

# Welcome to English Language 20-2



## Module 1



## CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2  
Instruction Workbook 1  
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<http://www.adlc.ca>

The Internet can be a valuable source of information. However, because publishing to the Internet is neither controlled nor censored, some content may be inaccurate or inappropriate. Students are encouraged to evaluate websites for validity and to consult multiple sources.

# English Language Arts 20-2

## ADLC

Alberta Distance  
Learning Centre

# Module 1

## Instruction Workbook 1

## My Voice

Module 1

Module 2

Module 3

Module 4

## Instructions for Submitting Instruction Workbooks

1. Submit Instruction Workbooks **regularly** for assessment.
2. Submit only one Instruction Workbook at a time. This allows your marker to provide helpful comments that you can apply to subsequent course work and exams (if applicable).
3. **Check the following** before submitting each Instruction Workbook:
  - Are all assignments complete? Use the Assignment List near the back of the workbook to record your progress as you finish each assignment.
  - Have you edited your work to ensure accuracy of information and details?
  - Have you proofread your work to ensure correct grammar, spelling, and punctuation?
  - Did you complete the Instruction Workbook back cover and attach the correct label?

## Postal Mail

Determine sufficient postage by having the envelope weighed at a post office. (Envelopes less than two centimetres thick receive the most economical rate.)

## Online Submissions

If you intend to submit your workbook electronically, please submit your assignments in the appropriate dropboxes in Moodle and indicate on the back cover of this workbook that you have done so.

## Word-processed Submissions

If you intend to attach word-processed pages, use 12 pt. Times New Roman font and double space. Please staple the pages into the workbook where the assignment would have been written. Do not attach them at the end of the workbook. Ensure your name appears on each attached page.

## Quick Response (QR) Codes

Throughout the Instruction Workbooks, QR codes allow you to visit related websites and tutorials using a mobile device if you wish.



## Tutorials

Throughout the Instruction Workbooks, you will be instructed to view tutorials on the online course. To access your course is easy!

1. Go to [adlc.ca](http://adlc.ca) and click on the login link at the top of the page.
2. You will be taken to the login page. Select the SIS tab.
3. Enter the username and password you received in your registration e-mail. Contact your lead teacher if you have lost this e-mail.
4. Select English 20-2 from the list of courses on your Dashboard.
5. Go to the Course Introduction for access to the Online Course Tools.

# English Language Arts 20-2

## Module 1, Instruction Workbook 1

### Advice

Your success in this course is determined by your proficiency in the assignments of each workbook. Your responses to assignments indicate the extent of your attainment of outcomes established by Alberta Education.

- Before responding to the assignments, read all relevant directions in the course materials, including the appropriate Instruction Workbook, textbooks, and other resources.
- When you encounter difficulties, reread the directions and review assignment exemplars provided in the Instruction Workbook.
- If you require further clarification, contact your Alberta Distance Learning Centre teacher for assistance by phone, e-mail, video-conference, or instant message.

### What is Plagiarism?

Plagiarism is presenting someone else's ideas as one's own. Plagiarism occurs when information is inserted into an assignment without proper credit to the person who wrote it. Students who plagiarize might use phrases, sentences, paragraphs, or writings of others without proper citation, or they might state as their own some ideas or theories that others have created.

Students plagiarize for various reasons. Sometimes students plagiarize because they do not know how to give credit properly. Stress is also a common reason. Students may struggle with assignments, feeling the pressure to succeed. Many students are challenged by busy schedules, as they juggle among commitments to family, friends, work, sports, and other extracurricular activities. Academic integrity, a strong work ethic, and time management skills help students succeed.

**Plagiarism is a criminal offence under copyright laws.**

Regardless of the reason for it, plagiarism carries serious consequences. Students caught plagiarizing may receive a mark of zero on the assignment or they may be removed from the course.

## How Do I Avoid Plagiarism?

- Manage your time effectively. Your teacher can help you set a schedule that will help you meet your individual goals for the course.
- Acknowledge your sources. Use the techniques provided in the course to help you collect information appropriately, including bibliography and in-text notation or footnotes.

**Ask for help early!**

**Avoid plagiarism** by acknowledging all sources you use. Contact your teacher if you are uncertain of how to document sources.

Although you are encouraged to work collaboratively and discuss various aspects of this course with others, **all submitted work must be your own.**

## Our Pledge to Students

Alberta Distance Learning Centre is committed to helping students achieve their educational goals. We look forward to assisting students who are sincere in their desire to learn. Students may contact their course teacher(s) by phone, e-mail, fax, postal mail, or in person at an Alberta Distance Learning Centre office. Methods of communication such as SMS, videoconference, digital conference (Skype or FaceTime), or instant messaging must be discussed with teachers independently.

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Fax: 403-290-0978

### **Lethbridge**

Professional Building  
712 - 4th Avenue South  
Lethbridge, Alberta T1J 0N8  
Phone: 403-327-2160  
Toll-free: 1-866-774-5333, ext. 6300  
Fax: 403-327-2710

## Essential Information

Each Instruction Workbook contains both instructions and the space you need to submit your assignments. Complete each task in order, reading and following instructions carefully. When you have completed the entire workbook, submit it for assessment.

English 20-2 has eight Instruction Workbooks in four modules. This course is worth five Alberta high school credits and should take you approximately 125 hours to complete. Contact your teacher to assist you to set a timeline to suit your goals for course completion.

Self-Assessments occur throughout the course to help you review and to reinforce important course content. They are open book, which means you can use your course materials to help you answer the questions.

This course has two exams. Both require supervision. Contact your teacher to make arrangements to write these exams when you are ready to do so.

The Instruction Workbooks and exams are weighted as follows:

Instruction Workbook	Genres	Duration (weeks)	Weighting
<b>Module 1: My Voice</b>			
Instruction Workbook 1	Essays and Non-Fiction	1	3%
Instruction Workbook 2	Visuals and Poetry	2	5%
<b>Module 2: Truth Uncovered</b>			
Instruction Workbook 3	Visuals, Short Stories, and Poetry	2	7%
Instruction Workbook 4	Visuals and Non-Fiction	2	10%
<b>Exam One (supervised)</b>	Summative Assessment	2 hours	15%
<b>Module 3: My Place in the World</b>			
Instruction Workbook 5	Graphic Novel	2.5	5%
Instruction Workbook 6	Novel	2.5	10%
<b>Module 4: The Distance from Here</b>			
Instruction Workbook 7	Short Stories and Business Writing	2	10%
Instruction Workbook 8	Drama and Film Study	2	10%
<b>Exam Two (supervised)</b>	Summative Assessment	2.5 hours	25%
<b>TOTAL</b>		<b>16 weeks</b>	<b>100%</b>

**Note: Exam 1** is a summative assessment of your work in Instruction Workbooks 1 to 4. **Exam 2** is a summative assessment of your work in Instruction Workbooks 5 to 8. Should you score less than 40% on either of these exams, you will be required to write an appeal exam. Should you score less than 40% on your appeal exam, the original exam mark will count as your mark for the half of the course assessed by that exam.





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# Welcome to English Language Arts 20-2

English Language Arts 20-2 (English 20-2) assumes that students have succeeded in English Language Arts 10-2 or 10-1 and are preparing for post-secondary goals in career training certification, trade-oriented apprenticeship, or select college career-oriented courses. English 20-2 is designed to lead to English 30-2 to fulfill high school graduation requirements in Alberta. The **course targets** are part of the five general outcomes of English 20-2, all of which incorporate listening, speaking, reading, writing, viewing, and representing.

**course targets:**  
*Information on these specific course targets is located in the Appendix*

In this course, you will . . .



explore your thoughts, ideas, feelings, and experiences



respect, support, and collaborate with others



comprehend and respond personally, critically, and creatively to literature and to other texts in oral, print, visual, and multimedia forms



manage your ideas and information



create oral, print, visual, and multimedia texts

enhance the clarity and artistry of communication



# Text and Context

**text:** any form of communication that has message or meaning (Photos, e-mails, novels, poems, visual art, songs, and oral communication, are some examples of text.)

**text creators:** also known as artists, speakers, authors, poets, song-writers, screen-writers, performers, and journalists

**context:** the significance of a message source or origin to understanding the full meaning of a message



**Text** in English is a general word for oral, print, visual, and multimedia forms of communication. The person producing the text is referred to as a **text creator**.

**Context** has much to do with the situation in which a text is created, as well as the situation we are in when we interpret text. Misunderstandings or miscommunications arise often from not knowing the text creator's context as shown in the example below.

An example of context: You receive a note saying, "Your hair looks really nice today." Potentially, this has various contexts, depending on who sent it. Is it from an admirer? Or . . . is it from Grandma? Each person might have a unique meaning or intent for the message! This illustrates the significance of context, and you will learn more about this throughout the course.



# Required Texts

To complete this course you need the following:



- *Between the Lines 11* (Nelson English)
- *Communicate!* (Nelson English)
- Access to **Online Course Tools** or **Course Resource book** (if you have no computer access) containing readings, templates, and tutorials **needed to complete assignments** as well as a list of interesting websites in “Multimedia Library”; “Cool Stuff”
- **One** of the following graphic novels:
  - *How I Made it to Eighteen* (Tracy White)
  - *American Born Chinese* (Gene Yang)
  - *Essex County Book Two: Ghost Stories* (Jeff Lemire)
- The following Modern Play:
  - *The Boy in the Treehouse/Girl Who Loved Her Horses* (Drew Taylor, Talonbooks)



- **One** of the following novels:
  - *Hole in My Life* (Jack Gantos)
  - *Forbidden City* (William Bell)
  - *Of Mice and Men* (John Steinbeck)
  - *The Hate List* (Jennifer Brown)
- **One** of the following films:
  - *It's Kind of a Funny Story*
  - *Finding Forrester*
  - *Catch Me if You Can*
  - *The Help*
  - *October Sky*
  - *The Invisible*
  - *Brokedown Palace*
  - *Rango*



# Helpful Resources

1. Several students have shared their work throughout the course. You will see how they approached assignments and how their assignments were marked. The following pages include short biographies.
2. Throughout the course, you may see vocabulary that is **bold** and **red** or **green**. Teachers writing the course emphasize difficult **key terms** by bolding them and colouring them **red** to help you notice them. Terms in **green** are defined—on the side of the page, but **red** words are in the glossaries of *Communicate!* and *Between the Lines 11*.
3. Some assignments contain sections called **EXTRA HELP** and **EXTRA CHALLENGE**.
  - If you read the assignment and feel yourself stressing, look at the **EXTRA HELP** section for more information and some student samples that will help you.
  - If you read the assignment and think, “Seems rather easy. I’d like a bit more challenge,” check the **EXTRA CHALLENGE** section for alternative assignments or sample student work that will challenge you. Choose any assignment in that list and receive additional feedback from your marker. These are not for bonus marks. You may find the feedback helpful in developing your English Language Arts skills. Your work will be marked using the rubric for the original assignment.
4. With each assignment, you will see an icon that looks like the one to the right (a checkmark in a green circle). The description provided with each checkmark provides additional information about how your work will be assessed. Review the rubrics carefully because they can guide you in preparing your assignments.



# Important Information for Working on Course Assignments

## Types of Assignments

In the course you will experience a variety of assignments. You will run across many assignments that ask you to form and support your own ideas about media or texts, such as personal opinion assignments (rants, personal responses, blog entries), as well as many creative assignments (creative tweets, creating images, creating movie trailers, etc.). There will be assignments asking you to analyze various types of texts (short stories, poems, a novel, graphic novel, play and film) in a variety of ways. You will also find a few assignments asking you to research topics (assigned, or your choice). For all written assignments (blogs, essays, reflections, long answer) you must always write in complete sentences and in paragraph form, where indicated. Essays will have specific formats that you will be required to use that will accompany the instructions where necessary. When writing blogs, essays or long answer assignments, always use the planning pages to organize how you will write your response. This is a very important writing habit to integrate into your practices.

## Appropriate computer documents

When submitting documents digitally, please note that our markers can only open the following types of files: “.doc” or “.docx” (Word documents), “.pdf” (Adobe documents), “.jpeg” (images), “.ppt” (PowerPoint), “.mp3” or “.mp4” (audio), “.rtf” (rich text files).

If submitting different types of files for assignments, it is your responsibility to ensure the marker can open them, or to send them to your lead teacher for conversion.

## Tech Tools

Throughout the course, there are a number of tech tools that are given in assignment instructions as options to use for your assignment. Your teacher is the authority on these tools, so if you are unfamiliar with the tool, ask your teacher for an explanation about how to use them. Don't be afraid to check them out on your own though either—most have been chosen because they are very user-friendly and easy to use.

## Your Teacher

Remember, your teacher is only a phone call or an e-mail away. You can also Skype your teacher for help, using either Skype calls, or even the Instant Message window. While sitting on your course, it is very easy to have Skype open in the toolbar of your computer, where your teacher is just a sentence of text away! Your lead teacher is someone who is designated to give you as much help as you would like, as you work on the course. The best times to contact your teacher is between **8:30 a.m.** and **4:30 p.m.** unless otherwise indicated. Call when you are frustrated, call when you want to talk about assignments or clarify instruction, and call when you're stuck on an essay topic or don't know where to start on an assignment.

## Assignment Tips

- Working in the print workbooks and don't know how to submit a creative piece? Take a clear well-lit picture of it with your phone to submit to your online dropbox or e-mail to your marker.
- Not feeling confident about an assignment that you've written up? E-mail a draft of your work to your teacher to take a look at. He or she will give you some guidance and some ideas of where you can improve, so you can make sure you're on the right track before you hand in your work.
- Messy writing? Do your rough work in the workbook, but type up and print out your final assignments. Make sure they are clearly labelled, then stick them in the appropriate pages of the workbook before you submit it. This is a good way to edit your writing before submitting it.
- Not happy with the assignment? Finding it difficult to tackle? If you feel like an assignment is impossible, always phone your teacher. They will be able to either help you with the assignment, or talk to you about alternative assignments.



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## 1.1 Learning Preferences and Strategies

Not all learners have the same learning preferences and learning styles. Although some students might work wonderfully in a noisy classroom, others will accomplish little. How we each learn affects our day-to-day experiences with our education, our jobs, and other roles. By analyzing learning styles, we can get a sense of our learning strengths as well as see where we might improve.

Our learning styles and learning preferences change continually, especially as we mature. You may learn differently now than you did two years ago. Two years from now, you may have different tendencies or approaches yet again! Because our brains are changing and growing constantly, establishing learning preferences is **not** meant to “label” anyone as one kind of learner. Instead, it shows **where an individual may be currently** on the “learning map”—from which he or she can derive a sense of where to go and how to grow.

In the following activities, you will see that learning more about yourself can help you become a more independent and effective learner. Learning “how” you learn in school can be tremendously valuable because many of the same strategies can be applied to your life outside school. School is only one small part of life where you learn in life.



## 1.1 My Learning Summary

### Assignment Instructions

Discover your personal learning preferences as well as strategies to perform tasks effectively in areas of challenge.

1. **Complete two** surveys on the following pages:

- “Learning Preferences”
- “Learning Strategies”

**Before you begin** each survey . . .

- Read the qualities in the chart and think about those that apply to you; then, make your selections.
- Check each box beside information that describes how you prefer to learn. Use checkmarks, Xs, peace signs, or smiley faces (whatever you would like).

2. **Reflect** on your learning preferences and learning strategies by answering the three questions in **1.1 My Learning Summary** on [pages 13 and 14](#). Refer to specific information learned about yourself in the “Learner Preferences” and “Learning Strategies” surveys.

**Submit** your polished work in this workbook or to the **1.1 My Learning Summary** dropbox.



**Assessment:** Your marker will provide feedback on your work on [page 14](#) in this workbook.

### EXTRA HELP

**Review** information in the [Appendix](#) for details about your **strongest** learning preferences and learning strategies. Refer to information from the two surveys and your reflection for ideas and tips throughout your course.



## Learning Preferences Survey

In this survey, check the boxes you feel describe your own qualities of learning. Check each box beside information that describes how you prefer to learn.

Do you . . .			
<input type="checkbox"/> Like working alone or in small groups?	<input type="checkbox"/> Struggle with open-ended assignments and “what if” questions?	<input type="checkbox"/> Like active, busy, and unstructured environments in which to work?	<input type="checkbox"/> Work well with written, spoken, and visual clues?
<input type="checkbox"/> Like hands-on activities and enjoy talking?	<input type="checkbox"/> Like having an assignment timeline, with structure or a schedule?	<input type="checkbox"/> Like relaxed group work and cooperation with others?	<input type="checkbox"/> Like logical, orderly, and direct presentation of concepts?
<input type="checkbox"/> Like brainstorming and open-ended activities?	<input type="checkbox"/> Like orderly and structured presentations?	<input type="checkbox"/> Like assignments with room for consideration of many ideas?	<input type="checkbox"/> Like lectures, using books and loosely-guided independent learning?
<input type="checkbox"/> Like experimenting often when learning new things?	<input type="checkbox"/> Like to avoid changes of habit or routine when learning new things?	<input type="checkbox"/> Like not being restricted by any rules, routine, or guidelines?	<input type="checkbox"/> Like learning new things with a focus on new information and facts?
<input type="checkbox"/> Sometimes make quick uninformed conclusions when learning?	<input type="checkbox"/> Like to know the “right” way of doing something before you do it?	<input type="checkbox"/> Find yourself to be intuitive about your moods, feelings, and problems or those of others?	<input type="checkbox"/> Like using your reading, listening, and visual skills all combined?
<input type="checkbox"/> Like or excel in competitive atmospheres?	<input type="checkbox"/> Like giving careful attention to all details in assignments?	<input type="checkbox"/> Like assignments with space to reflect personally?	<input type="checkbox"/> Like to follow normal procedures and logical explanations?
<input type="checkbox"/> Like interactive games or real-life activities?	<input type="checkbox"/> Like exact “step-by-step” directions for assignments or at work?	<input type="checkbox"/> Like to have balance of social activities and work or school?	<input type="checkbox"/> Like a quiet environment in which to think and work?
<input type="checkbox"/> Like problem-solving or creating change?	<input type="checkbox"/> Like order and quiet in which to complete tasks?	<input type="checkbox"/> Like a relaxed non-competitive atmosphere?	<input type="checkbox"/> Like to think in structured, logical, and organized ways?
<input type="checkbox"/> See the “big picture” when problem-solving (not worrying about small details)?	<input type="checkbox"/> Like things around you to be ordered and arranged in specific ways?	<input type="checkbox"/> Like to plan assignments or projects in abstract or non-linear ways?	<input type="checkbox"/> Like debating about ideas and controversial issues?
			

<input type="checkbox"/> Like discovering your own unique ways of doing things?	<input type="checkbox"/> Like keeping “busy” or looking for constructive things to do because you cannot sit still for long?	<input type="checkbox"/> Like being flexible, accepting, and responding easily to change?	<input type="checkbox"/> Feel motivated to gain attention for your intelligence?
<input type="checkbox"/> Like producing real but creative work?	<input type="checkbox"/> Find yourself to be a natural organizer?	<input type="checkbox"/> Find yourself to be imaginative and creative?	<input type="checkbox"/> Really enjoy learning?
<input type="checkbox"/> Struggle with pacing and time limitations?	<input type="checkbox"/> Like new experiences or applying ideas to be practical or “hands-on”?	<input type="checkbox"/> Like to relate information to your own experiences and knowledge when learning?	<input type="checkbox"/> Find yourself to be observant or critical of good or bad learning concepts?
<input type="checkbox"/> Sometimes struggle with completing projects?	<input type="checkbox"/> Often feel highly motivated to complete work or assignments?	<input type="checkbox"/> Focus on friends and relationships as a high priority?	<input type="checkbox"/> Struggle with writing creatively?
<input type="checkbox"/> Struggle with choosing just one answer to a problem?	<input type="checkbox"/> Tend to be a natural editor? (You can take any project and make it better.)	<input type="checkbox"/> Struggle with working alone?	<input type="checkbox"/> Struggle with working cooperatively in a groups?
<input type="checkbox"/> Struggle with forming detailed answers?	<input type="checkbox"/> Struggle with making choices – would prefer just one way of doing things?	<input type="checkbox"/> Struggle with providing enough detail and giving exact answers?	<input type="checkbox"/> Struggle with taking risks or facing unpredictable situations?
<input type="checkbox"/> Struggle with accepting the ideas of others as alternatives?	<input type="checkbox"/> Struggle with opposing views of other people?	<input type="checkbox"/> Struggle with concentrating on one task or project at a time and working within time limits?	<input type="checkbox"/> Struggle with problems lacking definite answers?
<input type="checkbox"/> Often skip the reading of directions or instructions?	<input type="checkbox"/> Approach your work with deliberation and careful planning?	<input type="checkbox"/> Command attention verbally, physically, or visually with schoolwork or other activities?	<input type="checkbox"/> Like working alone to prove things for yourself?

**How many check marks did you get for each column?**

- Write your scores for each column in the appropriate box below.
- Identify your **three** highest scores.
- Read information about these learning preferences in the **Appendix**, [pages 37 to 41](#).

**HINT:** You may want to read all descriptions for ideas about learning goals for the remainder of the assignment.

**SCORES**

<b>Concrete-random</b>	<b>Concrete-sequential</b>	<b>Abstract-random</b>	<b>Abstract-sequential</b>

## Learning Strategies Survey

**Mark** the boxes you feel apply to your learning habits. You may want to make a note next to any suggestions that you have not tried before that you think might work for you!

Do you . . .		
<input type="checkbox"/> Remember much of what you hear, such as from conversations, TV, radio, music, or other sources?	<input type="checkbox"/> Forget verbally transmitted or spoken information easily unless it is paired with a visual of some kind?	<input type="checkbox"/> Find you are comfortable with taking social, mental, or educational risks while learning or exploring new concepts?
<input type="checkbox"/> Like group work because of the opportunity to talk with others about learning?	<input type="checkbox"/> Give close attention to the body language and facial expressions of others to help with learning and understanding?	<input type="checkbox"/> Like interaction in lessons that include games, argument or debating, or group brainstorming instead of “just listening”?
<input type="checkbox"/> Find reading aloud to be effective for learning and remembering?	<input type="checkbox"/> Draw pictures, mind maps, or brainstorming bubbles to represent ideas?	<input type="checkbox"/> Work well in groups or prefer group work for creative opportunities?
<input type="checkbox"/> Prefer to prepare speeches or presentations to demonstrate learning?	<input type="checkbox"/> Use visual clues or “triggers” to remember concepts or ideas?	<input type="checkbox"/> Enjoy problem-solving activities that have several “angles”?
<input type="checkbox"/> Prefer or enjoy whole-class discussions or class debates as a way of learning?	<input type="checkbox"/> Mentally “visualize” to keep track of new knowledge or experience, or to solve problems?	<input type="checkbox"/> Do well when you can apply or try new knowledge immediately?
<input type="checkbox"/> Find the use of a recording device or phone app more effective to take notes than writing them?	<input type="checkbox"/> Enjoy and learn from the visual interaction of field trips?	<input type="checkbox"/> Have difficulty maintaining focus while sitting and taking notes for long periods of time?
<input type="checkbox"/> Find musical jingles or other <b>mnemonics</b> helpful to remember knowledge or skills?	<input type="checkbox"/> Learn well from watching others to see what to do next when learning new things?	<input type="checkbox"/> Trace, outline, or doodle to maintain focus while listening?
<input type="checkbox"/> Remember significant concepts more effectively by dictating and being recorded?	<input type="checkbox"/> Use colours to underline or highlight important points in text?	<input type="checkbox"/> Enjoy hands-on learning, field trips, making models, or learning simulations?
<input type="checkbox"/> Find verbal analogies or storytelling helpful to demonstrate learned knowledge, skills, or experiences?	<input type="checkbox"/> Prefer to take notes by hand or ask for a copy of notes?	<input type="checkbox"/> Remember or learn best while doing something active, or moving while learning (chewing gum, standing, listening to music, etc.)?

<input type="checkbox"/> Find that ensuring you can always hear and speak clearly is important?	<input type="checkbox"/> Like writing stories and illustrating them?	<input type="checkbox"/> Often imagine yourself in some situation to address a learning concept properly?
<input type="checkbox"/> Find listening to music while working helpful for concentration?	<input type="checkbox"/> Do well with using digital technology and multimedia?	<input type="checkbox"/> Benefit from frequent study breaks to move around or “stretch”?
<input type="checkbox"/> Have strong listening and verbal skills?	<input type="checkbox"/> Enjoy and remember learning effectively from film, videos, or illustrated diagrams, charts, or demonstrations?	<input type="checkbox"/> Benefit from assigned leadership roles in learning situations?
<input type="checkbox"/> Remember concepts best if you have discussed or listened to lessons verbally, or you have used verbal games, puzzles, and explaining to others?	<input type="checkbox"/> Prefer or enjoy illustrated books more than text-only books?	<input type="checkbox"/> Benefit from “white noise” in background while studying or working?
<b>After completing the chart with your preferences, do the following:</b> <ul style="list-style-type: none"> <li>• Write your scores for each column in the appropriate box below.</li> <li>• Identify your <b>two</b> highest scores.</li> <li>• Read information about these learning strategies (auditory learner, visual learner, or kinaesthetic learner) in the <b>Appendix</b>, <a href="#">pages 39 to 41</a>.</li> </ul>		
<b>Did you learn some new ideas?</b>		
<b>SCORES</b>		
<b>Auditory Learner Traits</b>	<b>Visual Learner Traits</b>	<b>Kinaesthetic Learner Traits</b>

## 1.1 My Learning Summary

1. In the “Learning Preferences” survey, my learning preferences were **strongest** in these **two** categories:

A. \_\_\_\_\_

B. \_\_\_\_\_

What **two** new ideas you have learned about your learning preferences?

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2. In the “Learning Strategies” survey, the **two** categories **most similar** to my learning needs are . . .

A. \_\_\_\_\_

B. \_\_\_\_\_

What **two** new strategies will you try based on information from this survey?

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## 1.1 My Learning Summary (continued)

3. What strategies **already work well for you** when you are learning a new task? (whether working with a teacher and peers in a classroom, working solely with your ADLC teacher, or working independently) Do you need additional strategies to help you learn?

[illegible]

Teacher Feedback	
 <p><b>Assessment</b></p> <p>Total:    /5 =    %</p>	<p><b>Areas of strength:</b></p>
	<p><b>Might I suggest . . .</b></p>

# Meet Your Virtual Classmates

	<p><i>Hi, I'm Leanne!</i></p> <p><i>I'm from Nordegg, Alberta. My parents own an outdoor activity centre that organizes treks for caving (or spelunking), canyoneering, and ice or rock climbing treks. I have been doing these outdoor activities my whole life, and I love the mountains and being outside.</i></p>
	<p><i>Hello,</i></p> <p><i>My name is Hassan, and I am from Edmonton. I have lived here my whole life and am a hard core Oilers fan. I really like watching TV and playing video games, especially Madden and the NHL games. In the summer, I play street hockey competitively, and in the winter I play indoor soccer for fun.</i></p>
	<p><i>Hey...My name is Lola, and I just moved to Fox Creek, Alberta. In my spare time, I enjoy photography, design, gaming, drama, and painting. I am really hoping to get into an art school on the West coast when I finish my schooling so that I can pursue illustration and animation. Because of some bullying issues in my old high school, I am taking my courses through Outreach.</i></p>
	<p><i>Hi there,</i></p> <p><i>My name is Tyrone, and I am from Cold Lake, Alberta. I used to live in town, but now I live out at Elizabeth Métis Settlement so I can help my Mom take care of my two little sisters (they are 2 and 4, and kinda bratty). I have a part-time job at a gas station in town so I can help with bills, save up for secondary schooling, and keep my car moving (it's a gas guzzler!). For fun, I like working on my car, quadding, fishing, hunting, and hanging out with my friends. After I graduate, I'm going to look into a trade relating to renewable resources or mechanics.</i></p>

## Meet Your Virtual Classmates (continued)



Hello, I'm Darcy. My parents own a cattle ranch out by Stettler, Alberta. I enjoy working on the ranch, horseback riding, horse training, and 4H. I also play Lacrosse and volleyball. I LOVE country music but also kind of have a thing for hip hop (go figure), and want I to be a large animal vet technician in the future.



*Hi...*

*My name is Simon, and right now I live in Edinburgh, Scotland, because my older brother is going to University here. He's my sole guardian. I used to live in Lethbridge, Alberta. It's been a very eye-opening experience to live here—Edinburgh is a crazy city! I like playing WoW and other videogames, reading web comics, listening to music, and walking around trying not to look like a tourist.*



Hey. I'm Hailey. My band is Dehcho First Nations, in the Northwest Territories (near Fort Simpson). Out of school, I like reading, track, dance, snowmobile rallies, and helping with other band events around Ft. Simpson.



*Něih hóu!\**

*My name is Akio, and I just move to Canada from Hong Kong, China, this year, to Calgary. I have learn a lot of English in my Hong Kong school, but it still need some work! Canadian school are very different from home, but the country very nice and beautiful. I love music! In Hong Kong, I play 4 years in a metal band name Snow Kraken. I like to write song and practice guitar for fun, and go to concerts to hear my favourite bands, and new bands! I would like to try and write song in English for a new change!*

*\*'Hello' in Cantonese*

## Meet Your Virtual Classmates (continued)



Hello there!

I'm Sabah, and I am from Fort McMurray. At home, I greatly enjoy watching scary movies, cooking, Facebook, camping, playing softball, and spending time with my friends and family. I would like to be a professional chef when I am done school!



Hi. My name is Toby, and I am from Drumheller, Alberta. Last year I missed a lot of school because of hockey and other stuff, and kind of... failed grade 11. I was going to just drop out because I don't like school (it is really hard for me), but instead I now go to hockey academy. I hope to train hard enough that I am good enough to play professional hockey for a living, but if that doesn't happen, I also am interested in carpentry or mechanics. I know now that I need my diploma at least to keep my options open. For fun, I play other sports, snowboard, and skateboard, or chill out with my buddies.



Hey,

My name is Karinn. I am originally from Ottawa, Ontario, but live in Spruce Grove. In my spare time, I really like getting outside, playing basketball with my friends, taking care of my dog (his name is Frank), and going shopping! When I have finished high school, I am hoping to get a job as a mentor for youth with special needs.

## 1.2 My Profile



### The Assignment

**Develop** a student profile, using the space on the following page for your response.

Use one of the forms on the following pages or choose one from the list below:

- a Glog ([www.Glogster.com](http://www.Glogster.com)) or other digital collage
- a paper collage
- a PowerPoint presentation or Google Slides
- an introduction video (using video recording device of your choice)



**Review** the rubric on [page 21](#) in this workbook to see how your work will be assessed.

### EXTRA HELP

**View Hassan's and Lola's 1.2 Profiles** on [pages 42 and 44](#) to see their approaches to this assignment and the feedback they received from their markers.



**View Karinn's 1.2 My Profile** on your [Online Course Tools](#) or the [Course Resource book](#).



## 1.2 My Profile

Answer the following questions in complete sentences.

- a. My name is \_\_\_\_\_
- b. I'm from \_\_\_\_\_
- c. A few of my favourite activities or interests are \_\_\_\_\_

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- d. My favourite quotation is . . . *(This can be from any source—people you know, media, your family, your life, etc. Please include the **source**.)*

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**source:** information identifying the origin (speaker or writer and major piece of writing, idea, or concept) of any quotation you use

- e. Check one of the following; extra details are optional:

Currently I am ☐ employed ☐ unemployed

- f. My favourite type of music is \_\_\_\_\_

- g. My favourite groups or bands are \_\_\_\_\_

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- h. One of my favourite song lyrics is . . . (Please include the source, too!)

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- i. In the future, I am interested in pursuing **this interest** or investigating **this career** . . .

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- j. A few of my favourite novels, movies, TV shows, magazines, books, or other texts are . . .

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- k. Other \_\_\_\_\_


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## 1.2 My Profile (optional table format)

<b>My name is...</b>			
<b>I'm from...</b>		<b>I prefer to communicate using...</b>	
<b>A few of my favourite activities or interests are...</b>		<b>My favourite quotation is...</b>	
		<i>(This can be from any source—people you know, media, your family, your life, etc. Please include the source.)</i>	
<b>Currently I am...</b>		<b>A couple of my favourite musical groups or bands are...</b>	
<input type="checkbox"/> employed <input type="checkbox"/> unemployed			
<b>Extra details of employment are optional...</b>		<b>One of my favourite song lyrics is...</b>	
		<i>(Please include the source, too!)</i>	
<b>I am interested in pursuing this interest or investigating this career...</b>		<b>A few of my favorite novels, movies, TV shows, magazines, books, or other texts are...</b>	

## 1.2 My Profile Assessment

Value	Descriptor	
 <b>Excellent</b>	<input type="checkbox"/> Your presentation is enhanced by <i>precise</i> and <i>appropriate</i> details that <i>perceptively</i> achieve the purpose of the assignment.  <input type="checkbox"/> Your word choice is <i>confident</i> .	
 <b>Proficient</b>	<input type="checkbox"/> Your presentation is supported with <i>effective</i> and <i>thoughtful</i> details that achieve the purpose of the assignment.  <input type="checkbox"/> Your word choice is <i>considered</i> .	
 <b>Satisfactory</b>	<input type="checkbox"/> Your presentation has <i>enough</i> information and is presented with <i>appropriate</i> details to achieve the purpose of the assignment.  <input type="checkbox"/> Your word choice is <i>appropriate</i> .	
 <b>Limited</b>	<input type="checkbox"/> Your presentation <i>lacks</i> information and details may be <i>missing or vague</i> , detracting from the purpose of the assignment.  <input type="checkbox"/> Your word choice is <i>confusing</i> .	
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL:</b> /10 =        %	/5 Thought and Detail	/5 Word Choice
 <b>Assessment</b>	<b>Areas of strength:</b>   	
	<b>Might I suggest . . .</b>   	



## Be Heard in a Rant!

Do you ever become very angry or excited about something you see, experience, or hear and need a *sounding board*? Is there a subject or issue you really want to talk about? You probably have a lot to say, but how can you express your opinion to the world?

An informal way to state your views is a **rant**. You can be angry, excited, passionate, sarcastic, or sad in your presentation. These emotions set the **tone** in this casual presentation, but using respectful language means your audience will read what you have to say.

**Tone** involves the "attitude" of a piece of writing. Is the author being formal? Informal? Is he or she writing as though guilty of something? Proud of something?

### Time to Read

**Read one** of these **opinion** articles for ideas about how to capture your thoughts and feelings:

- "Pilfering Music", *Communicate!*, page 25
- "Hey People, It's Snowing Out There!", *Communicate!*, page 155
- "Designer Teens", *Between the Lines 11*, page 302

**Read** the following resources in the **Online Course Tools** or **Course Resource book**:

- **The Goods** tutorial
- **Graphic Organizers** tutorial



## 1.3 Rant

### Assignment Instructions

**Choose one** issue from the list in the [Appendix](#) on [page 46](#).

1. **Identify Your Rant Topic:** On [page 26](#), write your topic and jot some notes about why the topic is a concern to you.
2. **Investigate Further: Complete** the chart on [page 27](#) to organize your thoughts:
  - What do you already know about the issue?
  - What related experiences have you had with the issue?
  - What will you research further to understand all aspects of the issue?
3. **Complete My Research Resources charts** on [page 28](#) to record sources of information you investigated.
4. **Complete** a mind map or another structured planning organizer in the space provided on [page 29](#) in order to plan and organize your ideas.
5. **Choose** one of these options and compose the polished copy of the rant:
  - oral presentation delivered by phone, Skype, cassette tape, memory stick, or CD
  - video
  - written report or blog
  - visual representation (collage or comic strip)

**Contact** your teacher if you have questions about any aspect of the assignment.

**Submit** your polished work in this workbook or to the **1.3 Rant** dropbox.



**Review** the rubric on [page 33](#) to see how your work will be assessed.



## EXTRA HELP

1. **Read Mass Media and Marketing** in the [Appendix](#) for more guidance with this topic.
2. **Read Hailey’s and Toby’s 1.3 Rant** on [pages 48 to 54](#) to see two different approaches to this assignment.
3. **View** Rick Mercer’s rant titled “Teen Suicide” on your **Online Course Tools** or on the Internet (URL: <http://tinyurl.com/6caeh9b>) as a sample presentation. To produce a similar rant, all you need is a safe setting, a video recording device, and the ability to talk and walk at the same time!



## EXTRA CHALLENGE

**Extend** your discussion of the issue you chose by adding one of the following options to your **1.3 Rant** assignment. You are still required to submit the five elements of the original assignment (Identify Your Rant Topic, 3-question chart, My Research Resources chart, mind map, and paragraph) with this enhancement.

- **Discuss** an original solution to the issue or conflict you presented. Write a few paragraphs to outline your solution and explain why you think it would be effective or realistic.
- **Enhance** your presentation with a creative illustration that demonstrates some aspect of the issue you discussed. Suggestions include a recorded skit or short play, a short story you have written, a YouTube video, a fictionalized newscast, or other creative form—all your own work, of course! A few crib notes for use during the recording of your creative illustration might be very helpful. If you post online, mark your post “private”, not public, so only users with the URL can see your presentation. Keep your presentation school-appropriate. If you are unsure about your creative choices, contact your teacher.

**crib notes:** *short notes that serve as memory prompts or reminders for presentation; a good way to keep organized, and not fall off track when presenting detailed information*

### 1.3 Rant Worksheet

The rant topic I have chosen is . . .

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This particular topic caught my attention because . . .

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# Investigation Chart

What do I know about this topic already?	What have I experienced in life that relates to this topic?
<i>(What made you aware of the topic? How does the topic make you feel? What information do you already have?)</i>	<i>(Conflicts? Situations? Observations? Stories of other people you know?)</i>

My Resources Chart	
1. Media Title	
Media Type	
Media Source (provide the URL address)	
Valuable Notes of Interest	

My Resources Chart	
2. Media Title	
Media Type	
Media Source (provide the URL address)	
Valuable Notes of Interest	

## 1.3 Rant Organizer or Mind Map

**Construct an organizer or mind map** in the space provided below to sort your information into your main idea, supporting ideas, and supporting information or details.

- Find more information about using organizers by viewing the [Graphic Organizers](#) tutorial in your [Online Course Tools](#) or [Course Resource book](#).
- To see some examples of student organizers or mind maps, go to [pages 48 and 52](#) in your workbook.



### 1.3 Written Rant (Polished)

Please write or enclose your polished rant below

[illegible]









### 1.3 Written Rant (Polished, continued)

[illegible]

### 1.3 Written Rant (Polished, continued)

[illegible]

## 1.3 Rant Assessment

Value	Descriptor			
 <b>Excellent</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>effectively</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>detailed</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide an <i>insightful</i> and <i>logical</i> <b>discussion</b> of the issue with <i>precise</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>skillfully</i> and <i>engagingly</i> according to <b>conventions</b> .			
 <b>Proficient</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>clearly</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>complete</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide a <i>thoughtful</i> <b>discussion</b> of the issue with <i>significant</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>convincingly</i> according to <b>conventions</b> .			
 <b>Satisfactory</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>adequately</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>basic</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide a <i>straightforward</i> <b>discussion</b> of the issue with <i>general</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>believably</i> according to <b>conventions</b> .			
 <b>Limited</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>partially</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>incomplete</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide an <i>underdeveloped</i> <b>discussion</b> of the issue with <i>insufficient</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>ineffectively</i> according to <b>conventions</b> .			
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.			
<b>TOTAL:</b> /35 =    %	<b>/10</b> <b>Plan</b>	<b>/5</b> <b>Sources</b>	<b>/10</b> <b>Ideas and Support</b>	<b>/10</b> <b>Presentation</b>
 <b>Assessment</b>	<b>Areas of strength:</b>			
	<b>Might I suggest . . .</b>			

# **CONGRATULATIONS!**

## **You have completed Instruction Workbook 1!**

**Use this time to give your clever self a pat on the back, and double-check to ensure you have submitted all the required assignments for this module.**

### **Tag Space**

Do you have any questions, comments, concerns, or thoughts to share about this Workbook, or life in general? Leave the marker a question, a rant, a picture, a random thought, or comment in the tag space below! Remember that if you are missing any sections of an assignment, you will be asked to resubmit the assignment in order for it to be graded.



## Appendix

### Targeted Course Learning Outcomes

1. You will discover possibilities through text, ideas, observations, opinions, experiences, and emotions.
2. You will express personal text preferences and expand interests towards other texts or text creators.
3. You will connect yourself to text, culture, physical settings, by identifying and considering personal, moral, ethical, and cultural perspectives in text.
4. You will consider and address form, structure, and medium by understanding concepts of various communication uses in oral, print, and multimedia text forms.
5. You will appreciate diversity of expression, opinion, and perspective by viewing, monitoring, and evaluating various texts.
6. You will form tentative understandings, interpretations, and positions as they connect your own and others' explorations of characteristics in various texts.
7. You will evaluate sources and assess information by reflecting on and describing strategies to ensure credibility and quality in found resources, as well as identifying bias or inaccuracy in gathered information.
8. You will form generalizations and conclusions by integrating information new to you with knowledge you already have.
9. You will develop content and enhance organization by assessing relationships among a controlling idea, supporting ideas, and details, as well as strengthening relationships as needed to enhance the unity of created texts.
10. You will evaluate the nearness to reality, appropriateness, and significance of print and non-print texts by examining the significance of the text's theme or controlling idea, as well by considering the effectiveness of the text's content in terms of adequate and relevant supporting details or illustrations.
11. You will assess text creation context by reflecting on the purpose behind created texts, as well by assessing your own choices made in text creations for the course.
12. You will improve thoughtfulness, effectiveness, and correctness of communication.
13. You will use language and image to show respect and consideration.

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## 1.1 Learning Preferences Survey Results

### Concrete-Random

Concrete-Random (CR) learners or learners who share some of these traits are unique! Boredom and restricted ways of doing things are recipes for disaster for CR learners. They do not like having their independence restricted. These very hands-on learners often have very innovative and creative ideas about improving the world and the quality of life for those around them at school, at work, or at home. Concrete-Random learners sometimes need good reasons to stay motivated with schoolwork, such as a career goal or personal goal and not simply a threat of punishment or criticism for breaking the rules! Concrete-Random thinkers sometimes have difficulty staying within the rules (especially in school), but this is not out of disobedience as much as it is about following their own inner “tunes”. Concrete-Random learners work well with **guidelines**, **support**, and **alternatives**.

#### Suggestions for this ADLC course

- Concrete-Random thinkers are very creative and very capable of amazing work, but they need to have the freedom to do things their way, with only a small intrusion of guidance.
- While you are doing your schoolwork, try to have someone on whom you can rely to keep you on track with due dates, time management, and clarification of questions about the work. This might be a teacher, parent, guardian, relative, counsellor, facilitator, or job mentor.
- Key areas to ask for help in English 20-2 are writing assignments. Calling for guidelines, support, and alternatives **before** starting large writing assignments is advantageous. If you share the traits of Concrete-Random learners, having a good idea of how an assignment should go beforehand will save you frustration.

### Concrete-Sequential

Concrete-Sequential (CS) learners tend to be the most methodical and organized kind of learners. If you like having a schedule for your daily and weekly activities, enjoy routine, and dislike change, you might share traits of concrete-sequential learning preferences. CS learners tend to be very practical and reliable; they like structure in their daily activities, especially schoolwork. CS learners need uncluttered quiet environments in which to work and generally are independent and driven to succeed, even if they are doing something they do not necessarily like. Concrete-Sequential learners are not fans of verbal presentations in school, but they are proficient at them when they have had sufficient time to prepare and are not expected to present without preparation.

#### Suggestions for this ADLC course

- In English 20-2 that Concrete Sequential or similar learners contact their teachers immediately after they receive their materials is very significant. Initially, the course appears to require a lot of work, and sometimes knowing where to start is difficult. Teachers can help you set a work schedule of when to complete assignments and help you begin.
- Keep in contact with your teacher regarding the reading list guidelines at the beginning of and throughout the course to ensure that you are reading materials that are most appropriate to your needs.
- Look at the reading for an assignment and make a list of questions that arise in areas you do not understand. Then, contact your teacher to discuss your questions. If an assignment confuses you, contact your teacher for clarification before you begin.
- Call to get help beginning creative assignments. Your teachers might have some ideas and strategies that you can use or adapt.

## 1.1 Learning Preference Survey Results (continued)

### Abstract-Random

Abstract-Random(AR) learners are people-oriented. They are sensitive to the feelings and moods of others, and they can be very caring and affectionate towards family and friends, sometimes putting them before anything else, even school...oops! Sometimes, AR learners need to choose a specific goal for themselves, to gain more “drive” in the right direction. Emphasis on people and relationships makes them flexible and adaptable. This flexible nature means they can juggle priorities effectively while not being isolated socially. Abstract-Random learners love group work and discussion, and they thrive in conversations involving learning topics and lively environments. AR learners tend to be strong in talking and writing as they learn, and often they are creative or artistic. Often internalizing learning personally, they are proficient at creative expression of their thinking. Frequently, AR learners recognize the “big picture” or learning goals in the learning they do. As well, they identify relationships that exist between ideas or concepts in most or all subjects.

#### Suggestions for this ADLC course

- Take time where more detailed responses are required. If you are not sure about appropriate level of detail, contact your teacher.
- Call your teacher whenever you wish! Teachers are available during office hours specifically to provide clarification or to help when you need it.
- Take more time for the research report and other more technical assignments in the course.
- Talk to your teacher about a specific assignment timeline so your need for flexibility is met and you are aware of the schedule you should keep with your assignments.

### Abstract-Sequential

Abstract-Sequential (AS) learners are a distinct minority although sharing traits with other learning styles is common. These very strong learners often perform well in all or most courses. Often, they are self-motivated and curious to explore new concepts or ideas in which they have interest (not always school-related). They enjoy problem-solving and exploring or analyzing issues. AS learners enjoy lectures and question periods as well as debate or discussion, but they do not necessarily work well in groups. Often, they need more time to think about how to respond, and they may be reluctant to say much if they have not had opportunity to think about the topic thoroughly. Carefully thinking about consequences and implications before acting is a strong tendency for AS learners, which means they do best in environments in which they can set their own pace of learning. In school, sometimes AS learners will not begin their work if they feel that they do not have enough time to finish it. In addition, AS learners become bored quickly with repetition and information they have mastered, and they can be unproductive when they are not stimulated by exploration of interesting concepts, facts, or ideas, especially in areas they enjoy.

#### Suggestions for this ADLC course

- Obtaining a timeline of assignments from your teacher is a good idea, because your teacher can customize this to meet your needs, especially if you require extra time later on.
- Call your instructor to have “check-up” talks, as well as obtain guidance on creative assignments. You may have an area of interest you wish to explore beyond the course materials, and talking to your teacher is a good way to explore options available to you.
- Most teachers teach often because they love to talk about their subject areas. Call your teacher if you would like to debate or discuss a topic of interest in the course!



### Auditory Learners

Auditory learners enjoy talking to themselves quietly, explaining things to others, or talking to understand concepts better. They are able to remember names easily and they recognize variations in a person's tone of voice. They can be distracted easily by background noise, however, and they might read more slowly or have some trouble following written directions. Auditory learners benefit from and sometimes enjoy materials read aloud. Auditory Learners often memorize what they hear, and they do so through verbal repetition. They tend to enjoy music or the performing arts, and sometimes they whisper the words on a page as they read from texts.

### Suggestions for this ADLC course

- Auditory learners would benefit from the online course content components for text-to-speech features. This reduces sight-based reading.
- Find books on-tapes and/or CDs for some of the reading resources, if possible (especially the novels).
- Try reading aloud to yourself some of the passages you find difficult or have a facilitator, parent, sibling, or friend read them aloud to you for a change.
- When editing assignments, you may find reading your own work aloud to yourself might be very effective for spotting errors.
- To make reading more manageable, try to break the material into small chunks with space to digest what you read. Another suggestion is to take what you read and say it aloud in your own words to make concepts more straightforward and easier to recall.
- Auditory learners also benefit from conversation or discussion concerning essay topics before they begin to write. Contacting your teacher is a great idea!

**Mnemonics** (pronounced “nu-MON-ics”) are **any** learning technique that aids or improves memory of a concept or fact. In an audio format, these might be a short poem, phrase, sentence, or special word that you associate with the desired concept. You might have learned to spell geography by saying “George Edwards Old Grandmother Rode A Pig Home Yesterday”.

For example, “ROYGBIV” is a mnemonic to remember the colours and their order in the light spectrum: (**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet). Mnemonics can also be useful aides for visual or kinesthetically strong learners, not just auditory learners, too.

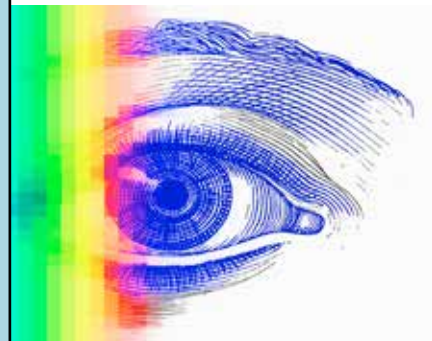
## My Learning Strategies—How Can I Learn More Effectively? (Survey Results) (continued)

### Visual Learners

Learners who share visual learning traits are proficient at picturing the images of ideas or processes in their minds. Often, they are very in-tune to the visual details of their physical environments and the visual details of the people with whom they interact (physical details of mood or emotion). However, they can be very distracted by noisy environments, which is something to keep in mind when considering a workspace. If you are visual in your interactions with others, you may find that eye contact during your conversations is very important. Often, visual learners “talk” with their hands. Visual learners respond well to prompts such as charts, diagrams, or images.

### Suggestions for this ADLC course

- Images in the course materials connect with the text on the particular page. The images are more than fillers! They are connected always to what you are reading on the page. Images can act as “tags” to help you remember information, perhaps like a mental bookmark.
- Do not miss any of the tutorial readings because these are quite visual and informative.
- When talking to or contacting your instructor, you may prefer face-to-face interaction. Consider use of Skype or FaceTime or other digital conference technologies to make contact more effective.
- You are not expected to return assignment workbooks at the end of the course (unless you have a special arrangement with your school), so mark them to your liking! Highlight, colour code, outline, or diagram ideas as you go through your lessons. You might also write notes (not assignments) in various colours or **typefaces** to help you remember.
- Try memorizing concepts or information by writing out the concept or information in your own words. If you have trouble with assignment instructions, writing them in your own words can help to clarify them.



## My Learning Strategies—How Can I Learn More Effectively? (Survey Results) (continued)



### Kinesthetic Learners

Kinesthetic learners are not just learners who cannot “sit still”. Often, kinesthetic learners understand concepts best when they are able to touch something physically to connect ideas. Much of their learning can be “situational” because they can connect the ideas or concepts of what they need to know to something they have already experienced. Characteristically, kinesthetic learners tend to think well on their feet or while exercising and when they touch other people occasionally in conversations. As a way of staying focused on listening or reading, you may often have one part of your body moving, such as a tapping finger or foot. This may help you stay focused and should not be viewed as restlessness. Chewing gum can be beneficial in the same regard, especially when reading or listening—but chewing during a conversation is considered rude! Kinesthetic learners often are physically well coordinated, but sometimes, they are considered hyperactive (which might not be true). Similar to visual learners, they sometimes move their hands when they talk. In school, these students may like to try new things, and they may do well in athletics or performing arts.

### Suggestions for this ADLC course

- Kinesthetic learners benefit from a timeline made with their instructor, as well as conversations about handling their work on a day-to-day basis.
- An effective routine may be to do the reading for one section of a module along with reading the first assignment requirements. Then, take a break (10 to 15 minutes) before returning to the assignment.
- Taking a break before editing an assignment is applicable to all learning profiles, but it is valuable for these learners in particular.
- Use computers for the physical interaction while reading or doing assignments.
- Alternate standing, sitting, or lying while reading or doing assignments.
- Consider the timing of any daily exercise. People tend to focus more effectively on work after a period of intensive physical activity—if you are an athlete, think about your daily fitness routine and how it affects your learning!
- When you contact your teacher, you may find e-mail, chat, or phone most effective for your needs.

## Hassan's 1.2 My Profile

Hassan's 1.2 Profile			
My name is...	Hassan Dharti		
I'm from...	Edmonton	I prefer to communicate using...	The phone, email, or texting!
A few of my favourite activities or interests are...		My favourite quotation is...	
<p>I really like HOCKEY! I watch it all the time, and play hockey video games a lot, and street hockey. I like playing indoor soccer though, and go to sports games. I like going to as many sports games as I can, for hockey, football, lacrosse, and other teams in Edmonton. I like playing pool with my friends, or going to the movies with them too. Once a month my whole family gets together (including aunts, uncles, cousins, etc.) and has dinner. I guess that counts as an activity I like, though sometimes I'd rather watch TV. Trying to get into golf too, but man that is some boring stuff on TV!</p>		<p>"I wanted to have a career in sports when I was young, but I had to give it up. I'm only six feet tall, so I couldn't play basketball. I'm only 190 pounds, so I couldn't play football. And I have 20-20 vision, so I couldn't be a referee." Jay Leno</p>	
Currently I am...		A couple of my favourite musical groups or bands are...	
<input type="checkbox"/> employed <input checked="" type="checkbox"/> unemployed		Eminem, Asher Roth, and Silversun Pickups	
Extra details of employment...		One of my favourite song lyrics is...	
<p>Work experience is kind of like being employed, and kind of not. It takes up too much time for me to get a job and I don't want to mess up school, so I can't work at the same time as both. Work experience usually gets me home at about 6:00 PM, and I leave for school in the morning at 7:45 AM. It's a really long day. I like work experience though—my welding shop manager gives me a torch to mess around with sometimes, and scrap metal to practise different joint beads.</p>		<p>"The strength that I find when I dig down deep inside Got me still in this fight, and I'll be the last man standing!" - Asher Roth</p>	
In the future, I am interested in pursuing this interest or career...		A few of my favourite novels, TV shows, movies, magazines, books, or other texts are...	
<p>I want to be a welder. Lots of people assume I'm going into the Oilfield with this one, and honestly, I might start out there, but there are loads of other things to do with Welding certificates. I'm interested in heavy duty construction welding.</p> <p>autobiographies</p>		<p>One memorable book was <u>Twisted</u> by Laurie Anderson (I don't read much, but my teacher last year showed me this one and it's awesome). I really like House, Parks &amp; Recreation, Hockey Night in Canada, and hockey autobiographies.</p>	







If continuing your list by adding "and street hockey", you don't need this "and" here.

Use only one "and" to wrap up the end of a list.

Insert comma after "soccer".

Note spelling of Lacrosse



Hassan's 1.2 My Profile Assessment		
Value	Descriptor	
 <b>Excellent</b>	<input type="checkbox"/> Your presentation is enhanced by <i>precise</i> and <i>appropriate</i> details that <i>perceptively</i> achieve the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>confident</i> .	
 <b>Proficient</b>	<input checked="" type="checkbox"/> Your presentation is supported with <i>effective</i> and <i>thoughtful</i> details that achieve the purpose of the assignment. <input checked="" type="checkbox"/> Your word choice is <i>considered</i> .	
 <b>Satisfactory</b>	<input type="checkbox"/> Your presentation has <i>enough</i> information and is presented with <i>appropriate</i> details to achieve the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>appropriate</i> .	
 <b>Limited</b>	<input type="checkbox"/> Your presentation <i>lacks</i> information and details may be <i>missing or vague</i> , detracting from the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>confusing</i> .	
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 8/10 = 80%	4/5 Thought and Detail	4/5 Word Choice
 <b>Assessment</b>	<p><b>Areas of strength:</b> <i>Hi Hassan! Please read my comments about your assignment. You provided an effective and detailed snapshot that was quite informative of your various interests and qualities. Your explanation of your choices is impressive! I am looking forward to working with you for the duration of your course!</i></p> <p><b>Might I suggest . . .</b> <i>To help with the editing process, read your work aloud. Sometimes mistakes are easier to find when you hear a sentence rather than when reading it silently. Let's face it, people talk much more than they write—it comes more naturally to us because as an animal, we've been "talking" longer.</i></p>	

*This is a good start Lola. Do you have any more specific details to include? What kind of photography do you like to pursue? Landscape? Animals?*

*Oh boy... You're going to have to explain the Twilight thing to me some day—I don't get it! You have included some great detail here. It's clear you have a wide range of interests in media.*







Lola's 1.2 My Profile			
<b>My name is...</b>	Lola Greenwich		
<b>I'm from...</b>	Fox Creek, Alberta	<b>I prefer to communicate using...</b>	I prefer Skype, e-mail and texting
<b>A few of my favourite activities or interests are...</b>		<b>My favourite quotation is...</b>	
I really like reading comics, taking photos, and watching movies.		"I've known my mom since I was zero years old. She is quite dope."	
<b>Currently I am...</b>		<b>A couple of my favourite musical groups or bands are...</b>	
<input type="checkbox"/> employed <input checked="" type="checkbox"/> unemployed		Kanye West, Dan Mangan, Prairie Cartel, Spinnerette, City in Colour, Nirvana...the list goes on!	
<b>Extra details of employment...</b>		<b>One of my favourite song lyrics is...</b>	
There are not a lot of places to work in Fox Creek! I might find a job in the summer here.  <i>What do you think you'd like to try? If you need help with a resume, please let me know.</i>		"That little voice in the back of your mind, just wants you to know, just hopes that you know - robots need love too." By Dan Mangan .  (THIS IS THE GREATEST SONG EVER!)	
<b>In the future, I am interested in pursuing this interest or career...</b>		<b>A few of my favourite novels, TV shows, movies, magazines, books, or other texts are...</b>	
I am going to do cartoon, comic or artistic illustration, hopefully.		Bleach is one of my favorite anime shows <b>EVAR!</b> I really like 30 Rock, and Glee too though. I also really like Twilight, the book series, and reading manga or graphic novels.	



*This is a funny quote, but who said it? Remember to include your sources.*

*What is the title of this song?*

*Avoid using slang in your English work.*

Lola's 1.2 My Profile Assessment		
Value	Descriptor	
 <b>Excellent</b>	<input type="checkbox"/> Your presentation is enhanced by <i>precise</i> and <i>appropriate</i> details that <i>perceptively</i> achieve the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>confident</i> .	
 <b>Proficient</b>	<input type="checkbox"/> Your presentation is supported with <i>effective</i> and <i>thoughtful</i> details that achieve the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>considered</i> .	
 <b>Satisfactory</b>	<input checked="" type="checkbox"/> Your presentation has <i>enough</i> information and is presented with <i>appropriate</i> details to achieve the purpose of the assignment. <input checked="" type="checkbox"/> Your word choice is <i>appropriate</i> .	
 <b>Limited</b>	<input type="checkbox"/> Your presentation <i>lacks</i> information and details may be <i>missing or vague</i> , detracting from the purpose of the assignment. <input type="checkbox"/> Your word choice is <i>confusing</i> .	
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
TOTAL: 6/10 = 60%	3/5 Thought and Detail	3/5 Word Choice
 <b>Assessment</b>	<p><b>Areas of strength:</b> Hi Lola! Please read the feedback in your assignment. You've shared a variety of interests here—I imagine you keep quite busy with these! You established a good start in providing details about who you are.</p> <p><b>Might I suggest . . .</b> I suggest you provide more details in your answers. You could write about what draws you to photography, or what kind you like the most, or your favourite movie genre. (Do you like scary movies, comedies, or other kinds?) Having sufficient detail in your writing is important. Also, you must cite sources. I found your quotation was by Kanye West (who is that?), but you need to complete that part in the future. If you have any questions about this assignment, please let me know.</p>	

### 1.3 Rant: Possible Topics

- Choose and discuss one of the following topics for your informed and respectful rant.
- Mass Media and Marketing: *Advertising is everywhere through mass media and it targets YOU! What are your thoughts about this topic?*
- Technology abuse: *What do you think about how people use technology? What do you like about how it is used? What annoys you about how it is abused?*
- Environmentalism: *What do you think of initiatives in Alberta to encourage people to go “green”? Are these activities working? Not working? Annoying? Ironical? Is enough being done?*
- Music: *Does an issue within the music industry bug or thrill you?*
- Violence and graphic material on TV: *Are TV shows becoming too violent and/or too graphic? How does violence on TV affect you or people you know?*
- Gaming: *What conflicts annoy you about this topic? What are your thoughts about conflicts with gaming platform networks and privacy? What do you think about gamer etiquette? What is your opinion of “gamer culture”?*
- Social Media: *How does the invention of Facebook, Twitter, MySpace, or Google+ affect today’s society? How does it influence your social behaviour, well-being, or lifestyle? What issues arise?*
- Subcultures: *What are subcultures? How do you feel about them? Do you want to clarify assumptions or misconceptions about your subculture?*
- Social injustice: *Is there a local, provincial, national, or global social issue that bothers you? (Homelessness, street youth, mental health stigma in youth or adults, sweatshops in second or third world countries, or promotion of peace between nations)*
- Racism, stereotypes: *What does your chosen topic look like in Alberta? Canada? What is your view of it? What role does digital citizenship have in cyber bullying?*
- Work conditions, work environments, and/or cash flow of young adults: *What have you experienced with these topics?*
- Politics: *Do you think you will ever vote in a provincial or federal election? Why or why not? Do politicians target issues that are relevant to you? Explain.*
- Sports: *Should fighting be allowed or banned in hockey? What consequences might result from either allowing or disallowing it*
- Underage drinking or drug use: *Substance abuse among youth in Alberta is a problem. What harm does it cause? How does that affect those involved? How might laws be changed to address this topic?*

## Mass Media and Marketing

Topic: **Mass Media and Marketing** *Mass Media advertising is everywhere and it targets YOU! What are your thoughts about this topic?*

### Instructions:

1. **Read** the following resource and the extra resource reading “1.3 Extra Help-Extra Resources” found on your **Online Course Tools**:
  - The excerpt from *NoLogo* by Naomi Klein
  - “Pepsi Prank Fizzles At School’s Coke Day”
2. **Read** the topics identified below and choose one for your response. Address all questions for your chosen topic to explore it further.
3. **Topics for Mass Media and Marketing**
  - i. *Private advertising companies are marketing in schools to students of various ages. What do you think of this?*
  - ii. *In the articles, a student was reprimanded for acting against a private corporation’s advertising interests in a public school. Should the student have been reprimanded for expressing his opinion? What do you think?*
  - iii. *Cameron acted against the interests of the school (funds for education). Should he have been in trouble for jeopardizing a funding source regardless of who that source was? What do you think? How would you react if you were in Cameron’s situation?*
  - iv. *What is the significance of this particular product being marketed towards youth? Is it good for the well-being of children or students? Consider other products that might be similar to this particular brand of soft drink or other examples of potentially problematic products marketed to youth. What are your thoughts on this matter?*

After choosing your topic, go to **page 24** of this workbook for the remaining steps of this assignment.



## Hailey's 1.3 Rant



### Hailey's Sources:

- "Anti-Poverty Kit" (Information package)  
<http://aged.alternativesnorth.ca/pdf/Web%20Tool%20Kit%20Anti-Poverty%202011.pdf>  
(Alternatives North Social group)
- "20 000 More Albertan Children Living in Poverty" (news article by Karen Kleiss)  
<http://www.edmontonsocialplanning.ca/content/view/1090/255/>
- "Preventing Poverty Would Save Billions" (news article by Karen Kleiss)  
<http://www.edmontonjournal.com/business/Preventing+poverty+would+save+billions+study/6106771/story.html>



## Hailey's 1.3 Rant: Blog Entry – “How Poverty Affects Me & You”



*This is a bit clunky. What about “the rent or pricing of houses is crazy”?*

My name is Hailey Antoine, and I have a big problem with poverty. It all started a few years ago when my brother and his wife got married. My brother has a good job as a grocery store manager in Ft. Simpson, but **the rent or prices of housing** in our area are crazy! Even though he has a good job, they can't afford to live on their own with their kid. **They** say it is because they aren't getting paid enough to achieve the standard of living costs in my community. It makes our house really crowded and complicated to live in because they are stuck waiting for government housing. You basically wait until someone dies or moves south! That makes me really angry. I mean, who is calling all the shots on housing anyways? I think we need more houses up here so the demand goes down.

*I can see why this makes you so angry! It sounds very frustrating!*

*Who is “they”? Can you remind us here?*

*You don't have to say “I think” here. You're loud and clear! You do need a comma to divide your two thoughts, though.*

My Grandma is another example of how poverty affects people in my community. She actually lives in a government house, which means the government charges my grandma rent at a reduced rate (still high!).

When my Grandpa was sick, she got on the waiting list, because she knew she wouldn't have as much money if he died. She's very lucky she got in **I think** but also lucky she has a good family who would have been **their** for her if she hadn't. The statistics say about 5% of all women in the NWT are homeless. That's horrible. Here's the kicker! The month after my Grandma moves into this “Great” government house, the pipes freeze and blow up because they **wer** poorly insulated! My grandma now drives **here** to get her water all the time. For all that rent she pays (\$1600/month), **no body** is fixing her water pipes.

*All one word.*

*Where is “here”? Specify. Your house? Town?*

*You need a comma after “Sometimes” for connection.*

When people are living below the standard of living, this means they are poor. In my community, when people are poor, they sometimes feel really bad or angry. **Sometimes** because they feel really **bad or angry** about not having enough money, they end up doing things that hurt themselves or others. I don't think they do it deliberately, but poverty does bring trouble, that's for sure. We have a lot of drinking and **drugs** use that happens here sometimes, and I think it's because people feel bad for having not enough money to feed their families, live in a decent house, have a predictable meal, or things like that. *These are things we sometimes take for granted—thank you for pointing this out!*

*“There” is the correct word here because you are talking about a location. “Their” is a possessive pronoun (it is their house.)*

*This is repetitive, but I like how you are being very clear about some serious causes of conflict here.*









## Hailey's 1.3 Rant: Blog Entry – “How Poverty Affects Me & You” (continued)

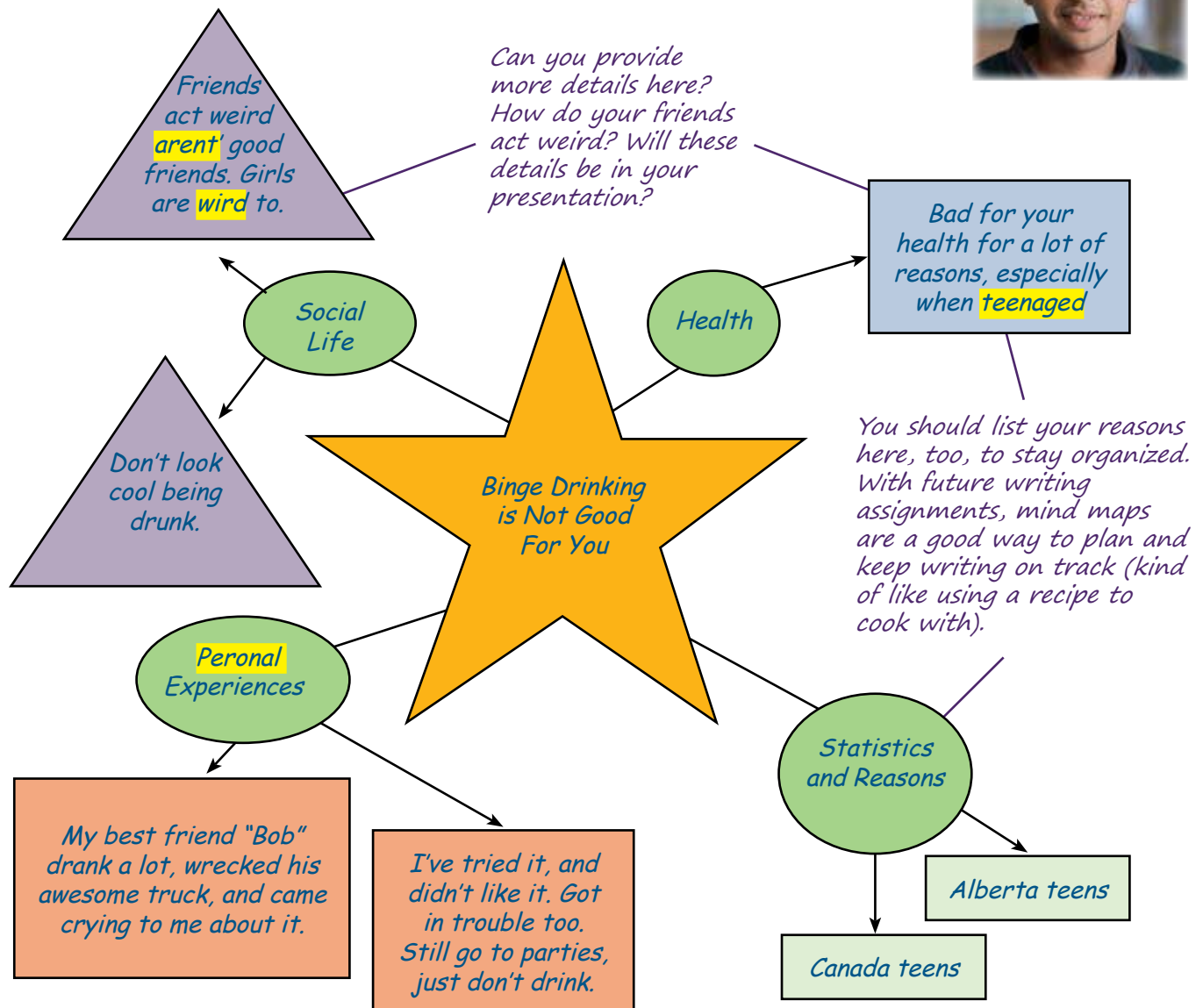
*With words  
you choose,  
how might  
you show how  
'widespread'  
or 'all' across  
Canada it is?*

Poverty is not just a problem in my community or my province though. **It is across Canada** and the symptoms are the same there too. **I read that in Alberta, "the number of children living below the poverty line...jumped from 53,000 in 2008 to 73,000 in 2009."** It seems like poverty affects women, immigrants, children, single parents, older people, and Aboriginal people the most—they have a rough time I think, because too many people have the wrong idea about why poverty exists. **Nelson Mandela once said, "Poverty is man-made, like slavery and apartheid."** I agree with him. It is wrong that poverty exists. Instead of trying to stop it as it is happening, we should try and prevent it from happening to begin with. It is a basic human right that all people have food and shelter in our country! I can't wait until I am an adult so I can start making a difference for the people I care about.

*Very good  
integration  
of both  
quotations  
into your  
writing!*

Hailey's 1.3 Rant Assessment				
Value	Descriptor			
 <b>Excellent</b>	<input checked="" type="checkbox"/> Your <b>plan</b> identifies <i>effectively</i> the issue, aspects researched, and organization (mind map). <input checked="" type="checkbox"/> You include <i>detailed</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide an <i>insightful</i> and <i>logical</i> <b>discussion</b> of the issue with <i>precise</i> <b>support</b> . <input checked="" type="checkbox"/> Your <b>rant</b> is presented <i>skillfully</i> and <i>engagingly</i> according to <b>conventions</b> .			
 <b>Proficient</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>clearly</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>complete</i> information of <b>sources</b> researched. <input checked="" type="checkbox"/> You provide a <i>thoughtful</i> <b>discussion</b> of the issue with <i>significant</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>convincingly</i> according to <b>conventions</b> .			
 <b>Satisfactory</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>adequately</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>basic</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide a <i>straightforward</i> <b>discussion</b> of the issue with <i>general</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>believably</i> according to <b>conventions</b> .			
 <b>Limited</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>partially</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>incomplete</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide an <i>underdeveloped</i> <b>discussion</b> of the issue with <i>insufficient</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>ineffectively</i> according to <b>conventions</b> .			
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.			
<b>TOTAL: 33/35</b> <b>= 94%</b>	<b>10/10</b> <b>Plan</b>	<b>5/5</b> <b>Sources</b>	<b>8/10</b> <b>Ideas and Support</b>	<b>10/10</b> <b>Presentation</b>
 <b>Assessment</b>	<p><b>Areas of strength:</b> Hailey, I was truly shocked to read about this issue with your unique experiences and observations. You made some very thoughtful comments here and provided excellent detail to support your ideas. You approached this serious subject well with your mature perspective.</p> <p><b>Might I suggest . . .</b> In the future use your mind map to help organize or act as a guideline for your written work. In your mind map, you had everything very well organized so that writing it would be a snap, but in your writing, you were a little bit disorganized. As well, ensure you always give your work that final 'once over' to edit any missing punctuation or spelling mistakes.</p>			

## Toby's 1.3 Rant: Mind Map – “Teenage Binge Drinking”



### Sources:

1. <http://www.the-alcoholism-guide.org/binge-drinking-facts.html>
2. <http://www.theglobeandmail.com/life/the-hot-button/canada-control-your-binge-drinking-medical-journal/article1873629/>
3. <http://www.afm.mb.ca/Learn%20More/BingeDrinking.pdf>
4. <http://www.madd.ca/english/research/stats.html>
5. <http://www.teenchallenge.ca/get-help/educational-resources/alcohol-abuse-facts>

*Ensure you have all the correct information. The URL is a good start, but you should also have the author's name and the title of the source. You will learn a more formal way later in the course.*



## Toby's 1.3 Rant: Glogster Collage on "Teenage Binge Drinking"



**ZOOM OUT**

### Rant: Teenage Binge Drinking

By Toby Emerson  
English 20-2  
Assignment

When I started really getting serious into hockey, we started going on the road lots with games. When I was 14 or 15, all of a sudden my teammates started drinking on away games. Of course, they wanted me to drink with them. I would have one or two sips but mostly I think it was dumb to bring pop bottles with booze on the buss. Our coaches would flip out if they caught us, and threaten to kick us off the team, but no one really got in that much trouble. My parents worried about me though, so I stopped. Never told, but stopped.

How many beer commercials referencing hockey have you seen in Canada? Think about it. No Pressure.

I did go to the parties though. The other guys didn't hassle me too much for not drinkin', but all the stuff I saw at parties made me glad I didn't. Lots of fights and even more drama. It's okay to fight about the dumbest crap, if your drunk, eh?

STATISTICS  
a. 49% of 12th graders admit to binge drinking in Ontario.  
b. 63% of students over 15 drink.  
c. 78% OF TEENS IN ALBERTA OVER age 15 drink.  
d. One in three ppl know a person whose life has been altered permanently by alcohol in some way.

It seems to bring out the worst in people. They're all goody, stumbling around puking @\$\$'s of making @\$\$'s of themselves. I seen my best friend say the meanest things to someone when he's drunk, but when he's sober, he's a good guy. Also...you pee. Everywhere.

"These hockey boys, they like fighting and the girls that show up to drink, they get super emotional when they drink. I don't think I've met one girl my age who hasn't gotten into some kind of trouble at a party drunkin' either. It's not safe an seems like they handle the alcohol worse than the boys do."

-My friend Rachel

It's hard to stick up for him when I know hes been a jerk from boozin'.

One night he came home drunk and smashed up his vent into a parked car. He got mad cuz I didn't know sorry for him, and told him he deserved it for drinkin' home drama. He got that funny for FREE for his birthday. Who cares if you drink?

What I should have said was "Don't be mad, you could have died."

2. Brains don't stop growing until 25 years of age - binge drinking can give pretty significant brain damage to a guy (or girl) because of that, brain damage sounds serious, because it is serious. It can be memory loss, shortening attention span, addiction. Its permanent, it won't go away.

3. Binge drinkers run high risks of heart attacks, dying as a result of violence, being assaulted (physically or sexual), being in wreck, committing criminal acts, catching STDs, mood swings and erratic behavior.

4. Drinking to "feel good" might mean ur of like that using the wrong reasons, kind could mean youre making you even more depressed. It can be depressed an maybe

So next time I see my friend, I have a few things to tell him that I learned through this assignment:

1. Binge drinking is more dangerous than just drinking socially or once when. You can stop your brain, because after you pass out your bloodalcohol level will might be going up. Blood poisoning is when your brain stops working and shuts your body down. People can even die because there to dehydrated, OR because they choke on their barf.

**Binge drinkers:**  
1. May not drink often, but drink A LOT when they do.  
2. They drink to get wasted on purpose







**WHY DO WE DRINK SO YOUng!**  
a. To feel good  
b. Good stress relief  
c. To feel older, more adult  
d. Media or peer influence

**ARE THESE GOOD REASONS? NO!**

Check for grammatical errors, so your great message is not misunderstood!

You've really done a fantastic job here, Toby. You've included so much information! It's a very persuasive presentation! Obviously, you care about your friends quite a lot.

"I seen" is incorrect. Use "I saw my best friend . . ."

Toby's 1.3 Rant Assessment				
Value	Descriptor			
 <b>Excellent</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>effectively</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>detailed</i> information of <b>sources</b> researched. <input checked="" type="checkbox"/> You provide an <i>insightful and logical</i> <b>discussion</b> of the issue with <i>precise</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>skillfully</i> and <i>engagingly</i> according to <b>conventions</b> .			
 <b>Proficient</b>	<input checked="" type="checkbox"/> Your <b>plan</b> identifies <i>clearly</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>complete</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide a <i>thoughtful</i> <b>discussion</b> of the issue with <i>significant</i> <b>support</b> . <input checked="" type="checkbox"/> Your <b>rant</b> is presented <i>convincingly</i> according to <b>conventions</b> .			
 <b>Satisfactory</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>adequately</i> the issue, aspects researched, and organization (mind map). <input checked="" type="checkbox"/> You include <i>basic</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide a <i>straightforward</i> <b>discussion</b> of the issue with <i>general</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>believably</i> according to <b>conventions</b> .			
 <b>Limited</b>	<input type="checkbox"/> Your <b>plan</b> identifies <i>partially</i> the issue, aspects researched, and organization (mind map). <input type="checkbox"/> You include <i>incomplete</i> information of <b>sources</b> researched. <input type="checkbox"/> You provide an <i>underdeveloped</i> <b>discussion</b> of the issue with <i>insufficient</i> <b>support</b> . <input type="checkbox"/> Your <b>rant</b> is presented <i>ineffectively</i> according to <b>conventions</b> .			
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.			
<b>TOTAL: 27.5/35</b> <b>= 79%</b>	<b>6/10</b> <b>Plan</b>	<b>3/5</b> <b>Sources</b>	<b>10/10</b> <b>Ideas and Support</b>	<b>8.5/10</b> <b>Presentation</b>
 <b>Assessment</b>	<p><b>Areas of strength:</b> <i>Toby, the way that you represented your issue with the collage is quite effective. You put a lot of thought into your topic, and I don't imagine this is an easy thing to talk about with your friends. Your presentation was very well considered and detailed.</i></p> <p><b>Might I suggest . . .</b> <i>Aim to be more detailed in your mind maps for the future. I noticed you didn't bring any specific details in until your collage. By organizing all the specific details you have for a presentation via a mind map you can make things easier for the next part. Also, review assignment instructions for listing sources carefully in your next research-related assignment. When editing, try starting from the bottom of all your work and read through. Speaking sentences aloud works, too. Before you sit down and edit though, always go take a break to refresh yourself. You might find it helpful to have a dictionary handy for any spelling mistakes that pop up.</i></p>			







## Module 1: Instruction Workbook 1

### Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	1.1 My Learner Summary	/5		
	1.2 My Profile	/10		
	1.3 Rant	/35		
	<b>TOTAL</b>	/50		

### Formative Assessment

#### *Student Work: Draft*

Pages marked **Student Work: Draft** in the border are not assessed formally. Please provide feedback to the student based on his or her submission.

#### *Student Work: Planning*

Pages marked **Student Work: Planning** in the border are not assessed formally unless it is stated in the assignment. Please provide feedback to the student based on his or her submission.

#### *Student Work: Self-Assessment*

Pages marked **Student Work: Self-Assessment** in the border are not assessed formally. Please provide feedback to the student based on his or her submission and direct the student to the answer key in the Appendix when appropriate.

### Summative Assessment

#### *Student Work:*

Pages marked **Student Work** in the border are assessed formally. Please use the descriptors in the rubric provided to assess the student's submission. These descriptors should be the focus of the comments you provide. Please indicate where the student has been successful, and identify an area of growth in the Assessment section of the rubric. Use the exemplar and accompanying rubric to guide your assessment.

Record the student's mark on the Assignment List and on back cover of the workbook.

