return to page 44 in the Student Module Booklet.

5

4. In this lesson, you thought about ways that you could develop rapport with an audience when you’re delivering a speech. Explain five strategies that you could use to establish a positive relationship with the audience.

Strategy # 1:
Strategy # 2:
Strategy # 3:
Strategy # 4:
Strategy # 5:

10

5. In this lesson, you planned a persuasive speech in which you addressed the Lakeview School Board about the dissolution of the Outdoor Challenges Club. Draft, revise, and edit this speech; then write your polished copy here. (If you're using a computer, attach a copy to this Assignment Booklet.) You should plan a speech that would take approximately two minutes to deliver.

Assessment Criteria		Received
Thought and Detail • The ideas are thoughtful and clear. • Audience, tone, and purpose have been considered. • Supporting details are appropriate and relevant.	5 marks	
Form and Structure • The introduction and conclusion are effective. • The ideas flow smoothly and coherently.	2 marks	
Writing Skills • The language used is correct and effective.	3 marks	
TOTAL	10 marks	

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

⑤

6. Rehearse your speech until you're satisfied with your delivery. Using an audio cassette or other electronic recording medium, record yourself as you deliver the speech. Label your cassette disk or audio file with your name and course number, and send it in for assessment.

Assessment Criteria		Received
Presentation • The student sounds confident and persuasive. • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used.	5 marks	
TOTAL	5 marks	

⑤

7. a. In these sections, you were invited to create several items for your portfolio. Review your work and select **one** piece with which you're pleased. Revise and edit this piece. Then submit your polished work for evaluation. Here are some tips to help you with this assignment:

- Although much of the work in your portfolio will be in draft form, revise and edit as necessary before submitting a piece for evaluation.
- Label your work with your name, course number, and the number and letter designated on the portfolio prompt in the Student Module Booklet.
- The length of compositions is not stipulated in your portfolio prompts. However, be sure that the polished work you submit for evaluation is of suitable length and includes sufficient detail for a student in English Language Arts 30-2.

Assessment Criteria		Received
Thought and Support • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • Audience, tone, and purpose have all been considered.	3 marks	
Presentation • The text is appealing to the audience. • The purpose is clear and has been successfully achieved. • The language used is correct and effective.	2 marks	
TOTAL	5 marks	

4

- b. What techniques did you use to increase the effectiveness of this portfolio piece?
Complete the following chart by discussing two features or qualities in your work.

Technique	How Does This Technique Increase the Effectiveness of This Work?
<i>Parallelism</i>	<i>This technique used in my portfolio piece established a pattern which clearly indicated my main points.</i>

When you’ve completed this question, submit Assignment Booklet 5A, along with your editorial and audio recording, for assessment. Return to page 52 in the Student Module Booklet, and continue working where you left off.