

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

## ASSIGNMENT BOOKLET 5B

ELA3104 English Language Arts 30-2

## Module 5: Section 3 Assignment, Section 4 Assignment, and Final Module Assignment

| FOR STUDENT USE ONLY                    |                                                                                                                                                                                        | FOR OFFICE USE ONLY       |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Date Assignment Submitted:<br><br>_____ | (If label is missing or incorrect)<br><br>Student File Number:<br><br>_____                                                                                                            | Assigned Teacher: _____   |
| Time Spent on Assignment:<br><br>_____  | Module Number: _____                                                                                                                                                                   | Assignment Grading: _____ |
| Student's Questions and Comments        | <div>Apply Module Label Here</div> <div><div>Name</div><div>Address</div><div>Postal Code</div></div> <div>Please verify that preprinted label is for correct course and module.</div> | Graded by: _____          |
|                                         |                                                                                                                                                                                        | Date Assignment Received: |
|                                         |                                                                                                                                                                                        | Teacher's Comments        |
|                                         |                                                                                                                                                                                        | Teacher                   |

## **INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- 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**

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### **FAXING**

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### **E-MAILING**

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# English Language Arts 30-2

## Module 5

# Functional Communication

## *ASSIGNMENT BOOKLET 5B*

## FOR TEACHER'S USE ONLY

### Summary

|                         | Total Possible Marks | Your Mark |
|-------------------------|----------------------|-----------|
| Section 3 Assignment    | 25                   |           |
| Section 4 Assignment    | 66                   |           |
| Final Module Assignment | 9                    |           |
|                         | 100                  |           |

### Teacher's Comments

English Language Arts 30-2  
 Module 5: Functional Communication  
 Assignment Booklet 5B  
 Section 3 Assignment, Section 4 Assignment,  
 and Final Module Assignment  
 Learning Technologies Branch  
 ISBN 0-7741-2500-4

**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 5B

### ENGLISH LANGUAGE ARTS 30-2: MODULE 5

### SECTION 3 ASSIGNMENT, SECTION 4 ASSIGNMENT, AND FINAL MODULE 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.

25

### Section 3 Assignment: Persuasive Techniques

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

5

1. Locate an advertisement in a magazine or newspaper that has strong emotional appeal. Attach the ad to this Assignment Booklet. Write an analysis of this advertisement. Explain how the ad makes you feel, and analyze the techniques used to appeal to your emotions.

| Assessment Criteria                                                                                                                                                                                                                                                                                |                | Received |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• A suitable advertisement has been chosen.</li> <li>• A clear understanding of emotional appeal is evident.</li> <li>• Supporting details are specific and relevant.</li> <li>• The language used is correct and effective.</li> </ul> | <b>5 marks</b> |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                       | <b>5 marks</b> |          |

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

[illegible]

**When you've completed this question, return to page 57 in the Student Module Booklet.**

10

2. Each of the following statements contains an error in reasoning. Identify the flaw in logic, and briefly explain (in one or two sentences) why the argument is faulty.

a. People on social assistance are lazy. I know someone on welfare who sits around and watches TV all day.

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b. When the company released water into the lake, the water rose and flooded the town.

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c. Why should Canadians pay high taxes so that overpaid Senators who aren't even elected can collect huge pensions?

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d. People in Lakeview are opposed to the development of a new landfill so close to town.

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- e. I'm not surprised that Ed Salveau supported the teachers' strike. After all, he belongs to a union, and he's a member of the Social Democratic party.

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- f. British Columbia should improve its highways. Alberta has much better highways than B.C.

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- g. Make sure you get Mrs. Chan for a science teacher. Kevin said that she was a great teacher.

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- h. Those backward, red-necked farmers don't understand our government's agricultural policy.

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- i. After Julia Montclief became the Chief Executive Officer, the company’s revenue increased dramatically.

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- j. We need a new mayor or we’ll never see a new recreation centre.

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**When you’ve completed this question, return to page 64 in the Student Module Booklet.**

- 3. In Canada, you’re eligible to vote at the age of 18. Imagine that you are attending a political forum to hear three candidates present their ideas. Turn on your audio CD, and listen carefully to the track called “Vote for Me.” Then answer the following question.

4

- a. Which candidate would you vote for? Explain why this candidate appeals to you, and why you didn’t choose the other two candidates.

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

[illegible]

6

b. Now listen to the speeches again and focus on their arguments. What flawed logic or emotional appeals did you notice in these candidates’ speeches?

| Candidate      | Emotional Appeals and Logical Flaws |
|----------------|-------------------------------------|
| Terry Kefiuk   |                                     |
| Chris Mulligan |                                     |
| Kim Mackenzie  |                                     |

When you’ve completed this question, return to page 68 in the Student Module Booklet.

66

Section 4 Assignment: Reporting Information

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

3

- 1. In this lesson, you chose a topic for a report and you completed a chart in your notebook showing your inquiry process. Copy your information on the following chart. Be sure that you indicate in the middle column the questions that you’re planning to investigate.

| My topic is                          |                                       |                                         |
|--------------------------------------|---------------------------------------|-----------------------------------------|
| What I Already Know About This Topic | What I Need to Learn About This Topic | Where I Can Find the Information I Need |
|                                      |                                       |                                         |

2

2. You’ve been asked to keep track of your research for this report on a research log. Copy your research log onto the following chart. Remember to indicate what type of information you obtained from each source.

| Research Log | Topic:                 |
|--------------|------------------------|
| Date         | Source and Information |
|              |                        |

When you’ve completed this question, return to page 77 in the Student Module Booklet.

⑩

3. After you gathered the information for your report, you were asked to organize your ideas by creating a thesis statement and an outline. Copy the outline for your report here. Your outline should indicate the main idea for each body paragraph and the supporting ideas.

Note: You aren't required to have a specific number of body paragraphs for your report; however, since your report is supposed to be 500 words in length, you should plan at least three body paragraphs.

Thesis Statement

Main Idea of First Body Paragraph

Supporting Details

Main Idea of Second Body Paragraph

Supporting Details

Main Idea of Third Body Paragraph

Supporting Details

Main Idea of Fourth Body Paragraph (if applicable)

Supporting Details

Ideas for Conclusion

**When you've completed this question, return to page 80 in the Student Module Booklet.**

3

4. Suppose that a friend of yours got into trouble for plagiarizing material on a report. He’s been asked to redo his report, and he’s asked for your advice. Suggest three strategies that he could use to avoid plagiarism.

First Strategy:

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Second Strategy:

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Third Strategy:

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**When you’ve completed this question, return to page 85 in the Student Module Booklet.**

28

5. You should now have completed your report. Enclose the final, proofread copy with this Assignment Booklet. If possible, use a word processor to write your report. Here are some tips to help you with this assignment:

- Include an appropriate title page for your report.
- Format your report according to the suggestions in Lesson 4.
- Include a bibliography with your report.

| Assessment Criteria                                                                                                                                                                                                                                                                                                                                                      |                 | Received |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|
| <b>Thought and Support</b> <ul style="list-style-type: none"> <li>• The ideas are thoughtful and clear.</li> <li>• Audience, tone, and purpose have been considered.</li> <li>• Supporting details are appropriate and relevant.</li> <li>• Sources of information are cited where necessary. At least three different sources of information have been used.</li> </ul> | <b>12 marks</b> |          |
| <b>Form and Structure</b> <ul style="list-style-type: none"> <li>• The introduction and conclusion are effective.</li> <li>• The ideas have been organized to suit the purpose.</li> </ul>                                                                                                                                                                               | <b>6 marks</b>  |          |
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• The title page and bibliography are formatted correctly.</li> <li>• In-text citations are correct and effective.</li> <li>• The text of the report is formatted appropriately.</li> </ul>                                                                                                                   | <b>5 marks</b>  |          |
| <b>Writing Skill</b> <ul style="list-style-type: none"> <li>• Word choices and sentence structure are effective.</li> <li>• This writing has been edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.</li> </ul>                                                                                                       | <b>5 marks</b>  |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                             | <b>28 marks</b> |          |

Attach your report to this page with a staple or a paperclip.

5

6. Now that you've completed your research report, take a few moments to reflect on what you've learned from this assignment. Write a short composition, similar to a journal entry, in which you consider what you've learned about

- locating information
- evaluating information sources for reliability, bias, accuracy, and currency
- planning a multi-stepped task like a research report
- organizing and presenting information effectively

What parts of this assignment do you feel that you did well? Where do you need to make improvements the next time you do a research report?

| Assessment Criteria                                                                                                                                                                                                                                                                                          |                | Received |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|
| <b>Thought and Support</b> <ul style="list-style-type: none"> <li>• This experience has been considered thoughtfully.</li> <li>• The student has made a sincere effort to assess what has been learned from the experience.</li> <li>• Strengths and weaknesses have been discussed insightfully.</li> </ul> | <b>3 marks</b> |          |
| <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• The language used is correct and effective.</li> </ul>                                                                                                                                                                                        | <b>2 marks</b> |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                 | <b>5 marks</b> |          |

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

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

[illegible]

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

[illegible]

**When you've completed this question, return to page 91 in the Student Module Booklet.**

⑩

7. Now that you've completed your report, suppose that you were asked to present it orally to an audience. What visual aid could you create to support your presentation?

Create a visual aid that you could use in a multimedia presentation. Here are some tips to help you with this assignment:

- You may use a computer to design your visual aid.
- Design the visual so that it could be photocopied, projected on a screen, or enlarged on a chart. However, it's not necessary to submit a large chart or a transparency for assessment.
- Your visual aid can consist of words or images or both.
- This visual aid could contain information from your report or additional information to supplement your report.
- Develop an aid that is attractive and functions effectively.
- Label your visual aid clearly with your name, course, and assignment number.

| Assessment Criteria                                                                                                                                                                                                                           |                 | Received |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• The visual aid effectively supports ideas in the report.</li> <li>• The message is clear and appropriate.</li> <li>• The text has been carefully selected and edited.</li> </ul> | <b>10 marks</b> |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                  | <b>10 marks</b> |          |

5

8. Arrange to present your report, using your visual aid, to a live audience. Ask **one adult** in the audience to complete the following evaluation of your presentation.

| Evaluation Form for Multimedia Presentation                                                                                                                                                                                                                                                                                                                                                                  |                   |              |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|-----------|
| <b>Name of Student:</b> _____<br><b>Name of Report:</b> _____<br><b>Date:</b> _____<br><b>Name of Evaluator:</b> _____<br><b>Relationship to Student:</b> _____<br><b>Phone Number Where Evaluator Can Be Reached:</b> _____                                                                                                                                                                                 |                   |              |           |
| <b>Note to Evaluator:</b> This student has researched a topic and prepared a research paper. The student is now required to make a multimedia presentation of this report. After listening to this presentation, complete the following chart, discuss the evaluation with the student, and sign the form; it will then be submitted with the research paper for assessment. Your assistance is appreciated. |                   |              |           |
| Evaluate the student's performance by checking the appropriate column.                                                                                                                                                                                                                                                                                                                                       | Needs Improvement | Satisfactory | Excellent |
| The content of this report was informative and interesting.                                                                                                                                                                                                                                                                                                                                                  |                   |              |           |
| The ideas were clear and well organized.                                                                                                                                                                                                                                                                                                                                                                     |                   |              |           |
| Important points were emphasized in this presentation.                                                                                                                                                                                                                                                                                                                                                       |                   |              |           |
| The student spoke at an appropriate pace (neither too quickly nor too slowly). Pauses were appropriate.                                                                                                                                                                                                                                                                                                      |                   |              |           |
| The student has used a suitable volume (loudness) and expression in this presentation.                                                                                                                                                                                                                                                                                                                       |                   |              |           |
| The visual aid (chart, graph, poster, slide, diagram, etc.) used in this presentation was helpful.                                                                                                                                                                                                                                                                                                           |                   |              |           |
| The student used the visual aid effectively during the presentation.                                                                                                                                                                                                                                                                                                                                         |                   |              |           |
| Please rate the student's overall presentation.                                                                                                                                                                                                                                                                                                                                                              |                   |              |           |
| <b>Additional Comments:</b><br><br><br><br><br><br><br><br><br><br>                                                                                                                                                                                                                                                                                                                                          |                   |              |           |
| <b>Evaluator's Signature</b> _____                                                                                                                                                                                                                                                                                                                                                                           |                   |              |           |

When you've completed this question, return to page 101 in the Student Module Booklet.

9

## Final Module Assignment

5

1. Review the journal entries that you've written in this module. Choose one that you're satisfied with, and revise and edit it as necessary. Then copy it here (or attach a copy if you've used a computer). You'll be assessed according to the Journal Evaluation Guidelines presented in Module 1. Be sure to identify the entry by its number and letter.

**Journal Entry** \_\_\_\_\_ **Date** \_\_\_\_\_

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 no handwriting or other markings on the paper.

[illegible]

4

2. Read the following article and answer questions a. through d.

### A Duck's Best Friend

**With a helping hand from Ducks Unlimited, Alberta farmers are giving waterfowl a safe place to call home.**

1 The ducks, you have to admit, were here first.  
Long, long before agriculture took root on  
the Canadian Prairies, waterfowl's annual cycle  
of breeding, moulting and migration was part  
5 of the nature of things.

For the first 100 years or so of prairie  
agriculture, little was known about the impact  
of farming on water-fowl habitat and  
populations. Now, thanks to the work of  
10 groups like Ducks Unlimited Canada, it's  
understood that farming practices  
fundamentally affect waterfowl. More  
important still, the industry is doing something  
about it.

15 "We work closely with Alberta farmers to  
help them adapt their cultivation, grazing and  
haying practices to meet the needs of  
waterfowl populations," explains Brett  
Calverley, Edmonton-based program biologist  
20 for Ducks Unlimited Canada. "It's a win-win,  
since sustainable farming practices help both  
the waterfowl and the farmer's bottom line."

#### A place to come home to

Alberta is home to some 18 different species  
of ducks, with mallards, scaup and teals being  
25 the most prevalent.

Breeding and moulting is the focus of  
summer for these Alberta waterfowl. Between  
September and November each year, they  
migrate to warmer parts like California, Texas  
30 and Louisiana. When spring comes, it signals  
to the ducks that it's time to come back.

"When most species of waterfowl return to  
Alberta, they look for wetlands in exactly the  
same spot as they were reared or where they  
35 nested the previous summer," says Calverley.  
"When they get here, they're ready for  
business."

The business of breeding, that is, and here  
farmers play a key supporting role. One way is  
40 ensuring that farming practices maintain the  
quality of the wetlands the ducks come home  
to. That means the safe use of any fertilizers  
and crop protection chemicals, so there's no  
runoff into the wetlands.

#### Sharing the field

45 Most ducks don't nest within wetlands, but  
on land, in what is more than likely a farmer's  
field.

"Waterfowl need safe, upland nesting sites,"  
says Calverley. "We help the farmer be aware  
50 of their presence in the field, and develop  
strategies the farmer can use to continue  
working the land without disturbing the nests."

One simple tool is a rattling chain mounted  
on the front of the farmer's harvesting  
55 equipment. It allows any nesting ducks to  
sense the farmer's imminent arrival and  
temporarily relocate.

In other cases, it's the farmer who needs to  
change his plans. Some Alberta farmland is of  
60 insufficient quality for sustainable crop  
production, while still being ideal for the  
ducks. Ducks Unlimited Canada, with funding  
from federal and provincial governments, can  
provide the farmer a financial incentive to  
65 convert land from annual crops to  
duck-friendly moderately grazed pasture or forage.

For many years, ducks were left to fend for  
themselves, as agriculture dominated the  
landscape. Now, with greater awareness of the  
needs of waterfowl, agriculture is lending a  
70 helping hand.

Says Calverley: "We couldn't do our work  
without the cooperation of farmers in Alberta.  
I'm glad to say that, when they know what's at  
75 stake, most are more than happy to help. That's  
something the rest of us can appreciate."

By Kieran Brett

<sup>1</sup> Kieran Brett, "A Duck's Best Friend," *Food for Thought*, Fall 2002, 28. Reproduced by permission of Growing Alberta.

## Questions on article “A Duck’s Best Friend”

- a. The introductory statement in line 1 is effective because
  - A. it presents an interesting anecdote about ducks
  - B. it states the thesis clearly
  - C. it is short and humorous
  - D. it introduces the topic
- b. The sentence that best summarizes the main idea of the article is
  - A. “The ducks, you have to admit, were here first.” (line 1)
  - B. “Now, thanks to the work of groups like Ducks Unlimited Canada, it’s understood that farming practices fundamentally affect waterfowl.” (lines 9–12)
  - C. Most ducks don’t nest within wetlands, but on land, in what is more than likely a farmer’s field.” (lines 45–47)
  - D. “For many years, ducks were left to fend for themselves, as agriculture dominated the landscape.” (lines 69–71)
- c. The purpose of this article is to
  - A. describe the impact of farming on waterfowl habitat
  - B. show how Ducks Unlimited is saving Canada’s ducks
  - C. criticize Alberta’s farmers for destroying waterfowl habitat
  - D. explain how Ducks Unlimited is helping farmers to preserve waterfowl habitat
- d. The author of this article supports the main idea **mainly** with
  - A. facts and statistics
  - B. quotations from an interview
  - C. anecdotes
  - D. technical information

**When you have completed this question, submit Assignment Booklet 5B, along with your advertisement, report, and visual aid for assessment.**

